

Bradford County School District

Bradford Middle School



2016-17 Schoolwide Improvement Plan

Bradford Middle School

527 N ORANGE ST, Starke, FL 32091

bradfordschools.org/bms

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 7-8	No	91%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	29%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	C	

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Bradford County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Bradford Middle School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Our mission is to instill in all our students, a desire for lifelong learning while providing positive experiences at Bradford Middle School. Our students will graduate with the knowledge, skills and values necessary to be successful contributors to our society.

b. Provide the school's vision statement.

Bradford Middle School embodies a community of students, parents, and staff working together. We believe in providing a secure and student-centered environment that empowers all to soar to the highest levels of personal and academic excellence.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Our teachers are frequently encouraged to have conversations with students regarding their various backgrounds and cultures that build a sense of community on our campus. The school and staff frequently participate with various organizations in the community including church and youth groups to better understand our student's backgrounds.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

There are various times throughout the day our students have supervision by a number of adults that should make them feel safe and respected. Adults are strategically placed so students feel secure and know someone is available to help them should they need it. Before, during, and after-school we have multiple adults, both teachers and staff, who are available for students to come to if they need to talk, but also to supervise them should they have any issues.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Our school wide positive behavior support (PBS) team has created a set of expectation and behaviors that every classroom teacher and staff member follows (CANES). These expectations are in place so students should be actively engaged in the instructional process. There is also a process for disciplinary actions should there be students that need additional assistance. All teachers and staff follow the same protocols for consistency. BMS is now a campus that fully implements CHAMPS.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Our school has multiple resources for our students to use should they need any counseling, mentoring or other services. Our guidance counselor, Mr. Hudson is available for assistance every day. We also have administration, a school resource officer, and BRT that students can come to if they feel the need. Additionally, BMS has received a grant from the State of Florida titled Check and

Connect. Certain staff members and teachers are trained via the program and will mentor 10 of our ESE students.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

The school uses a weekly (administrative) and bi-monthly (teachers) monitoring approach in the area of Early Warning Systems. We are tracking students with attendance below 90 percent (regardless of whether absence is excused or a result of out-of-school suspension), One or more suspensions (whether in school or out of school), Course failure in English Language Arts or mathematics, and students with a Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics. Additionally the school tracks students who are receiving a D or an F in a class or have dropped 15 points or more academically.

b. Provide the following data related to the school's early warning system

1. 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
Attendance below 90 percent	0	0	0	0	0	0	19	24	23	0	0	0	0	66
One or more suspensions	0	0	0	0	0	0	25	42	46	0	0	0	0	113
Course failure in ELA or Math	0	0	0	0	0	0	63	72	78	0	0	0	0	213
Level 1 on statewide assessment	0	0	0	0	0	0	60	35	64	0	0	0	0	159
Level 1 on Math State Assessment	0	0	0	0	0	0	61	45	51	0	0	0	0	157
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	16	27	42	0	0	0	0	85

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

- Weekly grade updates
- PTC scheduled if necessary from the school
- MTSS/Rtl system
- ESE support for students via classes (Co-Teaching/Support Facilitation)
- Data meetings twice a month for staff reflection
- Daily behavior reports from the BRT
- Weekly Administrative Team Meetings for EWS/MTSS
- Weekly parent conferences

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Our school goals related to parent involvement is to have an active PTO with parental participation in special events around our campus. We also hope to have parents active in Open House and Academic events. We would also like parents to monitor student achievement through FOCUS and have encouraged all teachers to make contact with parents if a child has a D/F. Additionally, the Administration and Lead Teachers will be working together this school year to host parent involvement nights. We are hoping to work closely with families to train them on the new FSA testing materials, standards, PSAT, as well as other topics in the school.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Our school frequently seeks out partnerships with businesses and individuals in the community. Many of our clubs and sports teams have ongoing partnerships that provide amazing resources that support our school and provide funds for student achievement acknowledgement. CIS is a huge partnership this year in our school building. They have provided us a full time site coordinator to assist in the area of chronic absenteeism, health, and mental counseling.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
McConnell, Mallory	Principal
Schaefer, Raymond	Assistant Principal

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Principal (McConnell): The Principal oversees the entire instructional process process and serves as the head instructional leader. Ensures that the school leadership team is implementing Rtl with fidelity. Completes process checks ensure implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based plans and activities. Coordinates with the implementation of Positive Behavior Support and works with the Student Success Team to ensure fidelity. The Principal works

closely with all teachers, ESE support, Guidance, and district officials to provide the best instruction and support for students as possible. Participates actively with the department, grade level, and data team meetings. Leads the PD Lesson Study events that enhance student learning and works closely with instructional coaches.

Assistant Principal (Schaefer): Assists in overseeing the MTSS process for all teachers, supports the discipline dean (BRT), and works closely with the curriculum coaches. Provides support services for students, teachers, and classrooms with identified needs in a variety of areas.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The leadership team will focus meetings around one question: How do we develop and maintain a problem solving system to bring out the best in our schools, our teachers, and in our students?

The team meets weekly to engage in the following activities: Review prior year FSA data and link to instructional decisions; review progress monitoring data to determine areas in need of support and students who will require mentor intervention for remediation. The team will collaborate to share best practices, acquire needed professional development, and identify new resources to explore. Additional professional development will take place with the Reading Coach and CRTs. Core departments will be unwrapping standards through their departments and with coaches.

Coaches and CRTS: Will provide support in desegregating data, teacher training and modeling, and the implementation of strategies to support student achievement.

Title I: To our five feeder schools, Title I, Part A provides computer assisted instruction, paraprofessionals, and materials and supplies to support the academic achievement of students. After-school programs and summer school services are provided to eligible students to provide additional remediation. Professional development funds are utilized to ensure teachers receive professional development based on the goals and objectives in the Title I, Part A plan.

Title I, Part C-Migrant: The Title I director for Bradford County Schools works closely with a migrant liaison for Alachua County to ensure that migrant needs are met.

Title II: The Bradford School District uses these supplemental funds to improve academic achievement specifically to support reading in the secondary schools.

Title III: The ELL liaison is supported by the district with educational materials to provide services.

Title VI: Provides funds to support a drop out prevention teacher, and support for implementation of educational technology through Performance Matters.

Title X-Homeless: Funds provide for student and school support as the district homeless coordinator helps schools identify and provide resources for students who meet the "homeless" definition.

Supplemental Academic Instruction (SAI): Summer school is provided through additional funds.

Violence Prevention Programs: Bullying Prevention Education Programs (TRA – Take responsibility for your actions), Character Education (Character Counts), and PBS (Positive Behavior Support) are implemented to help with positive behaviors and decrease discipline referrals. Project Harmony,

provided by the Florida Sheriff's Youth Ranch, provides a one-day program for all sixth graders that provides active, hands-on activities to educate students on team-building, leadership skills, anti-bullying, and diversity training. Additionally, 40 boys and 40 girls from sixth grade are selected for a week-long venture to Camp Caruth for a more intensive experience than what is presented at school. A full time SRO is in place to reinforce all violence prevention efforts.

Nutrition Programs: N/A

Housing Programs: N/A

Head Start: Pre-K classrooms located on and off elementary campuses help to ease the transition to Kindergarten. Active communication exists between Pre-K and the regular program. Students on campus are actively involved in the school program.

Adult Education: The Career Tech Center addresses adult education needs in Bradford County. It provides increased opportunities for training in specific fields such as nursing, building construction, and culinary arts.

Career and Technical Education: The Career Technical Center partners with Bradford High to provide opportunities for advancement in the fields of nursing, welding, mechanics and other areas. Through the GED Exit option students at risk of not graduating are given the opportunity to learn and grow in a nontraditional secondary environment. Students at Bradford Middle who are at least two years removed from their peer group, show a propensity for a technical career path, and are at risk of potentially dropping out of school have the option to enter the Academy of Academics Program at the Career Tech Center which adjoins the BMS campus. Students are able to learn and grow in a nontraditional secondary environment.

Job Training: N/A

Other: IDEA and Title I work together to ensure that the educational goal of the district are aligned to meet the needs of all students. Funds are coordinated to provide services and professional development.

