

Escambia County School District

Brown Barge Middle School



2018-19 Schoolwide Improvement Plan

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Brown Barge Middle School

201 HANCOCK LN, Pensacola, FL 32503

www.escambiaschools.org

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	32%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	42%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	A	A	A*

School Board Approval

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

SIP Authority

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>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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. Our project based learning 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.

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.

School Leadership Team

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
McGugin, Carrie	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
Imhof, Kristy	Teacher, K-12

Duties

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

The Brown-Barge Leadership Team is comprised of the Principal (Joe Snyder), Assistant Principal (Lauri Jackson), Guidance Counselor (Nicole Lerille), Instructional Technology Coordinator (Julie Hartley), General Education teachers (Jennifer Brummet, Michael Dennis, Kristy Imhof, Lauren Meiss, David Moran, Heath Parr), ESE teacher (Kathleen Crittenden), Media Specialist (Susan Ingram), and Gifted Elective teacher (Carrie McGugin). Collectively we bring a great deal of knowledge and expertise to the team. Each of the members of the Leadership Team has served in a leadership role at our school. Our primary concern is to create a safe learning environment in which our students are encouraged and guided towards achieving academic excellence. Thus, our decisions are made with our students' best interests in mind.

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 Counselor, 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.

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

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 Star 360, Discovery Education; assists teachers in addressing remediation needs as assessed by Star 360.

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 School Based Licensed Mental Health Counselor: Accept and process referrals in their areas of expertise. We have a halftime ESE teacher, Kathy Crittenden, that we share with another elementary school. She is at our school two or three days a week on alternating week and will be the point of contact for all ESE paperwork and working with our ESE students. We have a lower number of IEPs at our school, and their services are consult only. We have a School Psychologist at our school two days a week who will work closely with the Guidance Counselor in addressing students' needs. We also have an itinerant speech teacher to conduct IEP meetings for speech-only IEPs.

Management Teams: (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, Instructional Technology Coordinator, and Administrators. They function in shared decision-making on issues relating to the school and our students.

Our Leadership Team meets twice a month, or more if necessary, to discuss curriculum, best instructional practices, programs, extracurricular activities, safety, and other topics as needed. We discuss the topics on our agenda, listen to each other's thoughts and ideas, and together make the best decisions regarding each issue. Collaboration is a major strength at Brown-Barge between students, teachers, staff, and administration. Individually and collectively, we reach out to our stakeholders: students, parents, and community members for their input through emails and phone calls, conversations, meetings, and school functions. Their input is included in our Leadership Team meeting discussions.

Early Warning Systems

Year 2017-18

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	4	1	4	0	0	0	0	9	
One or more suspensions	0	0	0	0	0	0	4	5	11	0	0	0	0	20	
Course failure in ELA or Math	0	0	0	0	0	0	0	2	0	0	0	0	0	2	
Level 1 on statewide assessment	0	0	0	0	0	0	4	12	6	0	0	0	0	22	

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	2	1	0	0	0	0	3	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Wednesday 8/22/2018

Year 2016-17 - As Reported

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	1	3	4	0	0	0	0	8	

Year 2016-17 - Updated

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	1	3	4	0	0	0	0	8	

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The data component in which our school performed the lowest was ELA Learning Gains (58%) and ELA Lowest 25th Percentile (58%). Although our school performed at a lower level in both areas compared to the previous year 2017, this would not be considered a trend as our school showed increases in 2016. In addition, our ELA Learning Gains and ELA Lowest 25th Percentile averages were above the state averages.

Which data component showed the greatest decline from prior year?

The data component that showed the greatest decline was ELA Learning Gains as it decreased from 66% to 58%. Brown-Barge has developed a Plan for Improvement to increase our ELA Learning Gains this year.

Which data component had the biggest gap when compared to the state average?

The data component that had the biggest gap when compared to the state average was the Math Achievement (Proficiency). Our school's Math Achievement for 2018 was 90% while the state average was 61%.

Which data component showed the most improvement? Is this a trend?

The data component that showed the most improvement was our Science Achievement (Proficiency) as it increased from 70% to 79%. This could possibly be considered a trend as Brown-Barge had a 70% in 2016, 72% in 2017 and 79% in 2018.

Describe the actions or changes that led to the improvement in this area.

