

Escambia County School District

Brown Barge Middle School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	20
Positive Culture & Environment	24
Budget to Support Goals	25

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	39%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	20
Title I Requirements	0
Budget to Support Goals	25

Brown Barge Middle School

201 HANCOCK LN, Pensacola, FL 32503

www.escambiaschools.org

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	34%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	49%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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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.

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 thematic integrative 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	Position 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, including the School Improvement Plan. 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.
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 develop the School Improvement Plan, make scheduling accommodations; address discipline issues; manage budget resources to meet group and individual needs; research solutions for new problems as they arise.
Carey, John	Other	Coordinator of resources for students at Brown-Barge. Works closely with Guidance Counselor, administration, and teachers to provide assistance to all students (RTI/MTSS Tiers 1, 2, and 3). Assists with targeted interventions for students. Works with teachers to develop curriculum. Works closely with parents to assist their children in succeeding at our school. School Improvement Committee Chairperson and coordinates the Management Team-SIC process. Assists in the development of the School Improvement Plan.
Fryman, Danielle	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. Assists in the development of the School Improvement Plan.
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. Suggests materials for specific students or small groups with subject area deficiencies, including Star 360; assists teachers in addressing remediation needs as assessed by Star 360 and iLit 45. Works closely with parents to assist their children in succeeding at our school. Assists in the implementation of the School Improvement Plan.

Name	Position Title	Job Duties and Responsibilities
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 and member of the Literacy Leadership Team. Assists in the implementation of the School Improvement Plan.
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 the Curriculum and Standards Management Team. Assists in the implementation of the School Improvement Plan.
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. Assists in the implementation of the School Improvement Plan.
Johnson, Zachary	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 Curriculum and Standards Management Team.
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 Leadership Team and 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; assists teachers in addressing remediation needs as assessed by Star 360 and iLit 45. Assists in the implementation of the School Improvement Plan.
Printz, Joseph	Teacher, K-12	Math and Stream teacher at Brown-Barge. Strong in Language Arts. 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 and member of the Literacy Leadership Team. Assists in the implementation of the School Improvement Plan.

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

30

Total number of students enrolled at the school

519

Identify the number of instructional staff who left the school during the 2020-21 school year.

6

Identify the number of instructional staff who joined the school during the 2021-22 school year.

6

Demographic Data

Early Warning Systems

2021-22

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	193	184	140	0	0	0	0	517
Attendance below 90 percent	0	0	0	0	0	0	23	15	18	0	0	0	0	56
One or more suspensions	0	0	0	0	0	0	3	5	2	0	0	0	0	10
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	1	0	0	0	0	0	1
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	2	8	3	0	0	0	0	13
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	3	11	8	0	0	0	0	22
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	2	2	1	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	

Date this data was collected or last updated

Thursday 9/9/2021

2020-21 - 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	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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - 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	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	
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 Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				84%	48%	54%	83%	46%	53%
ELA Learning Gains				66%	52%	54%	58%	48%	54%
ELA Lowest 25th Percentile				61%	45%	47%	58%	44%	47%
Math Achievement				88%	46%	58%	90%	44%	58%
Math Learning Gains				72%	47%	57%	69%	47%	57%
Math Lowest 25th Percentile				63%	43%	51%	66%	44%	51%
Science Achievement				65%	43%	51%	79%	48%	52%
Social Studies Achievement				75%	58%	72%	77%	55%	72%

Grade Level Data Review - State Assessments

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	2021					
	2019	84%	42%	42%	54%	30%
Cohort Comparison						
07	2021					
	2019	82%	43%	39%	52%	30%
Cohort Comparison		-84%				
08	2021					
	2019	85%	50%	35%	56%	29%
Cohort Comparison		-82%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	83%	36%	47%	55%	28%
Cohort Comparison						
07	2021					
	2019	92%	50%	42%	54%	38%
Cohort Comparison		-83%				
08	2021					
	2019	66%	21%	45%	46%	20%
Cohort Comparison		-92%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	65%	42%	23%	48%	17%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	75%	54%	21%	71%	4%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	94%	52%	42%	61%	33%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	95%	47%	48%	57%	38%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

STAR was utilized for Fall, Winter, and Spring for ELA and progress monitoring for 6th, 7th, and 8th. The district quarterly assessments were used for Algebra, science, and social studies progress monitoring. The numbers reflect the membership, students tied to the school during both survey 2 and 3.

