



---

## Table of Contents

---

<b>SIP Authority and Purpose</b>	<b>3</b>
<b>I. School Information</b>	<b>6</b>
<b>II. Needs Assessment/Data Review</b>	<b>10</b>
<b>III. Planning for Improvement</b>	<b>15</b>
<b>IV. ATSI, TSI and CSI Resource Review</b>	<b>23</b>
<b>V. Reading Achievement Initiative for Scholastic Excellence</b>	<b>0</b>
<b>VI. Title I Requirements</b>	<b>24</b>
<b>VII. Budget to Support Areas of Focus</b>	<b>0</b>

# Bradford Middle School

527 N ORANGE ST, Starke, FL 32091

bradfordschools.org/bms

## School Board Approval

This plan was approved by the Bradford County School Board on 10/9/2023.

## 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.**

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

#### **Provide the school's vision statement.**

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

### School Leadership Team, 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
Hawkins, Ben	Principal	<ol style="list-style-type: none"> <li>1. Provide instructional leadership and supervision for student achievement.</li> <li>2. Manage, administer implementation and develop implementation and assessment of instructional program assigned to Bradford Middle School.</li> <li>3. Provide comprehensive instructional programs for middle grades to address diverse needs of the population.</li> <li>4. Utilize current research, outside resources, performance data and feedback from students, teachers, parents and the community to help make decisions related to improving instruction and student performance</li> <li>5. Promote high student achievement.</li> <li>6. Make decisions to govern the school</li> <li>7. Ensure that all students are placed in correct courses</li> <li>8. Implement school curriculum and hold all staff accountable for the increased student learning</li> </ol>
Brugh, Karen	Assistant Principal	<ol style="list-style-type: none"> <li>1. Assist with instructional leadership and supervision for student achievement.</li> <li>2. Assist with management, administration. implementation and develop of assessments and instructional programs assigned to Bradford Middle School.</li> <li>3. Assist with providing comprehensive instructional programs for middle grades to address diverse needs of the population.</li> <li>4. Assist with utilizing current research, outside resources, performance data and feedback from students, teachers, parents and the community to help make decisions related to improving instruction and student performance</li> <li>5. Assist with the promotion of high student achievement.</li> <li>6. Assist with decisions to govern the school</li> <li>7. Assist with ensuring that all students are placed in correct courses</li> <li>8. Assist with Implementing school curriculum and hold all staff accountable for the increased student learning</li> </ol>
Lewis, Amy	School Counselor	<ol style="list-style-type: none"> <li>1. Coordinate a schoolwide guidance program</li> <li>2. Provide a safe, nurturing environment that stimulates, academic, moral and social growth.</li> <li>3. Coordinate the efforts of the school, special services, programs and community resources in providing for intellectual and emotional needs.</li> <li>4. Communicate openly and clearly in both oral and written form.</li> <li>5. Take all necessary and reasonable precautions to protect and guide students.</li> <li>6. Coordinate with community and mental health agencies</li> <li>7. Assist students with developing effective communication skills</li> <li>8. Primary academic scheduler for grades 7-8</li> </ol>

**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.

To identify potential areas of need, the school leadership reviewed outcome data from the Spring 2023 FAST ELA and Math as well as 8th Grade Science and Civics, along with Attendance and Referral Data. Plans for School Improvement were created in conjunction with district leadership as well as input from parents, teachers, students, and community leaders. A community family survey and a staff survey were also used to facilitate responses from as many interested stakeholders as possible.

The SIP was presented to and discussed with the School Advisory Council and approved.

**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))

SIP will be reviewed quarterly by BMS Administration to ensure that the data is trending towards accomplishing the goals set forth in the document.