Our Science Department Chairs and Stream teachers spent a great deal of time rewriting portions of each Stream (thematic unit) to be sure each stream addressed the Science State Benchmarks. A

Curriculum Matrix was created to track the science benchmarks being taught within each Stream. As a result, Stream curriculum, instructional lessons, and Stream writings were updated to incorporate the science curriculum needed. In addition, our Science Department Chairs developed science modules for our eighth graders to complete online followed by class discussions, group projects, and experiments. Our goal was to approach the science benchmarks more strategically, with the intention of raising our Science Achievement.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	83%	46%	53%	83%	45%	52%
ELA Learning Gains	58%	48%	54%	63%	47%	53%
ELA Lowest 25th Percentile	58%	44%	47%	58%	41%	45%
Math Achievement	90%	44%	58%	90%	46%	55%
Math Learning Gains	69%	47%	57%	68%	46%	55%
Math Lowest 25th Percentile	66%	44%	51%	71%	41%	47%
Science Achievement	79%	48%	52%	72%	45%	50%
Social Studies Achievement	77%	55%	72%	90%	54%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	4 (7)	1 (12)	4 (9)	9 (28)
One or more suspensions	4 (2)	5 (5)	11 (6)	20 (13)
Course failure in ELA or Math	0 (1)	2 (6)	0 (17)	2 (24)
Level 1 on statewide assessment	4 (5)	12 (6)	6 (7)	22 (18)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	84%	40%	44%	52%	32%
	2017	84%	43%	41%	52%	32%
Same Grade Comparison		0%				
Cohort Comparison						
07	2018	76%	41%	35%	51%	25%
	2017	86%	40%	46%	52%	34%
Same Grade Comparison		-10%				
Cohort Comparison		-8%				
08	2018	90%	51%	39%	58%	32%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	85%	47%	38%	55%	30%
Same Grade Comparison		5%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	80%	36%	44%	52%	28%
	2017	83%	36%	47%	51%	32%
Same Grade Comparison		-3%				
Cohort Comparison						
07	2018	93%	45%	48%	54%	39%
	2017	94%	44%	50%	53%	41%
Same Grade Comparison		-1%				
Cohort Comparison		10%				
08	2018	97%	24%	73%	45%	52%
	2017	82%	25%	57%	46%	36%
Same Grade Comparison		15%				
Cohort Comparison		3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	78%	45%	33%	50%	28%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	77%	51%	26%	71%	6%
2017	82%	53%	29%	69%	13%
Compare		-5%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	92%	51%	41%	62%	30%
2017	98%	51%	47%	60%	38%
Compare		-6%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	95%	48%	47%	56%	39%
2017	0%	43%	-43%	53%	-53%
Compare		95%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	50	58		75	67						
ASN	100	71		100	79				92		
BLK	72	56	53	74	56	50	43	68	77		
HSP	78	48		91	77			63			
MUL	77	40	42	93	74		64	81	81		
WHT	86	61	64	93	71	74	87	79	82		
FRL	71	53	47	83	64	60	66	66	68		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	55	64		73	55						
ASN	93	62		97	86		77		85		
BLK	65	54	47	80	68	70	50	61	70		
HSP	88	75	80	79	48				70		
MUL	78	61	62	93	61		67	69	55		
WHT	89	69	67	92	69	72	74	88	78		
FRL	73	61	52	86	64	67	63	70	60		

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title	Writing
Rationale	Our school data shows that our FSA ELA scores have decreased. The FSA Writing Test is 20% of the overall FSA score, thus an important component for instruction. We must ensure that two of the major types of essays (Argumentative and Informative) are being taught throughout all our Streams (Thematic Units) and that they are balanced across the Streams. We must also ensure that all of our teachers are equipped with the knowledge and tools to teach writing skills throughout all the Streams and that rigorous material is readily available. The skills being taught must be consistent across each Stream. Teachers must feel confident in the materials they are using and be able to teach the skills with fidelity and a level of ease. Teams must be aware of students' scores at the beginning of each Trimester (12 weeks) and provide individual support as needed.

Intended Outcome Brown-Barge will increase FSA ELA scores by 5%.

Point Person Kristy Imhof (kimhof@ecsdfl.us)

Action Step

Description	<ol style="list-style-type: none"> 1. Ensure that every Stream has two rigorous Stream composition packets, which include the prompt, mini lessons, step-by-step instructions, and rubric. 2. Ensure that all four major essay types are incorporated into the curriculum with an emphasis on Argumentative and Informative, and balanced throughout the Streams. 3. Provide readily available and rigorous writing resources for teachers to access as needed for Stream lessons and Stream compositions. 4. Provide writing support for students at every level, particularly the Level 1 and Level 2 students. 5. Provide professional development opportunities for all Stream teachers to observe, reflect, and model writing skills.
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Person Responsible Kristy Imhof (kimhof@ecsdfl.us)

