

Escambia County School District

Brown Barge Middle School



2019-20 Schoolwide Improvement Plan

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Brown Barge Middle School

201 HANCOCK LN, Pensacola, FL 32503

www.escambiaschools.org

Demographics

Principal: Janet Penrose L

Start Date for this Principal: 8/15/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	39%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (73%) 2017-18: A (73%) 2016-17: A (74%) 2015-16: A (73%) 2014-15: A (77%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	A	A	A	A

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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	Job Duties and Responsibilities
Snyder, Joseph	Principal	Principal of Brown-Barge who works closely with all stakeholders including faculty, staff, students, parents, district personnel and community members to create a safe learning environment. Supervises all faculty and staff. Oversees all activities and curriculum at our school. The administrators together make scheduling accommodations; address discipline issues; manage budget resources to meet group and individual needs; research solutions for new problems as they arise.
Lerille, Nicole	School Counselor	Guidance Counselor at Brown-Barge who works closely with students, teachers, parents, and administration to promote and maintain a healthy and productive atmosphere. 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.
Moran, David	Teacher, K-12	Math and Stream teacher at Brown-Barge. Strong in science field. Works closely with teachers to develop curriculum. Works closely with parents to assist their children in succeeding at our school. Member of Climate Management Team.
Parr, Heath	Teacher, K-12	Technology teacher at Brown-Barge. Sponsors the Robotics club and member of Technology Management Team. Works closely with teachers to develop curriculum. Works closely with parents to assist their children in succeeding at our school.
Hartley, Julie	Instructional Technology	Instructional Technology Coordinator at Brown-Barge. Member of the Technology Management Team. Works closely with teachers to enhance their technology skills and needs. Works closely with parents to assist their children in succeeding at our school.
Ingram, Susan	Instructional Media	Media Specialist at Brown-Barge. Works closely with teachers to develop curriculum and incorporate literature into their lessons. Member of Literacy Management Team. 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.
McGugin, Carrie	Teacher, K-12	Math and Gifted Elective teacher at Brown-Barge. Works closely with teachers to develop curriculum. Works closely with parents to assist their children in succeeding at our school. Member of Curriculum Management Team and Spirit Team sponsor.
Dennis, Michael	Teacher, K-12	Math and Stream teacher at Brown-Barge. Strong in Math and Language Arts fields. Works closely with teachers to develop curriculum. Works closely with parents to assist their children in succeeding at our school. Team Leader of Climate Management Team and sponsors the Japan Club.

Name	Title	Job Duties and Responsibilities
Jackson, Lauri	Assistant Principal	Assistant Principal at Brown-Barge. Works closely with all stakeholders including faculty, staff, students, parents, district personnel and community members to create a safe learning environment. Completes the student schedules for all three Trimesters (12 week grading period) during the year and is responsible for student discipline. Works closely with teachers to assist in curriculum development, and parents to assist their children in succeeding at our school. The administrators together make scheduling accommodations; address discipline issues; manage budget resources to meet group and individual needs; research solutions for new problems as they arise.
Crittenden, Kathleen	Teacher, ESE	ESE teacher at Brown-Barge. Works closely with Guidance Counselor, administration, and teachers to provide assistance to our ESE population. Point of contact for all ESE paperwork and working with our ESE students. Works closely with parents to assist their children in succeeding at our school.
Meiss, Lauren	Teacher, K-12	Math and Stream teacher at Brown-Barge. Strong in social studies field and one of our Social Studies Department Chairs. Works closely with teachers to develop curriculum. Works closely with parents to assist their children in succeeding at our school. Member of Curriculum Management Team.
Brummet, Jennifer	Teacher, K-12	Math and Stream teacher at Brown-Barge. Strong in Language Arts field. Works closely with teachers to develop curriculum. Works closely with parents to assist their children in succeeding at our school. Member of Vision Management Team and one of the sponsors for our Be the Change Club.
Imhof, Kristy	Teacher, K-12	Math and Stream teacher at Brown-Barge. Strong in Language Arts and Social Studies fields. One of our Language Arts Department Chairs. Works closely with teachers to develop curriculum. Works closely with parents to assist their children in succeeding at our school. Team Leader for our Literacy Management Team.
Fryman, Danielle	Teacher, K-12	Math and Stream teacher at Brown-Barge. Strong in Language Arts and Social Studies fields. One of our Language Arts Department Chairs. Works closely with teachers to develop curriculum. Works closely with parents to assist their children in succeeding at our school. Member of Literacy Management Team.
McWhite, Rashena	Teacher, K-12	Math and Stream teacher at Brown-Barge. Strong in science field and one of our Science Department Chairs. Works closely with teachers to develop curriculum. Works closely with parents to assist their children in succeeding at our school. Member of Climate Management Team.
Smith, Leah	Teacher, K-12	Math and Stream teacher at Brown-Barge. Strong in science and math fields. Works closely with teachers to develop curriculum. Works closely with

Name	Title	Job Duties and Responsibilities
		parents to assist their children in succeeding at our school. Team Leader of the Vision Management Team and one of the sponsors for the Be the Change Club.
Carey, John	Teacher, K-12	Math and Stream teacher at Brown-Barge. Strong in Social Studies field. Works closely with teachers to develop curriculum. Works closely with parents to assist their children in succeeding at our school. School Improvement Committee Chairperson and member of Curriculum Management Team.

