Manatee County Public Schools

Braden River Middle School

2016-17 Schoolwide Improvement Plan

Braden River Middle School

6215 RIVER CLUB BLVD, Bradenton, FL 34202

https://www.manateeschools.net/bradenrivermiddle

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 6-8	No	52%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	51%

School Grades History

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

**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 Manatee 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.

Table of Contents

Purpose and Outline of the SIP 4

Differentiated Accountability 5

Current School Status 6

- **Supportive Environment** 6
- **Family and Community Engagement** 8
- **Effective Leadership** 8
- **Public and Collaborative Teaching** 11
- **Ambitious Instruction and Learning** 12

8-Step Planning and Problem Solving Implementation 16

- **Goals Summary** 16
- **Goals Detail** 16
- **Action Plan for Improvement** 19

Appendix 1: Implementation Timeline 30

Appendix 2: Professional Development and Technical Assistance Outlines 32

- **Professional Development Opportunities** 32
- **Technical Assistance Items** 33

Appendix 3: Budget to Support Goals 33

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 Braden River Middle School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	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.

Braden River Middle School is an innovative community of engaged learners. We embrace the quest to use new ideas, model respectful behavior, and communicate effectively to create dynamic leaders.

b. Provide the school's vision statement.

Braden River Middle School is an exemplary student-focused school that develops lifelong learners to be globally competitive.

2. School Environment

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

Braden River Middle School has a very diverse group of learners where all cultural backgrounds are accounted for and respected. Teachers are equipped with the tools and strategies to build relationships with all students in order to create a culture of respect. Monthly Professional Learning Communities, Department Meetings, Lunch and Learns and Faculty Meetings will all centralize around different modalities and tools to help instructors best understand and relate to ALL students.

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

Braden River Middle School creates a safe school environment through administrative team, School Resource Officer (SRO) & teacher supervision before, during and after school. Teachers are encouraged to contact the administrative team with any concerns they may have in order to maintain a safe school environment. The administrative team has a system in place for students to report unsafe behavior where students' names are kept anonymous. Students feel confident when they see their concerns being addressed and therefore, feel they are in a safe place.

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.

Braden River Middle School provides an agenda to every student which contains the student handbook. The handbook gives pertinent information about how to behave along with the consequences and rewards for non-compliance or compliance. Within the student handbook, there is a behavior card for each quarter, which helps with consistent enforcement of rules between teachers during the day. For school-wide consistency, the student handbook was read during the opening five days of school. The Administrative Team then reinforces and clarifies specific points in the student handbook on the daily morning announcements. This ensures that all students know the rules and have a fair chance of earning reward opportunities throughout the year. Students are also encouraged to maintain good behavior along with good grades in order to earn Renaissance status each quarter. The Renaissance program provides quarterly reward opportunities for students who

meet the requirements. There are also rewards in place for students who have one signature or less on their discipline card at the end of the quarter.

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.

Braden River Middle School addresses students' social-emotional needs through a variety of ways, which includes courses on drug & alcohol abuse, anti-bullying assemblies and lessons on character traits. BRMS has school counselors available to meet students' social-emotional needs. Students may complete a request to see their assigned counselor in a time of need. Teachers communicate with school counselors when there are indicators of social-emotional needs.

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.

i. Early warning indicator for attendance below 90 percent: Students who miss 10% or more instructional time quarterly (4 to 5 days quarterly).
ii. Early warning Indicator for students who receive referrals and/or suspensions: Students who receive one or more behavior referrals resulting in OSS (Out of School Suspension) as defined in S.1003.01.(5)F.S. or one or more behavior referrals resulting in ISS (In-School Suspension).
iii.Early warning indicator for course failures: Students who fail a core course quarterly.
iv.Early warning Indicators for Level 1 students: students who make less than .25 growth in Successmaker quarterly and students who show low mastery of assessed standards in Study Island.

