

Okaloosa County School District

Max Bruner Junior Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Max Bruner Junior Middle School

322 HOLMES BLVD NW, Fort Walton Beach, FL 32548

[no web address on file]

School Board Approval

This plan was approved by the Okaloosa County School Board on 8/28/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Bruner Middle School prepares all students to achieve excellence by providing a high-quality education in an environment that is supportive and inclusive of all students. We do this while empowering each individual to positively impact their families, communities, and the world.

Provide the school's vision statement.

Bruner Middle School strives to provide all Spartans with a safe and rigorous learning environment to grow both academically and socially.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Williams, Heather	Principal	Monitoring of School Performance Plan initiatives Facilitates data chats with teachers Provides for common planning time for teacher collaboration Ensures funding for release days for Professional Learning, collaborative planning, and data analysis
Colmon, Jacqueline	Assistant Principal	Curriculum and Instruction Monitoring of School Performance Plan initiatives Facilitates data chats with teachers
Cotton, JC	Assistant Principal	Monitors the implementation of School Performance Plan initiatives
Tryon, Kim	Teacher, K-12	ELA Department Chair Supports teachers with the implementation of School Performance Plan initiatives Leads weekly planning meetings for the ELA Department Facilitates discussions on student performance data
Jackson, Angelica	Teacher, K-12	Science Department Chair Supports teachers with the implementation of School Performance Plan initiatives Leads weekly planning meetings for the Science Department Facilitates discussions on student performance data
Soltis, Heather	Instructional Coach	Facilitates professional learning Coaches developing and new teachers Models lessons for teachers to improve instructional practices
Keeney, Christin	Instructional Coach	Facilitates professional learning Coaches developing and new teachers Models lessons for teachers to improve instructional practices
Sanderson, Jeanette	Teacher, ESE	ESE Department Chair Supports teachers with the implementation of School Performance Plan initiatives Leads weekly planning meetings for the ESE Department Facilitates discussions on student performance data
Eliason, Norma	Teacher, K-12	Math Department Chair Supports teachers with the implementation of School Performance Plan initiatives Leads weekly planning meetings for the Math Department Facilitates discussions on student performance data

Name	Position Title	Job Duties and Responsibilities
Moulton, Lisa	Teacher, K-12	Social Studies Department Chair Supports teachers with the implementation of School Performance Plan initiatives Leads weekly planning meetings for the Social Studies Department Facilitates discussions on student performance data

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Bruner Middle School's Performance Plan and School Improvement Plan was created with all stakeholders involved. School Leadership Team meetings, department meetings, individual conferences, and planning sessions were held prior to school ending, over the summer, and during pre-planning week. During the spring, departments met with the administrative team and collaboratively constructed the School Performance Plan. The School Leadership Team, comprised of department leaders met in May to discuss the school's data and reviewed last year's SPP. The department leaders met between May- June to review the previous school year's SPP and district focus with their departments. Each department reflected on the successes of the plan, identified areas of improvement and wrote suggestions for areas of improvement. Department leaders and Administrators compiled revisions from the departments. Next, the SPP was sent back to each department for additional clarification and revision. During the summer assistant principal and the principal met with District Specialists to discuss data, revise, and finalize the SPP. After meeting with District Specialists, the administrative team met for a final review of the SPP before submitting the document for review by district personnel.

The School Improvement Plan and School Improvement Plan was developed in collaboration with school leadership team and will be reviewed by instructional and support staff during preplanning.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The student performance data (e.g. FAST, Lexia, Read 180, classroom grades) will be analyzed at the monthly Literacy Leadership Committee meetings.

Formal data chats with administration will be conducted three times during the year.

Progress monitoring and data analysis will occur during weekly department meetings.

Departments will collaborate on ways to support ESE and ELL students during their weekly planning meetings.