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	173	175	174	0	0	0	0	522	
Attendance below 90 percent	0	0	0	0	0	0	8	13	11	0	0	0	0	32	
One or more suspensions	0	0	0	0	0	0	2	6	7	0	0	0	0	15	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on statewide assessment	0	0	0	0	0	0	4	8	8	0	0	0	0	20	

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	1	2	2	0	0	0	0	5

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		
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

FTE units allocated to school (total number of teacher units)

32

Date this data was collected or last updated

Thursday 8/15/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	2	1	0	0	0	0	3

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	2	1	0	0	0	0	3

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	84%	48%	54%	85%	46%	52%
ELA Learning Gains	66%	52%	54%	66%	51%	54%
ELA Lowest 25th Percentile	61%	45%	47%	62%	42%	44%
Math Achievement	88%	46%	58%	90%	43%	56%
Math Learning Gains	72%	47%	57%	68%	43%	57%
Math Lowest 25th Percentile	63%	43%	51%	68%	40%	50%
Science Achievement	65%	43%	51%	70%	44%	50%
Social Studies Achievement	75%	58%	72%	82%	56%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	173 (0)	175 (0)	174 (0)	522 (0)
Attendance below 90 percent	8 (4)	13 (1)	11 (4)	32 (9)
One or more suspensions	2 (4)	6 (5)	7 (11)	15 (20)
Course failure in ELA or Math	0 (0)	0 (2)	0 (0)	0 (2)
Level 1 on statewide assessment	4 (4)	8 (12)	8 (6)	20 (22)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	84%	42%	42%	54%	30%
	2018	84%	40%	44%	52%	32%
Same Grade Comparison		0%				
Cohort Comparison						
07	2019	82%	43%	39%	52%	30%
	2018	76%	41%	35%	51%	25%
Same Grade Comparison		6%				
Cohort Comparison		-2%				
08	2019	85%	50%	35%	56%	29%
	2018	90%	51%	39%	58%	32%
Same Grade Comparison		-5%				
Cohort Comparison		9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	83%	36%	47%	55%	28%
	2018	80%	36%	44%	52%	28%
Same Grade Comparison		3%				
Cohort Comparison						
07	2019	92%	50%	42%	54%	38%
	2018	93%	45%	48%	54%	39%
Same Grade Comparison		-1%				
Cohort Comparison		12%				
08	2019	66%	21%	45%	46%	20%
	2018	97%	24%	73%	45%	52%
Same Grade Comparison		-31%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-27%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	65%	42%	23%	48%	17%
	2018	78%	45%	33%	50%	28%
Same Grade Comparison		-13%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	75%	54%	21%	71%	4%
2018	77%	51%	26%	71%	6%
Compare		-2%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	94%	52%	42%	61%	33%
2018	92%	51%	41%	62%	30%
Compare		2%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	95%	47%	48%	57%	38%
2018	95%	48%	47%	56%	39%
Compare		0%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	47	57		53	57	45					
ASN	96	54		92	79						
BLK	69	57	53	76	66	54	36	63	73		
HSP	85	70	69	78	56	50	53	70	75		
MUL	84	67	55	92	52		80	63	89		
WHT	87	69	66	92	78	71	70	85	82		
FRL	76	65	56	83	62	59	62	59	84		
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		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	73
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	656
Total Components for the Federal Index	9
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	52
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	80
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	61
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	67
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	73
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	78
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	67
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component in which our school performed the lowest was ELA Lowest 25th Percentile (61%), Math Lowest 25th Percentile (63%) and Science Achievement (65%). In the ELA Lowest 25th Percentile, our Percentile average increased from 58% to 61%.

We addressed ELA concerns last year and will continue to do so this year. Our goal is to continue raising the ELA Lowest 25th Percentile.

In Math our Lowest 25th Percentile average decreased 3% by going from 66% to 63%. Our Lowest 25th Percentile average has decreased over the past two years. A contributing factor may be that we have more students entering our school with Math FSA Levels of 1 or 2.

