

Escambia County School District

Brown Barge Middle School



2017-18 Schoolwide Improvement Plan

Brown Barge Middle School

201 HANCOCK LN, Pensacola, FL 32503

www.escambiaschools.org

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	35%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	37%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	A

**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 Escambia 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Brown Barge Middle School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Brown-Barge Middle School is to meet the specific needs of each student through the implementation of a program of academic excellence which incorporates technology into an integrative curriculum. This curriculum includes individual and cooperative learning experiences designed to foster and promote a positive school culture. Mutual respect, ethical behavior, pride and integrity in one's self, school and community and success for all students will be the realization of this mission.

b. Provide the school's vision statement.

We believe that each student, working at his or her own pace, has the right to pursue academic, social, and personal goals in a nurturing, supportive environment. We believe that secure students will be motivated to accept the challenge of the differentiated and integrative curriculum designed to produce academic excellence at Brown-Barge Middle School. The ultimate goal at Brown-Barge is to assist students in becoming happy, productive, and knowledgeable young people who believe in themselves and their ability to make a positive contribution to society.

2. School Environment

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

Our school delivers curriculum through a thematic process that employs a great deal of group work and peer sharing. Some thematic units are specifically designed to elicit information and foster sharing of cultural information between and among students and teachers. Our first thematic unit (trimester) for all sixth grade students is called Rise of Civilizations and lessons are built around recognition of what a community is, how communities function, and the design of Brown-Barge Middle School as a learning community in which teachers and students interact on personal and academic levels to help each other accomplish their goals. An example of a later thematic unit that builds on this foundation is the American Tapestry unit, in which students study the melting pot of American cultures of the 1600's and following. They discuss their own ancestry and study the impact of cultures on our history. Because the teachers and students get to express their preferences on the thematic units they will study after Rise of Civilizations, a natural affinity based on shared interest is also common between teachers and students.

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

As more than 95% of the students come through the Rise of Civilizations stream, they learn early on about membership in our learning community, and the responsibilities of students to help maintain a safe environment. The thematic teaching teams meet twice a week to discuss both student concerns and curricular matters. The guidance counselor and administrators try to attend one meeting each week for each team in order to hear about any interpersonal issues and intervene early. Because of the teaming approach (88-132 students in a typical stream) and the care that teachers expend on individual student concerns, a danger or threat is more likely to surface quickly and get addressed before the matter escalates. Our guidance counselor has developed a student leadership cadre that meets as an extracurricular activity, and studies curriculum that is specifically designed to help

develop responsible student leaders. Any mention of bullying is immediately investigated by guidance and administration, and follow-up is prescribed when the matter is resolved.

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.

All students receive clear expectations from the beginning of the school year. The Assistant Principal meets with each stream and goes over the district Rights and Responsibilities Handbook. Students who miss this presentation have a make-up in her office when they return to school. All students take a test on the material in the handbook. In addition, each stream has a protocol that is followed with minor behavioral issues. This protocol begins with warnings, followed by the team of teachers meeting with the student so that expectations are clear beyond the level of a single teacher. Parents are contacted by phone or email, and a conference is scheduled if the conduct does not improve. This conference is with all teachers who can attend, so that the student does not selectively conform, or fail to conform, to expectations in certain classes. Students understand that they will be sent to administration if they do not comply with the behavioral standards at the team level. The principal or assistant principal review student conduct records before administering any punishment in order to see that they are consistent and fair.

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.

We are fortunate to have an experienced guidance counselor. All teachers have laminated guidance passes, and they send any student who needs to speak with her to the office. We also have a part-time military counselor who works with groups of military students on issues of deployment, relocation, and other matters that these students experience. The district provides a Licensed Mental Health Counselor one day a week. He takes appointments, and also intervenes in a crisis if that becomes necessary. Our Guidance Secretary is the manager of our mentoring system. District mentors visit weekly with the students to whom they are assigned. Students may be referred to Lakeview Center if they need more psychological services than we can provide here. The Assistant Principal is teaming with one of our lead teachers to form a student group called "Be the Change" which will promote character building skills.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Students are monitored for individual interventions for the following: attendance below 90 percent; suspensions; course failure in ELA, math, science, or social studies; and Level 1 scores on standardized assessments in ELA or mathematics.

