



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Bradford Middle School

527 N ORANGE ST

Starke, FL 32091

904-966-6705

www.mybradford.us/bms

School Demographics

School Type Middle School	Title I No	Free and Reduced Lunch Rate 64%
Alternative/ESE Center No	Charter School No	Minority Rate 26%

School Grades History

2013-14 C	2012-13 D	2011-12 C	2010-11 B
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SIP Authority and Template

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

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Bradford Middle School

Principal

Earnest Williams

School Advisory Council chair

TBD after first meeting

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Earnest Williams	Principal
Mallory McConnell	Assistant Principal
Raymond Schaefer	Behavior Resource Teacher

District-Level Information

District

Bradford

Superintendent

Mr. Chad Farnsworth

Date of school board approval of SIP

10/14/2014

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Earnest Williams, Principal; Mallory McConnell, Assistant Principal; Randy Starling, Chair; Rosalyn Baker, Teacher; Adrian Chandler, Teacher; Stephanie Merrill, Parent; Julie Morrow, Parent; Shannon Johnson, Parent; Rachel Cooksey, Parent; Jean Patray, Parent; Staci Griffis, Parent; Rochelle Williams, Parent.

Involvement of the SAC in the development of the SIP

The team discussed with administration the necessary goals to improve student performance and confirm the sufficiency of the established goals.

Activities of the SAC for the upcoming school year

The SAC discussed that students lack motivation and discussed strategies teachers can use to engage students.

Projected use of school improvement funds, including the amount allocated to each project

If available, the School Improvement funds have been used to purchase agendas to assist students in organizing their school day.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
 In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Earnest Williams

Principal

Years as Administrator: 6

Years at Current School: 10

Credentials

B.S. History/Geography, Minor in Education; M.S. in Educational Leadership; FLDOE Certification: Educational Leadership, School Principal, Social Sciences 6-12

Performance Record

2012-2013 Principal at BMS, School Grade "D"
 2011-2012 Principal at BMS, School Grade "C"
 2010-2011 Principal at BMS, School Grade "B", No AYP
 2009-2010 Principal at BMS, School Grade "C", No AYP
 2008-2009 Principal at BMS, School grade "B", No AYP
 2007-2008 AP at BMS, School grade "B", no AYP;
 2006-2007 AP at BMS school grade "C", no AYP
 2005-2006 AP at Bradford High School, school grade "C", no AYP
 2004-2005 AP at Bradford High School grade "D", no AYP
 2002-2003 and prior while serving as the Gainesville Job Corp Education Manager the school was recognized as number one in GED gains, Reading, and Math achievement in the southeast region.

Mallory McConnell

Asst Principal

Years as Administrator: 2

Years at Current School: 4

Credentials

Bachelor of Music Performance with an Outside Field in Education- Stetson University; M.Ed. in Educational Leadership - University of West Florida; FLDOE Certification: Music K-12, Elementary Education K-6, Educational Leadership

Performance Record

2012-13: Assistant Principal at BMS, School Grade "D"

Instructional Coaches**# of instructional coaches**

3

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:**Donna Tew**

Full-time / District-based

Years as Coach: 11

Years at Current School: 5

Areas

Reading/Literacy, Data, RtI/MTSS

Credentials

B.A. in Elementary Education; FLDOE Certification: Primary Education K-3, Reading Endorsement, Elementary Education 1-6

Performance Record

2013 Reading FCAT Level 3 or Higher: 40%
2012 Reading FCAT Level 3 or Higher: 43%

John Tinsler

Full-time / District-based

Years as Coach: 1

Years at Current School: 12

Areas

Science, Data, RtI/MTSS, Other

Credentials

BA from University of North Florida 1990
Elementary Education Grades 1-6
Primary Education Grades K-3
ESOL Endorsed
Middle Grades Integrated Curriculum Grades 5-9

Performance Record

2013 FCAT Science 36% at Level 3 or Higher
2012 FCAT Science 30% at Level 3 or Higher
Gains of 6% in Students Achieving Level 3 or Higher

Stephanie VanDenHurk

Full-time / District-based

Years as Coach: 1

Years at Current School: 1

Areas

Mathematics, Data, RtI/MTSS

Credentials

22 Years in Education

Certifications- 6-12 Chemistry, 5-9 Integrated, 5-9 General Science, K-12 Health, Reading Endorsement, District Level Biotechnology

