Bradford Middle School

2014-15 School Improvement Plan

Bradford Middle School

527 N ORANGE ST, Starke, FL 32091

www.mybradford.us/bms

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Middle	No	64%

Alternative/ESE Center	Charter School	Minority
No	No	26%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	D	C	B

School Board Approval

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

SIP Authority and Template

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

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Our teachers are frequently encouraged to have conversations with students regarding their various backgrounds and cultures that build a sense of community on our campus. The school and staff frequently participate with various organizations in the community including church and youth groups to better understand our student's backgrounds.

Describe how the school creates an environment where students feel safe and respected before, during and after school

There are various times throughout the day our students have supervision by a number of adults that should make them feel safe and respected. Adults are strategically placed so students feel secure and know someone is available to help them should they need it. Before, during, and after-school we have multiple adults, both teachers and staff, who are available for students to come to if they need to talk, but also to supervise them should they have any issues.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Our school wide positive behavior support (PBS) team has created a set of expectation and behaviors that every classroom teacher and staff member follows (CANES). These expectations are in place so students should be actively engaged in the instructional process. There is also a process for disciplinary actions should there be students that need additional assistance. All teachers and staff follow the same protocols for consistency.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Our school has multiple resources fro our students to use should they need any counseling, mentoring or other services. Our guidance counselor, Ms. Wood is available for assistance every day. We also have administration, a school resource officer, and BRT that students can come to if they feel the need. The school has also partnered with The Church of God By Faith who helps lead the TALKS mentoring program on our campus. We have students who participate in this program weekly.

Early Warning Systems
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The school uses a weekly monitoring approach in the area of Early Warning Systems. We are tracking students with attendance below 90 percent (regardless of whether absence is excused or a result of out-of-school suspension), One or more suspensions (whether in school or out of school), Course failure in English Language Arts or mathematics, and students with a Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics. Additionally the school tracks students who are receiving a D or an F in a class or have dropped 15 points or more academically.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	86	69	95	250
One or more suspensions	143	191	165	499
Course failure in ELA or Math	1	1	1	3
Level 1 on statewide assessment	66	84	67	217
	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	95	104	113	312

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

-Weekly grade updates
-PTC scheduled if necessary from the school
-MTSS./RtI system
-ESE support for students via classes
-Data meetings twice a month for staff reflection
-Grade Level meetings once a month to discuss overall student performance in all classes

Family and Community Involvement
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress
Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Our school goals related to parent involvement is to have an active PTO with parental participation in special events around our campus. We also hope to have parents active in Open House and Academic events. We would also like parents to monitor student achievement through FOCUS and have encouraged all teachers to make contact with parents if a child has a D/F.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Our school frequently seeks out partnerships with businesses and individuals in the community. Many of our clubs and sports teams have ongoing partnerships that provide amazing resources that support our school and provide funds for student achievement acknowledgement.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Mcconnell, Mallory	Principal
Schaefer, Raymond	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Principal (McConnell): The Principal oversees the entire instructional process process and serves as the head instructional leader. Ensures that the school leadership team is implementing RtI with fidelity. Completes process checks ensure implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based plans and activities.Coordinates with the implementation of Positive Behavior Support and works with the Student Success Team to ensure fidelity.The Principal works closely with all teachers, ESE support, Guidance, and district officials to provide the best instruction and support for students as possible. Participates actively with the department, grade level, and data team meetings. Leads the PD Lesson Study events that enhance student learning and works closely with instructional coaches.
Assistant Principal (Schaefer): Assists in overseeing the lesson study process for all teachers, supports the discipline dean (BRT), and works closely with the curriculum coaches. Provides support services for students, teachers, and classrooms with identified needs in a variety of areas.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s)

responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The leadership team will focus meetings around one question: How do we develop and maintain a problem solving system to bring out the best in our schools, our teachers, and in our students?
The team meets monthly to engage in the following activities: Review prior year FCAT data and link to instructional decisions; review progress monitoring data to determine areas in need of support and students who will require mentor intervention for remediation. The team will collaborate to share best practices, acquire needed professional development, and identify new resources to explore. Additional professional development will take place with the Reading Coach and CRTs. Core departments will be unwrapping standards through their departments four times a year. Additionally, we use FCAT Achieves and iReady (Math) for data sources.
Coaches and CRTS: Will provide support in desegregating data, teacher training and modeling, and the implementation of strategies to support student achievement.
Title I: To our five feeder schools, Title I, Part A provides computer assisted instruction, paraprofessionals, and materials and supplies to support the academic achievement of students. After-school programs and summer school services are provided to eligible students to provide additional remediation. Professional development funds are utilized to ensure teachers receive professional development based on the goals and objectives in the Title I, Part A plan.
Title I, Part C-Migrant: The Title I director for Bradford County Schools works closely with a migrant liaison for Alachua County to ensure that migrant needs are met.
Title II: The Bradford School District uses these supplemental funds to improve academic achievement specifically to support reading in the secondary schools.
Title III: The ELL liaison is supported by the district with educational materials to provide services.
Title X-Homeless: Funds provide for student and school support as the district homeless coordinator helps schools identify and provide resources for students who meet the "homeless" definition.
Supplemental Academic Instruction (SAI): Summer school is provided through additional funds.
Violence Prevention Programs: Bullying Prevention Education Programs (TRA – Take responsibility for your actions), Character Education (Character Counts), and PBS (Positive Behavior Support) are implemented to help with positive behaviors and decrease discipline referrals. Project Harmony, provided by the Florida Sheriff's Youth Ranch, provides a one-day program for all sixth graders that provides active, hands-on activities to educate students on team-building, leadership skills, anti-bullying, and diversity training. Additionally, 40 boys and 40 girls from sixth grade are selected for a week-long venture to Camp Caruth for a more intensive experience than what is presented at school. A full time SRO is in place to reinforce all violence prevention efforts.
Nutrition Programs: N/A
Housing Programs: N/A
Head Start: Pre-K classrooms located on and off elementary campuses help to ease the transition to Kindergarten. Active communication exists between Pre-K and the regular program. Students on campus are actively involved in the school program.
Adult Education: The Career Tech Center addresses adult education needs in Bradford County. It provides increased opportunities for training in specific fields such as nursing, building construction, and culinary arts.
Career and Technical Education: The Career Technical Center partners with Bradford High to provide opportunities for advancement in the fields of nursing, welding, mechanics and other areas. Through the GED Exit option students at risk of not graduating are given the opportunity to learn and grow in a nontraditional secondary environment. Students at Bradford Middle who are at least two years removed from their peer group, show a propensity for a technical career path, and are at risk of potentially dropping out of school have the option to enter the Academy of Academics Program at the Career Tech Center which adjoins the BMS campus. Students are able to learn and grow in a nontraditional secondary environment.
Job Training: N/A
Other: IDEA and Title I work together to ensure that the educational goal of the district are aligned to meet the needs of all students. Funds are coordinated to provide services and professional

development.

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

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Mallory McConnell	Principal
Maria Banda	Parent
Ray Schaefer	Principal
Michelle Watson	Parent
Vera Barnes	Parent
Troy Appling	Parent
Stephani Fohrman	Teacher
Arlette Love	Teacher
Rosalyn Baker	Education Support Employee
Tasha Bennett	Parent
Randy Starling	Business/Community
	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The Team evaluated the school improvement plan as a whole and worked throughout the year to study school data (via PM testing, FAIR, etc.) and determined if we were focusing on the appropriate areas for our needs.

Development of this school improvement plan

The team will be discussing with administration the necessary goals to improve student performance and confirm the sufficiency of the established goals. We discussed at our first meeting this year in September where we would like to focus and the SAC members agreed this is an important area.

Preparation of the school's annual budget and plan

The SAC team will work together to review the annual budget and funding and determine the best way to serve our school. In the past they have provided student agendas.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The School Improvement funds have been used to purchase agendas to assist students in organizing their school day. The amount was just under $2,000.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Mcconnell, Mallory	Principal
Schaefer, Raymond	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of this team will be in meeting monthly towards implementing our goals for the Common Core State Standards in all areas of literacy and writing. The Leadership Team is also composed of our secondary reading coach, Donna Tew, and we work closely with our Language Arts teachers, Media specialist, and other stakeholders on campus to embed literacy in the courses.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The school provides a ZERO period planning time that allows teachers in all like grade levels and content areas plan together for a variety of reasons. Many of our teachers frequently used this time before, and even after-school, to work with their departments and align their curriculum. Our PBS team frequently prepares events for our teachers socially and professionally to interact with their colleges.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Partnering new teachers with veteran staff - Principal
Job Fair hosted by NEFEC to include interviews and info for all rural districts in the area - Resource Director
Principal and Assistant Principal will seek the best personnel possible to fill instructional and non-instructional vacancies -. Principal, Assistant Principal
Principal and Assistant Principal will seek the best personnel possible to fill instructional and non-instructional vacancies. - Principal, Assistant Principal
Teacher-Teacher Website - Principal, Assistant Principal

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

The purpose of the School Board of Bradford County New Teacher Mentee/Mentor Program is to provide support and resources to an early career educator to ensure classroom success. The mentoring team consists of the district staff, school principal, new teacher, and a veteran teacher. The mentoring team sets regular times to meet, spends time in reflection, and provides resources to the Mentee. The

rationale for pairings is with a goal of providing a highly qualified teacher as a mentor in the same subject area if at all possible, a teacher who would collaborate well with others, a teacher with an effective or highly effective rating, and an experienced mentor who has completed the Clinical Educator training.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The school works closely with district office personnel (Assistant Superintendent and Director of Curriculum and Instruction) to provide materials to our teachers that are aligned to the Florida standards. They are also assisted by the Reading Coach and CRT.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The school frequently uses data to modify and differentiate instruction. Our teachers and administration meet twice a month (every two weeks) to review classroom assessment data. We look to see if our instructional strategies are working. If not, teachers work to brainstorm together other strategies to take back to their classroom. Additionally, ESE teachers participate to offer advice and strategies to meet the needs of these students.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 3,840

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

Strategy Rationale

To provide students the opportunity for additional assistance they may not get at home.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Mcconnell, Mallory, mcconnell.mallory@mybradford.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Individual classroom teachers are able to monitor the progress of their students who attend this 6 time a week optional tutoring program (Math, ELA, and Science twice a week).

Strategy: Extended School Day

Minutes added to school year: 1,920

Science Fair Project Assistance

Strategy Rationale

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Science teachers monitor progress for their students who attend tutoring.

Strategy: Summer Program

Minutes added to school year:

Credit Recovery

Strategy Rationale

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

School data, individual student data.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Our administration frequently visits students in the 5th grade classes at the various elementary schools to assist them in the transition process to middle school. Already this year we have visited students and will do so at least 2 more times in the spring. We also invite these students to tour out campus before they enroll as 6th grade students. We also hold grade level assemblies for our current students, setting up expectations and requirements for the year.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

The school promotes academic and career planning through advising opportunities with our middle school guidance counselors as well as well as with high school guidance counselors while students

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

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

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

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔍 S123456 = Quick Key

Strategic Goals Summary

G1.   If Bradford Middle School staff (teachers and administration) tracks Early Warning System (EWS) data, then BMS will increase student academic and behavioral outcomes.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If Bradford Middle School staff (teachers and administration) tracks Early Warning System (EWS) data, then BMS will increase student academic and behavioral outcomes. 1a

🔍 G036992

Targets Supported 1b

Indicator	Annual Target
Level 1 - Grade 08	25.0
Level 1 - Grade 06	20.0

Resources Available to Support the Goal 2

- District Office Support
- District SARB Committee for Attendance
- Edgenuity computer software for intensive math, Fraction Nation
- Positive Behavior Support Team
- FOCUS Software program
- CIS Tutoring after-school weekly
- DA Team Support with Valerie
- Engage NY Curriculum
- PENDA Curriculum
- Teacher Data Chats with students (portfolio) - Tracking Student Progress

Targeted Barriers to Achieving the Goal 3

- Just starting the process, so constructing a master list takes time.

