

Manatee County Public Schools

Buffalo Creek Middle School



2022-23 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: 1/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	48%
2021-22 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	2021-22: C (53%) 2018-19: B (56%) 2017-18: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TSI
* 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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	48%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	40%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		B	B

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SIP Authority

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<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.

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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Scarborough, 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	
Rodd, Katelyn	Teacher, K-12	
Fugate, Michelle	Teacher, K-12	

Demographic Information

Principal start date

Tuesday 1/1/2019, Bradley Scarborough

Number of teachers with a 2022 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 2022 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.*

35

Total number of teacher positions allocated to the school

44

Total number of students enrolled at the school

1,123

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

10

Identify the number of instructional staff who joined the school during the 2022-23 school year.

7

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	328	381	412	0	0	0	0	1121
Attendance below 90 percent	0	0	0	0	0	0	54	87	114	0	0	0	0	255
One or more suspensions	0	0	0	0	0	0	17	104	110	0	0	0	0	231
Course failure in ELA	0	0	0	0	0	0	0	8	24	0	0	0	0	32
Course failure in Math	0	0	0	0	0	0	0	20	40	0	0	0	0	60
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	40	96	111	0	0	0	0	247
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	35	81	77	0	0	0	0	193
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	83	110	0	0	0	0	215

Using current year data, complete the table below with the number of students identified as being "retained.":

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	2	0	0	0	0	2
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

Monday 9/5/2022

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	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	

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	52%	49%	50%				48%	52%	54%
ELA Learning Gains	44%						50%	56%	54%
ELA Lowest 25th Percentile	27%						45%	51%	47%
Math Achievement	60%	35%	36%				60%	59%	58%
Math Learning Gains	50%						58%	61%	57%
Math Lowest 25th Percentile	47%						52%	54%	51%
Science Achievement	47%	57%	53%				38%	47%	51%
Social Studies Achievement	76%	54%	58%				77%	77%	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	2022					
	2019	48%	52%	-4%	54%	-6%
Cohort Comparison						
07	2022					
	2019	45%	48%	-3%	52%	-7%
Cohort Comparison		-48%				
08	2022					
	2019	45%	54%	-9%	56%	-11%
Cohort Comparison		-45%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	58%	57%	1%	55%	3%
Cohort Comparison						
07	2022					
	2019	58%	57%	1%	54%	4%
Cohort Comparison		-58%				
08	2022					
	2019	28%	41%	-13%	46%	-18%
Cohort Comparison		-58%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	36%	45%	-9%	48%	-12%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	75%	77%	-2%	71%	4%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	85%	65%	20%	61%	24%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	61%	-61%	57%	-57%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	13	23	22	20	41	46	13	44	46		
ELL	19	28	24	34	45	47	12	55			
ASN	62	74		81	56		73		92		
BLK	27	34	23	34	52	47	29	55			
HSP	38	38	27	47	47	48	28	66	57		
MUL	49	43	33	57	39	25	63	75	69		
WHT	62	47	28	69	52	48	56	82	76		
FRL	38	38	26	45	45	42	35	62	70		
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		

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
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			
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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TSI
OVERALL Federal Index – All Students	51
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	28
Total Points Earned for the Federal Index	505
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3

English Language Learners	
Federal Index - English Language Learners	32
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	73
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
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%	0
Multiracial Students	
Federal Index - Multiracial Students	50
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	58
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Overall we dropped at every grade level in ELA Learning gains. We dropped 15% in LG. Our sub groups of English Language Learners, Students with Disabilities and students identified as African American, all dropped in the 21-22 school year.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

With a drop in LG of 15% last year. Reading is our focus this year. With the new standards; we are structuring our intensive classes to identify struggling readers through the use of SIPPS and Lexia reading as a way to move our students in the areas of grammar, word study and comprehension.

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

We are still experiencing a loss in learning gains from the year of covid. Many students returned with significant loss as it related to reading and comprehension.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Both 8th grade Science and Civics showed improvement in proficiency. Science proficiency increased by 7% ; Civics increased by 4%.

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

Teachers implemented, I-Excel in Science; I-Civics and held review Boot camps prior to testing.