Teachers, instructional coaches, and administration will analyze PM2 data and will make necessary adjustments to the School Improvement Plan.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	56%
2022-23 Economically Disadvantaged (FRL) Rate	66%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	56	38	46	140
One or more suspensions	0	0	0	0	0	0	23	17	30	70
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	20	7	2	29
Course failure in Math	0	0	0	0	0	0	34	16	7	57
Level 1 on statewide ELA assessment	0	0	0	0	0	0	63	74	67	204
Level 1 on statewide Math assessment	0	0	0	0	0	0	56	50	45	151
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	63	74	67	204

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	83	86	80	249

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	20	5	3	28
Students retained two or more times	0	0	0	0	0	0	7	2	2	11

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	55	42	46	143
One or more suspensions	0	0	0	0	0	0	19	35	27	81
Course failure in ELA	0	0	0	0	0	0	23	14	3	40
Course failure in Math	0	0	0	0	0	0	18	3	5	26
Level 1 on statewide ELA assessment	0	0	0	0	0	0	75	66	78	219
Level 1 on statewide Math assessment	0	0	0	0	0	0	90	71	62	223
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	75	66	78	219

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	87	82	85	254

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	13	1	3	17
Students retained two or more times	0	0	0	0	0	0	6	1	1	8

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	55	42	46	143
One or more suspensions	0	0	0	0	0	0	19	35	27	81
Course failure in ELA	0	0	0	0	0	0	23	14	3	40
Course failure in Math	0	0	0	0	0	0	18	3	5	26
Level 1 on statewide ELA assessment	0	0	0	0	0	0	75	66	78	219
Level 1 on statewide Math assessment	0	0	0	0	0	0	90	71	62	223
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	75	66	78	219

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	87	82	85	254

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	13	1	3	17
Students retained two or more times	0	0	0	0	0	0	6	1	1	8

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	46	58	49	44	55	50	47		
ELA Learning Gains				44			45		
ELA Lowest 25th Percentile				29			34		
Math Achievement*	54	71	56	49	36	36	43		
Math Learning Gains				59			28		
Math Lowest 25th Percentile				59			30		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	51	61	49	50	63	53	60		
Social Studies Achievement*	53	70	68	59	66	58	61		
Middle School Acceleration	57	66	73	58	54	49	57		
Graduation Rate					61	49			
College and Career Acceleration					73	70			
ELP Progress	42	31	40	49	66	76	27		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	303
Total Components for the Federal Index	6
Percent Tested	97
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	500
Total Components for the Federal Index	10
Percent Tested	96
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	32	Yes	2	
ELL	29	Yes	3	1
AMI				
ASN				
BLK	33	Yes	1	
HSP	44			
MUL	57			
PAC				
WHT	60			
FRL	45			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	39	Yes	1	
ELL	40	Yes	2	
AMI				
ASN	49			
BLK	44			
HSP	47			
MUL	57			
PAC				
WHT	53			
FRL	46			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	46			54			51	53	57			42
SWD	25			32			24	31	50		5	
ELL	29			35			23	16			5	42
AMI												
ASN												
BLK	35			35			28	38	27		5	
HSP	35			47			48	36	64		6	32
MUL	53			56			70	48	59		5	
PAC												
WHT	52			63			57	68	59		5	
FRL	41			46			42	45	51		6	43

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	44	44	29	49	59	59	50	59	58			49
SWD	28	37	23	31	54	60	45	37	39			
ELL	30	37	30	28	45	42	30	44	60			49
AMI												
ASN	42	40		50	64							
BLK	31	43	28	34	60	67	36	40	57			
HSP	35	41	33	40	52	53	47	58	55			52
MUL	51	53	33	59	59	53	52	85	70			
PAC												
WHT	51	44	28	58	62	58	59	62	55			
FRL	38	44	31	42	55	55	50	53	49			47

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	47	45	34	43	28	30	60	61	57			27
SWD	28	38	31	29	30	29	36	47	38			
ELL	25	49	54	36	28	24	36	42				27

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN	60	71		59	13							
BLK	28	32	29	22	17	20	35	50	41			
HSP	46	49	38	40	27	36	49	65	32			29
MUL	50	42	17	45	33	40	59	65	38			
PAC												
WHT	54	48	40	52	33	36	73	65	74			27
FRL	42	42	36	37	25	31	56	58	42			26