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	7	12	9	0	0	0	0	28
One or more suspensions	0	0	0	0	0	0	2	5	6	0	0	0	0	13
Course failure in ELA or Math	0	0	0	0	0	0	1	6	17	0	0	0	0	24
Level 1 on statewide assessment	0	0	0	0	0	0	5	6	7	0	0	0	0	18

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	0	1	3	4	0	0	0	8

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

The district has provided the data on students who are currently at risk on the basis of 2 or more risk factors. This report shows 8 students for 2017-2018. The district is working on an automatic system that will make the risk factor matrix available to all principals in real time, rather than as a district delivered report. Our School-Wide Behavior Plan for 2017-2018 is supported by a matrix that only allows out of school suspensions as a last resort for dangerous behaviors. If a student is suspended, the administration will contact the parent and explain the reason and work to engage the parent in preventing a repeat of the offense. When a pattern of absenteeism is encountered, our team will conduct a parent conference. If we cannot reach the parent, a school social worker will be asked to visit the home. Teams will request parent conferences with parents whose children are failing any core subject at the six-week mark, and administration will speak with the parents if students are failing at the end of trimester additionally. Flexible make-ups are possible for students who have not completed work on time. Tutoring will be offered in mathematics beyond the school day (both before and after school), beginning the second month of school for those who need it. Teaching teams regularly have conferences with the student who is having difficulty, either academic or behavioral, and a parent conference will follow if necessary. The teachers are aware of their Level 1 and 2 FSA Reading and Math students. The teachers are utilizing STAR 360 as a diagnostic tool for Reading and Math. The students will complete three STAR 360 tests during the first semester to assess students' mastery of standards and identify those students needing remediation. Those students needing remediation in reading are placed with reading-endorsed or CAR-PD trained teachers to assist them with additional strategies.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Brown-Barge will strive to continue to have the total number of parent visits (involvement) at the school exceed the number of students enrolled. The activities include SAC meetings, PTSA meetings, Open House, New Student/Parent Orientation, 15 to 18 portfolio reviews for parents to view student work, Literacy Night, band and orchestra concerts, Pride of Place day, and at least 10 simulations to which parents are invited. We also send out three-week and six-week advisories, as well as 12-week report cards to keep parents informed. Each team of teachers meets twice a week, discussing student concerns and scheduling parent conferences as needed.

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.

We are fortunate to have partnerships with the military, several businesses, and a local church. The military provides service people to assist us with our trimester reorganization of teams. Each trimester, students express their preference of thematic unit, and the teachers are reorganized into new teams to present those units. This involves moving about 25 teachers' materials from their current wing to the wing in which their new teaching team is located. The military greatly helps our ability to be able to maintain a high level of student engagement by allowing these preferences to be honored. Our business partners give us coupons for rewards and food for events. The church provides an auditorium for our eighth grade completion ceremony, so that proud parents and grandparents can attend with their students. Our own auditorium would only allow a student to bring 2 guests each, and we formerly had to use a ticket system to manage the attendance. The church also gives our teachers materials that assist our program. We recognize our partners at a joint ceremony, and we provide a meal for the military men and women from the faculty fund. In addition, our students write letters requesting donations and thank-you notes for specific assistance, such as help with student travel for competitions. The school sends thank-you notes to each military helper individually, so that the supervisor can include it in their personnel file.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Snyder, Joseph	Principal
Lerille, Nicole	School Counselor
Moran, David	Teacher, K-12
Parr, Heath	Teacher, K-12
Hartley, Julie	Instructional Technology
Ingram, Susan	Instructional Media
Geri, Laura	Teacher, K-12
Dennis, Michael	Teacher, K-12
Jackson, Lauri	Assistant Principal
Crittenden, Kathleen	Teacher, ESE
Meiss, Lauren	Teacher, K-12
Brummet, Jennifer	Teacher, K-12

b. Duties

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

Team of Teachers: Implement high-yield strategies with all students; provide small group instruction; and conference with individual students as needed; attend team meetings and discuss student issues with administration, guidance, and media specialist; let these support persons know of difficulties and plan together to meet individual student needs. The teaching team leaders change every twelve weeks.

Media Specialist: Allows students who need extra time on assessments to continue in the library, suggests materials for specific students or small groups with subject area deficiencies, including Discovery Education, and assists teachers in addressing remediation needs as assessed by STAR 360.

Guidance Counselor: Addresses any needs for counseling, including IEP specificity such as anxiety, etc.. make referrals for special services that are identified by teachers, parents, administrators, or herself;

Administrators: Make scheduling accommodations; address discipline issues; manage budget resources to meet group and individual needs; research solutions for new problems as they arise.