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	42	33	59	0	0	0	0	134
One or more suspensions	0	0	0	0	0	0	30	30	47	0	0	0	0	107
Course failure in ELA or Math	0	0	0	0	0	0	0	18	18	0	0	0	0	36
Level 1 on statewide assessment	0	0	0	0	0	0	86	51	67	0	0	0	0	204

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	22	26	38	0	0	0	0	86

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

Parent collaboration/communication through conferences or teacher contact with parents
Check In/Check out w/1st or 7th period teacher
Meeting with school counselor, dean or assistant principal to develop success plan
Interventions will be determined on an individual basis of each students' needs

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

Braden River Middle School parents are welcome to be a part of PTSO (Parent-Teacher-Student Organization) and SAC (School Advisory Council) in order to stay abreast of the current information regarding the school. The website is also a resource for parents to learn valuable information regarding the school, including the school's mission and vision. Parents are encouraged to register in FOCUS in order to monitor their child's progress on a daily basis. Teachers also make information regarding their classes available on their websites or through email. This year, teachers are required to use OnCourse systems to post their lesson plans, which comes with access to a free website and automatically posts homework to the teacher's OnCourse website. If a teacher chooses to use a different website, they can easily create a link to the homework calendar on that site as well. A parent volunteer sends out an email newsletter on a regular basis informing our school's community of pertinent information. Parent volunteers are used on a regular basis for a variety of needs. Community events are planned once or twice a month in order to build a positive school culture among all families.

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.

Braden River Middle School maintains partnerships with community organizations on an annual basis through the district's epie system. During the summer, businesses are encouraged to re-enroll or enroll. The business partner coordinator meets with each business individually to set up a plan for the year. During these meetings, businesses are encouraged to provide teacher and student incentives, participate in school-wide events, come in as guest speakers for teachers and/or students, support school-wide programs or to provide any other resources deemed necessary by the organization, with all efforts ultimately leading to greater student achievement.

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
Petrilla, Randall	Principal
Shaw, Roy	Assistant Principal
Kreiling, Kristin	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.

Mr. Petrilla assigns each of his assistant principals specific roles, responsibilities and staff members to maintain and monitor throughout the year. His expectation is that the leadership team carries out a team approach to meet the needs of our school's community, specifically our teachers, students, parents and staff members. As instructional leaders, each administrator works with their assigned teachers to assist them in their growth as a teacher and to evaluate their progress. The leadership team has access to all lesson plans through OnCourse in order to monitor the addressing of standards, pacing of instruction and the amount of rigor each teacher is demonstrating. The leadership team meets on a weekly basis to make decisions, discuss concerns and ensure that the needs of the school's community is being met.

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 school leadership identifies and aligns available resources, personnel, instructional & curricular, as allocated by the district through the use of data. For example, we extensively and thoroughly reviewed data on non-proficient students in order to appropriately align resources to meet their needs. In another example, we noticed an increase in our ELL population and created an elective course specifically to meet the needs of some of those students. Since proficiency for all students is our goal, those particular resources make the greatest impact in our school.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Randall Petrilla	Principal
Kristen Cunningham	Parent
Christy Norris	Parent
Lannette Gillen	Business/Community
Michele McClellan	Teacher
Regina Fluellen	Teacher
Patty Pearson	Education Support Employee
Cherie Wade	Parent
Beth Saalman	Parent
Claudia Mathis	Parent
Fernando Vega	Parent
Cornelle Maxfield	Parent
Rola Hamilton	Parent
Alejandra Hernandez	Parent
Oscar ter Hofstede	Parent
Paula Carroll	Parent
Stephanie Conyers-Vega	Parent
Gina Walker	Parent
Maria Contreras	Parent
Maggie St. Laurent	Parent
Sonya Pisani	Parent
Kathryn Richmond	Parent
Rita DiMaio	Parent
Joanne Rigo	Parent

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

Members of SAC and the entire school community were invited to participate in a School Improvement workshop held in two settings on June 23, 2016 from 1 pm - 4 pm and on July 12, 2016 from 9 am- 12 pm. In this workshop, all data was reviewed in the attempt to evaluate the efficacy of the 2015-2016 School Improvement Plan and make decisions regarding 2016-2017. Because not all of the 2015-2016 data had been released at that point, we had to look at trends in our data from 2011-2015 as a tool for evaluating the plan. There is still a bit of uncertainty as we also were looking at data from a test students no longer have to take. Based on the current science and civics scores, we will need to work towards better strategies to enhance proficiency among our 7th and 8th grade students.

b. Development of this school improvement plan

The School Improvement plan will be presented to SAC on Tuesday, September 13th for input. The SAC members will have the opportunity to discuss the information included in this plan and help

make decisions regarding its effectiveness. The input will be added and sent to all interested. It will then be reviewed again and voted on at the October 11th SAC meeting once all members have been voted in.