Currently working on Master's degree in Educational Leadership

Performance Record

2013 FCAT Math 6-8 36% at Level 3 or Higher

Classroom Teachers**# of classroom teachers**

45

receiving effective rating or higher

0%

Highly Qualified Teachers

0%

certified in-field

41, 91%

ESOL endorsed

5, 11%

reading endorsed

3, 7%

with advanced degrees

8, 18%

National Board Certified

, 0%

first-year teachers

5, 11%

with 1-5 years of experience

10, 22%

with 6-14 years of experience

16, 36%

with 15 or more years of experience

13, 29%

Education Paraprofessionals**# of paraprofessionals**

4

Highly Qualified

4, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Partnering new teachers with veteran staff - Principal

Job Fair hosted by NEFEC to include interviews and info for all rural districts in the area - Resource Director

Principal and Assistant Principal will seek the best personnel possible to fill instructional and non-instructional vacancies -. Principal, Assistant Principal

Principal and Assistant Principal will seek the best personnel possible to fill instructional and non-instructional vacancies. - Principal, Assistant Principal

Teacher-Teacher Website - Principal, Assistant Principal

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

The purpose of the School Board of Bradford County New Teacher Mentee/Mentor Program is to provide support and resources to an early career educator to ensure classroom success. The mentoring team consists of the district staff, school principal, new teacher, and a veteran teacher. The mentoring team sets regular times to meet, spends time in reflection, and provides resources to the Mentee. The rationale for pairings is with a goal of providing a highly qualified teacher as a mentor in the same subject area if at all possible, a teacher who would collaborate well with others, a teacher with an effective or highly effective rating, and an experienced mentor who has completed the Clinical Educator training.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The leadership team will focus meetings around one question: How do we develop and maintain a problem solving system to bring out the best in our schools, our teachers, and in our students?

The team meets monthly to engage in the following activities: Review prior year FCAT data and link to instructional decisions; review progress monitoring data to determine areas in need of support and students who will require mentor intervention for remediation. The team will collaborate to share best practices, acquire needed professional development, and identify new resources to explore. Additional

professional development will take place with the Reading Coach and CRTs. Core departments will be unwrapping standards through their departments four times a year. Additionally, we use FCAT Achieves and iReady (Math) for data sources.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Principal (Williams): Oversees the process. Ensures that the student success team is implementing Rtl with fidelity. Completes process checks ensure implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities.

ESE Teacher, Guidance, and BRT (McMurray/Kadlec/Franklin/Schaefer): Works with the principal to provide the support for the implementation of RTI. Coordinates the implementation of Positive Behavior Support and works with the Student Success Team to ensure fidelity.

Classroom Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Reading Coaches:

Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Guidance Counselor: Provides support services for students, teachers, and classrooms with identified needs in PBS. Works with the team to interpret data and devise plans for students/teachers. Helps to implement school wide PBS activities and professional development. Provides individual and small group counseling for students.

Math and Science CRTs: Will provide support in desegregating data, teacher training and modeling, and the implementation of strategies to support student achievement.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

FAIR and Performance Matters Progress Monitoring. Additionally, we use FCAT Achieves and iReady (Math) for data sources.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline data: Florida Assessments in Instruction in Reading (FAIR), Performance Matters

Progress Monitoring: Florida Assessments for Instruction in Reading (FAIR), Continuous Improvement Model (CIM), Performance Matters, SWIS

Midyear: Florida Assessments for Instruction in Reading (FAIR), CIM, Performance Matters, Rtl:B

End of year: FAIR, CIM, Performance Matters, FCAT, RtI:B
 Frequency of Data Days: twice a month for data analysis for each department (Tuesdays and Thursdays)

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

MTSS will be supported at the school site and through the ESE district office (Donna Eaves and Deanna Coleman). Additionally, support will be provided through the student services departments. RtI Leadership team received initial training and then completed on-line training during the 2008-2009 school year. It was provided through the University of South Florida's website supporting staff development for RtI. The district plan for RtI will be shared with staff and professional development offered throughout the year. Donna Tew and John Tinsler will provide additional MTSS instructional training.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 3,840

After school tutoring across all core academic subjects provided by classroom teachers.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Individual classroom teachers are able to monitor the progress of their students who attend this twice a week optional tutoring program.