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

Progress monitoring at all grade levels for Science is a new requirement across the district; This will help with continuing to build content area literacy; which will support both Science and Reading. In Civics a continued focus on scaffolding of supports throughout the year.

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.

ELA and Reading teachers have been provided new curriculum that aligns with the BEST standards as well as programs that help struggling readers with word recognition and comprehension.

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

We will continue focus on academic vocabulary , adaptive scheduling and additional tutoring offered to students with a focus on academic achievement

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Increased Standards based Instruction Across all Content Area. Based on previous data, our African American demonstrate lower achievement and learning gains than their counterparts

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We will see an increase in learning gains:
ELA from 34% to 41%

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

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:

Joanna Durst (durstj@manateeschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Provide additional supports through in-person and virtual tutoring and algebra and civics boot-camp that will be offered both in-person and virtually

Rationale for Evidence-based

Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Our data indicates students are falling below proficiency in ELA and Science

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Implementation of Lexia with all areas as a Focus. Our goal is to have students maintain an average of 80 minutes per week in the program. Working with our Literacy team that consist of our District reading contact, an on-site reading teacher and myself as admin.

Person Responsible

Carrie Rainwater (rainwaterc@manateeschools.net)

#2. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Increase Standards based Instruction Across all Content Areas. Based on previous data, Our ELL subgroups demonstrate lower achievement and learning gains than their counterparts

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We will see an increase as follows:
ELA from 28% to 41%

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

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:

Carrie Rainwater (rainwatc@manateeschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Provide additional supports through in-person and virtual tutoring and algebra and civics boot-camp that will be offered in-person and virtually as well

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Our data indicates students are falling behind in ELA and Science

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Implementation of Lexia with our struggling readers as well as enhanced review, district and state performance monitoring and word study through classroom teachers.

Person Responsible

Carrie Rainwater (rainwaterc@manateeschools.net)

#3. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Increase Standards based Instruction Across all Content Areas. Based on previous data, our SWD subgroup demonstrate lower achievement and learning gains than their counterparts

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We will see an increase in learning gains as follows:
ELA from 23% to 41%

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

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:

Kimone Cooper (cooper2k@manateeschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Provide additional supports through in-person and virtual tutoring and algebra and civics boot-camp that will be offered both in-person and virtually as well

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Our data indicates students are falling below proficiency in ELA and Science

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Implementation of additional reading supports through intensive classes.

Person Responsible

Carrie Rainwater (rainwatc@manateeschools.net)

#4. Instructional Practice specifically relating to B.E.S.T. Standards

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Increase Standards based Instruction Across all content Areas to increase learning gains for all students in Math and ELA.
Increase Standards based instruction Across all Content Areas.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We will see an increase across all sub-groups as follows:
Math LG from 50% to 58%
ELA LG from 44% to 50%

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring Quarterly through BM data as provided by the district

Person responsible for monitoring outcome:

Carrie Rainwater (rainwatc@manateeschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Data focused instructional practices that are guided through teacher feedback as it relates to on-going data analysis

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Encouraging teachers to know their students and maintain data chats quarterly keeps the instructional staff focused on learning gaps that will enhance instruction

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Continued PD as it relates to district supplements for BEST implementation.

Person Responsible

Brad Scarbrough (scarbrob@manateeschools.net)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 school culture and environment.

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 Life Skills, Data Collection and Interpretation, AVID Strategies and student engagement. 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.
6. Achieve/Champs incorporated into each classroom to improve student behavior through increased classroom management.(Olah; Lead)
7. Implementation of the H.A.W.K.S Hope Mentoring Program to provide additional support to students with increased behavioral concerns and low academic achievement (Sailes, Lead)
8. Implementation of the Districts Teacher Mentorship Program which will provide additional support to new educators (Sailes, BCMS Mentor)
9. An increase in staff and student appreciation through monthly, quarterly and end of semester P.B.I.S. initiatives (Sailes, PBIS Coordinator)
10. Implementation of afterschool tutoring designed to provide additional support to the L25 students
11. Implementation of mandatory grade level and content collaboration meetings