

Manatee County Public Schools

# Braden River Middle School



## 2021-22 Schoolwide Improvement Plan

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# Braden River Middle School

6215 RIVER CLUB BLVD, Bradenton, FL 34202

<http://www.edline.net/pages/sdmcb Braden River MS>

## Demographics

**Principal: Kim Zenon Richardson**

Start Date for this Principal: 7/1/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	49%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2020-21: (50%) 2018-19: B (61%) 2017-18: B (57%) 2016-17: C (53%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	[not available]

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

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

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

Braden River Middle School is an innovative community of engaged learners. We embrace the quest to use new ideas, model respectful behavior, and communicate effectively to create dynamic leaders.

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

Braden River Middle School is an exemplary student-focused school that develops lifelong learners to be globally competitive.

### School Leadership Team

#### Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Zenon, Kimberlain	Principal	Oversee the overall academic, culture, climate, safety and security of the school.
Baietto, Brad	Assistant Principal	Assist the principal in maintaining the overall academic performance, culture, climate, safety and security of the school. Author of the Schoolwide Improvement Plan.
Cunningham, Kristen	Assistant Principal	Assist the principal in maintaining the overall academic performance, culture, climate, safety and security of the school. Author of the Schoolwide Improvement Plan.

### Demographic Information

#### Principal start date

Monday 7/1/2019, Kim Zenon Richardson

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

25

**Total number of teacher positions allocated to the school**

52

**Total number of students enrolled at the school**

915

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

18

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

12

**Demographic Data****Early Warning Systems****2021-22****The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	268	295	345	0	0	0	0	908	
Attendance below 90 percent	0	0	0	0	0	0	87	143	166	0	0	0	0	396	
One or more suspensions	0	0	0	0	0	0	6	6	11	0	0	0	0	23	
Course failure in ELA	0	0	0	0	0	0	0	8	16	0	0	0	0	24	
Course failure in Math	0	0	0	0	0	0	0	10	20	0	0	0	0	30	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	55	65	97	0	0	0	0	217	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	44	73	77	0	0	0	0	194	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	34	51	71	0	0	0	0	156	

**The number of students identified as retainees:**

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

**Date this data was collected or last updated**

Monday 9/6/2021

**2020-21 - As Reported****The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	297	320	314	0	0	0	0	931
Attendance below 90 percent	0	0	0	0	0	0	48	51	35	0	0	0	0	134
One or more suspensions	0	0	0	0	0	0	4	2	2	0	0	0	0	8
Course failure in ELA	0	0	0	0	0	0	0	19	16	0	0	0	0	35
Course failure in Math	0	0	0	0	0	0	0	10	18	0	0	0	0	28
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	58	62	66	0	0	0	0	186
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	56	65	60	0	0	0	0	181

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	44	59	56	0	0	0	0	159

**The number of students identified as retainees:**

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

**2020-21 - Updated**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	297	320	314	0	0	0	0	931
Attendance below 90 percent	0	0	0	0	0	0	48	51	35	0	0	0	0	134
One or more suspensions	0	0	0	0	0	0	4	2	2	0	0	0	0	8
Course failure in ELA	0	0	0	0	0	0	0	19	16	0	0	0	0	35
Course failure in Math	0	0	0	0	0	0	0	10	18	0	0	0	0	28
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	58	62	66	0	0	0	0	186
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	56	65	60	0	0	0	0	181

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Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	44	59	56	0	0	0	0	159

**The number of students identified as retainees:**

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

## Part II: Needs Assessment/Analysis

### School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement	48%			52%	52%	54%	53%	50%	53%
ELA Learning Gains	45%			57%	56%	54%	50%	51%	54%
ELA Lowest 25th Percentile	38%			54%	51%	47%	41%	45%	47%
Math Achievement	54%			64%	59%	58%	63%	55%	58%
Math Learning Gains	43%			59%	61%	57%	61%	57%	57%
Math Lowest 25th Percentile	44%			54%	54%	51%	49%	49%	51%
Science Achievement	41%			43%	47%	51%	44%	46%	52%
Social Studies Achievement	64%			78%	77%	72%	77%	84%	72%

### Grade Level Data Review - State Assessments

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	52%	52%	0%	54%	-2%
Cohort Comparison						
07	2021					
	2019	46%	48%	-2%	52%	-6%
Cohort Comparison		-52%				
08	2021					
	2019	52%	54%	-2%	56%	-4%
Cohort Comparison		-46%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	55%	57%	-2%	55%	0%
Cohort Comparison						
07	2021					



MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	62%	57%	5%	54%	8%
Cohort Comparison		-55%				
08	2021					
	2019	27%	41%	-14%	46%	-19%
Cohort Comparison		-62%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	41%	45%	-4%	48%	-7%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	77%	77%	0%	71%	6%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	91%	65%	26%	61%	30%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	61%	39%	57%	43%

### Grade Level Data Review - Progress Monitoring Assessments

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

6th Grade: District Benchmark Assessments done in Fall and Winter and FSA for Spring.

7th Grade: District Benchmark Assessments done in Fall and Winter and FSA for Spring.

8th Grade: District Benchmark Assessments done in Fall and Winter and FSA for Spring.

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	45%	48%	51%
	Economically Disadvantaged	40%	39%	45%
	Students With Disabilities	18%	26%	23%
	English Language Learners	39%	39%	44%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	49%	62%	53%
	Economically Disadvantaged	41%	54%	47%
	Students With Disabilities	23%	27%	27%
	English Language Learners	39%	61%	47%

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	49%	55%	43%
	Economically Disadvantaged	39%	46%	31%
	Students With Disabilities	27%	21%	23%
	English Language Learners	29%	39%	24%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	59%	59%	54%
	Economically Disadvantaged	51%	52%	43%
	Students With Disabilities	52%	32%	36%
	English Language Learners	46%	46%	36%
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	74%	71%	64%
	Economically Disadvantaged	68%	63%	54%
	Students With Disabilities	38%	41%	28%
	English Language Learners	56%	56%	44%

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	54%	57%	49%
	Economically Disadvantaged	52%	45%	36%
	Students With Disabilities	7%	14%	5%
	English Language Learners	43%	32%	25%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	50%	32%	23%
	Economically Disadvantaged	46%	29%	20%
	Students With Disabilities	54%	10%	18%
	English Language Learners	33%	28%	14%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	33%	45%	41%
	Economically Disadvantaged	32%	35%	30%
	Students With Disabilities	13%	16%	9%
	English Language Learners	18%	24%	19%

## Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	17	34	31	30	43	44	8	29			
ELL	28	44	41	35	33	37	11	41			
ASN	84	77		82	63		71	93	94		
BLK	23	32	31	24	27	36	18	38			
HSP	33	38	34	40	36	37	19	53	65		
MUL	54	44		58	51		47	71	54		
WHT	59	49	49	68	49	62	54	74	80		
FRL	38	42	41	44	40	39	31	54	67		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	13	46	46	22	48	45	12	30	82		
ELL	23	50	47	28	46	51	15	50	80		

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ASN	84	89		92	83		55	93	94		
BLK	26	43	53	40	52	43	17	69	74		
HSP	35	53	50	44	52	51	26	64	79		
MUL	58	71		71	63		70				
WHT	68	60	60	80	64	68	57	88	91		
FRL	40	53	54	50	54	50	33	69	81		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	13	34	31	25	43	39	8	71	73		
ELL	14	35	36	24	48	46	13	48			
ASN	74	51		85	76		50	100	85		
BLK	28	43	40	40	52	44	17	59	68		
HSP	37	45	39	47	51	46	35	65	64		
MUL	54	56		60	56		18		64		
WHT	68	56	47	79	69	64	61	83	85		
FRL	39	45	37	48	52	44	31	67	72		

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	[not available]
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	40
Total Points Earned for the Federal Index	493
Total Components for the Federal Index	10
Percent Tested	95%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	34
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	81
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	29
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	39
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	54
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

When one looks across grade levels, the following trends emerge:

For ELA:

- 1) Our Students With Disabilities are the lowest scoring subgroup on average. English Language Learners are next and the Economically Disadvantaged score the highest.
- 2) Our 7th and 8th graders peaked during the winter district assessment. Scores decreased in the spring with FSA. 6th graders; however, continued the increased performance level through FSA's.
- 3) It appears the rigor of instruction as it pertains to standards taught in the second semester requires further analysis based on 7-8th grade data.