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

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 7-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	No
<b>2022-23 Minority Rate</b>	37%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	CSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Black/African American Students (BLK)* Hispanic Students (HSP)* Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)*
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	



## 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	95	63	116	274
One or more suspensions	0	0	0	0	0	0	81	66	82	229
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	27	25	30	82
Course failure in Math	0	0	0	0	0	0	24	26	27	77
Level 1 on statewide ELA assessment	0	0	0	0	0	0	58	54	78	190
Level 1 on statewide Math assessment	0	0	0	0	0	0	68	47	75	190
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	46	34	55	135

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	67	98	248

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	4	3	5	12
Students retained two or more times	0	0	0	0	0	0	5	11	10	26

### 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	76	95	108	279
One or more suspensions	0	0	0	0	0	0	60	68	83	211
Course failure in ELA	0	0	0	0	0	0	55	35	33	123
Course failure in Math	0	0	0	0	0	0	67	41	18	126
Level 1 on statewide ELA assessment	0	0	0	0	0	0	63	58	84	205
Level 1 on statewide Math assessment	0	0	0	0	0	0	74	54	76	204
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	74	54	76	204

**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	83	79	87	249

**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	22	9	8	39
Students retained two or more times	0	0	0	0	0	0	9	12	12	33

**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	76	95	108	279
One or more suspensions	0	0	0	0	0	0	60	68	83	211
Course failure in ELA	0	0	0	0	0	0	55	35	33	123
Course failure in Math	0	0	0	0	0	0	67	41	18	126
Level 1 on statewide ELA assessment	0	0	0	0	0	0	63	58	84	205
Level 1 on statewide Math assessment	0	0	0	0	0	0	74	54	76	204
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	74	54	76	204

**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	83	79	87	249

**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	22	9	8	39
Students retained two or more times	0	0	0	0	0	0	9	12	12	33

**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*	31	31	49	37	37	50	37		
ELA Learning Gains				38			38		
ELA Lowest 25th Percentile				32			28		
Math Achievement*	37	37	56	44	33	36	46		
Math Learning Gains				45			45		
Math Lowest 25th Percentile				44			46		
Science Achievement*	29	29	49	33	44	53	38		
Social Studies Achievement*	50	50	68	42	45	58	68		
Middle School Acceleration	47	47	73	48	42	49	45		
Graduation Rate					34	49			
College and Career Acceleration					46	70			
ELP Progress			40		48	76			

\* 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)	CSI
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	194
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	95
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	363
Total Components for the Federal Index	9
Percent Tested	93
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	25	Yes	4	4
ELL				
AMI				
ASN				
BLK	22	Yes	4	2
HSP	41			
MUL	25	Yes	1	1
PAC				
WHT	43			
FRL	33	Yes	2	

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	27	Yes	3	3
ELL				
AMI				
ASN				
BLK	30	Yes	3	1
HSP	37	Yes	1	
MUL	58			
PAC				
WHT	43			
FRL	37	Yes	1	

**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	31			37			29	50	47			
SWD	22			22			24	31			4	
ELL												
AMI												
ASN												
BLK	22			24			13	30			4	
HSP	30			52			30	50			4	
MUL	24			26							2	
PAC												
WHT	36			42			34	56	48		5	
FRL	27			30			23	47	36		5	

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	37	38	32	44	45	44	33	42	48			
SWD	21	33	27	24	39	38	18	25	18			
ELL												
AMI												
ASN												
BLK	21	34	33	26	40	42	9	29	32			
HSP	36	26		39	39		45					
MUL	53	56		65	56							
PAC												
WHT	42	39	33	50	46	40	41	51	49			
FRL	29	36	30	36	43	46	26	45	38			

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	37	38	28	46	45	46	38	68	45			
SWD	22	25	18	28	33	25	20	48				
ELL												
AMI												
ASN												
BLK	24	33	26	26	39	45	24	56	47			
HSP	36	36		36	33		45	64				
MUL	36	46		36	62							
PAC												
WHT	41	40	32	53	48	44	41	72	46			
FRL	30	34	25	38	44	46	27	59	30			

**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	25%	25%	0%	47%	-22%
08	2023 - Spring	26%	26%	0%	47%	-21%
06	2023 - Spring	31%	31%	0%	47%	-16%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	30%	30%	0%	54%	-24%
07	2023 - Spring	38%	38%	0%	48%	-10%
08	2023 - Spring	35%	35%	0%	55%	-20%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	26%	26%	0%	44%	-18%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	82%	28%	54%	50%	32%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	46%	46%	0%	66%	-20%

### 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.**

Absenteeism rates and discipline occurrences are very strong contributing factors to the aforementioned subgroups.

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

Subgroup data shows extreme deficits in the areas of ELA and Math. The lack of a strategic focus on the lowest quartile.