Emilee Mecusker, Math Coaching: Coaching position is part of a Federal TIF grant. Bradford is part of a nine district rural Sustainable Educator Evaluation & Compensation (SEEC) grant which is overseen by the Northeast Florida Education Consortium (NEFEC). More specific information about the grant can be found at: <http://seec.nefec.org/> if needed.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Mallory McConnell	Principal
Ray Schaefer	Principal
Michelle Watson	Parent
Vera Barnes	Parent
Troy Appling	Business/Community
Cassie Melvin	Teacher
Tara Hildebran	Parent
Michael Loffedo	Teacher
Rosalyn Baker	Teacher
	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

The Team evaluated the school improvement plan as a whole and worked throughout the year to study school data (via PM testing, FAIR, etc.) and determined if we were focusing on the appropriate areas for our needs.

b. Development of this school improvement plan

The team will be discussing with administration the necessary goals to improve student performance and confirm the sufficiency of the established goals. We will discuss at our first meeting this year in October where we would like to focus and the SAC members should agree this is an important area.

c. Preparation of the school's annual budget and plan

The SAC team will work together to review the annual budget and funding and determine the best way to serve our school. In the past they have provided student agendas.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

The School Improvement funds have been used to purchase agendas to assist students in organizing their school day. The amount was just under \$2,000.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Mcconnell, Mallory	Principal
Schaefer, Raymond	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The major initiatives of this team will be in meeting monthly towards implementing our goals for the Common Core State Standards in all areas of literacy and writing. The Leadership Team is also composed of our secondary reading coach, Beth Oody, and we work closely with our Language Arts teachers, Media specialist, and other stakeholders on campus to embed literacy in the courses.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

The school provides a ZERO period planning time that allows teachers in all like grade levels and content areas plan together for a variety of reasons. Many of our teachers frequently used this time before, and even after-school, to work with their departments and align their curriculum. Our PBS team frequently prepares events for our teachers socially and professionally to interact with their colleges.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Partnering new teachers with veteran staff - Principal

Job Fair hosted by NEFEC to include interviews and info for all rural districts in the area - Resource Director

Principal and Assistant Principal will seek the best personnel possible to fill instructional and non-instructional vacancies - Principal, Assistant Principal

Principal and Assistant Principal will seek the best personnel possible to fill instructional and non-instructional vacancies. - Principal, Assistant Principal

Teacher-Teacher Website - Principal, Assistant Principal

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

The purpose of the School Board of Bradford County New Teacher Mentee/Mentor Program is to provide support and resources to an early career educator to ensure classroom success. The mentoring team consists of the district staff, school principal, new teacher, and a veteran teacher. The mentoring team sets regular times to meet, spends time in reflection, and provides resources to the Mentee. The rationale for pairings is with a goal of providing a highly qualified teacher as a mentor in the same subject area if at all possible, a teacher who would collaborate well with others, a teacher with an effective or highly effective rating, and an experienced mentor who has completed the Clinical Educator training.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

The school works closely with district office personnel (Assistant Superintendent and Director of Curriculum and Instruction) to provide materials to our teachers that are aligned to the Florida standards. They are also assisted by the Reading Coach and CRT.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

The school frequently uses data to modify and differentiate instruction. Our teachers and administration meet twice a month (every two weeks) to review classroom assessment data. We look to see if our instructional strategies are working. If not, teachers work to brainstorm together other strategies to take back to their classroom. Additionally, ESE teachers participate to offer advice and strategies to meet the needs of these students.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Strategy: After School Program

Minutes added to school year:

ASPIRE After School Program

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

McConnell, Mallory, mcconnell.mallory@mybradford.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The site director (Avery Shell and Sherree Alvarez) work closely to review student data with the program. They frequently pull attendance and student class performance data.

Strategy: Extended School Day

Minutes added to school year: 1,920

Science Fair Project Assistance

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Science teachers monitor progress for their students who attend tutoring.

Strategy: Summer Program

Minutes added to school year:

Credit Recovery

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

School data, individual student data.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Our administration frequently visits students in the 5th grade classes at the various elementary schools to assist them in the transition process to middle school. We also invite these students to tour our campus before they enroll as 6th grade students. We also hold grade level assemblies for our current students, setting up expectations and requirements for the year.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

The school promotes academic and career planning through advising opportunities with our middle school guidance counselors as well as with high school guidance counselors while students are in the 8th grade. Additionally, teachers in the core academic classes across the grades explain the importance of career planning and goal setting for student's academic purposes. We also use the Bradford-Union Technical Center as a resource for students to explore additional opportunities to pursue while in the high school setting. Additionally, students in the Civics course will have college and career readiness strategies embedded in their curriculum.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

