Braden River Middle School

2020-21 Schoolwide Improvement Plan

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Braden River Middle School

6215 RIVER CLUB BLVD, Bradenton, FL 34202

https://www.manateeschools.net/bradenrivermiddle

Demographics

Principal: Kim Zenon Richardson

Start Date for this Principal: 7/1/2019

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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	63%
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: B (61%) 2017-18: B (57%) 2016-17: C (53%) 2015-16: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* 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 Manatee 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)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	48%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	55%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	B	C

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

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
Zenon, Kimberlain	Principal	Oversee the overall academic, culture, climate, safety and security of the school.
Baietto, Brad	Assistant Principal	Assist the principal in maintaining the overall academic performance, culture, climate, safety and security of the school. Author of the Schoolwide Improvement Plan.
Cunningham, Kristen	Assistant Principal	Assist the principal in maintaining the overall academic performance, culture, climate, safety and security of the school.

Demographic Information

Principal start date
Monday 7/1/2019, Kim Zenon Richardson

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.*
2

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.*
25

Total number of teacher positions allocated to the school
55

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
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Year	
Support Tier	
ESSA Status	TS&I
* 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	297	320	314	0	0	0	0	931
Attendance below 90 percent	0	0	0	0	0	0	48	51	35	0	0	0	0	134
One or more suspensions	0	0	0	0	0	0	4	2	2	0	0	0	0	8
Course failure in ELA	0	0	0	0	0	0	0	19	16	0	0	0	0	35
Course failure in Math	0	0	0	0	0	0	0	10	18	0	0	0	0	28
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	58	62	66	0	0	0	0	186
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	56	65	60	0	0	0	0	181

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	44	59	56	0	0	0	0	159

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	3	0	0	0	0	3

Date this data was collected or last updated

Thursday 9/3/2020

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	301	283	338	0	0	0	0	922
Attendance below 90 percent	0	0	0	0	0	0	86	63	82	0	0	0	0	231
One or more suspensions	0	0	0	0	0	0	48	59	50	0	0	0	0	157
Course failure in ELA or Math	0	0	0	0	0	0	39	30	32	0	0	0	0	101
Level 1 on statewide assessment	0	0	0	0	0	0	95	79	108	0	0	0	0	282

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	40	38	45	0	0	0	0	123

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	301	283	338	0	0	0	0	922
Attendance below 90 percent	0	0	0	0	0	0	86	63	82	0	0	0	0	231
One or more suspensions	0	0	0	0	0	0	48	59	50	0	0	0	0	157
Course failure in ELA or Math	0	0	0	0	0	0	39	30	32	0	0	0	0	101
Level 1 on statewide assessment	0	0	0	0	0	0	95	79	108	0	0	0	0	282

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	40	38	45	0	0	0	0	123

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	

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	52%	52%	54%	54%	47%	52%
ELA Learning Gains	57%	56%	54%	51%	52%	54%
ELA Lowest 25th Percentile	54%	51%	47%	38%	44%	44%
Math Achievement	64%	59%	58%	68%	54%	56%
Math Learning Gains	59%	61%	57%	64%	58%	57%
Math Lowest 25th Percentile	54%	54%	51%	49%	50%	50%
Science Achievement	43%	47%	51%	46%	39%	50%
Social Studies Achievement	78%	77%	72%	61%	64%	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	52%	52%	0%	54%	-2%
	2018	50%	47%	3%	52%	-2%
Same Grade Comparison		2%				
Cohort Comparison						
07	2019	46%	48%	-2%	52%	-6%
	2018	51%	48%	3%	51%	0%
Same Grade Comparison		-5%				
Cohort Comparison		-4%				
08	2019	52%	54%	-2%	56%	-4%
	2018	55%	55%	0%	58%	-3%
Same Grade Comparison		-3%				
Cohort Comparison		1%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2019	55%	57%	-2%	55%	0%
	2018	57%	52%	5%	52%	5%
Same Grade Comparison		-2%				
Cohort Comparison						
07	2019	62%	57%	5%	54%	8%
	2018	61%	54%	7%	54%	7%
Same Grade Comparison		1%				
Cohort Comparison		5%				
08	2019	27%	41%	-14%	46%	-19%
	2018	27%	41%	-14%	45%	-18%
Same Grade Comparison		0%				
Cohort Comparison		-34%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2019	41%	45%	-4%	48%	-7%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	43%	45%	-2%	50%	-7%
Same Grade Comparison		-2%				
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	77%	77%	0%	71%	6%
2018	77%	78%	-1%	71%	6%
Compare		0%			
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	91%	65%	26%	61%	30%
2018	91%	65%	26%	62%	29%
Compare		0%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	61%	39%	57%	43%
2018	100%	56%	44%	56%	44%
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	13	46	46	22	48	45	12	30	82		
ELL	23	50	47	28	46	51	15	50	80		

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
ASN	84	89		92	83		55	93	94		
BLK	26	43	53	40	52	43	17	69	74		
HSP	35	53	50	44	52	51	26	64	79		
MUL	58	71		71	63		70				
WHT	68	60	60	80	64	68	57	88	91		
FRL	40	53	54	50	54	50	33	69	81		

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	13	34	31	25	43	39	8	71	73		
ELL	14	35	36	24	48	46	13	48			
ASN	74	51		85	76		50	100	85		
BLK	28	43	40	40	52	44	17	59	68		
HSP	37	45	39	47	51	46	35	65	64		
MUL	54	56		60	56		18		64		
WHT	68	56	47	79	69	64	61	83	85		
FRL	39	45	37	48	52	44	31	67	72		

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	16	27	22	21	41	38	22	22			
ELL	13	46	47	29	45	43	8	9			
ASN	74	68		80	71		77	80	83		
BLK	22	37	28	39	48	45	18	32	21		
HSP	38	46	40	55	61	47	32	47	34		
MUL	62	50		81	76			70			
WHT	70	57	45	82	69	56	63	78	55		
FRL	36	45	38	54	58	46	28	46	28		

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)	TS&I
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	48
Total Points Earned for the Federal Index	596
Total Components for the Federal Index	10

ESSA Federal Index	
Percent Tested	99%

Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	44
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	84
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	46
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	50
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	67
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	71
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	53
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.

Science achievement was BRMS' lowest performing area of assessment. Content area teachers felt less support. The addition of recently adopted materials increases the need for a more structured ongoing review of 6-8th material before the 6-8 cumulative assessment.

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

Learning gains in mathematics dropped by 2%. This shows overall stagnation for this bucket rather than decline.

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.

BRMS had 43% achievement in on the Statewide Science Assessment, while the state is at 51%. Content area teachers felt less support newly adopted materials and needed a more structured ongoing review of 6-8th material before the 6-8 cumulative assessment.

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

BRMS L25 in ELA saw a 13% increase. This was the result of targeted intervention, implementation of a new remediation tool, and consistent data chats between teachers and students.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Our biggest area of concern based-on EWS data and subgroup data is meeting the needs of our students with disabilities, whose overall achievement is currently only 36%.

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

1. Increasing students achievement in science
2. Improve overall achievement for students with disabilities
3. Increase parent community involvement

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement	
Area of Focus Description and Rationale:	Increase Student Achievement Our focus this year is Rigor, Relevance & Relationships. McNulty and Quaglia state: "Creating an appropriate environment for learning [relationship development] begins with establishing ground rules that include many of the aspects of quality teaching, such as respect and responsibility. Only after these values are established with students in the classroom can real learning based on the other two essential R's, rigor and relevance, begin to accelerate." After that, McNulty and Quaglia continue: First there is the "knowledge taxonomy," based on the six levels of Bloom's Taxonomy: knowledge/awareness, comprehension, application, analysis, synthesis and evaluation. The second dimension describes levels of relevant learning: knowledge in one discipline, apply knowledge in discipline, apply across disciplines, apply to real-world predictable situations and apply to real-world unpredictable situations. Relevant learning is interdisciplinary and contextual." Combining these three elements works to create an environment rich in higher-order thinking designed to translate for state assessment. In addition, a vital part of the 2020-21 school year and student engagement is the eLearning modality. At BRMS, we look to continue the motif of rigor, relevance and relationships in a virtual environment. To do so, teachers received professional development on using the district-based template for online learning. In Manatee County, "Schoology" is the application used to convey eLearning. As mentioned, our teachers received pre-service training to meet district expectations for lesson design and delivery. Tools were supplied to promote continued rigorous instruction such as links to online texts as well as other resources designed to supplement lesson activities. Within BRMS, administration utilizes a checklist to address the "3 R's" mentioned above. Expectations exist for all teachers to be versed in using Schoology regardless of learning modality taught; therefore, in the event of a student requiring a modality change, she is prepared to eLearn from prior experience.
Measurable Outcome:	Using the most recent data, we hope to make 3% gains in all subcategories of school grade calculation, except for Science. We are setting a Science goal for our school at 50% proficiency, which would be a gain of 7% points. Academic Targets include: ELA 55 ELA Gains 60 ELA L25 57 Math 67 Math Gains 62 Math L25 57 Science 50 Civics 81 Acceleration 90
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Regarding rigor, relevance and relationships, strategies used to monitor will include weekly checking of lesson plans, the district teacher evaluation system, classroom expectations such as a common board configuration, and use of culture building activities such as Book Study, Renaissance and Spirit Nights to enhance relationships. For all subjects, we will plan collaborative lesson planning sessions where teachers can delve into the standards and individual student data including but not limited to student IEP data/accommodations and district progress monitoring data. We plan to offer additional

	support to Science via looking at personnel placement for the content area, additional curricular resources and structured review notebooks in place of interactive notebooks in our Science classes.
Rationale for Evidence-based Strategy:	The Rigor, Relevance and Relationship framework employs three distinct elements that when incorporated (think Venn Diagram) with fidelity in a school, produce achievement. Data driven, standards based, collaborative planning allows teacher to gain a better understanding of what the students need to know and what they should be able to do. This backwards planning or standard analysis activity will help teachers increase complexity in the lessons they present and provide appropriate scaffolding for students with disabilities. The "Quadrant Learning" concept provides a measurable framework to assess teacher effectiveness and student learning, ultimately assisting students understand "In essence, students need to know what to do when they do not know what to do. Our framework provides a structure to enable schools to move all students toward that goal" (McNulty and Quaglia).

Action Steps to Implement

No description entered

Person Responsible [no one identified]

No description entered

Person Responsible [no one identified]

#2. Culture & Environment specifically relating to Parent Involvement	
Area of Focus Description and Rationale:	Increase Parent and Community Involvement If parent and community involvement will increase, then morale for all stakeholders will improve and lead to increased student and staff attendance.
Measurable Outcome:	Students missing 10% or more of the school year will decrease by 5%.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	BRMS will increase positive family contact and invite families and communities members to participate in school events, including but not limited to parent volunteer needs, SAC membership, and student mentorship. Virtual events to be implemented as needed based on current climate.
Rationale for Evidence-based Strategy:	The more the community and families see the importance of daily student attendance and participation for stakeholders to support the academic growth of our students, the more all our stakeholders, especially our students, will adopt an academically-minded focus to attain their future goals.

Action Steps to Implement

1. Keep school-wide calendar up to date with pre-scheduling and recording ConnectED messages and update school website event pages.
2. Increase the number of community business partners.
3. Increase outreach to community, family, and staff members through personal invitation to participate and/or sponsor events
4. Continually build relationships with students, staff, families, and the community through ongoing contact and communication.
5. Increase the number of community-based mentoring programs.
6. Develop a clear & consistent plan for educating parents on instructional programs to assist in monitoring their child's progress or providing instructional support for our students.

Person Responsible [no one identified]

#3. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	Meet ESSA requirements for subgroup (SWD). To meet required state mandate of all ESSA subgroups performing at 41% or better.
Measurable Outcome:	Current data reveals our school to be at 36%. A 5% or better improvement needed to meet acceptable ESSA guidelines.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	1) Use technology and other learning tools 2) Establish positive relationships 3) Work collaboratively with IEP team
Rationale for Evidence-based Strategy:	1) Technology and other electronic devices provide a platform for students to learn in multiple ways. Interactive programs allow for an exchange and provide opportunities to examine real-world, current concepts and apply learned material. 2) Establishment of positive relationships coincides with school's push for "rigor, relevance and relationships." Positive relationships provide a forum in which trust, empathy and the avoidance of shame and embarrassment are emphasized. 3) Working collaboratively with IEP team allows all stakeholders involved in students' well-being to play an active, participatory role child development.

Action Steps to Implement

1. Provide opportunities to students for technology access through classroom computers, classroom labs for sign-out or mobile carts for check-out. Students may also be allowed use of personal electronic device as is warranted.
2. Offer software programs such as iReady, Reading Plus and Study Island to assist teachers in "bridging the gap" for said student population.
3. Hire full-time reading coach to aid teachers in planning, implementation and evaluation of learning activities and progress monitoring.
4. Use cultural motivators such as "Panthers Believe, Panthers Achieve" as well as classroom and Renaissance activities designed to reward improvement (as evidenced by notes home, phone calls, progress reports and report card grades) as ways to create positive relationships and school climate.
5. Incorporate Book Study at administrative level of "Two Backpacks: Learning Their Story and Building Relationships with a Trauma Informed Perspective" by Dr. Adolph Brown to impart empathy-related concepts to staff.
6. Led by school ESE Department Chair, create collaborative environment of all stakeholders through parent/teacher conferences, MTSS weekly meetings, Department monthly meetings and teacher "data chats" through homeroom to progress monitor student growth and achievement.