Who is responsible for monitoring implementation of this strategy?

Individual classroom tutor (Mrs. Bowen).

Strategy: Before or After School Program

Minutes added to school year: 1,920

Science Fair Project Assistance

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Science teachers monitor progress for their students who attend tutoring.

Who is responsible for monitoring implementation of this strategy?

Individual science teachers.

Strategy: Summer Program

Minutes added to school year:

Credit Recovery

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

School data, individual student data.

Who is responsible for monitoring implementation of this strategy?

Administration, guidance, summer teachers.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Earnest Williams	Principal
Mallory McConnell	Assistant Principal
Kitten Denmar	Librarian / Media Specialist
James Kovar	Social Studies Teacher
Melissa Schaefer	Reading Teacher
Sabrina Harden	Science Teacher
Karen Bowen	Math Teacher
Rosalyn Baker	ESE Teacher

Name	Title
Cassie Melvin	Social Studies Teacher
Nickie Snyder	Science Teacher

How the school-based LLT functions

Our main target is incorporating reading strategies throughout core curriculum to ensure all students receive multiple opportunities to improve their reading skills. The team will work with each core classroom teacher to implement reading instruction and strategies for their classroom. Professional Development will be provided throughout the school year to promote incorporation and collaboration of the core subjects.

The LLT meets at least once a month after school to analyze data, brainstorm ideas, and monitor fidelity to all initiatives related to literacy. Additionally, this team will meet monthly towards implementing our goals for the Common Core State Standards in all areas of literacy and writing.

Major initiatives of the LLT

The major initiatives of this team will be in meeting monthly towards implementing our goals for the Common Core State Standards in all areas of literacy and writing.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Reading instruction does not stop with the reading block. Reading comprehension strategies and vocabulary strategies will be taught in conjunction with instruction in subject areas across the curriculum using adopted text and additional leveled texts contained in the classroom libraries that address the content covered in the adopted text. The Comprehension Instructional Sequence by JRF will be utilized to support deepening meaning in text comprehension and monthly focus skills will be utilized to monitor progress. Support and professional development from the Reading Coach and Curriculum Resource Teacher will make this possible. Administrators will be responsible for monitoring through classroom walkthroughs. The fidelity checks will also be used to monitor integration of reading. All content area teachers will incorporate reading into subject areas with consideration to the following:

Guided instruction in comprehension using the comprehension instructional sequence. This may include before, during, and after reading/learning through explicit modeling of strategies acquired through professional development provided by the Reading Coach and Curriculum Resource Teachers.

Research based strategies including, but not limited to: text based discussion, cooperative learning, close reading, directed note taking, levels of questioning, responsive writing, research utilizing multiple sources, argumentative writing and speaking, and listening. Such comprehension strategies will guide students in understanding content text.

Utilization of additional complex text to augment the textbook in each content area to support efforts towards close reading, differentiation and independent reading.

Students' instructional reading levels, so texts assigned are appropriate.

Each Classroom will support students in engaging in regular independent reading and understanding of complex text. Students will have access to classroom libraries and school libraries to ensure that students have daily opportunities inside and outside of the classroom to read texts of their choice.

Libraries will include text on level for students as well as text with complexity levels that will challenge and motivate the students. Students will also be exposed to a wide variety of text to include: shorter, more challenging texts for the purpose of close reading and re-reading, novels, high quality newspaper, plays and magazine articles and rich websites. These text will enable students to read broadly and widely to build their knowledge and experience. The content area teachers will include the comprehension instructional sequence to support scaffolding through using complex text to support students' understanding of complex text.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

BMS incorporates applied and integrated courses like the Informational Technology Academy and the Agriculture Academy classes to help students further their education at the middle school level. These classes allow students to earn both high school credits or college credits and the opportunity for industry certificate levels of achievement. Students recognize the importance of the coursework and its relevance to their future.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

The school promotes academic and career planning through advising opportunities with our middle school guidance counselors as well as with high school guidance counselors while students are in the 8th grade. Additionally, teachers in the core academic classes across the grades explain the importance of career planning and goal setting for student's academic purposes. We also use the Bradford-Union Technical Center as a resource for students to explore additional opportunities to pursue while in the high school setting. Additionally, students in the Civics course will have college and career readiness strategies embedded in their curriculum.