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

Specific budgetary information will be shared at the September 13th SAC meeting. SAC members will have the opportunity to ask questions and give input on the 2016-2017 budget and plan at that time.

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

N/A

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
Petrilla, Randall	Principal
Shaw, Roy	Assistant Principal
Kreiling, Kristin	Assistant Principal

b. Duties

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

The school's LLT promotes literacy by requiring text-based writing assignments in all subjects once per quarter. This assignment can be in the form of a close reading assignment, a Comprehensive Instructional Sequence assignment or any other assignment that requires the students to read informational text and provide evidence from the reading in their responses. .

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 theme this year is Transforming the Future: Rigor + Relationships = Results. We are centering our entire approach towards teachers, staff, students and their parents and the rest of the school's community around building relationships. Teachers are encouraged to build relationships with their students and most importantly, each other. Opportunities for collaboration include but are not limited to,Monthly Professional Learning Communities, Department Meetings, Lunch and Learns and Faculty Meetings will all centralize around different modalities and tools to help instructors best understand and relate to ALL students.

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

Braden River Middle School works to retain the highly qualified teachers that we currently have by providing orientation, mentoring and individual assistance on a case by case basis. When an opportunity presents itself to hire a new teacher, we complete a strenuous review of the candidate's credentials, take the candidates through a three step interview process, check the candidates references and work to make sure that all their credentials are accurate prior to hiring a person to join our staff. Once the teachers have been hired, lead teachers work closely with them until a mentor has been assigned and once the mentor has been assigned, he or she works with them throughout the year to make sure they are properly acclimated to the BRMS school culture. Assistant principals are assigned to new teachers to work with them in the classroom. They complete an initial screening while in the classroom and sit down with the teacher to review instructional strategies, classroom management and lesson delivery, giving the new teacher tools to use to develop and eventually become highly qualified.

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

The teacher mentoring program is put in place when there are new teachers to our school who need support. In addition to the support given by assistant principals and lead teachers in the specific department the teacher works in, an experienced teacher is assigned to the new teacher.

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.

Braden River Middle School's administrative team works closely with teachers to ensure teachers are aligning their instruction to the current standards. The administrative team provides training on tools to use that will allow teachers to incorporate all of the necessary standards for each class. Each teacher must list the standards being taught on their lesson plans and post the standard-based objectives for the lesson in the classroom for the students in student-friendly terms as an essential question. Teachers are required to use OnCourse lesson planner, which assists teachers in identifying all of the standards and tracking them throughout the year to ensure that all standards have been covered prior to the end of the year assessment.

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.

Braden River Middle School teachers use data to drive instruction and to differentiate instruction in order to meet the needs of all students. Teachers start by using previous testing data to understand their students' strengths and weaknesses. The SIPs workshop participants also identified school-wide strengths and weaknesses to establish a school-wide focus. It was discovered that the students overall have a deficiency in reading informational text and interpreting it. As a result, the leadership team is requiring all teachers to assign one text-based writing assignment per quarter. In addition to this, teachers will administer quarterly assessments in their subject. The data from this will aide in determining student mastery.Teachers will use this data to modify, supplement or differentiate instruction through bell work assignments, homework assignments or other instructional tools.

Successmaker is an online remedial program, specifically for non-proficient students and is used in intensive math & reading classes. The data generated through this program is shared with content area teachers to help in differentiating the learning needs of Level 1 & 2 students. Another program that is used by our intensive instructors and can be used by any staff member is MobyMax. MobyMax finds and fixes learning gaps with the power of personalized learning. MobyMax's adaptive curriculum creates an individualized education plan for each student, allowing gifted students to progress as quickly as they like while simultaneously ensuring that remedial students get the extra instruction they need. Study Island, an online standards-based program, will be used in 8th grade science, 7th grade civics, Algebra & Geometry as a progress monitoring tool and to provide additional instructional strategies. Study Island can also be used as enrichment for proficient students, scoring at a Level 3 or higher. The district wide writing assignment will be used in all language arts classes as a progress monitoring tool to determine 6th, 7th & 8th grade readiness for the writing portion of FSA (Florida Standards Assessment).