Plan to Monitor Effectiveness

Description	<ol style="list-style-type: none"> 1. Students will write two Stream compositions per Stream and teachers will provide detailed and timely feedback. 2. One teacher on each Stream will be assigned as the ELA/Writing support person. 3. A Google folder will be added to the Brown-Barge Team Drive to provide readily available writing resources for all teachers. 4. Provide professional development training after school for teachers.
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Person Responsible Kristy Imhof (kimhof@ecsdfl.us)

Activity #2	
Title	English Language Arts
Rationale	School data shows a decrease in our FSA ELA scores. We must ensure that acquisition of language arts and reading skills are being taught in every Stream. We must also ensure that all of our teachers are equipped and provided with the tools to teach language arts and reading skills throughout all of the Streams and that rigorous material is readily available. The skills being taught must be consistent across each Stream. Teachers must feel confident in the materials they are using and be able to follow with fidelity and a level of ease. Teams must be aware of students' scores at the beginning of each Trimester (12 weeks) and provide individual support as needed.
Intended Outcome	Brown-Barge will increase FSA ELA scores by 5%.
Point Person	Jennifer Brummet (jbrummet@ecsdfi.us)
Action Step	
Description	<ol style="list-style-type: none"> 1. Ensure that in all Streams acquisition of ELA and reading skills are being taught before students begin compositions, journals, activities, projects, and simulations. 2. Provide readily available resources for teachers to access as needed for Stream lessons. 3. Provide ELA and reading support for students at all levels, particularly Level 1 and Level 2 students. 4. Provide professional development opportunities for Stream teachers to observe, reflect, and model ELA and reading strategies. 5. Students will complete Star 360 Assessments in ELA. The students will work their teachers in self-monitoring their progress on the Star 360 Assessments. The teachers will use the data to determine which students need remediation on specific ELA skills.
Person Responsible	Jennifer Brummet (jbrummet@ecsdfi.us)
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none"> 1. One teacher on each Stream will be assigned as the ELA/Writing support person. 2. The District Secondary ELA Coach will work with Brown-Barge ELA Department Chairs to provide support for the teachers in all of the Streams. 3. The District Secondary ELA Coach will work with the Literacy Management Team to provide embedded mini lessons in Stream binders. 4. A Google folder will be added to Brown-Barge Team Drive to provide readily available ELA and reading resources for all teachers. 5. Provide professional development training after school for all teachers. 6. Teachers will be retrained on Star 360 progress monitoring and the resources available.
Person Responsible	Jennifer Brummet (jbrummet@ecsdfi.us)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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.

PFEF Link

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

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 who meets weekly with the Stream teachers to discuss student concerns. All teachers have laminated guidance passes, and they send any student who needs to speak with her to the office. We 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 School Based Licensed Mental Health Counselor (SBLMHC) 2.5 days a week. She attends the Stream team meetings to discuss student concerns with the teachers, Guidance Counselor, and Administration. The SBLMHC takes appointments, and also intervenes in a crisis if that becomes necessary. We also have a District School Psychologist one day a week, primarily for testing purposes. 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 Children's Home Society if they need more psychological services than we can provide here. The Assistant Principal is teaming with two of our lead teachers to work with a student group called "Be the Change" which promotes character building skills.

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 our 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, meet their team teachers, and learn about their Band, Orchestra, Technology, or Physical Education elective courses. The two sixth grade teams have common presentations and lessons for the first weeks 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, cheerleading,

clubs, and other extracurricular activities to the team leaders for distribution to eighth graders before they leave us. All eighth grade students are encouraged to select magnet programs or other high school programs that feature their interests, and the Guidance Counselor makes sure they know about the various programs and their requirements. We make announcements over closed-circuit T.V. about presentations by various magnet programs and other high school programs, including the School Choice Exposition.

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 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, Instructional Technology Coordinator, and Administrators meet with teams weekly, and teaching teams keep team notes which are sent 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. School Based 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 Panther Clause (Reflection by Student), Team Conference, Parent Conference, Escambia 360, Learning for Life, work detail, detention, 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 goals of this School Improvement Plan, we do coordinate with the Title X staff to meet the needs of homeless students, and 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 Instructional Technology 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.

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

We would like to continue our 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.

We also conduct a Career Fair with our eighth grade students during the Spring. The purpose of the Career Fair is to ensure that our students are well informed of jobs and careers that are available to them, and the education and training required in fulfilling these jobs. During the Career Fair, the students visit and listen to presentations of various business owners and other vocations.

Part V: Budget

Total:

\$0.00