Manatee County Public Schools

Buffalo Creek Middle School

2021-22 Schoolwide Improvement Plan

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Buffalo Creek Middle School

7320 69TH ST E, Palmetto, FL 34221

https://www.manateeschools.net/buffalocreek

Demographics

Principal: Bradley Scarborough

Start Date for this Principal: 1/12/2019

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	48%
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: B (56%) 2017-18: B (60%) 2016-17: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
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 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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7320 69TH ST E, Palmetto, FL 34221

https://www.manateeschools.net/buffalocreek

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	40%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	42%

School Grades History

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

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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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 Buffalo Creek Middle School is to inspire our students with a passion for learning, empowered to pursue their dreams confidently and creatively while contributing to our community, nation and world.

Provide the school's vision statement.

Buffalo Creek Middle School's vision is to establish and support standards of excellence that prepare students to become successful, well-rounded and involved citizens in the 21st Century.

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
Scarbrough, Brad	Principal	The school leadership team makes up our ILT (Instructional Leadership Team). The ILT guides the school for T1 academic, behavior, and attendance problem solving. The ILT meets monthly to review data, consider needs, and take preventive or responsive action. Leadership team members are also facilitators of department meetings, PTO/SAC meetings, MTSS meetings, and grade level TCT (teacher collaboration team) meetings. Stakeholders and staff are communicating at these meetings to problem solve and improve BCMS.
Cooper, Kimone	Assistant Principal	
Rainwater, Carrie	Assistant Principal	
Durst, Joanna	Teacher, K-12	
Baker, Joseph	Teacher, K-12	
Servoss, Fay	Teacher, K-12	

Demographic Information

Principal start date
Saturday 1/12/2019, Bradley Scarborough

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.*

3

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.*

20

Total number of teacher positions allocated to the school

76

Total number of students enrolled at the school

1,260

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

7

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

7

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	375	405	447	0	0	0	0	1227
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	80	92	72	0	0	0	0	244
Course failure in ELA	0	0	0	0	0	0	4	9	8	0	0	0	0	21
Course failure in Math	0	0	0	0	0	0	5	11	2	0	0	0	0	18
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	54	87	99	0	0	0	0	240
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	47	84	76	0	0	0	0	207
Number of students with a substantial reading deficiency	0	0	0	0	0	0	54	87	99	0	0	0	0	240

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	64	69	16	0	0	0	0	149

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	17	0	0	0	0	17
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

Sunday 8/22/2021

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	394	415	451	0	0	0	0	1260
Attendance below 90 percent	0	0	0	0	0	0	44	63	76	0	0	0	0	183
One or more suspensions	0	0	0	0	0	0	23	65	51	0	0	0	0	139
Course failure in ELA	0	0	0	0	0	0	3	14	0	0	0	0	0	17
Course failure in Math	0	0	0	0	0	0	34	25	0	0	0	0	0	59
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	11	8	9	0	0	0	0	28
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	86	98	76	0	0	0	0	260

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	12	22	21	0	0	0	0	55

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	28	0	0	0	0	28
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	394	415	451	0	0	0	0	1260
Attendance below 90 percent	0	0	0	0	0	0	44	63	76	0	0	0	0	183
One or more suspensions	0	0	0	0	0	0	23	65	51	0	0	0	0	139
Course failure in ELA	0	0	0	0	0	0	3	14	0	0	0	0	0	17
Course failure in Math	0	0	0	0	0	0	34	25	0	0	0	0	0	59
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	11	8	9	0	0	0	0	28
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	86	98	76	0	0	0	0	260

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	12	22	21	0	0	0	0	55

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	28	0	0	0	0	28
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				48%	52%	54%	50%	50%	53%
ELA Learning Gains				50%	56%	54%	54%	51%	54%
ELA Lowest 25th Percentile				45%	51%	47%	42%	45%	47%
Math Achievement				60%	59%	58%	62%	55%	58%
Math Learning Gains				58%	61%	57%	65%	57%	57%
Math Lowest 25th Percentile				52%	54%	51%	57%	49%	51%
Science Achievement				38%	47%	51%	47%	46%	52%
Social Studies Achievement				77%	77%	72%	93%	84%	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	48%	52%	-4%	54%	-6%
Cohort Comparison						
07	2021					
	2019	45%	48%	-3%	52%	-7%
Cohort Comparison		-48%				
08	2021					
	2019	45%	54%	-9%	56%	-11%
Cohort Comparison		-45%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2021					
	2019	58%	57%	1%	55%	3%
Cohort Comparison						
07	2021					
	2019	58%	57%	1%	54%	4%
Cohort Comparison		-58%				
08	2021					
	2019	28%	41%	-13%	46%	-18%
Cohort Comparison		-58%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2021					
	2019	36%	45%	-9%	48%	-12%
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%	77%	-2%	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	85%	65%	20%	61%	24%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	61%	-61%	57%	-57%

Grade Level Data Review - Progress Monitoring Assessments

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

Manatee County School Board Gap Achievement Tool and Quarterly BM data.