Person Responsible	[no one identified]

Additional Schoolwide Improvement Priorities

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

To address rigor:
1. Data driven, standards based, collaborative planning for all content areas with administrative, district and department level leadership support.
2. Increase text-based writing across content areas with the PEARL acronym (point, evidence, analysis, repeat, link) and CER writing (Claim-Evidence-Reasoning).
3. Implement progress monitoring on a student by student basis for science using student writing samples and Study Island for targeted instruction.
4. Professional development on high-yield instructional strategies, like collaborative structures, high-level questions, rigorous instruction and the Danielson framework for learning, which is student-driven.

To address relevance:
1. Increase classroom walks and monthly data chats to ensure teachers are providing highly engaging, standards-based instruction at the level of complexity of the State Science Assessment, Florida Standards Assessment and End -of- Course Exams.
2. Enhance school-wide access to classroom technology to support instructional delivery with stations and/or small groups.
3. Provide additional personnel to support pull-outs and small group instruction for students needing Tier 2 & Tier 3 intensive support in reading.

To address relationships:
1. Provide weekly "call-outs" to stakeholders reminding of upcoming events and encouraging volunteerism.
2. Increase awareness of behaviors designed to foster improved relationships such as practicing empathy, clarifying "liking the student, not the behavior," avoid use of threats and shaming or embarrassment of individual.
3. Use our becoming a "Blue Ribbon School of Excellence" and working with their team to garner strategies to improve all three of the above-mentioned areas.

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.

At BRMS, our Principal, Mrs. Zenon-Richardson, is keenly aware of the impact a positive school culture and environment has on the many indicators schools generally target within a SIP. Indicators such as student achievement and EWS's are positively affected by positive school culture. In a study by Melasse and Molla

on the contribution of school culture to academic achievement, the authors found "The contribution of school culture (school vision, mission and values) to students' academic achievement was found significant."

Because school culture is a collective effort among all stakeholders, strategies are in place to create a "buy-in" atmosphere at all levels. For students, activities designed to promote positive culture include but are not limited to Renaissance, interscholastic athletics, school store, multiple dances and assemblies. Within our eLearning environment, school spirit is recognized via different clothing and activity motifs, assigning "badges" via the Schoology platform to emphasize achievement and regular words of praise on message boards from teachers and peers alike. BRMS has also established a "Power-Up Panthers" page in which motivating messages may be placed.

Further focus is placed on messages via our school's affirmations that align with "Pillars of Character." Currently, to mesh with the pillar of "respect," staff is regularly communicating "Panthers know respect, Panthers show respect" as an affirmation delineating the importance of treating others with dignity. New this year, students are being exposed to the "Character Strong" curriculum. Through PE, students receive at a minimum, monthly lessons on topics such as kindness, respect and mindfulness.

Staff is also acknowledged for their efforts. In addition to prescribed events such as "Teacher Appreciation Week," Faculty members received a surprise visit rewarding a chosen period for teacher recognition on items such as perfect attendance, student achievement data and peer acknowledgement. Each month, a different winner would be celebrated. Praise does not end there as each month, during faculty meetings, Mrs. Zenon-Richardson calls out faculty members to celebrate successes as well as personal milestones such as birthdays. Finally, events are planned such as a "Chili Cook-Off" or favorite dessert in which staff members are awarded prizes for best in class.

Parents and Business Partners are also highly valued at BRMS. Again, Principal Zenon-Richardson fosters a culture of building relationships by inviting and celebrating business partners for their contributions. Shout-Outs in social media, through call-outs and in person characterize the attention given to willing participants. Parents are recruited often to be part of committees and mentoring on campus. Parental "voice" is considered a primary moving component within the building. Administration regularly sends out surveys on prescribed topics such as technology, student scheduling and programmatic feedback are solicited.

In summation, at BRMS, all stakeholders retain value. Whether a donating business partner or concerned parent, we strive for the individual voice to be heard. In striving to create a culture of inclusion, Principal Zenon-Richardson actively promulgates a community bent on affecting each area of improvement delineated above. Ultimately, we are defined by results. Here at BRMS, we welcome the opportunity.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Student Engagement	$0.00
2	III.A.	Areas of Focus: Culture & Environment: Parent Involvement	$0.00
3	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	$0.00
		Total:	$0.00