Strategies for improving student readiness for the public postsecondary level

Through the implementation of The Common Core Strategies we will improve student's readiness for public post-secondary education.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	53%	40%	No	58%
American Indian				
Asian				
Black/African American	38%	26%	No	44%
Hispanic	40%	35%	Yes	46%
White	59%	44%	No	63%
English language learners				
Students with disabilities	37%	22%	No	43%
Economically disadvantaged	47%	34%	No	52%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	146	22%	60%
Students scoring at or above Achievement Level 4	107	16%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	40%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	60%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	383	55%	65%
Students in lowest 25% making learning gains (FCAT 2.0)	111	64%	75%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	13	5%	65%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	47	20%	100%

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	51%	36%	No	56%
American Indian				
Asian				
Black/African American	35%	20%	No	42%
Hispanic	40%	29%	No	46%
White	56%	41%	No	60%
English language learners				
Students with disabilities	33%	13%	No	39%
Economically disadvantaged	44%	29%	No	50%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	124	20%	45%
Students scoring at or above Achievement Level 4	48	8%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	70%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	10%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	306	50%	60%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	82	54%	64%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	111	15%	20%
Middle school performance on high school EOC and industry certifications	97	87%	90%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	56	62%	70%
Students scoring at or above Achievement Level 4	11	12%	20%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		100%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		100%

Area 4: Science**Middle School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	43	18%	40%
Students scoring at or above Achievement Level 4	38	16%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		100%
Students scoring at or above Level 7	[data excluded for privacy reasons]		100%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	7		10
Participation in STEM-related experiences provided for students	450	63%	70%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	47	7%	
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	47	100%	
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		100%	
Students taking CTE industry certification exams	22	100%	
Passing rate (%) for students who take CTE industry certification exams		77%	
CTE program concentrators	47	100%	
CTE teachers holding appropriate industry certifications	1	100%	

Area 8: Early Warning Systems**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	119	17%	12%
Students who fail a mathematics course	30	4%	
Students who fail an English Language Arts course	30	4%	
Students who fail two or more courses in any subject	44	6%	
Students who receive two or more behavior referrals	160	22%	20%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	181	25%	20%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Our school goals related to parent involvement is to have an active PTO with parental participation in special events around our campus. We also hope to have parents active in Open House and Academic events. We would also like parents to monitor student achievement through EdLine.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Media Center	5		20%
Gymnasium PA System	5		20%
Concrete Benches for School	5		20%
Surface Patio in Front of School	5		20%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
	NA	NA%	

Goals Summary

- G1.** Bradford Middle School will begin implementation of the Common Core State Standards across our school subject areas.

- G2.** Bradford Middle School will increase writing performance through increased instruction and opportunities for writing in all grades and subject area.

Goals Detail

G1. Bradford Middle School will begin implementation of the Common Core State Standards across our school subject areas.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC

Resources Available to Support the Goal

- Engage NY Website and Materials for Language Arts
- Discovery Education -Provides higher level interested and lexile reading for all subjects
- iReady Math Diagnostic Program
- National Geographic for Kids- Real World Applications for Kids and different subject areas
- Scholastic Magazine- Articles for reading and processing in multiple subject areas (Art)
- Big Ideas Math Textbook (6-8 Grades)
- Using Zero Period (Planning Time) for Penda Lab Usage to practice skills and strategies in Math and Science
- IQWST 6th and 7th grade Science
- Algebra Nation, Manga High, and additional websites for Algebra I Students
- CRTs and Coaches from District Office

Targeted Barriers to Achieving the Goal

- No training on CCSS for all staff.
- Students lack of ability to remember information from subjects year to year.
- Lack of rigorous instruction in some of the content areas.
- No Intensive Math scheduled for deficient students.

Plan to Monitor Progress Toward the Goal

Implementation of Common Core State Standards in all school subject areas.

Person or Persons Responsible

Administration

Target Dates or Schedule:

On-going throughout the year.