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	66%	44%	52%
	Economically Disadvantaged			
	Students With Disabilities	63%	36%	37%
	English Language Learners	59%	34%	44%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	63%	50%	55%
	Economically Disadvantaged			
	Students With Disabilities	44%	33%	36%
	English Language Learners	51%	60%	44%

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	69%	54%	57%
	Economically Disadvantaged			
	Students With Disabilities	62%	35%	44%
	English Language Learners	58%	40%	47%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	63%	45%	37%
	Economically Disadvantaged			
	Students With Disabilities	48%	37%	30%
	English Language Learners	53%	36%	32%
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students		59%	52%
	Economically Disadvantaged			
	Students With Disabilities		42%	36%
	English Language Learners		52%	46%

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	62%	49%	53%
	Economically Disadvantaged			
	Students With Disabilities	40%	43%	46%
	English Language Learners	51%	34%	36%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	37%	32%	27%
	Economically Disadvantaged			
	Students With Disabilities	27%	31%	23%
	English Language Learners	36%	27%	24%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students		53%	60%
	Economically Disadvantaged			
	Students With Disabilities		39%	41%
	English Language Learners		47%	52%

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	18	30	26	22	34	32	13	34			
ELL	24	39	34	37	29	30	26	59	67		
ASN	73	57		83	57			92			
BLK	37	39	36	29	29	38	29	53	44		
HSP	34	36	29	43	36	35	29	63	62		
MUL	46	44	31	59	48	44	38	58	92		
WHT	62	51	34	72	47	47	54	80	79		
FRL	39	39	29	47	38	41	30	61	66		
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	11	31	31	19	47	52	12	37			
ELL	17	43	45	30	39	41	5	45			

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	72	71		80	71			100			
BLK	27	42	43	37	49	42	25	75	70		
HSP	31	43	45	43	47	50	19	63	54		
MUL	43	38	17	50	62	58	18				
WHT	61	55	50	73	66	56	51	84	80		
FRL	31	43	43	44	48	50	23	66	61		
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	11	37	40	22	43	44	12		45		
ELL	10	47	42	29	52	57	11		30		
ASN	86	71		91	81						
BLK	35	46	44	43	55	51	33		70		
HSP	32	50	43	46	59	58	29	84	60		
MUL	65	63		65	47						
WHT	61	57	42	75	70	57	59	94	69		
FRL	37	49	42	50	61	56	31	87	58		

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	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	32
Total Points Earned for the Federal Index	498
Total Components for the Federal Index	10
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	38
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	72
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	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	51
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	58
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	42
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?

Last year we encountered many challenges due to multiple learning formats occurring, to include e-learning, hybrid and face to face. With frequent switches of learning formats; and instructional changes many of our students had lapses in delivery and direct instruction. Our most vulnerable students struggled to close learning gaps. We saw a decrease in learning gains across all areas.

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

Learning gains in ELA (50% to 46%) and Math (58% to 43%) ; as well as our SWD and ELL populations require our focus this year. Ensuring access to face to face instruction is key to our student's success in the upcoming year.

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

Contributing factors for overall decline in learning gains were directly a result of continuous changes to learning modalities.

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

Our Science scores showed marked improvement from the previous testing data. We achieved an overall gain of +8; we went from 36% to 44%.

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

Based on discussions with the Science team; they focused heavily on academic vocabulary, as well as implementing i-Xcel. for standards based review.

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

Focus on standards-based instruction and alignment with curriculum road maps.
Continuing our focus on after school tutoring on campus and virtually.
A continued focus on academic vocabulary and continued use of i-Xcel for Science.
Adaptive scheduling for level 1 and 2 students in ELA and Math.

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.

Our professional development focus this year is on Social Emotional Learning; the incorporation of AVID strategies across all content areas and data analysis.