Finally, our Science Achievement (Proficiency) decreased from 79% to 65%. Although our school performed at a lower level compared to the previous year 2018, this would not be considered a trend as our school showed an increase in 2017 of 9%.

Our ELA Lowest 25th Percentile and Math Lowest 25th Percentile were both above the district and state averages. Our Science Achievement was below the district average, but above the state average.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that showed the greatest decline was Science Achievement (Proficiency) as it decreased from 79% to 65%. Factors contributing to the decline are the 8th graders as a whole did not take as many Streams (thematic units) with a stronger focus in science, such as Flight or Oceans

while at Brown-Barge. Our students are able to preference their Streams, and although all of our Streams provide an integrated curriculum, some Streams have a stronger focus on science. We are working towards making sure each Stream has a better balance of integrated curriculum.

When scheduling students in Streams, time is taken to be sure they are placed in a variety of Streams thus providing a balanced curriculum. Past years' schedules will continue to be checked for this balance, but with more diligence.

Also, when completing the Science modules and review activities before the State Science Achievement Test, there was lower student motivation and less time for completion. We will be adjusting the schedule of the Science modules this year to address these issues.

With all of these factors in mind, Brown-Barge has developed a Plan for Improvement to increase our Science Achievement (Proficiency) this year.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

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 2019 was 88%, while the state average was 62%.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement was our ELA Learning Gains as it increased from 58% to 66%. Our School Improvement Plan last year involved taking steps to address our reading and writing needs which in turn helped to raise our ELA Learning Gains. Our students completed two rigorous Stream composition packets during each of the three Streams, which included a prompt, mini lessons, step-by-step instructions, and rubric. The major essay types were incorporated into the curriculum with an emphasis on Argumentative and Informative. The teachers were provided with rigorous writing resources to access as needed for Stream lessons and Stream compositions. Writing support was provided for students at every level, particularly the Level 1 and Level 2 students. The Literacy Management Team provided professional development opportunities in the areas of reading and writing for the teachers.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

One area of concern is the number of Level 1 on FSA or EOC Last Year which is 20. We will be addressing these concerns in our Math and Stream Curriculum Conversation meetings.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Increase Science Achievement Proficiency.
2. Increase ELA Lowest 25th Percentile averages.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Science Achievement
Rationale	Our school data shows that our Science Achievement Proficiency decreased 14%, by going from 79% to 65%. Science is an important part of a student's curriculum and thus an important component of instruction. We must ensure that the students are taught the Sunshine State Science Standards for 6-8 grades within their Streams. The students need to have a balanced curriculum of all subject areas within the Streams they take while at Brown-Barge. We must also ensure that all of the teachers are equipped with the knowledge and tools to teach the science standards throughout all of the Streams and that rigorous material is readily available. Teachers must feel confident in the materials they are using and be able to teach the standards and skills with fidelity and a level of ease.
State the measurable outcome the school plans to achieve	Brown-Barge will increase Science Achievement scores by 5%.
Person responsible for monitoring outcome	Lauri Jackson (ljackson2@ecsdfl.us)
Evidence-based Strategy	<p>Science Department Leads and teachers will schedule meetings to review student achievement data to ensure that the science curriculum and instruction is aligned and focused on areas of challenge. The various Streams' curriculum will address the science standards based on their thematic units. During Stream Pre-Planning and Post-Planning the teachers will review and revise the science lessons taught in the Stream curriculum.</p> <p>The student achievement data will be used in creating and updating the science modules the students complete while in 8th grade. The Science Department Leads and teachers will discuss and review the Sunshine State Science Standards and SSA for the 6-8 grades. The teachers will develop and implement a plan to review for the SSA using the 8th Grade Review materials, experiments, and activities. This plan will be monitored and evaluated by the Science Department Leads and Stream Team Leaders before, during and after the implementation.</p> <p>The rationale is to ensure the Sunshine State Standards for 6-8 are being taught before the 8th grade students complete the SSA. At Brown-Barge we have a standards based matrix for each stream that covers all subject areas, including science. The stream matrixes are updated after each stream is taught and reviewed by the teachers before teaching the streams. Our goal is to be more intentional in addressing the science standards within the streams, and be sure they are taught with fidelity.</p>
Rationale for Evidence-based Strategy	The teachers will gather student achievement data from various sources, such as the 8th grade Pre-Test to determine in which areas the students need remediation. The teachers will use text resources in CPALMS aligned to Next Generation Sunshine State Standards for science (NGSSS) in their science lessons and the Science Modules. The Text Complexity Resources provide: Information Text, Text Dependent Questions, Text Complexity Analysis, and Qualitative Measures Rubric.
Action Step	