BMS incorporates applied and integrated courses like the Informational Technology Academy and the Agriculture Academy classes to help students further their education at the middle school level. These classes allow students to earn both high school credits or college credits and the opportunity for industry certificate levels of achievement. Students recognize the importance of the coursework and its relevance to their future.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

Through the implementation of The Common Core Strategies we will improve student's readiness for public post-secondary education.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If Bradford Middle School staff (teachers and administration) tracks Early Warning System (EWS) data, then BMS will increase student academic and behavioral outcomes.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If Bradford Middle School staff (teachers and administration) tracks Early Warning System (EWS) data, then BMS will increase student academic and behavioral outcomes. 1a

G084497

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains District Assessment	20.0
1+ Suspensions Grade 08	15.0
Math Gains	60.0

Targeted Barriers to Achieving the Goal 3

- Student work ethic (not doing homework, taking time to care about what they are doing).
- Student's lack of academic vocabulary is presenting an issue in subject area context.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District Office Support
- Edgenuity computer software for intensive math, Fraction Nation, Khan Academy, iReady program
- Positive Behavior Support Team
- FOCUS Software program
- Reflex Math Curriculum
- Teacher Data Chats with students (portfolio) - Tracking Student Progress
- Tutoring through Dylan William Grant
- CIS- site coordinator
- Check and Connect Mentoring Grant

Plan to Monitor Progress Toward G1. 8

Weekly data collected in the areas of referrals, failures, attendance, and class progress(bi-weekly) will be tracked via Google document. Data is collected from MTSS staff meetings, parent meetings through meeting notes and tracked via a GoogleDrive spreadsheet in GoogleForms.

Person Responsible

Raymond Schaefer

Schedule

Monthly, from 9/16/2016 to 5/19/2017

Evidence of Completion

Google file available for view at any time as well as In discussions with faculty in meetings (department, data, faculty).

Plan to Monitor Progress Toward G1. 8

Monthly iObservation data specific to the classroom environment and instruction will be collected to monitor the effectiveness of vocabulary instruction. We also believe the FSA data and progress monitoring data will assist us in seeing student deficiencies.

Person Responsible

Mallory Mcconnell

Schedule

Every 3 Weeks, from 11/1/2016 to 3/31/2017

Evidence of Completion

iObservation data, PM data, FSA data

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If Bradford Middle School staff (teachers and administration) tracks Early Warning System (EWS) data, then BMS will increase student academic and behavioral outcomes. **1**

 G084497

G1.B5 Student work ethic (not doing homework, taking time to care about what they are doing). **2**

 B224486

G1.B5.S1 Students who are struggling in the area of academics (be it any subject areas) or behavior likely are not completing their work or taking care to do their assignments. **4**

 S236939

Strategy Rationale

If we work to increase parental involvement through our SST weekly meetings, we will be able to build relationships with the families and explain just how much we are and want to support the student in the classroom.

Action Step 1 **5**

BMS will set up weekly SST meetings to address EWS and MTSS students.

Person Responsible

Raymond Schaefer

Schedule

Weekly, from 9/16/2016 to 5/19/2017

Evidence of Completion

Leadership team meetings happen every Tuesday at 11am, however the SST meets with parents every Friday (Thursday if there is a Friday conflict) for back to back conferences.

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Teacher class data is collected from MTSS meetings through meeting notes and tracked via a GoogleDrive spreadsheet in GoogleForms.

Person Responsible

Raymond Schaefer

Schedule

Weekly, from 9/16/2016 to 5/19/2017

Evidence of Completion

Data is then collected from parent meetings through meeting notes and tracked via a GoogleDrive spreadsheet in GoogleForms. This takes place on Fridays in the SST meetings.

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Quarterly the MTSS team will meet to check progress of students from that quarter

Person Responsible

Raymond Schaefer

Schedule

Quarterly, from 10/7/2016 to 12/16/2016

Evidence of Completion

Data is collected from FOCUS and through meeting notes and tracked via a GoogleDrive spreadsheet in GoogleForms.