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

Adaptive scheduling, continued focus on academic vocabulary and additional tutoring offered to students with a focus on academic achievement.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale:	Increase Standards based Instruction Across all Content Areas. Based on previous data ; Our ELL and SWD subgroups demonstrate lower achievement and learning gains than their counterparts.
Measurable Outcome:	We will see an increase across all sub-groups as follows: SWD-8th from 34% to 40% ELL- Math-LG-from 27% to 40% ELL-ELA LG- from 34% to 40%
Monitoring:	Collaborative planning sessions and access to voluntary common planning time that allows for additional PD as it relates to engagement strategies that enhance student participation and comprehension.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Provide additional supports through virtual tutoring; and algebra and civics boot-camp that will be offered virtually as well.
Rationale for Evidence-based Strategy:	Our data indicates students are falling below proficiency in all areas.
Action Steps to Implement	

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to B.E.S.T. Standards	
Area of Focus Description and Rationale:	Increase Standards based Instruction Across all Content Areas. Based on previous data ; Our learning Gains dropped school wide in ELA and in Math. Increase Standards based Instruction Across all Content Areas. Based on previous data ; Our L-25 subgroups demonstrate lower achievement and learning gains than their counterparts.
Measurable Outcome:	We will see an increase across all sub-groups as follows: Math-LG- from 41% to 47% ELA LG- from 33% to 39%
Monitoring:	Monitoring Quarterly through BM data as provided by the District.
Person responsible for monitoring outcome:	Carrie Rainwater (rainwaterc@manateeschools.net)
Evidence-based Strategy:	Data focused instructional practices that are guided through teacher feedback as it relates to on-going data analysis.
Rationale for Evidence-based Strategy:	Encouraging teachers to know their students and maintain data chats quarterly keeps instructional staff focused on learning gaps that will enhance instruction.

Action Steps to Implement

No action steps were entered for this area of focus

#3. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale:	This year we have created a student advisory committee that will give continual feedback to help create student led PBIS events and offerings, in order to increase student participation.
Measurable Outcome:	Pre and Post climate surveys have been created and will be administered quarterly to both staff and students. We hope to see an increase in feedback quarterly by at least 25%.
Monitoring:	Through data as it relates to participation.
Person responsible for monitoring outcome:	Carrie Rainwater (rainwatc@manateeschools.net)
Evidence-based Strategy:	Feedback has been proven essential in improving school climate and participation through shared ownership thinking.
Rationale for Evidence-based Strategy:	

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

Using the 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.

According to Safeschoolsforalex.org; our school is slightly higher than average in comparison to other schools for fighting. Discipline data is monitored throughout the year and adjustments to supervision occur to curb opportunity and inclination. We also work closely to monitor our frequent flyers through check-in/check-out and mentorship.

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.

BCMS has a SAC and Parent Volunteer Group where school, family, and community members converge to support the school's mission and vision. BCMS holds up to six SAC meetings per year. The School Improvement Plan (SIP) is reviewed and monitored annually and SAC members participate in the approval of the SIP. A website is maintained to inform all stakeholders of upcoming events and important information. A site Facebook page is updated and maintained by a staff member. BCMS produces a quarterly school newsletter and both posts the newsletter online and provides it in print. School-wide lesson plans are submitted through Schoology to provide parents with daily homework, classroom assignments, and expectations. A FOCUS system is offered by the district, and every parent and students to access assessment scores, student grades and classwork progress. Teachers, guidance counselors, deans, the ELL Liaison, the ESE Specialist, and Administrators call parents, providing information of student successes and challenges. We communicate on students' progress, provide support opportunities and give information on events and specific needs. Multiple events are offered to provide parents and community members the opportunity to visit our school and we consistently work to build and maintain relationships with both family and community members.

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

Our Goal is to increase our sense of community and shared problem solving through focusing on student/ adult relationships; leading to a decrease in overall discipline referrals and an increase in building security and trust as measured through climate surveys, Pre- and Post-.

Specific Strategies:

1. Lunch and Learns focused on SEL, Data Collection and Interpretation, AVID Strategies and student engagement. (Dudzcak; School Coordinator); Follow -Up: monthly
2. Creating a Student Advisory Committee that will work with Admin to participate in problem solving components
as they relate to school wide initiatives and discipline concerns. (Rainwater; Admin) Follow-Up: bi-monthly
3. Creation of a Staff Climate committee that will promote monthly opportunities for staff collaboration. (Rodd;
teacher); Follow-Up: monthly.
4. School Climate Surveys each semester (Olah; SEL Advisor); Follow-Up: Semester
5. An increase in Staff Appreciation; as determined by the Student Advisory Board. (Rainwater; Admin); Follow-
Up Quarterly.

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners	$0.00
2	III.A.	Areas of Focus: Instructional Practice: B.E.S.T. Standards	$0.00
3	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	$0.00
		Total:	$0.00