

Escambia County School District

Brown Barge Middle School



2020-21 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: 7/1/2016

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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	39%
2019-20 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%)
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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Brown Barge Middle School

201 HANCOCK LN, Pensacola, FL 32503

www.escambiaschools.org

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Middle School 6-8</p>	<p>2019-20 Title I School</p> <p>No</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>47%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>51%</p>

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

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SIP Authority

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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, position title, and job duties/responsibilities 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 and iReady.
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.
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

Name	Title	Job Duties and Responsibilities
		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.
Brummet, Jennifer	Teacher, K-12	Math and Stream teacher at Brown-Barge. Strong in Language Arts and Social Studies fields. 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.
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.
Mellor, 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 Vision Management Team.

Name	Title	Job Duties and Responsibilities
Smith, Leah	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.
Brubaker, Holly	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 Technology Management Team.

Demographic Information

Principal start date

Friday 7/1/2016, Janet Penrose L

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

16

Total number of teacher positions allocated to the school

31

Demographic Data

2020-21 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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	39%
2019-20 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%)
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 .	

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	209	165	160	0	0	0	0	534
Attendance below 90 percent	0	0	0	0	0	0	8	11	10	0	0	0	0	29
One or more suspensions	0	0	0	0	0	0	2	5	6	0	0	0	0	13
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	4	4	0	0	0	0	8
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	4	3	3	0	0	0	0	10

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	1	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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Friday 7/10/2020

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	
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	0	1	2	2	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	

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	
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	

Students with two or more indicators 0 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	

Retained Students: Current Year 0 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 0

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	
	(0)	(0)	(0)	0 (0)

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	2019	84%	42%	42%	54%	30%
	2018	84%	40%	44%	52%	32%
Same Grade Comparison		0%				
Cohort Comparison						

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State 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%				
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%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
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%	0
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%	0
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%	0

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%	0
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%	0
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%	0
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%	0
Pacific Islander Students	
Federal Index - 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%	0
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%	0
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%	0

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 during the past two years, 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 of FSA testing. 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 Oceans, Flight, or Futures while at Brown-Barge during the 2018-2019 school year. 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 have been working towards making sure each Stream has a better balance of integrated curriculum. During the 2019-2020 year, each of the streams' team of teachers were more intentional in addressing the science standards that were part of their stream 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. To address these issues, the eighth grade Impact stream teachers will develop and implement a revised plan to review for the SSA using the 8th Grade Review materials, experiments, and activities.

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 during the past two years has 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 and District ELA Specialists 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?

One area of concern is the number of Level 1 on FSA or EOC for the 2019 year which was 20. We will be addressing these concerns in our Math, Stream, and 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. Instructional Practice specifically relating to Science

Area of Focus Description and 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.

Measurable Outcome: Brown-Barge will increase Science Achievement scores by 5%.

Person responsible for monitoring outcome: Lauri Jackson (ljackson2@ecsdfl.us)

Teachers will utilize scientific probes to provide a hands-on data collection experience to enhance science lab instruction.

Evidence-based Strategy: Science Department Leads and teachers will 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.

The Science Department Leads and Impact stream teachers will discuss and review the Sunshine State Science Standards and SSA for the 6-8 grades. The Impact stream 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.

Rationale for Evidence-based Strategy: The rationale is to ensure the Sunshine State Standards for 6-8 are being taught before the 8th graders complete the SSA. At Brown-Barge we have a standards based matrix for each stream that covers all subject areas, including science. The stream matrices 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 individual streams and to be sure they are taught with fidelity, including the use of two or more science labs per stream.

Teachers will gather student achievement data from various sources, such as the 8th grade Pre-Test to support and develop instructional strategies. The teachers will utilize various resources, including The Text Complexity resources in CPALMS aligned to Next Generation Sunshine State Standards for science (NGSSS) in their science lessons.

Action Steps to Implement

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.

Person Responsible David Mellor (dmellor@ecsdfl.us)

2. Teachers will be more intentional in reviewing which science standards are addressed in their streams during Pre-Planning, and include two or more science labs per stream to support the science standards.

Person Responsible David Mellor (dmellor@ecsdfi.us)

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; Flight; Futures; Healthy, Wealthy, and Wise; and Work Hard, Play Hard.

Person Responsible David Mellor (dmellor@ecsdfi.us)

4. A Science Pre-Test will be administered to all of our 8th graders. This data will be analyzed to identify areas of need. The science instruction will then be developed to reflect the information gained from the data. The students will complete the 8th Grade Review Lessons before taking the SSA.

Person Responsible David Mellor (dmellor@ecsdfi.us)

5. We will have our Morning TV Show have a segment called "Science is Awesome" every Monday featuring Science news clips, videos, and facts based on the New Generation Sunshine State Standards for science.

Person Responsible David Mellor (dmellor@ecsdfi.us)

6. Professional development will be provided through Curriculum Conversation meetings to provide training on Depth of Knowledge, questioning techniques, unpacking the Science Benchmarks, and science activity/experiment ideas.

Person Responsible David Mellor (dmellor@ecsdfi.us)

#2. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

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.