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	42%	54%	-12%	47%	-5%
08	2023 - Spring	39%	57%	-18%	47%	-8%
06	2023 - Spring	40%	57%	-17%	47%	-7%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	40%	65%	-25%	54%	-14%
07	2023 - Spring	53%	75%	-22%	48%	5%
08	2023 - Spring	67%	69%	-2%	55%	12%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	49%	61%	-12%	44%	5%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	86%	59%	27%	50%	36%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	61%	39%	48%	52%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	50%	70%	-20%	66%	-16%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

- Data from the 21-22 school year identified Students with Disabilities (40%) and English Language Learners (39%) as falling below the Federal Index.
- Chronic absenteeism impacted the performance of both ESE and ELL populations. Under the ESE subgroup, 78 students were identified and 30 current ELL students were identified as having low attendance in 21-22 school year.
- The lowest 25th percentile made fewer learning gains in English Language Arts than the year prior. (34.4% to 29.1%)

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

- Students with Disabilities who are also in the lowest 25%ile saw a 7.5% decline in ELA from 20-21 to 21-22.
- The percentage of English Language Learners achieving proficiency declined from 10.4% in 20-21 to 7.9% in 21-22.
- Across the board, students are struggling in English Language Arts. The Integration of Knowledge strand was the lowest reporting area in grades 6-8.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

- The greatest gap occurred in English Language Arts. Bruner had 8% more level 1 students than the state average. Within that category, 50% of English Language Learners earned a level 1 compared to

39.5% at the state level.

-Many of our English Language Learners are new to the United States and received limited or inconsistent education in their home country.

-English Language Learners struggled with grade level concepts due to not having the English Language proficiency to access the content.

Which data component showed the most improvement? What new actions did your school take in this area?

-Overall, the majority of English Language Learners did not meet proficiency; however, students did make progress in language acquisition. In 20-21, 27% of students made progress compared to 48.8% in 21-22.

-English Language Learners received additional support in their Developmental Language courses. Teachers used the blended model of small group instruction and use of the online Edmentum ELL Foundations program.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Based on the EWS data, there are several areas of concern. There are 219 students with a reading deficiency and 143 students identified as having chronic absenteeism.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Increasing learning gains for the lowest 25%ile in English Language Arts
2. Increasing proficiency levels of English Language Learners.
3. Increasing proficiency levels of Students with Disabilities.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**Area of Focus Description and Rationale:**

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Retention and recruitment is of the utmost importance and a significant factor impacting student performance. A positive culture and environment is a focus at Bruner this year. During preplanning, we discussed the importance of collective responsibility and how we all must work as a team to ensure the success of both students and teachers.

Our school-wide focus this year to connect, cultivate, and collaborate.

To address making positive connections we will do the following:

- 1) A non-negotiable this year is for teachers to greet their students at the door ensuring students feel valued and welcome when they walk into the classroom.
- 2) Teachers and administrators will make positive phone calls home to parents.
- 3) Bruner will host several Title I Parent Engagement Nights to connect with parents and community members.

To cultivate relationships, we will do the following:

- 1) Implement of a student mentoring program. Every adult in the building will be partnered with a student who is identified as at risk. Students and their mentors will meet several times a month to discuss issues related to attendance, grades, and behavior.
- 2) New teachers will participate in the Spartan Academy. These meetings will take place at least once a month (but more often twice each month) to provide support to teachers new to the profession.

To collaborate we will do the following:

- 1) Teachers will meet every Thursday morning for common planning time. Instructional coaches will also meet with teachers weekly to help plan for the following week.
- 2) Teachers will be given the opportunity to participate in instructional rounds to observe lessons taught by other teachers

Measurable Outcome:

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

- 1) Teachers and administrators will increase positive phone calls to parents. Over the summer, administrators will make contact with parents of those at risk for being alternatively placed due to behavior. (Of the students on a Behavior Expectation Agreement, 100% of parents will be contacted to make a positive connection.)
- 2) Mentors will make contact and will document communication with parents addressing behavior, academics, and attendance. Of the 60 students identified as at-risk, 100% will meet with mentors on a monthly basis.
- 3) Bruner will host quarterly Title I events to build relationships with parents and community members. (Evidence provided through sign in sheets)

Monitoring:

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

- 1) Attendance at Spartan Academy meeting
- 2) Sign in sheets from weekly department meetings
- 3) Communication logs for parent contacts

Person responsible for monitoring outcome:

Jacqueline Colmon (colmonj@okaloosaschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1) Teachers and administrators will increase positive phone calls to parents. Over the summer, administrators will make contact with parents of those at risk for being alternatively placed due to behavior. (Of the students on a Behavior Expectation Agreement, 100% of parents will be contacted to make a positive connection.)