Plan to Monitor Progress Toward G1. 8

Weekly data collected in the areas of referrals, failures, attendance, and class progress will be tracked via Excel document, RtIb, and the FOCUS software system.

Person Responsible
Mallory Mcconnell

Schedule
Weekly, from 10/13/2014 to 6/5/2015

Evidence of Completion
Excel file available for view at any time as well as In discussions with faculty in meetings (department, data, faculty).

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B = Barrier** **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

G1. If Bradford Middle School staff (teachers and administration) tracks Early Warning System (EWS) data, then BMS will increase student academic and behavioral outcomes. `1`

🔑 G036992

G1.B8 Just starting the process, so constructing a master list takes time. `2`

🔑 B124923

G1.B8.S1 The best way to eliminate this barrier is to designate individuals who will be responsible for collecting and maintaining each of the focus areas of EWS. `4`

🔑 S136844

Strategy Rationale

This will help alleviate some of stress for one individual to track many students on their own. It is also a way to promote staff inclusion and the shared responsibility of student success.

Action Step 1 `5`

Principal will assign individuals roles in the EWS structure for BMS.

Person Responsible

Mallory Mcconnell

Schedule

On 10/8/2014

Evidence of Completion

Email confirmation that staff received their assigned role.

Action Step 2 `5`

Principal monitors weekly updated rosters of students in EWS categories (attendance, referrals, failures).

Person Responsible

Mallory Mcconnell

Schedule

Weekly, from 10/13/2014 to 6/5/2015

Evidence of Completion

Staff logs of records (meeting agendas, continual updated information concerning the components of EWS, etc.).

Plan to Monitor Fidelity of Implementation of G1.B8.S1 `6`

Principal will confirm that staff are submitting information weekly.

Person Responsible

Mallory Mcconnell

Schedule

Weekly, from 10/13/2014 to 6/5/2015

Evidence of Completion

Principal will maintain a log of records submitted.

Plan to Monitor Effectiveness of Implementation of G1.B8.S1 `7`

Maintain an excel document of students in each of the EWS categories.

Person Responsible

Mallory Mcconnell

Schedule

Weekly, from 10/13/2014 to 6/5/2015

Evidence of Completion

Excel documentation.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B8.S1.A1	Principal will assign individuals roles in the EWS structure for BMS.	Mcconnell, Mallory	10/8/2014	Email confirmation that staff received their assigned role.	10/8/2014 one-time
G1.B8.S1.A2	Principal monitors weekly updated rosters of students in EWS categories (attendance, referrals, failures).	Mcconnell, Mallory	10/13/2014	Staff logs of records (meeting agendas, continual updated information concerning the components of EWS, etc.).	6/5/2015 weekly
G1.MA1	Weekly data collected in the areas of referrals, failures, attendance, and class progress will be tracked via Excel document, RtIb, and the FOCUS software system.	Mcconnell, Mallory	10/13/2014	Excel file available for view at any time as well as In discussions with faculty in meetings (department, data, faculty).	6/5/2015 weekly
G1.B8.S1.MA1	Maintain an excel document of students in each of the EWS categories.	Mcconnell, Mallory	10/13/2014	Excel documentation.	6/5/2015 weekly
G1.B8.S1.MA1	Principal will confirm that staff are submitting information weekly.	Mcconnell, Mallory	10/13/2014	Principal will maintain a log of records submitted.	6/5/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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