<p>Description</p>	<ol style="list-style-type: none"> 1. The Stream curriculums will be reviewed and updated to be sure the New Generation Sunshine State Standards (NGSSS) for science are being addressed and taught. 2. Teachers will be more intentional in reviewing which science standards are addressed in their Streams during Pre-Planning, and build more activities and experiments to support the science standards in their lessons. 3. We will continue to schedule students in streams that provide a balanced curriculum, but be more diligent about placing them in streams that are more science focused, such as Oceans and Flight. 4. The Science Pre-Test will be administered to all of our 8th graders. This data will be analyzed to determine which science standards the students need additional support and remediation. The Science Modules will then be reviewed and revised to reflect the information gained from the data. The students will complete the Science Modules and complete the 8th Grade Review Lessons before taking the SSA. 5. We will have our Morning TV Show have a segment called "Moment of Science" every Monday featuring Science news clips, videos, and facts based on the New Generation Sunshine State Standards for science. 6. Professional development will be provided in our monthly Curriculum Conversation meetings to provide training on Depth of Knowledge, questioning techniques, unpacking the Science Benchmarks, and science activity/experiment ideas.
<p>Person Responsible</p>	<p>Rashena McWhite (rmcwhite2@ecsdf1.us)</p>

#2	
Title	<p>ELA Lowest 25th Percentile</p> <p>Our focused area in ELA will be the FSA Writing Test component, as it is 20% of the overall FSA score. We must ensure that the major types of essays (Argumentative and Informative) are being taught throughout all of our Streams (Thematic Units) and that they are balanced across the Streams. We must be sure that the students can understand and complete essays using the FSA Writing Rubric.</p>
Rationale	<p>We must also ensure that all of the teachers are equipped with the knowledge and tools to teach writing skills, to teach and utilize the FSA Writing Rubric in their Stream Compositions, and that rigorous material is readily available. Teachers must feel confident in the materials they are using and be able to teach the skills with fidelity and a level of ease. Teachers must be aware of students' scores at the beginning of each Trimester and provide individual support as needed.</p>
State the measurable outcome the school plans to achieve	<p>Brown-Barge will increase the ELA Lowest 25th Percentile by 5%.</p>
Person responsible for monitoring outcome	<p>Joseph Snyder (jsnyder@ecsdfi.us)</p> <p>To increase our students' writing scores, the teachers will help students improve their writing skills and understand the FSA Writing Rubric. The teachers will teach two Stream Compositions per Trimester. One composition each Trimester must be either Argumentative or Informative. Teachers will provide detailed and timely feedback using the FSA Writing Rubric. The students will be given time to revise their Stream Compositions based on teacher feedback before a final score is given.</p>
Evidence-based Strategy	<p>After each Stream Composition is returned, the student will review his/her writing, teacher feedback and rubric score with Stream Composition Self Evaluation. With teacher guidance, the student will write a personal goal using the rubric as a guide. The student will track their Stream Composition scores throughout the year in one location using Stream Composition Yearly Score Tracker.</p> <p>One teacher on each Stream will be assigned as the ELA/Writing support person. ELA Department Leads will monitor progress.</p>
Rationale for Evidence-based Strategy	<p>The rationale is to ensure that all of our students, particularly our Level 1 and Level 2 ELA students are equipped with the skills to to be successful writers on the FSA. The teachers have always used a writing rubric for the Stream Compositions, but now we are being more intentional by using the FSA Writing Rubric.</p> <p>In addition, by requiring that each Stream teach and use the Argumentative or Informative Essay each Trimester, the students will be more aware and intentional in their writing.</p> <p>The teachers will teach the FSA Writing Rubric alongside the Stream Composition. After the students write the Stream Composition, the teacher will provide detailed and timely feedback using the FSA Rubric. Before the students write their next Stream Composition</p>

(with a new teacher), they review their previous Stream Composition, Stream Composition Self Evaluation and Stream Composition Score Tracker, and the goal they set for themselves.

Action Step

Description

1. Ensure that every Stream is teaching either an Argumentative or Informative Essay each Trimester (12 weeks).
2. Ensure that students' writing is being assessed using the FSA Writing Rubric with fidelity school-wide.
3. Provide readily available 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 our Level 1 and Level 2 students.
5. Provide professional development opportunities for all Stream teachers to learn, observe, reflect, and model writing skills.
6. Ensure student reflection and goal setting is conducted after each essay so that continuity is created over three Trimesters with varied ELA teachers.

Person

Responsible Kristy Imhof (kimhof@ecsdfl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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 Schoolwide Improvement Plan 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.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), 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 four 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. Resources (\$200 each 12 weeks) are allocated to each teaching team to purchase materials specific to their project-based learning needs. 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. We use a Progressive Discipline Plan and have a protocol in place for keeping a record of successive interventions.

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. We coordinate with the Title I 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 IT 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 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.