Evidence of Completion:

In discussions with faculty in meetings (department, data, faculty), classroom observations, in professional development activities.

G2. Bradford Middle School will increase writing performance through increased instruction and opportunities for writing in all grades and subject area.

Targets Supported

- Writing

Resources Available to Support the Goal

- FCAT Anchor Sets
- Exemplary Teachers in Bradford County and on our school campus
- FCAT student writing papers/samples
- The Reading Coach and CRT for Secondary Education Donna Tew
- Common Core Writing Samples and Website
- Classroom Pre/Post Assessments.

Targeted Barriers to Achieving the Goal

- New Staff unfamiliar with teaching writing
- Training opportunities

Plan to Monitor Progress Toward the Goal

Train staff on proper implementation of writing in all grades and subject areas., through data assessments given in classrooms.

Person or Persons Responsible

Donna Tew; Reading Coach, Administration

Target Dates or Schedule:

Department Meetings, PD Days, Early Release Time, Beginning/Mid/End of year

Evidence of Completion:

Meeting notes/agenda, teacher evidence in lesson plans, student work examples, data % of improvements.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Bradford Middle School will begin implementation of the Common Core State Standards across our school subject areas.

G1.B2 No training on CCSS for all staff.

G1.B2.S1 Professional Development days on implementation of Common Core in the classroom.

Action Step 1

PD provided to staff on Early release training days.

Person or Persons Responsible

Administration, Reading Coach, Science CRT, Math CRT

Target Dates or Schedule

Early Release Days once a month.

Evidence of Completion

Follow up assignments, classroom observations and walkthroughs.

Facilitator:

Administration, Reading Coach, Science CRT, Math CRT, DA Team as available

Participants:

All faculty members.

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Classroom Observations

Person or Persons Responsible

Teachers will be observed by Administration, Coaches/CRTS, DA Team

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson Plans, classroom materials, observation viewings.

Plan to Monitor Effectiveness of G1.B2.S1

Implementation of Common Core State Standards in the classroom.

Person or Persons Responsible

Administration, Coaches/CRT, DA Team as needed

Target Dates or Schedule

Monthly

Evidence of Completion

Walkthrough observations, formal, informal observations, lesson plans.

G1.B8 Students lack of ability to remember information from subjects year to year.

G1.B8.S1 The school will use progress monitoring to ensure that the students do not digress.

Action Step 1

The district will provide progress monitoring through mini benchmark testing for all students in all subject areas.

Person or Persons Responsible

School base leadership team and the district office.

Target Dates or Schedule

November 1, 2013

Evidence of Completion

The Performance Matters data in all the subject areas tested.

Plan to Monitor Fidelity of Implementation of G1.B8.S1

The school base leadership will use the performance matters data to monitor the student's progress.

Person or Persons Responsible

School base leadership and district office

Target Dates or Schedule

Mid-November

Evidence of Completion

100% submission of data from all tested content areas.

Plan to Monitor Effectiveness of G1.B8.S1

Evidence of continual student growth.

Person or Persons Responsible

School base leadership and the district office

Target Dates or Schedule

December 1, 2013

Evidence of Completion

Student growth on the mid-term district assessment

G1.B12 Lack of rigorous instruction in some of the content areas.

G1.B12.S1 Implementation of Marzano in PLC.

Action Step 1

Four half day PLC meetings to introduce Marzano's Instructional Sequence.

Person or Persons Responsible

School based leadership and District

Target Dates or Schedule

Four half days (September, October, November, and January)

Evidence of Completion

Instructional coach and administrative classroom observations.

Facilitator:

SBLT and District Coaches

Participants:

Faculty Core, Related Arts, and Support Facilitation Teachers.

Plan to Monitor Fidelity of Implementation of G1.B12.S1

Classroom walkthroughs and observations

Person or Persons Responsible

Administration and District Coaches

Target Dates or Schedule

On-going throughout the year.

Evidence of Completion

Observation on iObservation and student achievement data.

Plan to Monitor Effectiveness of G1.B12.S1

Classroom walkthroughs and observations

Person or Persons Responsible

Administration and District Coaches

Target Dates or Schedule

On-going

Evidence of Completion

Observation on iObservation and student achievement data.

G1.B13 No Intensive Math scheduled for deficient students.