2) Mentors will make contact and will document communication with parents addressing behavior, academics, and attendance. Of the 60 students identified as at-risk, 100% will meet with mentors on a monthly basis.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Mentoring programs improve students' academics, attendance, and behavior. By connecting at-risk students with a staff member, we hope to build positive relationships that will help improve the culture and environment at Bruner.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

- 1) Identify students identified as at-risk. (Mr. Cotton)
- 2) Train teachers on Mentoring Program (Ms. Colmon)
New teachers will be assigned a mentor within the building.
- 3) Assign students and mentors. (Ms. Colmon/Ms. Williams)
- 4) Documentation of visits and positive phone calls. (Bruner Staff Members)

Person Responsible: Heather Williams (heather.williams@okaloosaschools.com)

By When: 1) At risk students will be identified before the start of school based on previous year's data (e.g. behavior, grades, attendance) 2) Teachers will be trained on the mentoring program (Pre-planning) 3) Students will be assigned to mentors (August 2023) 4) Documentation of visits and positive phone calls (Monthly)

#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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

English Language Learners at Bruner Middle School have historically struggled to make learning gains.

Measurable Outcome:

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

Of the 70 students identified as English Language Learners, 80% will increase their scale score on the FAST assessment from Progress Monitoring Assessment PM1 to PM3.

Of the 70 students identified as English Language Learners, 80% of students will score a 60% or higher on the District Quarterly Assessments.

English Language Learners will attend weekly Plan of Care tutoring sessions beginning in September with a focus on English language acquisition.

Students identified as being an LY and Level 1 on the FAST assessment will be placed in a Read 180/ Intensive Reading class.

Students with limited English proficiency will utilize On Ramp within the Math Nation program to support instruction.

Monitoring:

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

Students will use an online language learning program to assist with language acquisition. Students will also receive teacher led small group instruction to assist with acquiring language. Student progress will be monitored monthly.

Frequent walk-throughs

Monitoring of FAST from PM1 to PM3

Lesson progression in online program.

Person responsible for monitoring outcome:

Heather Williams (heather.williams@okaloosaschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Students identified as an English Language Learner and a Level 1 will be assigned to a Read 180/ Intensive Reading class.

Students identified as an English Language Learner will attend weekly Plan of Care tutoring sessions to increase proficiency in the English language.

Students with limited English proficiency will utilize On Ramp within the Math Nation program to support instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students who are new to learning English need additional time and explicit instruction to increase language proficiency. Students assigned to Intensive Reading will participate in the Read 180 program. Class time will be broken down into four sessions to include whole group instruction, teacher-led small group, differentiated online learning, and independent reading.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

- 1) Intensive reading teachers will attend training on the Read 180 program.
- 2) Teachers will receive support from school based and district level coaches to implement the program.
- 3) Progress monitoring will occur monthly ensure the program is being implemented with fidelity.

Person Responsible: Heather Williams (heather.williams@okaloosaschools.com)

By When: 1) Professional development will begin during preplanning and will continue throughout the year. 2) School based and district level support will occur weekly.

#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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Students in the Exceptional Student Education program have struggled to make learning gains comparable to their non-ESE peers.

Measurable Outcome:

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

Of the 173 of students identified as having a disability, 80% will increase in scale score on the FAST assessment from Progress Monitoring Assessment PM1 to PM3.

The majority of ESE students who have earned a Level 1 in ELA FAST will be placed in an Intensive Reading course. This is a change from previous years as many ESE students may have only been scheduled for a Learning Strategies class.

Students who are unable to be scheduled for Intensive Reading will use the Lexia Program in their Learning Strategies classes.

ESE teachers will push-in to content area classes to assist with instruction.

Monitoring:

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

Progress monitoring of FAST scores.