**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.**

ELA. Extreme reading deficits, attendance issues, behavior occurrences and a lack of rigorous instruction.

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

Learning Gains. A strategic focus on our lowest quartile and remediation.

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

Reading Deficits and Excessive Absenteeism.

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

Attendance  
Content Mastery  
Learning Gains

**Area of Focus**

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



**#1. Instructional Practice specifically relating to Small Group Instruction****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.

Based on the prior years state assessment data, approximately one-third of our student population has severe reading deficit, therefore small group instruction has been identified as an appropriate educational intervention.

**Measurable Outcome:**

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

A 10% increase in overall learning gains across all grade levels.

**Monitoring:**

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

Classroom walkthroughs, lesson planning, intensive data, MyLexia Data and FAST Data collected from PM1, PM2 and PM3. The aforementioned will be used to guide small group instruction to decrease student deficits and increase the overall functionality in reading and reading comprehension.

**Person responsible for monitoring outcome:**

Ben Hawkins (hawkins.benjamin@mybradford.us)

**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.)

Small group instruction is a research-based intervention used for targeted support to increase student proficiency, learning gains and content mastery.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

The implementation of Tier 2 and Tier 3 Interventions, including small group instruction, provides the individualized support to meet the instructional needs for students with academic deficits.

**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.

***No action steps were entered for this area of focus***

**#2. Positive Culture and Environment specifically relating to Early Warning System**

**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.

Student attendance. Student attendance has direct correlation with academic achievement and the decreasing of educational deficits.

**Measurable Outcome:**

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

BMS will increase student attendance by 10% during the 2023-2024 School Year.

**Monitoring:**

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

Attendance Clerk, Focus Attendance Data, Instructional Staff and Truancy Officer

**Person responsible for monitoring outcome:**

Karen Brugh (brugh.karen@mybradford.us)

**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.)

Positive Parent Calls, PBIS incentives for attendance, Mentorship, Peer Buddies.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

43% of all BMS Students attendance is below 90%

**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.

*No description entered*

**Person Responsible:** Ben Hawkins (hawkins.benjamin@mybradford.us)

**By When:**

### #3. Positive Culture and Environment specifically relating to Other

#### 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.

School-based discipline data based on behavior occurrences

#### Measurable Outcome:

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

BMS will decrease their discipline occurrences by 20% during the 2023-2024 School Year.

#### Monitoring:

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

Behavior Resource Teacher (BRT), Safety Para, Discipline Clerk, FOCUS Discipline Data and internal discipline documents.

#### Person responsible for monitoring outcome:

Ben Hawkins (hawkins.benjamin@mybradford.us)

#### 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.)

PBIS, YMHFA Strategies, BASE Program, SWAT, Meridian, Guidance, Mental Health Specialist, Mentors, Behavior Resource Teacher (BRT) and Safety Paraprofessional.

#### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

There is a disproportionate amount of discipline occurrences compared to the student population.

#### 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.

***No action steps were entered for this area of focus***

#### #4. 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.

Our SWD's have encountered increased struggles within the academic setting and FAST Assessment. We would like to increase ESE Supports through the use of Learning Strategies Classes during the 23-24 School Year

##### Measurable Outcome:

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

Students overall functionality will increase by 10% through data chats, remediation and increased content exposure.

##### Monitoring:

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

SWD's will be monitored in the learning strategies classes to ensure that they achieve a 10% increase in content areas mastery. This will be identified through the overall increase in content functionality.

##### Person responsible for monitoring outcome:

Ben Hawkins (hawkins.benjamin@mybradford.us)

##### 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.)

We will focus on interventions during our Tier 2 and Tier 3 during small groups instruction with our SWDs by the classroom teacher, reading coach, para professional and designated reading endorsed staff utilizing researched based programs such as IXL and Lexia.

##### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Small group instruction provides intensity as students have more opportunities to practice and respond. One-on-one or small group instruction includes giving students feedback based on their individual responses, teaching students to mastery based on individual learning progress, and planning instruction with materials and an instructional sequence that meets individual student needs helping to support struggling readers.

##### 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.

We will focus on our SWDs receiving daily small group instruction during their learning strategies class at least five days a week.