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 Year

Minutes added to school year: 0

n/a

Strategy Rationale

n/a

Strategy Purpose(s)

- Core Academic Instruction

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

n/a

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.

Parents who are interested in enrolling their child in Braden River Middle School have the option of viewing our website to find out details about options at our school. Prior to registration, flyers are sent out to the surrounding elementary schools and contact is made with the principals of each school to help spread the word. Incoming cohorts are given an orientation in the spring in order to prepare them for the transition to middle school. Upon completion of the summer, new students and their parents are encouraged to attend our schedule pick-up event where they can come to school prior to the start of the school year, pick up their tentative schedule, get acquainted with the whereabouts of the classrooms, get their supply lists for each class and possibly meet their teachers. These strategies help the new students ease into this major transition. We also have articulation meetings with our ESE students in order to make sure that their needs are met upon coming into middle school.

Students who enroll during the school year, either transferring from another school in our district, out of district or out of state, meet with their counselor to address any needs or questions they may have and are given a tour prior to starting class. Outgoing cohorts are required to take a Career Placement course through their US History class prior to the end of the year. This plan goes with them to the high school. They also meet with the school counselors of the high schools they are planning to attend to complete the registration process. Parents who need additional support in preparing their child for high school are encouraged to contact their child's assigned school counselor to discuss their concerns.

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.

Braden River Middle School offers high school level courses for qualifying students in 7th & 8th grade. Students can take Spanish 1 & 2, English Honors, Physical Science, Algebra, Geometry and Digital Information Technology prior to going to high school. We also offer career & technical classes that allow students to work towards industry certification. In these classes, there are opportunities to learn information about careers through their standards, students also encounter guest speakers, take field trips and have access to clubs like TSA (Technology Student Association) and FCCLA (Family, Career and Community Leaders of America). The students learn leadership skills and many other valuable concepts through this exposure. These clubs carry over into high school as well, giving the students a solid foundation for leadership.

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

Braden River Middle School has many career & technical courses. In these courses, students have the opportunity to work towards industry certification. Students can get SolidWorks and Adobe certifications through taking Technology courses and Microsoft certification through taking Business courses. We also have the STEAM (Science, Technology, Engineering, Arts & Math) team, which prepares students for the certification of their choice.

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

Braden River Middle School has implemented a STEAM (Science, Technology, Engineering, Art & Math) team in 6th grade & 7th grade which will ultimately lead students in the direction of industry certification in the area of their choice. This program supports student achievement by accommodating students' interest levels and providing a more challenging, relevant & real-world approach to learning.

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.

N/A

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"Â? 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. No more than 10% of Braden River Middle School students will be absent more than 10 school days during the 2016-2017 school year.

G2. By closely monitoring behavior, absenteeism and academic progress to identify students' varied needs for intervention and enrichment, Braden River Middle School's faculty & staff will improve overall student proficiency levels in ELA, math, science & civics to 70% as measured by state assessments.

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. No more than 10% of Braden River Middle School students will be absent more than 10 school days during the 2016-2017 school year. 1a

G086000

Targets Supported 1b

Indicator	Annual Target
Attendance rate	10.0

Targeted Barriers to Achieving the Goal 3

- Student motivation
- Lack of parental support

Resources Available to Help Reduce or Eliminate the Barriers 2

- Fundraisers
- ZAP Program (Zeros Aren't Permitted)
- Custodial staff
- "We missed you" notes
- Check In/Check Out
- Teachers communicating with parents regarding absences
- Peer mentors

Plan to Monitor Progress Toward G1. 8

The number of students who miss more than 4 days each quarter.