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	69/61.6%	NA	106/62%
	Economically Disadvantaged	42/59.2%	NA	53/54.6%
	Students With Disabilities	0/0%	NA	0/0%
	English Language Learners	4/57.1%	NA	3/42.9%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	110/67.1%	NA	47/83.9%
	Economically Disadvantaged	59/66.3%	NA	29/90.6%
	Students With Disabilities	2/50%	NA	NA
	English Language Learners	5/71.4%	NA	1/100%

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	79/55.2%	NA	76/57.1%
	Economically Disadvantaged	26/44.8%	NA	21/36.8%
	Students With Disabilities	1/25%	NA	1/50%
	English Language Learners	0/0%	NA	NA
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	91/76.9%	11/78.6%	62/77.5%
	Economically Disadvantaged	30/56.6%	1/50%	16/55.2%
	Students With Disabilities	1/25%	NA	1/50%
	English Language Learners	0/0%	NA	
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	17/33.4%
	Economically Disadvantaged	NA	NA	3/14%
	Students With Disabilities	NA	NA	0/0%
	English Language Learners	NA	NA	NA

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	82/56.9%	NA	80/54.8%
	Economically Disadvantaged	32/61.5%	NA	30/56.6%
	Students With Disabilities	0/0%	NA	2/40%
	English Language Learners	0/0%	NA	NA
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	97/75.8%	105/72.9%	58/46.8%
	Economically Disadvantaged	41/85.4%	30/66.7%	22/52.4%
	Students With Disabilities	1/33.3%	1/50%	1/33.3%
	English Language Learners	NA	NA	NA
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	39/31%
	Economically Disadvantaged	NA	NA	1/20%
	Students With Disabilities	NA	NA	7/17.1%
	English Language Learners	NA	NA	NA

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	67	58		45	36						
ASN	86	74		84	56			92	90		
BLK	66	50	39	56	33	26	19	52	83		
HSP	64	55	38	73	47	54	50	47	80		
MUL	72	57	50	85	55	67	69	75	80		
WHT	89	57	59	89	53	52	75	88	94		
FRL	73	55	47	69	42	35	51	60	84		
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		

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
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		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	65
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	588
Total Components for the Federal Index	9
Percent Tested	99%
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

English Language Learners	
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	47
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	56
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	68
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 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	73
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	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Science achievement dropped for the school as a whole for the second straight tested year, from 65% to 62%.

However, our Science achievement score was above both the district and state averages.

Additionally, Science achievement for Black students continued to drop, from 35.4% to 19.2%.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The data components demonstrating the greatest need for improvement would be in ELA and Science achievement, as progress monitoring data for ELA was the lowest amongst the core content areas at 58 %, and Science achievement for the 2019 assessments decreased by 14%.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Some contributing factors to the need for improvement would include the use of innovative (remote) learning during the 2020-21 school year for science and ELA, and specifically for science, students not taking as many streams with a strong focus on science, as well there being less time for completion of the science review modules in time to be prepared for the Florida SSA.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The data components showing the most improvement would be in Civics and Algebra, as 2019 assessment data for Algebra showed an increase in achievement of 2%, and while progress monitoring data did not show an improvement in Civics achievement, the 2021 state assessment results showed an improvement of 1% in our Civics achievement.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Contributing factors to this improvement would include a lower percentage of students in the innovative (remote) learning model for Algebra, as well as our Algebra teachers having more teaching experience. For Civics, contributing factors include a strong focus on Civics modules for 7th grade students and the use of review strategies for the EOC.

What strategies will need to be implemented in order to accelerate learning?

Strategies that could accelerate learning include the use of more explicit writing and reading instruction to assist students in becoming better writers and to use the reading strategies across content areas.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development opportunities that will be provided include PD on explicit writing instruction, such as the Model-Practice-Reflect Cycle, as well as reading instruction, such as explicit vocabulary instruction and the use of concept maps to connect ideas and content.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Additional services that will be implemented include curriculum conversations focused on ELA and Science, training for teachers on lab equipment and other resources available to them, as well as training on implementation of the new BEST standards for ELA and Math. Training on Depth of Knowledge (DOK), Higher Order Thinking and Questioning, and on grading student writing will also be provided.