**Person Responsible:** Ben Hawkins (hawkins.benjamin@mybradford.us)

**By When:**

**#5. ESSA Subgroup specifically relating to Black/African-American****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a 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.

Based on most recent needs assessment data there appears to be a decreased amount of paternal supports in the Black/African American Households. Based on the aforementioned statistics we will be providing male mentors for these students.

**Measurable Outcome:**

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

Based on a positive male mentor, guidance, expectations we expect to see a 20% decrease in discipline occurrences.

**Monitoring:**

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

We will monitor our student's discipline rates by daily discipline reports, pull our EWS reports for monthly data chats, by district discipline policies and conferences to identify student's who are at risk.

**Person responsible for monitoring outcome:**

Ben Hawkins (hawkins.benjamin@mybradford.us)

**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.)

We will work as a school to develop a positive climate and relationships with our students and families to help promote student pride and unity.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Disproportionate amount of discipline occurrences as it to black students.

**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.

Ensure that the culture emphasizes the importance of fair and consistent treatment of all students.

**Person Responsible:** Ben Hawkins (hawkins.benjamin@mybradford.us)

**By When:**

**#6. ESSA Subgroup specifically relating to Hispanic****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.

Based on the most recent historical reference materials there appears to be a limited focus on the fastest growing demographic in the United States.

**Measurable Outcome:**

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

Based on the aforementioned it is our goal to increase the exposure to Hispanic Heritage by 10% throughout the school year. This process will take place through the acknowledgement of Hispanic Heritage Month and the monthly profiling of Hispanic contributors throughout history.

**Monitoring:**

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

The process will be monitored by our Media Specialist who will identify the historic figures and profile them on the morning announcements.

**Person responsible for monitoring outcome:**

Ben Hawkins (hawkins.benjamin@mybradford.us)

**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.)

We will work as a school to develop a positive climate and relationships with our students and families to help promote student pride and unity.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

To increase the exposure to different heritages and their impact on society as a whole.

**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.

Ensure that the culture emphasizes the importance of fair and consistent treatment of all students.

**Person Responsible:** Ben Hawkins (hawkins.benjamin@mybradford.us)

**By When:**

**#7. ESSA Subgroup specifically relating to Economically Disadvantaged**

**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.

Bradford County is a tremendously economically disadvantaged county. Therefore many of our students struggle with financial security and receiving the basic needs and requirements.

**Measurable Outcome:**

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

The school plans to increase students receipt of food and nourishment by 10% through the use of the backpack program and the providing of afterschool snacks.

**Monitoring:**

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

The process will be monitored and distributed by the district food service department.

**Person responsible for monitoring outcome:**

Ben Hawkins (hawkins.benjamin@mybradford.us)

**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.)

We will work as a school to develop a process in-which we ensure that none of our students or their families go hungry

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Students who are malnourished struggle to be academically successful.

**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.

To ensure that no child goes hungry

**Person Responsible:** Ben Hawkins (hawkins.benjamin@mybradford.us)

**By When:**

**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).

The school is not receiving school improvement funding.

## 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.

Goals of the SIP will be shared at PTO/SAC meetings, Parent Engagement Nights, and on social media. A copy of the SIP will be posted on the district website. The district ESOL paraprofessional will assist non-English speaking parents in understanding the goals of the SIP and the Title 1 Compact through oral interpretation (Spanish) or by using Google translate (for languages other than Spanish).

**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))

BMS will host a Title 1 Open House, PTO/SAC meetings, Parent Engagement Nights, Awards Night, and encourage participation of Parent Volunteers and Mentors to provide multiple ways for families to be involved. Parent Family Engagement Nights will focus on literacy, mathematics, STEM, and career exploration. Teachers will offer face to face, in-person conference additional tips and strategies for motivating and helping students at home. Once approved, the school's Parent Family Engagement plan will be posted to [www.bradfordschools.org](http://www.bradfordschools.org) and the school's social media page.

**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)**

BMS will have a part-time Instructional Coach who will focus on helping all teachers with understanding and using data, and new teachers with acquiring and implementing effective instructional practices. The school will offer struggling students additional time and support for learning with Intensive Reading, Intensive Math, Learning Strategies, Afterschool Tutoring and PBIS as ways to help students strengthen their academic and resiliency skills.

**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