For Math:

- 1) 8th grade suffered a precipitous drop by the time of FSA's while 6-7th graders appeared to demonstrate more endurance as spring approached. All grade levels dropped as 6-7th grade peaked during the winter district administration while 8th grade received its highest score in the Fall.
- 2) With subgroup data, again, Students With Disabilities scored the lowest. Economically Disadvantaged was once again the highest on average with English Language Learners in the middle.
- 3) Potential fatigue can once again be seen as all grade levels tailed off as spring FSA's approached.

For 8th Gr. Science:

- 1) Better endurance demonstrated as gap between winter district benchmark and spring FSA relatively small (4% decrease).
- 2) Students With Disabilities continue to score the lowest of three subgroups

Civics:

- 1) Lower scoring on FSA (compared to benchmarks) continues.
- 2) Similar outcome with subgroups as Students With Disabilities again scores the lowest.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

As compared to the 2019 state assessments, our school took the heaviest hit in social studies (civics) achievement 14 pts.). In addition, math achievement dropped 10 pts from the 2019 state assessments. Science and language arts remained relatively close (science 2 points and ELA 4 points). In addition, our Federal Index categories all scored less than 2019. Looking at our data holistically, a downward trend is apparent in most all areas.

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

Contributing factors to this need for improvement include the following:

- 1) The outbreak of COVID-19 and the new challenges it created for staffing, scheduling, lesson planning and assessing. It was an unprecedented year in terms of challenges to our educational system. Use of E-Learning, a blended format (one semester) and new daily procedures, clearly affected student achievement in ways that were often difficult to apply institutional control.
- 2) We began the year replacing approximately 1/8th of our teachers to start the year. In addition, as the year progressed, additional teachers chose to leave (at the semester or near year's end) due to COVID-19 implications.
- 3) Our year started with approximately 1/3rd of our student population enrolled in the E-Learning or blended format. This meant student/teacher exposure was limited either to alternate days or on an electronic basis only. The impact of not having a traditional classroom setting in which a certified teacher works with her class was truly in evidence.
- 4) Due to re-zoning, an influx of students from another middle school (approximately 150) that came with extensive academic, behavioral and cultural (as it pertains to school environment) needs that directly impacted achievement data.

NEW ACTIONS INCLUDE:

- 1) A return (somewhat) to normalcy in that students are once-again expected to come on campus daily. This increased exposure to our teachers will affect learning in a positive manner.
- 2) A continued focus on school-wide literacy, rigor, relevance and relationships, and SEL strategies are together designed to positively affect the learning environment.

#### **What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

As mentioned above, our school performance in relation to the 2019 state assessments did not demonstrate improvement. Areas such as 8th grade science and ELA achievement remained close to the 2019 assessment scores; however, as a whole, our school is in a position to demonstrate strong improvement based on factors listed in 1c. It is hoped that a full year's exposure to our school's philosophy on the "ABC's of success" (Academics, Behavior and Culture) will reap benefits as viewed through upcoming 21-22' school assessment data.

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

For our school, we are banking on a philosophy of rigor, relevance and relationships as they relate to academics, behavior and culture. Our principal is a strong advocate of combining these elements to create a climate/culture for student success. Every effort is made to communicate these precepts to all stakeholders and administratively model what is asked. Again, our hope is a full year of student exposure to these concepts will lead to increased achievement.

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

In addition to the culture creating concepts listed in 1e, our school will implement the following strategies to accelerate learning:

- 1) Use of supplemental programs such as Newsela, Khan Academy, Acaletics, Reading Plus, IXL and Brain Pop to assist teachers in communicating important instructional concepts.
- 2) Implementation of PBIS (Positive Behavior and Instructional Supports) to assist in creating a culture of reward and not consequence. Accentuating positive attributes, ex. PRIDE acronym (Positivity, Respectfulness, Integrity, Determination and Excellence) as a touchstone for students to gather points by demonstrating behaviors and weekly rewards for doing so.
- 3) Emphasis on our Renaissance Program which rewards students for academic and behavioral prowess. Quarterly events are offered to students who meet specific achievement criteria and privileges are extended the entire quarter for those eligible. Eligibility begins with a 3.3 GPA and highest honors are achieved at 4.0 and above. In addition, a built in component for those with a GPA



at 2.5 or less exists in which students who improve their GPA by .50 or more will receive privileges as well.