Person Responsible
Kristin Kreiling

Schedule
On 5/29/2017

Evidence of Completion
Attendance data

G2. By closely monitoring behavior, absenteeism and academic progress to identify students' varied needs for intervention and enrichment, Braden River Middle School's faculty & staff will improve overall student proficiency levels in ELA, math, science & civics to 70% as measured by state assessments. 1a

G086001

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	70.0
FSA ELA Achievement	70.0
FCAT 2.0 Science Proficiency	70.0
Civics EOC Pass	70.0
Writing Gains District Assessment	70.0

Targeted Barriers to Achieving the Goal 3

- Student attendance
- Lack of time for teachers to collaboratively plan
- Limited understanding of the new standards and student expectations

Resources Available to Help Reduce or Eliminate the Barriers 2

- ZAP Program (Zeros Aren't Permitted)
- Discipline Card System
- BYOD (Bring Your Own Device)
- Peer Mentoring
- Study Island, online, standards-based program for all tested subjects
- SuccessMaker for intensive classes
- Teacher Mentors
- OnCourse Lesson Plans
- MobyMax
- Professional Learning Communities and Department Meetings

Plan to Monitor Progress Toward G2. 8

We will monitor referral data along with quarterly assessment data to determine progress towards our target.

Person Responsible
Kristin Kreiling

Schedule
Quarterly, from 8/15/2016 to 5/31/2017

Evidence of Completion
We will maintain student journal information, track referral data and quarterly assessment data and analyze all of it to determine whether or not the strategy is working on a quarterly basis.

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. No more than 10% of Braden River Middle School students will be absent more than 10 school days during the 2016-2017 school year. 1

G086000

G1.B1 Student motivation 2

B228525

G1.B1.S1 Students who are absent will receive a "We missed you" note from their 1st period teacher. 4

S241047

Strategy Rationale

This will have an impact on the student's belief of his or her value here at Braden River Middle School and will help to build relationships between the students and the teacher.

Action Step 1 5

Students who are absent will receive a "We missed you" note from their 1st period teacher.

Person Responsible

Roy Shaw

Schedule

Quarterly, from 9/12/2016 to 5/29/2017

Evidence of Completion

Teachers will make note of it with class attendance.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Teachers will be asked to report the number of notes given during each quarter.

Person Responsible

Roy Shaw

Schedule

Quarterly, from 10/17/2016 to 5/29/2017

Evidence of Completion

Attendance report forms will be collected as evidence.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Each quarter, new notes will be distributed for disbursement. Teachers will report the number given during the quarter on an attendance report form.

Person Responsible

Roy Shaw

Schedule

Quarterly, from 10/17/2016 to 5/31/2017

Evidence of Completion

The attendance report forms will be collected and analyzed for effectiveness.

G1.B2 Lack of parental support 2

B228526

G1.B2.S1 We will offer parent seminars on the importance of attendance throughout the year. 4

S241048

Strategy Rationale

To educate parents on the importance of students being in school in order to be successful.

Action Step 1 5

We will offer parent seminars on attendance throughout the school year.

Person Responsible

Kristin Kreiling

Schedule

Semiannually, from 10/17/2016 to 3/27/2017

Evidence of Completion

The number of parents in attendance as evidenced by sign in sheets.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

We will partner with organizations to present the information and provide incentives for parents to attend.

Person Responsible

Kristin Kreiling

Schedule

Semiannually, from 8/4/2016 to 5/31/2017

Evidence of Completion

The agenda and sign in sheets from each seminar will provide evidence of implementation.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

We will communicate in a variety of ways to ensure parent participation and get input from parents on effectiveness.

Person Responsible

Kristin Kreiling

Schedule

Semiannually, from 8/4/2016 to 5/31/2017

Evidence of Completion

A parent input form or survey will be collected at the end of each seminar to monitor the effectiveness.

G2. By closely monitoring behavior, absenteeism and academic progress to identify students' varied needs for intervention and enrichment, Braden River Middle School's faculty & staff will improve overall student proficiency levels in ELA, math, science & civics to 70% as measured by state assessments. 1

G086001

G2.B1 Student attendance 2

B228529

G2.B1.S1 Attendance awareness 4

S241049

Strategy Rationale

Educate all stakeholders on the importance of coming to school.

Action Step 1 5

Students will be made aware of the importance of being present in school.

Person Responsible

Randall Petrilla

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion

We will keep a log of monthly announcements, videos and contests presented to students.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

The information that will need to be covered on the announcements will be shared with the media specialist.

Person Responsible

Randall Petrilla

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion

We will maintain a monthly log of information provided or used to raise attendance awareness.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

The information shared will be done in an entertaining fashion. Students participating in the contests will be rewarded.

Person Responsible

Randall Petrilla

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion

A log of the information shared along with contest information and winners.

G2.B1.S2 Attendance rewards 4

S241050

Strategy Rationale

Give incentives to encourage students to come to school.

Action Step 1 5

Braden River Middle School will establish quarterly drawings to reward students for attendance.

Person Responsible

Roy Shaw

Schedule

Quarterly, from 8/15/2016 to 5/31/2017

Evidence of Completion

A list of students earning the rewards will be pulled and maintained.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

The attendance reward program will be evaluated on a quarterly basis.

Person Responsible

Roy Shaw

Schedule

Quarterly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Changes in attendance trends from quarter to quarter.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

We will monitor changes in attendance data.

Person Responsible

Roy Shaw

Schedule

Quarterly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Quarterly attendance data will be monitored.

G2.B1.S3 Attendance recognition 4

S241051

Strategy Rationale

Allow first period teachers to give students "We missed you" notes to inform students of how valuable they are to us.

Action Step 1 5

We will use "We missed you" notes to recognize student absences.

Person Responsible

Roy Shaw

Schedule

Quarterly, from 9/12/2016 to 5/22/2017

Evidence of Completion

Teachers will submit quarterly attendance report forms.

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Teachers will keep accurate records of attendance and the students who receive them on a quarterly basis.

Person Responsible

Roy Shaw

Schedule

Quarterly, from 10/17/2016 to 5/31/2017

Evidence of Completion

Attendance report forms will be collected from teachers on a quarterly basis.

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

"We missed you" notes will be given at the beginning of the quarter.

Person Responsible

Roy Shaw

Schedule

Quarterly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Teachers will turn in quarterly attendance report forms and give input on the students and procedures in place.

G2.B8 Lack of time for teachers to collaboratively plan 2

B228536

G2.B8.S1 The Professional Development calendar for the '16-'17 year at BRMS reflects more time for collaboratively planning. 4

S241054

Strategy Rationale

Staff was surveyed at the conclusion of the '15-'16 school year. Results of the survey indicated the desire for more collaborative planning time and less focus on pre-determined and set meetings.

Action Step 1 5

Teachers will participate in both Professional Learning Communities/Department Meetings at least one time per month.

Person Responsible

Kristin Kreiling

Schedule

Monthly, from 8/11/2016 to 5/31/2017

Evidence of Completion

Sign-in sheets

Plan to Monitor Fidelity of Implementation of G2.B8.S1 6

Sign-in sheets and lesson plans

Person Responsible

Kristin Kreiling

Schedule

Weekly, from 8/4/2016 to 5/31/2017

Evidence of Completion

Sign-in sheets and increase in the percent of teachers including rigorous instruction in observed lessons.

Plan to Monitor Effectiveness of Implementation of G2.B8.S1 7

Teachers will complete sign-in sheets for attending meetings. Rigorous instruction will be implemented in daily lesson plans.

Person Responsible

Kristin Kreiling

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Sign-in sheets and increase in the percent of teachers including rigorous instruction in observed lessons.

G2.B9 Limited understanding of the new standards and student expectations 2

B228537

G2.B9.S1 Standards-based planning aligned with the District Curriculum Maps. 4

S241055

Strategy Rationale

Student gains will only occur with all sub-groups when individuals are engaged in rigorous and relevant curriculum.

Action Step 1 5

Teachers will have more collaborative planning time to focus on developing rigorous activities that are aligned with grade level standards.

Person Responsible

Kristin Kreiling

Schedule

Weekly, from 8/4/2016 to 5/31/2017

Evidence of Completion

Lesson Plans and Walk-throughs

Plan to Monitor Fidelity of Implementation of G2.B9.S1 6

Rigorous instruction will be implemented in daily lesson plans. Student achievement in core content areas will improve.