Staffing Specialist and Licensed Mental Health Counselor: Accept and process referrals in their areas of expertise. We have a new halftime ESE teacher, Kathy Crittenden, that we share with another elementary school. She is at our school 2 or 3 days a week on alternating weeks and will be the point of contact for all ESE paperwork and working with our ESE students. We have a low number of IEPs at our school, and their services are consult only. We also have an itinerant speech teacher to conduct IEP meetings for speech-only IEPs.

Management Groups (Climate, Technology, Visionary, Curriculum, and Literacy) meet twice a month to consider issues in their area of leadership and report back or make recommendations to the School Improvement Committee. The School Improvement Committee has representatives from each management team, plus other leaders including Media Specialist, Guidance Counselor, Technology Coordinator, and Administrators. They function in shared decision-making on issues relating the school and our students.

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.

Our teaching teams of 3 to 6 teachers have the same students assigned to them to provide Tier 1. They meet twice a week to discuss student academic and behavioral concerns, and they have a list prepared by the Guidance Secretary of all 504 and IEP students to make sure that they are discussing and implementing accommodations. The Guidance Counselor, Media Specialist, and Administrators meet with the teams weekly, and teaching teams keep team notes and send them out to administration and guidance after all meetings. If students encounter difficulty, the team tries other strategies and report to each other about successes through this mechanism. Resources (\$200 each 12 weeks) are allocated to each teaching team to purchase materials specific to their project-based learning needs. Resources are allocated for tutoring for students who continue to have difficulty despite small group or individual direct instruction that the teaching team can manage within the classes. Licensed Mental Health Counselor and ESE Staffing Specialist are available weekly as needed for help with mental health issues or with teacher or parent referrals for special services. Itinerant vision and hearing specialists assist with specific students as needed. We use a Progressive Discipline Plan and have a protocol in place for keeping a record of successive interventions. A variety of behavioral interventions are available, including work details, In School Suspension, and Out of School Suspension.

We are not a Title I school. The district provides training on various resources to trainers from our school, who replicate within their teaching teams. Tutoring in mathematics before and after school is funded through SAI, and teachers can refer students for tutoring. Although not directly related to the two goals of this School Improvement Plan, we do coordinate with the Title X staff to meet the needs of homeless students, and we work closely with Food Services to encourage students to eat healthy meals. Our CTE teacher will work closely with the district Technology Ed specialist and our Tech Coordinator to strengthen students' skills for the demands of a technical workforce. Administration meets weekly with the teams on their regular meeting days and takes their requests. These are checked against the funds available and provided as much as possible.

The School Improvement Committee (SIC) meets twice a month. General requests for school or grade levels are discussed at these meetings and funded if they were specified in a specific budget (such as A+ Recognition). If they were not specified in a budget, they are funded if money is available.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Scott Grove	Student
Sharon Knight	Education Support Employee
Lara Endacott	Student
Leigh Eubanks	Teacher
Jennifer Grove	Parent
David Geri	Business/Community
Nicole Endacott	Parent
Jillian Presley	Student
Suzanne Barnes	Student
Josh Freeman	Student
Linda Brown	Parent
Monica Freeman	Parent
Joe Snyder	Principal
Amy Zhang	Student
Sarah Mrachek	Student
Elizabeth Mrachek	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

At the first meeting of the year, the SAC receives a summary of the performance of the previous year and the members have a chance to participate in discussion of over-arching goals and major

strategies, with a look at the outcomes from the previous year. This year, we shared our 2016-2017 School Grade results for the FSA ELA (Proficiency % of 85, Learning Gains of 66, and LG Lowest 25% of 62), Math (Proficiency % of 90, Learning Gains of 68, and LG Lowest 25% of 68), Science FCAT Proficiency of 70, Civics EOC Proficiency of 82, and Acceleration points of 76.

b. Development of this school improvement plan

The SAC reviews goals brainstormed by the faculty this year and has an opportunity to suggest other strategies to help meet those general goals. Although we are an "A" school, our stakeholders are all investing in continuous improvement.

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

The SAC is invited to peruse the budget and give any input they may choose at the beginning of the year. The SAC must approve specific expenditures of discretionary lottery money. The school improvement plan has been, and will continue to be, a primary consideration in those expenditures. The SAC members each have a vote on the spending of A+ money that the school has received for more than a decade, and when the new amounts are announced, they can also submit plans for how the money will be spent. All plans from stakeholders are then voted on by all faculty, staff, and School Advisory Council members. Our PTSA members on the SAC also use the SAC budget considerations to adjust their Association budget to help meet needs the school budget does not cover. The SAC also approved expenditures from any monies provided for the School Advisory Council's specific oversight. The district does not always provide funding for this.