G1.B9 Student's lack of academic vocabulary is presenting an issue in subject area context. 2

B224490

G1.B9.S1 Lesson Study PLCs on Vocabulary for Teachers 4

S236943

Strategy Rationale

If teachers participate in Lesson Study PLCs throughout the year, they will gain the knowledge they need to effectively implement strategies in their classroom.

Action Step 1 5

Lesson Study PLC

Person Responsible

Mallory Mcconnell

Schedule

Monthly, from 9/23/2016 to 3/31/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B9.S1 6

Walkthrough Observations

Person Responsible

Mallory Mcconnell

Schedule

Every 2 Months, from 11/1/2016 to 3/31/2017

Evidence of Completion

Collection of data through iObservation on vocabulary instruction and strategies will be taken to monitor progress.

Plan to Monitor Effectiveness of Implementation of G1.B9.S1 7

Monthly opportunities for support in vocabulary instruction through early release trainings and/or PD days.

Person Responsible

Mallory Mcconnell









Schedule

Monthly, from 9/23/2016 to 3/31/2017

Evidence of Completion

Classroom walkthrough data support for teachers.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B5.S1.MA1  M312033	Quarterly the MTSS team will meet to check progress of students from that quarter	Schaefer, Raymond	10/7/2016	Data is collected from FOCUS and through meeting notes and tracked via a GoogleDrive spreadsheet in GoogleForms.	12/16/2016 quarterly
G1.MA2  M312044	Monthly iObservation data specific to the classroom environment and instruction will be collected...	Mcconnell, Mallory	11/1/2016	iObservation data, PM data, FSA data	3/31/2017 every-3-weeks
G1.B9.S1.MA1  M312041	Monthly opportunities for support in vocabulary instruction through early release trainings and/or...	Mcconnell, Mallory	9/23/2016	Classroom walkthrough data support for teachers.	3/31/2017 monthly
G1.B9.S1.MA1  M312042	Walkthrough Observations	Mcconnell, Mallory	11/1/2016	Collection of data through iObservation on vocabulary instruction and strategies will be taken to monitor progress.	3/31/2017 every-2-months
G1.B9.S1.A1  A305971	Lesson Study PLC	Mcconnell, Mallory	9/23/2016		3/31/2017 monthly
G1.MA1  M312043	Weekly data collected in the areas of referrals, failures, attendance, and class...	Schaefer, Raymond	9/16/2016	Google file available for view at any time as well as In discussions with faculty in meetings (department, data, faculty).	5/19/2017 monthly
G1.B5.S1.MA1  M312034	Teacher class data is collected from MTSS meetings through meeting notes and tracked via a...	Schaefer, Raymond	9/16/2016	Data is then collected from parent meetings through meeting notes and tracked via a GoogleDrive spreadsheet in GoogleForms. This takes place on Fridays in the SST meetings.	5/19/2017 weekly
G1.B5.S1.A1  A305967	BMS will set up weekly SST meetings to address EWS and MTSS students.	Schaefer, Raymond	9/16/2016	Leadership team meetings happen every Tuesday at 11am, however the SST meets with parents every Friday (Thursday if there is a Friday conflict) for back to back conferences.	5/19/2017 weekly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If Bradford Middle School staff (teachers and administration) tracks Early Warning System (EWS) data, then BMS will increase student academic and behavioral outcomes.

G1.B5 Student work ethic (not doing homework, taking time to care about what they are doing).

G1.B5.S1 Students who are struggling in the area of academics (be it any subject areas) or behavior likely are not completing their work or taking care to do their assignments.

PD Opportunity 1

BMS will set up weekly SST meetings to address EWS and MTSS students.

Facilitator

McConnell/Mecusker/Schaefer

Participants

BMS Instructional (CORE) Staff

Schedule

Weekly, from 9/16/2016 to 5/19/2017

G1.B9 Student's lack of academic vocabulary is presenting an issue in subject area context.

G1.B9.S1 Lesson Study PLCs on Vocabulary for Teachers

PD Opportunity 1

Lesson Study PLC

Facilitator

Mallory McConnell

Participants

Core Content Teachers (ELA, SS, and Science)

Schedule

Monthly, from 9/23/2016 to 3/31/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B5.S1.A1	BMS will set up weekly SST meetings to address EWS and MTSS students.	\$0.00
2	G1.B9.S1.A1	Lesson Study PLC	\$0.00
Total:			\$0.00