Person Responsible

Kristin Kreiling

Schedule

Weekly, from 8/4/2016 to 5/31/2017

Evidence of Completion

Benchmark testing scores and walk-throughs

Plan to Monitor Effectiveness of Implementation of G2.B9.S1 7

Rigorous instruction will be implemented in daily lesson plans. Student achievement in core content areas will improve.

Person Responsible

Kristin Kreiling

Schedule

Weekly, from 8/4/2016 to 5/31/2017

Evidence of Completion

Increase in the percent of teachers including rigorous instruction in observed lessons. Walk-throughs

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.B2.S1.A1 A311986	We will offer parent seminars on attendance throughout the school year.	Kreiling, Kristin	10/17/2016	The number of parents in attendance as evidenced by sign in sheets.	3/27/2017 semiannually
G2.B1.S3.A1 A311989	We will use "We missed you" notes to recognize student absences.	Shaw, Roy	9/12/2016	Teachers will submit quarterly attendance report forms.	5/22/2017 quarterly
G1.MA1 M320962	The number of students who miss more than 4 days each quarter.	Kreiling, Kristin	9/12/2016	Attendance data	5/29/2017 one-time
G1.B1.S1.MA1 M320959	Teachers will be asked to report the number of notes given during each quarter.	Shaw, Roy	10/17/2016	Attendance report forms will be collected as evidence.	5/29/2017 quarterly
G1.B1.S1.A1 A311985	Students who are absent will receive a "We missed you" note from their 1st period teacher.	Shaw, Roy	9/12/2016	Teachers will make note of it with class attendance.	5/29/2017 quarterly
G2.MA1 M320975	We will monitor referral data along with quarterly assessment data to determine progress towards...	Kreiling, Kristin	8/15/2016	We will maintain student journal information, track referral data and quarterly assessment data and analyze all of it to determine whether or not the strategy is working on a quarterly basis.	5/31/2017 quarterly
G1.B1.S1.MA1 M320958	Each quarter, new notes will be distributed for disbursement. Teachers will report the number...	Shaw, Roy	10/17/2016	The attendance report forms will be collected and analyzed for effectiveness.	5/31/2017 quarterly
G1.B2.S1.MA1 M320960	We will communicate in a variety of ways to ensure parent participation and get input from parents...	Kreiling, Kristin	8/4/2016	A parent input form or survey will be collected at the end of each seminar to monitor the effectiveness.	5/31/2017 semiannually
G1.B2.S1.MA1 M320961	We will partner with organizations to present the information and provide incentives for parents to...	Kreiling, Kristin	8/4/2016	The agenda and sign in sheets from each seminar will provide evidence of implementation.	5/31/2017 semiannually
G2.B1.S1.MA1 M320963	The information shared will be done in an entertaining fashion. Students participating in the...	Petrilla, Randall	8/10/2016	A log of the information shared along with contest information and winners.	5/31/2017 quarterly
G2.B1.S1.MA1 M320964	The information that will need to be covered on the announcements will be shared with the media...	Petrilla, Randall	8/10/2016	We will maintain a monthly log of information provided or used to raise attendance awareness.	5/31/2017 quarterly
G2.B1.S1.A1 A311987	Students will be made aware of the importance of being present in school.	Petrilla, Randall	8/10/2016	We will keep a log of monthly announcements, videos and contests presented to students.	5/31/2017 quarterly
G2.B8.S1.MA1 M320971	Teachers will complete sign-in sheets for attending meetings. Rigorous instruction will be...	Kreiling, Kristin	8/15/2016	Sign-in sheets and increase in the percent of teachers including rigorous instruction in observed lessons.	5/31/2017 weekly
G2.B8.S1.MA1 M320972	Sign-in sheets and lesson plans	Kreiling, Kristin	8/4/2016	Sign-in sheets and increase in the percent of teachers including rigorous instruction in observed lessons.	5/31/2017 weekly
G2.B8.S1.A1 A311991	Teachers will participate in both Professional Learning Communities/ Department Meetings at least...	Kreiling, Kristin	8/11/2016	Sign-in sheets	5/31/2017 monthly
G2.B9.S1.MA1 M320973	Rigorous instruction will be implemented in daily lesson plans. Student achievement in core content...	Kreiling, Kristin	8/4/2016	Increase in the percent of teachers including rigorous instruction in observed lessons. Walk-throughs	5/31/2017 weekly
G2.B9.S1.MA1 M320974	Rigorous instruction will be implemented in daily lesson plans. Student achievement in core content...	Kreiling, Kristin	8/4/2016	Benchmark testing scores and walk-throughs	5/31/2017 weekly
G2.B9.S1.A1 A311992	Teachers will have more collaborative planning time to focus on developing rigorous activities that...	Kreiling, Kristin	8/4/2016	Lesson Plans and Walk-throughs	5/31/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S2.MA1 M320965	We will monitor changes in attendance data.	Shaw, Roy	8/15/2016	Quarterly attendance data will be monitored.	5/31/2017 quarterly
G2.B1.S2.MA1 M320966	The attendance reward program will be evaluated on a quarterly basis.	Shaw, Roy	8/15/2016	Changes in attendance trends from quarter to quarter.	5/31/2017 quarterly
G2.B1.S2.A1 A311988	Braden River Middle School will establish quarterly drawings to reward students for attendance.	Shaw, Roy	8/15/2016	A list of students earning the rewards will be pulled and maintained.	5/31/2017 quarterly
G2.B1.S3.MA1 M320967	"We missed you" notes will be given at the beginning of the quarter.	Shaw, Roy	8/15/2016	Teachers will turn in quarterly attendance report forms and give input on the students and procedures in place.	5/31/2017 quarterly
G2.B1.S3.MA1 M320968	Teachers will keep accurate records of attendance and the students who receive them on a quarterly...	Shaw, Roy	10/17/2016	Attendance report forms will be collected from teachers on a quarterly basis.	5/31/2017 quarterly