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

The Discretionary Lottery Funds will be used to promote and further our Literacy Management Team's goals for this year. Our three major goals for the Literacy Management Team are: 1. Focus on our Level 1 and 2 Level Reading students to increase their reading levels. 2. Increase reading across the curriculum (teams). 3. Increase writing across the curriculum (teams). We will use different portions of the funds to provide the following: Family Literacy Night, book sets for SSR (Sustained Silent Reading), BBMS Read-a-Alouds, and stream based curriculum, Professional Development (PD) for our faculty, and materials needed to enhance our literacy program. The amount budgeted for these projects is \$2,753.

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.

N/A

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
Prescott, Ronna	Teacher, K-12
Gilley, Shirley	Teacher, K-12
Eubanks, Leigh	Teacher, K-12
Judge, Megan	Teacher, K-12
Brummet, Jennifer	Teacher, K-12
Hunter, Susan	Teacher, K-12
Munson, Jennifer	Teacher, K-12

b. Duties

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

The Literacy Management team works to promote school-wide literacy through a variety of activities. The three main goals of the Literacy Management Team are: 1. Focus on our Level 1 and 2 Level Reading students to increase their reading levels. 2. Increase reading across the curriculum (teams). 3. Increase writing across the curriculum (teams). Some of the activities planned to achieve these goals are a Family Literacy Night, increased participation in SSR (Sustained Silent Reading), BBMS Read-a-Alouds with planned activities, and Professional Development (PD) for our faculty. The teachers will utilize the data from STAR 360 and previous FSA ELA tests to identify the needs of our students, in particular our Level 1 and 2 reading students. A coordinated schedule allows all teaching teams to have Media Center access for sustained silent reading at a specific time of day. The Literacy Team will conduct a Curriculum Conversation for the faculty about reading material selections for thematic units. They will select book sets to be used in conjunction with the curriculum. Lastly, the Literacy Management Team will establish our summer reading program requirements.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Core teachers on thematic teams have common planning periods. The teams meet twice a week to discuss student concerns and to coordinate instruction on the integrated curriculum. They work together to select high-interest materials and to maximize student engagement. They plan and conduct from 1 to 3 simulations per thematic unit, in which the stream content is applied to life-like situations. The gifted elective teacher meets with each team once a week to coordinate the gifted enrichment content to the thematic unit, in an above-and-beyond approach. She is also offering additional thematic units, such as Odyssey of the Mind to the gifted elective program. In addition, another gifted teacher who is working with gifted elective teachers across the district with the online gifted elective program collaborates with our teachers in planning their lessons and activities.

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

The principal is ultimately responsible for recruitment and retention of highly qualified, certified-in-field, effective teachers. However, all our teachers are interviewed by a committee that is composed of administrators and teachers, including at least one teacher who is a member of the bargaining organization. Applicants are scored on their responses and qualifications. Former supervisors are called as references for the top candidates before they are offered a position. Once they are hired, beginning teachers are assigned a mentor teacher by the district, and a buddy teacher from the school. Other new

hires also have a buddy at school. Team meetings are held twice weekly, and team leaders assist new teachers with problems that arise. Administrators meet with the new teachers after 30 days to make sure they address any issues they may have. Out-of-field teachers have been tutored for the certification tests for free in the past by a retired teacher who was certified in all core areas. This year, we only have one teacher who is out of field, because she has gifted students in her class. She will complete her last gifted class this year, and is working with another gifted endorsed teacher in planning her curriculum lessons. The same gifted endorsed teacher was placed on a team that mirrors the teacher completing her gifted endorsement. They meet twice a week or more to share ideas and strategies. All our teachers are fully certified to teach the subject matter they are assigned at the present.

Teachers receive feedback on their effectiveness and areas for improvement through our evaluation system. A variety of training sessions are offered by the district, and we have resident experts who assist with content and methodology to assist teachers. The mentoring program described below also helps develop and retain talented teachers.

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

Our new teachers are assigned a highly competent mentor from their team. The teams attend meetings twice a week and discuss issues with students and plan lessons across the curriculum. The mentors meet informally with the new teachers and assist them with any problems that arise. The rationale for pairing with someone on the team is that the entire team works closely together in our integrated curriculum model, and they teach the same students, so they can collaborate on instructional and discipline issues.

Over the past year we had three teachers develop a new mentoring program for our new teachers. We currently have three new teachers on staff and they have a mentor that will meet with them periodically throughout the year. In addition, a new faculty handbook was developed to aid all teachers, not just the new ones.

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.

Teachers are all familiar with C-palms, and the teaching teams put their standards for thematic units into a Google Doc matrix. This matrix has been shown to the Director of Middle Schools, as well as several district subject area specialists. This matrix is updated as often as needed at the twice weekly team meetings, as well as the thematic unit pre-planning and post-planning meetings at the beginning and end of the trimesters.

Over the summer our Google Team worked with the Curriculum Management Team on Standards Alignment, in which they analyzed each of the thematic units to identify which standards were being addressed for ELA, mathematics, social studies, and science in each of the thematic units. If a standard is not being addressed, the curriculum is being rewritten to include the standard. Administrators analyze lesson plans for each teacher through the evaluation system. Subject lead teachers attend subject-specific training and bring back any materials that our teams can use.

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 uses data in placement of students in specific classes. We have established regular and advanced math classes for our 6th and 7th graders. Any student that scored a 1, 2, or 3 on the FSA math is enrolled in regular 6th or 7th grade math. Students who scored a 4 or 5 are in advanced math. For the placement of students in Algebra 1 for high school credit, students had to have a level 3 or higher on 7th grade FSA math or take 8th grade pre-algebra over the summer. Students who have a 3 are placed in regular Algebra, while students who scored a 4 or 5 are placed in Algebra Honors. If they are not successful in Algebra at the end of nine weeks, they will be removed to regular eighth-grade mathematics if in regular Algebra, and regular Algebra if they are in Algebra Honors. In addition, we began a Geometry class this year with two co-teachers. Tutoring is available for all students struggling in math. Level 1 readers were placed with a reading-endorsed teacher or CAR-PD teachers to assist them in attaining proficiency. At the end of 12 weeks, they will be considered for additional instruction through pull-out during the second trimester based on classroom performance and the 2017 FSA results. In addition to selection of classes as a customizing strategy, work within classes is differentiated. The thematic teams all have at least one gifted-endorsed teacher to make sure that gifted students have challenging work. Three math classes have a co-teacher to assist students who have difficulty, and three of the thematic units have a co-teacher one day per week to assist struggling students. Gifted students are also provided the opportunity to attend enrichment classes at our Gifted Center 1 day per week or to take a gifted elective in a single time block. All teachers are expected to provide a range of activities to keep students at the doable-challenge level.

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: 3,800

STEM activities through clubs and extracurricular activities.

Strategy Rationale

Students who are able to participate will be more engaged and achieve at a higher level.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Parr, Heath, hparr@ecsdfi.us

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

Documentation of student participation and student surveys that indicate level of interest in science and math activities before and after implementation are part the grant each year.

Strategy: Weekend Program

Minutes added to school year: 480

Future Physicists of Florida: FCAT Level 5 mathematics students from eighth grade are invited to participate in Future Physicists of Florida, a grant-funded enrichment program designed to encourage students to elect to take physics in high school after they leave us. Seventh grade students taking high school Algebra I are also invited. The students visit the School of Science and Technology and perform experiments at UWF under the direction of a professor and his graduate students. A fall and a spring session are planned for Saturdays, as well as an evening induction program.

Strategy Rationale

This program began last year, and students were enthusiastic about participating. They were able to use STEM equipment at the University that is not available at our middle school, and they also received recognition for their high achievement by being invited to participate. We have been told the program will continue this year.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Moran, David, dmoran@ecsdfi.us

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

The enrollment in high school physics is being tracked by a state-wide collaborative group of physics professors with participation in FPF as a factor being analyzed. Students from 2013-2014 middle school cohort would now be in eleventh grade, so the tracking would be continuing as they sign up for physics courses.

Strategy: Extended School Day

Minutes added to school year: 1,500

Before and after school tutoring in math by math tutors.

Strategy Rationale

Low-performing and/or absent students need extra help to catch up.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Torpey, Angela, atorpey@escambia.k12.fl.ua

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

Mrs. Geri will collect data on students tutored by teachers who provide tutoring. Last year, no student failed mathematics for the year, and all but one student enrolled in Algebra I passed their EOC.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

After the incoming students have completed their acceptance application, they are invited to visit and shadow another student for a day. We have a meeting for parents and incoming students after their registration in the spring, to give further details about the magnet program. During this meeting they get the chance to meet and listen to some of teachers, along with present and past students. We have an orientation on the Thursday before school starts, so that the new students can go through their schedules and meet their teachers, learn about PE uniforms, etc. The two sixth grade teams have a common presentation for the beginning of school to make sure that all new students understand the make-up of their learning community, including visits to each team by the principal, assistant principal, and other key persons at the school.

