
Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	16
Positive Culture & Environment	17
Budget to Support Goals	17

Bradford Middle School

527 N ORANGE ST, Starke, FL 32091

bradfordschools.org/bms

Demographics

Principal: Ben Hawkins

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 7-8
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)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (49%) 2017-18: C (41%) 2016-17: C (42%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
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 Bradford 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	10
Planning for Improvement	16
Title I Requirements	0
Budget to Support Goals	17

Bradford Middle School

527 N ORANGE ST, Starke, FL 32091

bradfordschools.org/bms

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 7-8	No	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	33%

School Grades History

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

School Board Approval

This plan is pending approval by the Bradford County School Board.

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.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is to instill in all our students, a desire for lifelong learning while providing positive experiences at Bradford Middle School. Our students will graduate with the knowledge, skills and values necessary to be successful contributors to our society.

Provide the school's vision statement.

Bradford Middle School embodies a community of students, parents, and staff working together. We believe in providing a secure and student-centered environment that empowers all to soar to the highest levels of personal and academic excellence.

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
Rosson, Danielle	Principal	Oversees student data, professional development, instructional coach, and overall environment of the campus.
Dowd, Ashley	Teacher, K-12	Provide instructional strategies through coaching in core classes, support teachers through collaboration and ELA instructional leader.
Lewis, Amy	School Counselor	Mrs. Lewis is responsible for creating a positive culture at BMS, offering strategies and supports to help our students achieve success.
Marshall, Ashlan	School Counselor	Oversee schedules, mental health requirements, and career planning for our 8th grade students.

Demographic Information

Principal start date

Monday 7/1/2019, Ben Hawkins

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.*

8

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.*

9

Total number of teacher positions allocated to the school

36

Total number of students enrolled at the school

659

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

11

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

9

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	210	215	224	0	0	0	0	649
Attendance below 90 percent	0	0	0	0	0	0	71	84	97	0	0	0	0	252
One or more suspensions	0	0	0	0	0	0	41	54	57	0	0	0	0	152
Course failure in ELA	0	0	0	0	0	0	35	24	32	0	0	0	0	91
Course failure in Math	0	0	0	0	0	0	33	9	29	0	0	0	0	71
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	53	64	106	0	0	0	0	223
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	68	67	72	0	0	0	0	207
Number of students with a substantial reading deficiency	0	0	0	0	0	0	53	64	106	0	0	0	0	223

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	71	74	100	0	0	0	0	245

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	14	13	16	0	0	0	0	43
Students retained two or more times	0	0	0	0	0	0	9	9	7	0	0	0	0	25

Date this data was collected or last updated

Monday 10/18/2021

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	223	211	198	0	0	0	0	632
Attendance below 90 percent	0	0	0	0	0	0	33	25	36	0	0	0	0	94
One or more suspensions	0	0	0	0	0	0	5	4	2	0	0	0	0	11
Course failure in ELA	0	0	0	0	0	0	27	11	16	0	0	0	0	54
Course failure in Math	0	0	0	0	0	0	27	11	16	0	0	0	0	54
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	46	53	51	0	0	0	0	150
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	52	30	35	0	0	0	0	117

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	22	11	16	0	0	0	0	49

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	1	2	3	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	5	7	4	0	0	0	0	16

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	223	211	198	0	0	0	0	632
Attendance below 90 percent	0	0	0	0	0	0	33	25	36	0	0	0	0	94
One or more suspensions	0	0	0	0	0	0	5	4	2	0	0	0	0	11
Course failure in ELA	0	0	0	0	0	0	27	11	16	0	0	0	0	54
Course failure in Math	0	0	0	0	0	0	27	11	16	0	0	0	0	54
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	46	53	51	0	0	0	0	150
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	52	30	35	0	0	0	0	117

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	22	11	16	0	0	0	0	49

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	1	2	3	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	5	7	4	0	0	0	0	16

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				42%	42%	54%	34%	34%	53%
ELA Learning Gains				46%	46%	54%	37%	37%	54%
ELA Lowest 25th Percentile				36%	36%	47%	34%	34%	47%
Math Achievement				54%	54%	58%	40%	40%	58%
Math Learning Gains				56%	56%	57%	46%	46%	57%
Math Lowest 25th Percentile				50%	50%	51%	46%	46%	51%
Science Achievement				39%	39%	51%	33%	33%	52%
Social Studies Achievement				58%	58%	72%	53%	53%	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
07	2021					
	2019	34%	34%	0%	52%	-18%
Cohort Comparison						
08	2021					
	2019	47%	47%	0%	56%	-9%
Cohort Comparison		-34%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019	54%	54%	0%	54%	0%
Cohort Comparison						
08	2021					
	2019	25%	25%	0%	46%	-21%
Cohort Comparison		-54%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	37%	37%	0%	48%	-11%
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	58%	58%	0%	71%	-13%

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	79%	55%	24%	61%	18%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

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

STAR Assessment, School City, IXL, and FSA.

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	21	30	38
	Economically Disadvantaged	21	30	38
	Students With Disabilities			
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	26	34	42
	Economically Disadvantaged	26	34	42
	Students With Disabilities			
Civics	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
Civics	Students With Disabilities			
	English Language Learners			

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	20	19	22
	Economically Disadvantaged	20	19	22
	Students With Disabilities			
	English Language Learners			N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	31	38	44
	Economically Disadvantaged	31	38	44
	Students With Disabilities			
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	23	32	36
	Economically Disadvantaged	23	32	36
	Students With Disabilities			
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	19/55	23/61	26/70
	Economically Disadvantaged	19/55	23/61	26/70
	Students With Disabilities			
	English Language Learners	N/A	N/A	N/A

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	22	25	18	28	33	25	20	48			
BLK	24	33	26	26	39	45	24	56	47		
HSP	36	36		36	33		45	64			
MUL	36	46		36	62						
WHT	41	40	32	53	48	44	41	72	46		
FRL	30	34	25	38	44	46	27	59	30		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	13	30	30	24	47	42	17	26			
BLK	30	38	25	37	42	36	17	49	56		
HSP	42	33		42	58						
MUL	36	55		35	53						
WHT	46	48	40	60	60	55	46	61	55		
FRL	35	42	35	43	52	49	24	49	50		
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	28	30	16	37	35	19	13			
BLK	16	28	26	25	40	53	18	36			
HSP	37	47		42	56		18	64			
MUL	32	47		38	53						
WHT	39	38	35	44	47	43	39	56	43		
FRL	29	33	33	35	45	46	29	50	41		

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	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	391
Total Components for the Federal Index	9
Percent Tested	92%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	36
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	42
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	45
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	
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	46
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	37
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

Students across all subgroups are in ELA proficiency, ELA gains, and ELA bottom quartile gains are low. Students across all subgroups in 8th grade Science are scoring low in FSSA Science proficiency.

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

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

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

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

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

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.

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

Part III: Planning for Improvement

Areas of Focus:

No activities were entered for this section.

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.

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.

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

Part V: Budget

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

Total:	\$0.00
---------------	---------------