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 by 3%, dropping from 65% in 2019 to 62% in 2021, which is the second straight testing year drop. Science achievement amongst Black students did not reach 41%, as achievement was only at 19.2%, which was also a drop from the previous year of 17.2% from 36.4%.
Measurable Outcome:	Brown-Barge will increase overall Science Achievement scores by 5%, and all ESSA subgroups will have achievement proficiency of 41% or higher.
Monitoring:	To ensure the Sunshine State Standards for 6-8 are being taught before the 8th graders complete the SSA, teachers will check the standards matrix during pre and post planning. Team leaders and administrators will ensure that two or more standards-based labs occur during each stream. The School Leadership Team will ensure that professional development opportunities on science are provided. Impact teachers will work together to administer the 3rd quarter Science assessment and utilize the data to drive instruction.
Person responsible for monitoring outcome:	Lauri Jackson (ljackson2@ecsdfi.us)
Evidence-based Strategy:	Teachers will utilize scientific probes to provide a hands-on data collection experience to enhance science lab instruction.
Rationale for Evidence-based Strategy:	<p>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.</p> <p>The rationale is to ensure the Sunshine State Standards for 6-8 are being taught before the 8th graders complete the SSA, and according to research by Jones, et al., the use of labs in science instruction has a strong positive impact on science achievement. 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 determine areas of focus for science instruction.</p> <p>Jones, D., Sugalan, A., Mundy, M.-A., & Fedynich, L. (2018).</p>

Action Steps to Implement

To ensure the Sunshine State Standards for 6-8 are being taught before the 8th graders complete the SSA, teachers will check the standards matrix during pre and post planning. Team leaders and administrators will ensure that two or more standards-based labs occur during each stream. The School Leadership Team will ensure that professional development opportunities on science are provided. Impact teachers will work together to administer the 3rd quarter science assessment and utilize the data to drive instruction.

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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.

Person
Responsible Lauri Jackson (ljackson2@ecsdfl.us)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Our school data shows that ELA Achievement Proficiency dropped 4.2% from 83.8% in 2019 to 79.6% in 2021. For that reason, our focus will be on Writing, as that accounts for 20% of the overall ELA score, as well as Reading, as reading strategies can assist students in multiple content areas.
Measurable Outcome:	Brown-Barge will increase overall ELA achievement by 5%.
Monitoring:	To ensure that students are provided with explicit writing instruction, teachers will use the Model-Practice-Reflect cycle when teaching writing. Teachers will incorporate the new B.E.S.T. ELA standards within the stream curriculum. Team leaders will provide guidance and ensure that at least two Stream Compositions are taught per trimester. Students will be provided with the opportunity to revise their writing, with specific and timely feedback. The School Leadership Team will ensure that professional development opportunities are provided. STAR360 ELA results will be monitored to track student progress on mastery of standards in reading and writing.
Person responsible for monitoring outcome:	Joseph Snyder (jsnyder@ecsdf1.us)
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.
Rationale for Evidence-based Strategy:	<p>Teachers will provide direct vocabulary instruction, such as using concept maps to teach connecting vocabulary and concepts in multiple content areas.</p> <p>According to Teaching Secondary Students to Write Effectively from What Works ClearingHouse, using the Model-Practice-Reflect professional development, teachers will have strong evidence-based and impactful strategies to implement specific writing instruction. After the students write the Stream Composition, teachers 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. According to research by Brown & Concannon, as well as Ceylan & Yigit, using concept maps, teachers will have strong evidence-based and impactful strategies for implementing specific vocabulary instruction.</p> <p>Brown, P. L., & Concannon, J. P. (2019). Exploring the relationship between ability grouping and science vocabulary learning. Science Education International.</p> <p>Ceylan, Ö., & Yigit, E. A. (2018). Analyzing the effect of concept cartoon usage on students' cognitive structures developments and science achievements through flow maps. Science Education International.</p>

Action Steps to Implement

To ensure that students are provided with explicit writing instruction, teachers will use the Model-Practice-Reflect cycle when teaching writing. Teachers will incorporate the new B.E.S.T. ELA standards within the stream curriculum. Team leaders will provide guidance and ensure that at least two Stream Compositions are taught per trimester. Students will be provided with the opportunity to revise their writing, with specific and timely feedback. The School Leadership Team will ensure that professional development opportunities are provided. STAR360 ELA results will be monitored to track student progress on mastery of standards in reading and writing.

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

Teachers will provide direct vocabulary instruction, such as using concept maps to teach connecting vocabulary and concepts in multiple content areas.

Person Responsible Joseph Snyder (jsnyder@ecsdfl.us)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

In comparing our school's discipline data to data from across the state, our school has far fewer disciplinary incidents than the state average and is ranked within the "very low" section, specifically number 13 out of 553, for number of incidents. There were only 11 suspensions for the 2019-20 school year, but in 2020-21, the number of suspensions rose to 15, with the vast majority of suspensions being administered during the third quarter. We will continue to monitor the amount of suspensions being administered during the school year, and with collaboration between the assistant principal, guidance counselor, and the RTI/MTSS coordinator, work to have a more preventative rather than reactive disciplinary system.

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.

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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Students and families play a vital role in promoting positive learning. Teachers are challenged to make positive parent contacts. In doing so, 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(s) 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.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00