G1.B13.S3 Use of after school tutoring for targeted students, twice a week.

Action Step 1

Develop a plan to implement after school remediation program.

Person or Persons Responsible

School based leadership and District.

Target Dates or Schedule

December 1, 2013

Evidence of Completion

Targeted students identified and enrolled in after school program.

Plan to Monitor Fidelity of Implementation of G1.B13.S3

Monitor for student attendance and performance on district assessments.

Person or Persons Responsible

School based leadership and District.

Target Dates or Schedule

January 1, 2014

Evidence of Completion

Increase in Math student performance.

Plan to Monitor Effectiveness of G1.B13.S3

Review student progress monitoring data and correlating progress with student grade.

Person or Persons Responsible

School based leadership and District

Target Dates or Schedule

January 1, 2014

Evidence of Completion

Increase in Math student performance.

G2. Bradford Middle School will increase writing performance through increased instruction and opportunities for writing in all grades and subject area.

G2.B2 New Staff unfamiliar with teaching writing

G2.B2.S1 Additional support provided for all staff with Secondary Reading Coach Donna Tew and the DOE writing specialist.

Action Step 1

Professional Development

Person or Persons Responsible

Donna Tew

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting minutes and agenda

Facilitator:

Donna Tew

Participants:

8th grade LA teachers.

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Monthly professional development training

Person or Persons Responsible

Administration

Target Dates or Schedule

Prior, during and after the P/D

Evidence of Completion

Classroom Observations and Discussion/Review

Plan to Monitor Effectiveness of G2.B2.S1

Through teacher feedback and data meetings

Person or Persons Responsible

Reading Coach/Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Improved writing samples

G2.B3 Training opportunities

G2.B3.S1 Additional Temporary Duty Elsewhere (TDE) days for teachers for training purposes.

Action Step 1

Provide additional training, observation, and classroom reflection opportunities for teachers to see writing in the classrooms.

Person or Persons Responsible

Administration and CRT Coaches

Target Dates or Schedule

During TDE Planning Days: 4 times a year

Evidence of Completion

Documentation, anchor papers, discussion of observation reviews.

Facilitator:

Administration, CRT Coaches

Participants:

Administration and CRT Coaches

Plan to Monitor Fidelity of Implementation of G2.B3.S1

Looking for evidence of writing in classroom.

Person or Persons Responsible

Administration

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Walkthroughs, Observations, Lesson Plans

Plan to Monitor Effectiveness of G2.B3.S1

The evidence of teachers using the elements of writing to increase writing scores.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Fridays during classroom walk throughs and monthly prompts.

Evidence of Completion

Student engagement, the use of the four writing elements and increase scores on the writing prompts.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I: To our five feeder schools, Title I, Part A provides computer assisted instruction, paraprofessionals, and materials and supplies to support the academic achievement of students. After-school programs and summer school services are provided to eligible students to provide additional remediation. Professional development funds are utilized to ensure teachers receive professional development based on the goals and objectives in the Title I, Part A plan.

Title I, Part C-Migrant: The Title I director for Bradford County Schools works closely with a migrant liaison for Alachua County to ensure that migrant needs are met.

Title II: The Bradford School District uses these supplemental funds to improve academic achievement specifically to support reading in the secondary schools.

Title III: The ELL liaison is supported by the district with educational materials to provide services.

Title X-Homeless: Funds provide for student and school support as the district homeless coordinator helps schools identify and provide resources for students who meet the "homeless" definition.

Supplemental Academic Instruction (SAI): Summer school is provided through additional funds.

Violence Prevention Programs: Bullying Prevention Education Programs (TRA – Take responsibility for your actions), Character Education (Character Counts), and PBS (Positive Behavior Support) are implemented to help with positive behaviors and decrease discipline referrals. Project Harmony, provided by the Florida Sheriff's Youth Ranch, provides a one-day program for all sixth graders that provides active, hands-on activities to educate students on team-building, leadership skills, anti-bullying, and diversity training.

Additionally, 40 boys and 40 girls from sixth grade are selected for a week-long venture to Camp Caruth for a more intensive experience than what is presented at school. A full time SRO is in place to reinforce all violence prevention efforts.