V. Professional Development Opportunities

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

G2. By closely monitoring behavior, absenteeism and academic progress to identify students' varied needs for intervention and enrichment, Braden River Middle School's faculty & staff will improve overall student proficiency levels in ELA, math, science & civics to 70% as measured by state assessments.

G2.B8 Lack of time for teachers to collaboratively plan

G2.B8.S1 The Professional Development calendar for the '16-'17 year at BRMS reflects more time for collaboratively planning.

PD Opportunity 1

Teachers will participate in both Professional Learning Communities/Department Meetings at least one time per month.

Facilitator

Department Chairs

Participants

All instructional staff

Schedule

Monthly, from 8/11/2016 to 5/31/2017

VI. Technical Assistance Items

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

VII. Budget

1	**G1.B1.S1.A1**	**Students who are absent will receive a "We missed you" note from their 1st period teacher.**				**$0.00**
2	**G1.B2.S1.A1**	**We will offer parent seminars on attendance throughout the school year.**				**$500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	0000	239-Other	0652 - Braden River Middle School	School Improvement Funds		$500.00
3	**G2.B1.S1.A1**	**Students will be made aware of the importance of being present in school.**				**$0.00**
4	**G2.B1.S2.A1**	**Braden River Middle School will establish quarterly drawings to reward students for attendance.**				**$500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	1142	790-Miscellaneous Expenses	0652 - Braden River Middle School	School Improvement Funds		$500.00
5	**G2.B1.S3.A1**	**We will use "We missed you" notes to recognize student absences.**				**$0.00**
6	**G2.B8.S1.A1**	**Teachers will participate in both Professional Learning Communities/ Department Meetings at least one time per month.**				**$2,041.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	0000	239-Other	0652 - Braden River Middle School	School Improvement Funds		$2,041.00
			Notes: OnCourse - Lesson Plan Program			
7	**G2.B9.S1.A1**	**Teachers will have more collaborative planning time to focus on developing rigorous activities that are aligned with grade level standards.**				**$699.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	0000	239-Other	0652 - Braden River Middle School	School Improvement Funds		$699.00
			Notes: MobyMax			
					Total:	**$3,740.00**