Progress monitoring of ESE students enrolled in the Read 180-Intensive Reading Program. (Monthly)

Progress monitoring of ESE students enrolled in Lexia through Learning Strategies (Monthly)

Frequent walk-throughs

Person responsible for monitoring outcome:

Heather Williams (heather.williams@okaloosaschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Students who earned a Level 1 and have an IEP will be assigned to an Intensive Reading class. Students will use the Read 180 program five days each week to improve performance in ELA.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students assigned to Intensive Reading will participate in the Read 180 program. Class time will be broken down into four sessions to include whole group instruction, teacher-led small group, differentiated online learning, and independent reading.

Students in Learning Strategies will use the Lexia program to improve fluency, vocabulary, and comprehension.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

- 1) Teachers will receive professional development in the Read 180 and Lexia program.
- 2) Teachers will receive support from school based and district level coaches to implement the program.
- 3) Students will use the program(s) weekly.
- 4) Progress monitoring will occur monthly ensure the program is being implemented with fidelity.

Person Responsible: Heather Williams (heather.williams@okaloosaschools.com)

By When: 1) Progress monitoring will occur monthly 2) Professional development will begin during preplanning and will continue throughout the year.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Title I funds were used to purchase a teacher and paraprofessional to implement the Read 180 program in the Intensive Reading courses.

The Okaloosa County School District purchased Read 180 and Lexia for student use in Intensive Reading and Learning Strategies.

Title I funds will also be used to purchase additional Chromebooks for students to use when they are working on the online components of the program.

Title I Requirements**Schoolwide Program Plan (SWP) Requirements**

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

SIP shared with school staff during preplanning department meetings. Teachers provided input on the plan.

SIP will be shared in the Tip of the Spear Newsletter that is emailed out to parents. Hardcopies will also be available.

SIP will be added to the school webpage once approved. <https://www2.okaloosaschools.com/o/bruner>

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

- 1) Positive phone calls to parents.
- 2) Bruner will host several Title I Parent Engagement Nights to connect with parents and community members.
- 3) Increased communication through the Tip of the Spear Spartan Newsletter
- 4) Communication through Bruner's Facebook page and website
<https://www2.okaloosaschools.com/o/bruner>
<https://www.facebook.com/brunerspartansofficial/>

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Plan of Care tutoring will be available during the day and afterschool for struggling learners.

Students identified as an English Language Learner and a Level 1 will be assigned to a Read 180/ Intensive Reading class.

Students identified as an English Language Learner will attend weekly Plan of Care tutoring sessions to increase proficiency in the English language.

Students with limited English proficiency will utilize On Ramp within the Math Nation program to support instruction.

The majority of ESE students who have earned a Level 1 in ELA FAST will be placed in an Intensive Reading course. This is a change from previous years as many ESE students may have only been scheduled for a Learning Strategies class.

Students who are unable to be scheduled for Intensive Reading will use the Lexia Program in their Learning Strategies classes.

ESE teachers will push-in to content area classes to assist with instruction.

Bruner offers several programs for enrichment. Students are able to earn high school credit in Algebra I Honors, Geometry, Coding, Artificial Intelligence and Data Science, and Construction.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Bruner has a licenced mental health counselor on campus five days a week to assist students in need.

We also have two full time school counselors to provide support with academics and behavior.

Bruner has a Behavior Interventionist who is on campus once a week to assist teachers with implementing strategies in the classroom to support positive behavior.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Students are able to obtain CTE certifications in coding, Artificial Intelligence and Data Science, and Construction

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Bruner has implemented PBIS to address Tier I behaviors. Students are able to earn positive referrals and PBIS rewards. Tier II supports are provided through MTSS and may include a monitoring and check-in system to assist with needs. Tier III students will

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

- 1) Teachers will meet every Thursday morning for common planning time. Instructional coaches will also meet with teachers weekly to help plan for the following week.
- 2) Teachers will be given the opportunity to participate in instructional rounds to observe lessons taught by other teachers
- 3) Teachers will attend Professional Learning opportunities provided at the school and district level.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	\$0.00
2	III.B.	Area of Focus: ESSA Subgroup: English Language Learners	\$0.00
3	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes