

Escambia County School District

Brown Barge Middle School



2022-23 Schoolwide Improvement Plan

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Brown Barge Middle School

201 HANCOCK LN, Pensacola, FL 32503

www.escambiaschools.org

Demographics

Principal: Janet Penrose L

Start Date for this Principal: 7/1/2022

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)	39%
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: A (68%) 2018-19: A (73%) 2017-18: A (73%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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Brown Barge Middle School

201 HANCOCK LN, Pensacola, FL 32503

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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	39%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	47%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Brown-Barge Middle School is to meet the specific needs of each student through the implementation of a program of academic excellence which incorporates technology into an integrative curriculum. Our thematic integrative curriculum includes individual and cooperative learning experiences designed to foster and promote a positive school culture. Mutual respect, ethical behavior, pride and integrity in one's self, school and community and success for all students will be the realization of this mission.

Provide the school's vision statement.

We believe that each student, working at his or her own pace, has the right to pursue academic, social, and personal goals in a nurturing, supportive environment. We believe that secure students will be motivated to accept the challenge of the differentiated and integrative curriculum designed to produce academic excellence at Brown-Barge Middle School. The ultimate goal at Brown-Barge is to assist students in becoming happy, productive, and knowledgeable young people who believe in themselves and their ability to make a positive contribution to society.

School Leadership Team

Membership

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
Penrose, Janet	Principal	Principal of Brown-Barge who works closely with all stakeholders including faculty, staff, students, parents, district personnel and community members to create a safe learning environment. Supervises all faculty and staff. Oversees all activities and curriculum at our school, including the School Improvement Plan. The administrators together make scheduling accommodations; address discipline issues; manage budget resources to meet group and individual needs; research solutions for new problems as they arise.
Jackson, Lauri	Assistant Principal	Assistant Principal at Brown-Barge. Works closely with all stakeholders including faculty, staff, students, parents, district personnel and community members to create a safe learning environment. Completes the student schedules for all three Trimesters (12 week grading period) during the year and is responsible for student discipline. Works closely with teachers to assist in curriculum development, and parents to assist their children in succeeding at our school. The administrators together develop the School Improvement Plan, make scheduling accommodations; address discipline issues; manage budget resources to meet group and individual needs; research solutions for new problems as they arise.
Fryman, Danielle	School Counselor	Guidance Counselor at Brown-Barge who works closely with students, teachers, parents, and administration to promote and maintain a healthy and productive atmosphere. Addresses any needs for counseling, including IEP specificity such as anxiety, etc.; makes referrals for special services that are identified by teachers, parents, administration, or herself. Assists in the development of the School Improvement Plan.
Crittenden, Kathleen	Teacher, ESE	ESE teacher at Brown-Barge. Works closely with Guidance Counselor, administration, and teachers to provide assistance to our ESE population. Point of contact for all ESE paperwork and working with our ESE students. Suggests materials for specific students or small groups with subject area deficiencies, including Star 360; assists teachers in addressing remediation needs as assessed by Star 360 and iLit 45. Works closely with parents to assist their children in succeeding at our school. Assists in the implementation of the School Improvement Plan.
Imhof, Kristy	Teacher, K-12	Math and Stream teacher at Brown-Barge. Strong in Language Arts and Social Studies fields. One of our Language Arts Department Chairs. Works closely with teachers to develop curriculum. Works closely with parents to assist their children in succeeding at our school. Team Leader for our Literacy Management Team and member of the Literacy Leadership Team. Assists in the implementation of the School Improvement Plan.
McGugin, Carrie	Teacher, K-12	Math and Gifted Elective teacher at Brown-Barge. Works closely with teachers to develop curriculum. Works closely with parents to assist their children in succeeding at our school. Member of the Curriculum and

Name	Position Title	Job Duties and Responsibilities
		Standards Management Team. Assists in the implementation of the School Improvement Plan.
Mellor, David	Teacher, K-12	Math and Stream teacher at Brown-Barge. Strong in science field. Works closely with teachers to develop curriculum. Works closely with parents to assist their children in succeeding at our school. Member of Vision Management Team. Assists in the implementation of the School Improvement Plan.
Ingram, Susan	Instructional Media	Media Specialist at Brown-Barge. Works closely with teachers to develop curriculum and incorporate literature into their lessons. Member of Literacy Leadership Team and Literacy Management Team. Allows students who need extra time on assessments to continue in the library; suggests materials for specific students or small groups with subject area deficiencies, including Star 360; assists teachers in addressing remediation needs as assessed by Star 360 and iLit 45. Assists in the implementation of the School Improvement Plan.
Hale, Cecelia	Other	Coordinator of resources for students at Brown-Barge. Works closely with Guidance Counselor, administration, and teachers to provide assistance to all students (RTI/MTSS Tiers 1, 2, and 3). Assists with targeted interventions for students. Works with teachers to develop curriculum. Works closely with parents to assist their children in succeeding at our school. School improvement Committee Chairperson and coordinates the Management Team - SIC process. Assist in the development of the School Improvement Plan.

Demographic Information

Principal start date

Friday 7/1/2022, Janet Penrose L

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.*

1

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.*

14

Total number of teacher positions allocated to the school

30

Total number of students enrolled at the school

557

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

0

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	210	172	168	0	0	0	0	550	
Attendance below 90 percent	0	0	0	0	0	0	18	16	19	0	0	0	0	53	
One or more suspensions	0	0	0	0	0	0	1	4	6	0	0	0	0	11	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	1	0	0	0	0	1	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	1	7	8	0	0	0	0	16	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	4	5	9	0	0	0	0	18	
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	0	2	5	0	0	0	0	7

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	0	0	0	0	0		
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

Date this data was collected or last updated

Friday 9/16/2022

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

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	2	2	1	0	0	0	0	5

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	2	2	1	0	0	0	0	5

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	81%	42%	50%				84%	48%	54%
ELA Learning Gains	57%						66%	52%	54%
ELA Lowest 25th Percentile	58%						61%	45%	47%
Math Achievement	82%	33%	36%				88%	46%	58%
Math Learning Gains	64%						72%	47%	57%
Math Lowest 25th Percentile	59%						63%	43%	51%
Science Achievement	64%	43%	53%				65%	43%	51%
Social Studies Achievement	70%	50%	58%				75%	58%	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	84%	42%	42%	54%	30%
Cohort Comparison						
07	2022					
	2019	82%	43%	39%	52%	30%
Cohort Comparison		-84%				
08	2022					
	2019	85%	50%	35%	56%	29%
Cohort Comparison		-82%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	83%	36%	47%	55%	28%
Cohort Comparison						
07	2022					
	2019	92%	50%	42%	54%	38%
Cohort Comparison		-83%				
08	2022					
	2019	66%	21%	45%	46%	20%
Cohort Comparison		-92%				

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	65%	42%	23%	48%	17%
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%	54%	21%	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	94%	52%	42%	61%	33%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	95%	47%	48%	57%	38%

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
ELL	71	50		86	71						
ASN	85	63	69	90	88	70	83	88	93		
BLK	68	53	61	63	61	55	36	59	71		
HSP	76	52	50	86	60		21	60	80		
MUL	84	63	65	84	68	76	68	63	88		
WHT	85	57	54	86	60	52	77	74	77		
FRL	72	48	53	70	61	52	42	63	79		
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	67	58		45	36						
ASN	86	74		84	56			92	90		
BLK	66	50	39	56	33	26	19	52	83		
HSP	64	55	38	73	47	54	50	47	80		
MUL	72	57	50	85	55	67	69	75	80		
WHT	89	57	59	89	53	52	75	88	94		
FRL	73	55	47	69	42	35	51	60	84		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	47	57		53	57	45					
ASN	96	54		92	79						
BLK	69	57	53	76	66	54	36	63	73		
HSP	85	70	69	78	56	50	53	70	75		
MUL	84	67	55	92	52		80	63	89		
WHT	87	69	66	92	78	71	70	85	82		
FRL	76	65	56	83	62	59	62	59	84		

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)	N/A
OVERALL Federal Index – All Students	68
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	614
Total Components for the Federal Index	9
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	70
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	81
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	59
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	61
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	73
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	69
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	60
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?

Science achievement has increased a few points from last year, 62% to 64%. Additionally, Science achievement for our Black and Hispanic students are our lowest subgroups at 36% and 21% respectively. This accounts for 26% of our tested students. Our Civics scores have dropped 6 points from the previous year. Overall, our ELA and Math have shown growth in both achievement and learning gains.

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

The data components demonstrating the greatest need for improvement would be in Civics and Science achievement, as progress monitoring data for Science was the lowest amongst the core content areas at 64%, and Civics achievement for the 2022 SY decreased by 6% from last year.

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

Some contributing factors to the need for improvement would include students still needing to be self-directed using the innovative online modules to learn Civics content. Specifically for Science, students not taking as many streams with a strong focus on science, as well there being less time for completion of the science and civics review modules in time to be prepared for the EOC assessments. New actions for improvement includes increasing the number of labs included in each stream, starting earlier in the year to share our Civics content with our seventh graders and during the last trimester, our eighth graders continuing to work through all the standards in a comprehensive review. We are also making a conscious effort to ensure the streams being offered give our students a balanced curriculum for all subjects.

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

All areas with the exception of Civics showed improvement from last year.

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

Students back in the building full time gave them the opportunity to show success in all areas. They came eager to learn and be back in the school environment with more structure and teacher input has put our students on the right path to improvement.

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

We will be looking at our data from PM 1 to PM 2 and PM 3 to gauge the growth of our students from last year to this year. Since our testing platform has changed, we want to take this year to assess our students during PM 1 and teachers will be able to have data chats with their students for individual progress.

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.

We have been working on the new math textbook and Aleks, online support, to work on filling the gaps for our students' learning. Teachers are getting monthly training on better using the program. In addition to the new online math program, we are also training teachers on how best to use the B1G M and new standards so they can better understand the math expectations of our students.

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

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

Areas of Focus

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

:

#1. Instructional Practice specifically relating to Social Studies**Area of Focus****Description and Rationale:**

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

Our school data shows that our Social Studies achievement decreased by 6%, dropping from 76% to 70%. For that reason, our focus will be to implement our Civics program earlier in the year thus giving our students more time to understand the Civics curriculum prior to the end of course exam. We have included more streams this year that focus on the Civics curriculum to ensure students are receiving real-world applications for better understanding.

Measurable**Outcome:**

State the specific measurable

outcome the school plans to achieve.

This should be a data based, objective outcome.

Brown-Barge will increase Social Studies Achievement by 6%.

Monitoring:

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

Students will have a Lead teacher as their contact. The Lead teacher will monitor their weekly assessments to ensure they are showing progress through the online curriculum. Students will take the Q1 and Q3 Civics assessments and they will receive a detailed outline of areas that need to be reviewed prior to the end of course exam. Support and Interventions will be provided as needed.

Person responsible for monitoring outcome:

Lauren Meiss (lmeiss@ecsdfi.us)

Evidence-based Strategy:

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

Use varied, personalized, and readily available digital resources to design and deliver instructional content proved to have a strong positive effect size on student performance.

Rationale for Evidence-based Strategy:

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

According to the Institute of Educational Sciences the use of varied, personalized, and readily available digital resources to design and deliver instructional content proved to have a strong positive effect size on student performance.

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.

Civics lead teachers will introduce content in October outlining the expectations of the students over the course of the remainder of the school year. Students will have targeted goals of completion along the way that will be measured by weekly assessments. Students will take the Quarter 1 Civics assessment that will

be used as their baseline data and then chart their progress through the online curriculum. They will then take the Quarter 3 Civics assessment to see progress and meet with the Civics lead teachers to talk about next steps for final preparation of their learning prior to the End of Course Exam.

Person Responsible Janet Penrose (jpenrose@ecsdfi.us)

#2. Instructional Practice specifically relating to Science

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

Our school data shows that our Science Achievement Proficiency increased by 2% however we want to see additional improvement that is more in line to our ELA and Math Proficiency. Science Achievement amongst Black students did not reach 41%, as achievement was at 36%. This is an increase from last year. In addition, our Hispanic students's achievement was at 21%.

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

Brown-Barge will increase overall Science Achievement scores by 5%, and all ESSA subgroups will have achievement proficiency of 41% or higher.

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

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

Person responsible for monitoring outcome:

Lauri Jackson (ljackson2@ecsdfi.us)

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

Science Department Leads and teachers will ensure that the science curriculum and instruction is aligned and focused on areas of challenge. The various streams' curriculum will address the science standards based on their thematic units. During stream PrePlanning and Post-Planning the teachers will review and revise the science lessons taught in the stream curriculum.

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

The rationale is to ensure the Sunshine State Standards for 6-8 are being taught before the 8th graders complete the SSA, and according to research by Jones, et al., the use of labs in science instruction has a strong positive impact on science achievement. At BrownBarge we have a standards based matrix for each stream that covers all subject areas, including science. The stream matrices are updated after each stream is taught and reviewed by the teachers before teaching the streams. Our goal is to be more intentional in addressing the science standards within individual streams and to be sure they are

resources/criteria used for selecting this strategy. taught with fidelity, including the use of two or more science labs per stream. Teachers will gather student achievement data from various sources, such as the 8th grade Pre-Test, to determine areas of focus for science instruction.

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.

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

Teachers will utilize scientific probes to provide a hands-on data collection experience to enhance science lab instruction. Science Department Leads and teachers will ensure that the science curriculum and instruction is aligned and focused on areas of challenge. The various streams' curriculum will address the science standards based on their thematic units. During stream Pre-Planning and Post-Planning the teachers will review and revise the science lessons taught in the stream curriculum.

Person Responsible Lauri Jackson (ljackson2@ecsdfl.us)

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.

BBMS excels at building a positive school culture and environment. Involving a wide variety of stakeholders ensures an environment that students, teachers, parents and community members feel represented and supported. By incorporating a "site-based" management system at BBMS, teachers are included in the development, planning and implementing school curriculum, rules and expectations. Twice weekly our teachers meet with their Stream for planning and student concerns. Once a week, administration, guidance and various support staff are present to fulfill needs and develop relationships. Each faculty member is also part of a Management Team that meets monthly. These five teams focus on: climate, curriculum, literacy, technology and vision. Hands-on faculty involvement ensures a culture that values trust, respect and high expectations.

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

Students and families play a vital role in promoting positive learning. Teachers are challenged to make positive parent contacts. In doing so, relationships are built between the stakeholders and trust is developed. The PTSO meets monthly and includes an active board. BBMS PTSO is a partnership between parents, teachers and students, dedicated to improving and enriching the BBMS experience for every

current and future student and establishing close relationships between home and school. In addition to PTSO, parent stakeholders are involved in stream activities as well. With Simulations up to twice a trimester, parents are invited to see students' summative work in a formal presentation. Once a trimester, parents are invited on campus for their student's Portfolio Review where the child walks his or her parent(s) through his or her assignments and reflects upon accomplishments and areas needing improvement. New sixth grade students and parents make their mark on our school campus by doing a project to improve our school environment and become part of the BBMS community. This "Pride of Place Day" includes painting, beautifying plant beds, laying stepping stone paths, etc. Other activities that include parents are SAC meetings, Open House, New Student/Parent Orientation, Literacy Night, and Band and Orchestra Concerts. Early childhood providers work with BBMS in a variety of ways including, but not limited to: Environment Stream joining elementary schools to teach lessons from curriculum, Impact Stream's service learning project for preschool-age children not in VPK, our gifted teachers conducting entrance interviews with all rising sixth graders, and our band and orchestra participating in holiday shows at elementary schools. More broad stakeholders include businesses and community members that play a key role in school performance and addressing equity. Pensacola State College's TRiO Educational Talent Search works with BBMS students to increase the number of underrepresented youth who complete high school and then enroll in and complete postsecondary education. During our yearly career fair, students consult with various colleges, businesses and professional services. This exposes them to opportunities and develops life-long career and education goals. Consulting various stakeholder groups is critical in formulating a vision, a mission, values, goals, and employing school improvement strategies. BBMS is committed to including these groups to positively affect our school culture, promote a beneficial environment and impact student learning.