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.

Measurable Outcome:

Brown-Barge will increase the ELA Lowest 25th Percentile by 5%.

Person responsible for monitoring outcome:

Joseph Snyder (jsnyder@ecsdfi.us)

Evidence-based Strategy:

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.

Evidence-based Strategy:

During the Stream Composition process, teachers and students will review and reflect on his/her writing, teacher feedback, and rubric score. With teacher guidance, the student will write a personal writing goal using the rubric as a guide.

Rationale for Evidence-based Strategy:

Provide faculty and staff professional development in writing instruction, including explicitly teaching appropriate writing strategies using a Model-Practice-Reflect instructional cycle.

The rationale for using the professional development and Stream Composition process is to ensure that all of our students, particularly our Level 1 and Level 2 ELA students are equipped with the skills to be successful writers. The teachers will be more intentional in teaching, grading and providing feedback by using the FSA Writing Rubric. In addition, by requiring that each stream teach and use the Argumentative or Informative Essay each trimester, the students will be more intentional in their writing.

The teachers will teach the FSA Writing Rubric alongside the Stream Composition. Using the Model-Practice-Reflect professional development, teachers will have strategies to implement specific writing instruction. 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, they review their previous Stream Composition, feedback, and rubric, and set a writing goal for themselves.

Action Steps to Implement

1. Ensure that every Stream is teaching either an Argumentative or Informative Essay each trimester (12 weeks).

Person Responsible

Kristy Imhof (kimhof@ecsdfi.us)

2. Ensure that students' writing is being assessed using the FSA Writing Rubric with fidelity school-wide.

Person Responsible Kristy Imhof (kimhof@ecsdfl.us)

3. Provide readily available rigorous writing resources for teachers to access as needed for stream lessons and Stream Compositions.

Person Responsible Kristy Imhof (kimhof@ecsdfl.us)

4. Provide writing support for students at every level, focusing on our Level 1 and Level 2 students using differentiated instruction.

Person Responsible Kristy Imhof (kimhof@ecsdfl.us)

5. Provide professional development opportunities for all stream teachers, focusing on the Model-Practice-Reflect instructional cycle.

Person Responsible Kristy Imhof (kimhof@ecsdfl.us)

6. Ensure student reflection and goal setting is conducted during the Stream Composition process so that continuity is created throughout the school year with varied ELA teachers.

Person Responsible Kristy Imhof (kimhof@ecsdfl.us)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The school leadership team will assist in monitoring the action steps within each Area of Focus.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

BBMS excels at building a positive school culture and environment. Involving a wide variety of stakeholders ensures an environment that students, teachers, parents and community members feel represented and supported.

By incorporating a “site-based” management system at BBMS, teachers are included in the development, planning and implementing school curriculum, rules and expectations. Twice weekly our teachers meet with their Stream for planning and student concerns. Once a week administration, guidance and various support staff are present to fulfill needs and develop relationships. Each faculty member is also part of a Management Team that meets monthly. These five teams focus on: climate, curriculum, literacy, technology and vision. Hands-on faculty involvement ensures a culture that values trust, respect and high expectations.

Students and families play a vital role in promoting positive learning. Teachers are challenged to make positive parent contacts. In so doing, relationships are built between the stakeholders and trust is developed. The PTSO meets monthly and includes an active board. BBMS PTSO is a partnership between parents, teachers and students, dedicated to improving and enriching the BBMS experience for every current and future student and establishing close relationships between home and school.

In addition to PTSO, parent stakeholders are involved in stream activities as well. With Simulations up to twice a trimester, parents are invited to see students’ summative work in a formal presentation. Once a trimester, parents are invited on campus for their student’s Portfolio Review where the child walks his or her parent through his or her assignments and reflects upon accomplishments and areas needing improvement. New sixth grade students and parents make their mark on our school campus by doing a project to improve our school environment and become part of the BBMS community. This “Pride of Place Day” includes painting, beautifying plant beds, laying stepping stone paths, etc. Other activities that include parents are SAC meetings, Open House, New Student/Parent Orientation, Literacy Night, and Band and Orchestra Concerts.

Early childhood providers work with BBMS in a variety of ways including, but not limited to: Environment Stream joining elementary schools to teach lessons from curriculum, Impact Stream’s service learning project for preschool-age children not in VPK, our gifted teachers conducting entrance interviews with all rising sixth graders, and our band and orchestra participating in holiday shows at elementary schools.

More broad stakeholders include businesses and community members that play a key role in school performance and addressing equity. Pensacola State College’s TRiO Educational Talent Search works with BBMS students to increase the number of underrepresented youth who complete high school and then enroll in and complete postsecondary education. During our yearly career fair, students consult with various colleges, businesses and professional services. This exposes them to opportunities and develops life-long career and education goals.

Consulting various stakeholder groups is critical in formulating a vision, a mission, values, goals, and employing school improvement strategies. BBMS is committed to including these groups to positively affect our school culture, promote a beneficial environment and impact student learning.

Parent Family and Engagement Plan (PFEP) Link

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