Nutrition Programs: N/A

Housing Programs: N/A

Head Start: Pre-K classrooms located on and off elementary campuses help to ease the transition to Kindergarten. Active communication exists between Pre-K and the regular program. Students on campus are actively involved in the school program.

Adult Education: The Career Tech Center addresses adult education needs in Bradford County. It provides increased opportunities for training in specific fields such as nursing, building construction, and culinary arts.

Career and Technical Education: The Career Technical Center partners with Bradford High to provide opportunities for advancement in the fields of nursing, welding, mechanics and other areas. Through the GED Exit option students at risk of not graduating are given the opportunity to learn and grow in a nontraditional secondary environment. Students at Bradford Middle who are at least two years removed from their peer group, show a propensity for a technical career path, and are at risk of potentially dropping out of school have the option to enter the Academy of Academics Program at the Career Tech Center which adjoins the BMS campus. Students are able to learn and grow in a nontraditional secondary environment.

Job Training: N/A

Other: IDEA and Title I work together to ensure that the educational goal of the district are aligned to meet the needs of all students. Funds are coordinated to provide services and professional development.

Stephanie VanDenHurk, Math Coaching: Coaching position is part of a Federal TIF grant. Bradford is part of a nine district rural Sustainable Educator Evaluation & Compensation (SEEC) grant which is overseen by the Northeast Florida Education Consortium (NEFEC). More specific information about the grant can be found at: <http://seec.nefec.org/> if needed.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Bradford Middle School will begin implementation of the Common Core State Standards across our school subject areas.

G1.B2 No training on CCSS for all staff.

G1.B2.S1 Professional Development days on implementation of Common Core in the classroom.

PD Opportunity 1

PD provided to staff on Early release training days.

Facilitator

Administration, Reading Coach, Science CRT, Math CRT, DA Team as available

Participants

All faculty members.

Target Dates or Schedule

Early Release Days once a month.

Evidence of Completion

Follow up assignments, classroom observations and walkthroughs.

G1.B12 Lack of rigorous instruction in some of the content areas.

G1.B12.S1 Implementation of Marzano in PLC.

PD Opportunity 1

Four half day PLC meetings to introduce Marzano's Instructional Sequence.

Facilitator

SBLT and District Coaches

Participants

Faculty Core, Related Arts, and Support Facilitation Teachers.

Target Dates or Schedule

Four half days (September, October, November, and January)

Evidence of Completion

Instructional coach and administrative classroom observations.

G2. Bradford Middle School will increase writing performance through increased instruction and opportunities for writing in all grades and subject area.

G2.B2 New Staff unfamiliar with teaching writing

G2.B2.S1 Additional support provided for all staff with Secondary Reading Coach Donna Tew and the DOE writing specialist.

PD Opportunity 1

Professional Development

Facilitator

Donna Tew

Participants

8th grade LA teachers.

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting minutes and agenda

G2.B3 Training opportunities

G2.B3.S1 Additional Temporary Duty Elsewhere (TDE) days for teachers for training purposes.

PD Opportunity 1

Provide additional training, observation, and classroom reflection opportunities for teachers to see writing in the classrooms.

Facilitator

Administration, CRT Coaches

Participants

Administration and CRT Coaches

Target Dates or Schedule

During TDE Planning Days: 4 times a year

Evidence of Completion

Documentation, anchor papers, discussion of observation reviews.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	\$0

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Total
District's budget	\$0	\$0
Total	\$0	\$0

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Bradford Middle School will begin implementation of the Common Core State Standards across our school subject areas.

G1.B13 No Intensive Math scheduled for deficient students.

G1.B13.S3 Use of after school tutoring for targeted students, twice a week.

Action Step 1

Develop a plan to implement after school remediation program.

Resource Type

Personnel

Resource

Salaries for personnel

Funding Source

District's budget

Amount Needed

G2. Bradford Middle School will increase writing performance through increased instruction and opportunities for writing in all grades and subject area.

G2.B3 Training opportunities

G2.B3.S1 Additional Temporary Duty Elsewhere (TDE) days for teachers for training purposes.

Action Step 1

Provide additional training, observation, and classroom reflection opportunities for teachers to see writing in the classrooms.

Resource Type

Personnel

Resource

Substitute Teachers

Funding Source

District's budget

Amount Needed