For outgoing cohorts, we have high school registration at our middle school, so that all high schools are represented. Our Guidance Department forwards information on pep squads, sports, cheer-leading, etc. to the team leaders for distribution to eighth graders before they leave us. All eighth grade students are encouraged to select magnet programs that feature their interests, and the Guidance Counselor makes sure they know about the various magnet programs and their requirements. We make announcements over closed-circuit T.V. about presentations by various magnet programs, including the School Choice Exposition.

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.

We have a partnership with the University of West Florida and their Future Physicists of Florida organization. Our seventh and eighth graders currently taking Algebra with an FSA math score of 5 are invited to participate in the Future Physicists of Florida, a grant-funded enrichment program designed to encourage students to elect to take physics in high school which will in turn encourage them to continue Physics in college. The students are introduced to future science and technology careers and the instructional paths needed to pursue these careers.

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

No students in 9-12

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

No students in 9-12

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.

No students in 9-12

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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. To improve student achievement

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. To improve student achievement 1a

G099032

Targets Supported 1b

Indicator	Annual Target
Middle School Participation in EOC and Industry Certifications	300.0
Civics EOC Pass	85.0
Advanced coursework completion - H.S.	170.0

Targeted Barriers to Achieving the Goal 3

- Students get discouraged and drop out of advanced mathematics courses if they fall behind. This is a barrier for Smart Goal 1, increasing EOC participation by having students remain in Algebra, as well as Smart Goal 3, increasing the number of high school credits earned in middle school.
- Students do not have a "Civics" class; the Civics curriculum is taught within the team curriculum and in the Civics Review Modules.
- Some students did not complete assigned review modules for Civics. This is a barrier to prevent our raising proficiency level to 85% of the seventh grade Civics students on the EOC.

Resources Available to Help Reduce or Eliminate the Barriers 2

- The district has provided updated textbooks and online resources for teachers and students to use in Civics.
- A Co-teacher has been assigned to help Algebra teachers with lower-performing students, and we will continue to offer tutoring before and after school for algebra, geometry, and grade level mathematics from SAI.
- Limited unrestricted internal funds may be used for incentives for civics review completion.
- SAI funds will be used for math tutoring.

Plan to Monitor Progress Toward G1. 8

The number of students who stay advanced courses after 9 weeks, and the number of students who successfully complete the course will be noted. The pass rate on the Civics EOC will be noted.

Person Responsible

Lauri Jackson

Schedule

Quarterly, from 10/20/2017 to 5/25/2018

Evidence of Completion

Because completing 10 or more Civics modules has been statistically related to higher EOC scores in the past, we will carefully encourage students to complete the scores and reward those who do. We will also alert parents if the student does not apply him/herself. Although Math 1, Math 2, and Pre-algebra students may receive tutoring, their tutoring will impact our Smart Goals in subsequent years. Those who impact the Smart Goals of increasing EOC/industry certification participation and High School credits this year are the ones taking and passing courses for high school credit or taking industry certification tests. Those numbers will be counted as the events occur, and students who are not achieving at an acceptable rate as they go through the various marking periods will be required to also attend a parent conference with their parent and teacher to set new strategies in place.

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. To improve student achievement 1

G099032

G1.B1 Students get discouraged and drop out of advanced mathematics courses if they fall behind. This is a barrier for Smart Goal 1, increasing EOC participation by having students remain in Algebra, as well as Smart Goal 3, increasing the number of high school credits earned in middle school. 2

B266637

G1.B1.S1 We will also have tutoring before and after school for all mathematics classes. 4

S282525

Strategy Rationale

If struggling students receive additional support, they will perform better and be encouraged.

Action Step 1 5

Teachers will tutor math students before or after school.

Person Responsible

Ruth Kiedinger

Schedule

Daily, from 8/14/2017 to 5/11/2018

Evidence of Completion

Guidance Secretary will set up schedule to spread out tutors.

Action Step 2 5

Tutors will provide services to students, turning in hours and student names to the School Secretary

Person Responsible

Angela Torpey

Schedule

Daily, from 8/14/2017 to 5/11/2018

Evidence of Completion

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

Secretary will give the extra pay logs with student lists to the principal to sign

Person Responsible

Angela Torpey

Schedule

Monthly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Copies of the logs with student lists will be retained as evidence.

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

Effectiveness of teachers in delivering the program

Person Responsible

Joseph Snyder

Schedule

Quarterly, from 10/13/2017 to 5/25/2018

Evidence of Completion

Guidance Counselor will check failure lists for mathematics students, and ascertain whether or not they are receiving tutoring from the Principal's list.

G1.B2 Students do not have a "Civics" class; the Civics curriculum is taught within the team curriculum and in the Civics Review Modules. **2**

 B266638

G1.B2.S1 The seventh grade Civics students will receive the Civics curriculum instruction through the thematic units and the Civics Review Modules. **4**

 S282526

Strategy Rationale

If the students are taught the Civics curriculum in their thematic units and the Civics Review Modules, they will increase their Civics knowledge and perform better on the Civics EOC.

Action Step 1 **5**

Mrs. Meiss who is the Civics Coordinator and one of the Social Studies lead teachers will assist teachers with the Civics curriculum and Civics Review Modules.

Person Responsible

Lauren Meiss

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

The Civics Coordinator will compile data based on the Module assessments for the Civics Review Modules and share the data with the teachers and administration.

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

Students will be asked to check their weekly grades and assessments. Teachers will monitor students' progress.

Person Responsible

Lauren Meiss

Schedule

Monthly, from 8/14/2017 to 5/11/2018

Evidence of Completion

Civics Coordinator will let the Principal know if there are any problems reported to her.

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

Student grades will be checked each quarter.

Person Responsible

Lauri Jackson

Schedule

Quarterly, from 10/13/2017 to 5/25/2018

Evidence of Completion

Grades and student success levels will be considered to decide if other methods should be tried.

G1.B3 Some students did not complete assigned review modules for Civics. This is a barrier to prevent our raising proficiency level to 85% of the seventh grade Civics students on the EOC. 2

B266639

G1.B3.S1 Homeroom teachers will monitor Civics modules assigned and completed for the incentive program. 4

S282527

Strategy Rationale

Because the other teachers reassemble teams every twelve weeks, having the homeroom teacher be the contact for these review modules makes sure a student has the same person all year.

Action Step 1 5

Homeroom teachers will set up online review groups

Person Responsible

Lauren Meiss

Schedule

On 9/28/2017

Evidence of Completion

The homeroom teachers will all add Mrs. Meiss, so that she can see the students in each group They will also add Mrs. Guy.

Action Step 2 5

Students will start using the modules.

Person Responsible

Lauren Meiss

Schedule

On 10/6/2017

Evidence of Completion

See work being done in each Homeroom within the online system.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Civics Leaders will make sure all students started at the beginning of October.

Person Responsible

Lauren Meiss

Schedule

On 10/12/2017

Evidence of Completion

Ask teachers for a list of students who have not started, so we can speak with them.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Check students grades on the modules.

Person Responsible

Lauren Meiss

Schedule

Monthly, from 10/28/2017 to 5/18/2018

Evidence of Completion

Hold a meeting and discuss student difficulties with specific modules, if any.

G1.B3.S2 A variety of incentives will be given at various points in the year, including individual student achievement prizes, homeroom achievement prizes, and a final party for those who finish the modules assigned. 4

S282528

Strategy Rationale

Some students will work harder for an outside reward, and some work harder for the group they are in.

Action Step 1 5

Homeroom teachers meet to set up the incentives.

Person Responsible

Lauren Meiss

Schedule

On 9/30/2017

Evidence of Completion

Meeting with the principal will conclude with the preparation of a list of incentives for individuals and groups.

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Incentives will be Awarded

Person Responsible

Lauren Meiss

Schedule

Every 6 Weeks, from 10/21/2017 to 5/25/2018

Evidence of Completion

Mrs. Meiss will let the principal know who gets each incentive.

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Rate of module completion will be compared with last year's data.

Person Responsible

Lauren Meiss

Schedule

Biweekly, from 1/30/2017 to 5/18/2018

Evidence of Completion

Changes can be made to the incentive plan if it appears that the rate is not higher than last year's for the population to be tested.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B3.S1.A1 A381218	Homeroom teachers will set up online review groups	Meiss, Lauren	9/15/2017	The homeroom teachers will all add Mrs. Meiss, so that she can see the students in each group They will also add Mrs. Guy.	9/28/2017 one-time
G1.B3.S2.A1 A381220	Homeroom teachers meet to set up the incentives.	Meiss, Lauren	9/30/2017	Meeting with the principal will conclude with the preparation of a list of incentives for individuals and groups.	9/30/2017 one-time
G1.B3.S1.A2 A381219	Students will start using the modules.	Meiss, Lauren	9/30/2017	See work being done in each Homeroom within the online system.	10/6/2017 one-time
G1.B3.S1.MA1 M414031	Civics Leaders will make sure all students started at the beginning of October.	Meiss, Lauren	10/6/2017	Ask teachers for a list of students who have not started, so we can speak with them.	10/12/2017 one-time
G1.B1.S1.A1 A381215	Teachers will tutor math students before or after school.	Kiedinger, Ruth	8/14/2017	Guidance Secretary will set up schedule to spread out tutors.	5/11/2018 daily
G1.B1.S1.A2 A381216	Tutors will provide services to students, turning in hours and student names to the School Secretary	Torpey, Angela	8/14/2017		5/11/2018 daily
G1.B2.S1.MA1 M414029	Students will be asked to check their weekly grades and assessments. Teachers will monitor...	Meiss, Lauren	8/14/2017	Civics Coordinator will let the Principal know if there are any problems reported to her.	5/11/2018 monthly
G1.B1.S1.MA1 M414027	Secretary will give the extra pay logs with student lists to the principal to sign	Torpey, Angela	8/14/2017	Copies of the logs with student lists will be retained as evidence.	5/18/2018 monthly
G1.B3.S1.MA1 M414030	Check students grades on the modules.	Meiss, Lauren	10/28/2017	Hold a meeting and discuss student difficulties with specific modules, if any.	5/18/2018 monthly
G1.B3.S2.MA1 M414032	Rate of module completion will be compared with last year's data.	Meiss, Lauren	1/30/2017	Changes can be made to the incentive plan if it appears that the rate is not higher than last year's for the population to be tested.	5/18/2018 biweekly
G1.MA1 M414036	The number of students who stay advanced courses after 9 weeks, and the number of students who...	Jackson, Lauri	10/20/2017	Because completing 10 or more Civics modules has been statistically related to higher EOC scores in the past, we will carefully encourage students to complete the scores and reward those who do. We will also alert parents if the student does not apply him/herself. Although Math 1, Math 2, and Pre-algebra students may receive tutoring, their tutoring will impact our Smart Goals in subsequent years. Those who impact the Smart Goals of increasing EOC/industry certification participation and High School credits this year are the ones taking and passing courses for high school credit or taking industry certification tests. Those numbers will be counted as the events occur, and students who are not achieving at an acceptable rate as they go through the various marking periods will be required to also attend a parent conference with their parent and teacher to set new strategies in place.	5/25/2018 quarterly
G1.B1.S1.MA1 M414026	Effectiveness of teachers in delivering the program	Snyder, Joseph	10/13/2017	Guidance Counselor will check failure lists for mathematics students, and ascertain whether or not they are	5/25/2018 quarterly

Escambia - 0671 - Brown Barge Middle School - 2017-18 SIP
Brown Barge Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				receiving tutoring from the Principal's list.	
G1.B2.S1.MA1 M414028	Student grades will be checked each quarter.	Jackson, Lauri	10/13/2017	Grades and student success levels will be considered to decide if other methods should be tried.	5/25/2018 quarterly
G1.B2.S1.A1 A381217	Mrs. Meiss who is the Civics Coordinator and one of the Social Studies lead teachers will assist...	Meiss, Lauren	8/14/2017	The Civics Coordinator will compile data based on the Module assessments for the Civics Review Modules and share the data with the teachers and administration.	5/25/2018 weekly
G1.B3.S2.MA1 M414033	Incentives will be Awarded	Meiss, Lauren	10/21/2017	Mrs. Meiss will let the principal know who gets each incentive.	5/25/2018 every-6-weeks

V. Professional Development Opportunities

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

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	Teachers will tutor math students before or after school.				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3374	120-Classroom Teachers	0671 - Brown Barge Middle School	General Fund		\$3,000.00
			<i>Notes: Teachers will be paid stipend rate for tutoring beyond the school day</i>			
2	G1.B1.S1.A2	Tutors will provide services to students, turning in hours and student names to the School Secretary				\$0.00
3	G1.B2.S1.A1	Mrs. Meiss who is the Civics Coordinator and one of the Social Studies lead teachers will assist teachers with the Civics curriculum and Civics Review Modules.				\$0.00
4	G1.B3.S1.A1	Homeroom teachers will set up online review groups				\$0.00
5	G1.B3.S1.A2	Students will start using the modules.				\$0.00
6	G1.B3.S2.A1	Homeroom teachers meet to set up the incentives.				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0671 - Brown Barge Middle School	Other		\$300.00
			<i>Notes: Unrestricted money from Internal Funds will be used for incentives, and PTSA will also assist with incentives.</i>			
					Total:	\$3,300.00