4) Our school-wide literacy plan emphasizes reading, writing, listening & speaking across the curriculum in which all teachers are expected to assign standards-based, content-level reading, PEARL or CER writing, collaborative structures, and other literacy-based strategies on a regular basis to students. In the writing, students are to emphasize making a clear point, using examples to support, adding analysis of examples, repeating the process in subsequent paragraphs and using linking words to connect the writing.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

This year, we are implementing on a monthly basis BRMS (Braden River Middle School) Data Driven Instruction. These meetings will incorporate high-yield strategies teachers may use to increase student achievement. Also, all strategies listed above have information always available to our teachers through Microsoft OneNote. It is there that important documents are created and stored that staff may use as "best practice" reminders for program implementation and fidelity. Another important learning opportunity lays within our principal's leadership philosophy. She is always willing to incorporate district resources and either host professional development opportunities or allow staff to work with district personnel on improving their craft.

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

In addition to what's been mentioned above, our school embraces the concept of Instructional Leadership Teams. This team meets once a month (featuring department heads) to discuss the current state of school affairs and use as a tool for administration to leech out through the ILT important wants and wishes. The team disseminates information through monthly department meetings. This is all part of a continuous improvement process in which ILT information moves through departments and overall celebrations/concerns may be shared in an end-of-the-month faculty meeting. Thus, information is shared AND processed for its efficacy with a determination made as to whether or not the initiative is sustainable.

New this year, our principal has promoted both a new teacher's group and a Principal's Advisory Committee. The new teacher's group focuses on important components like the teacher evaluation cycle and important "look-fors," interpretation of school-wide initiatives and explanation of best practices, as well as a forum to answer questions regarding the acclimation process.

The Principal's Student Advisory Committee (PSAG), meets every month and consists of students who communicate school state of affairs from their perspective. Principal Zenon-Richardson takes their views seriously and communicates opinions to staff. This "being heard," is a key ingredient contributing to student willingness to share.

Lastly, our use of SEL concepts in coordination with PBIS rewards, aligns with our school philosophy pertaining to relationships. During these difficult times, it is imperative to create a climate in which one wants to take part and contribute academically, behaviorally and culturally.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Instructional Practice specifically relating to Student Engagement**

<b>Area of Focus Description and Rationale:</b>	<p>Increase Student Achievement</p> <p>Our focus this year is Rigor, Relevance &amp; Relationships. McNulty and Quaglia state: "Creating an appropriate environment for learning [relationship development] begins with establishing ground rules that include many of the aspects of quality teaching, such as respect and responsibility. Only after these values are established with students in the classroom can real learning based on the other two essential R's, rigor and relevance, begin to accelerate." After that, McNulty and Quaglia continue: First there is the "knowledge taxonomy," based on the six levels of Bloom's Taxonomy: knowledge/ awareness, comprehension, application, analysis, synthesis and evaluation. The second dimension describes levels of relevant learning: knowledge in one discipline, apply knowledge in discipline, apply across disciplines, apply to real-world predictable situations and apply to real-world unpredictable situations. Relevant learning is interdisciplinary and contextual." Combining these three elements works to create an environment rich in higher-order thinking designed to translate for state assessment.</p> <p>For the 2021-2022 school year, we look to continue the motif of rigor, relevance and relationships. To do so, professional development shall be offered in specific areas such as ESE and ELL to incorporate high-yield strategies. Schoology will be again used to convey lessons delivery. Tools were supplied to promote continued rigorous instruction such as links to online texts as well as other resources designed to supplement lesson activities. Expectations exist for all teachers to be versed in using Schoology. Now, with a year of practice, all stakeholders are increasingly adroit at using the platform. With this additional familiarity, extraneous variables regarding the unknown are removed and lesson planning, implementation, assessment and remediation flow smoother as a result of continuous improvement. Relationships to be fostered via implementation of PBIS in an effort to motivate student achievement via rewarding specific outcomes.</p>
<b>Measurable Outcome:</b>	<p>Using the 2020-2021 data, we hope to make 12% gains in all subcategories of school grade calculation. . Academic Targets include:</p> <p>ELA 60            ELA Gains 57            ELA L25 50            Math 66            Math Gains 55            Math L25 56            Science 53            Civics 76            Acceleration 88</p>
<b>Monitoring:</b>	<p>Regarding rigor, relevance and relationships, strategies used to monitor will include weekly checking of lesson plans, the district teacher evaluation system, classroom expectations such as a common board configuration, and use of culture building activities such as Book Study, Renaissance and Spirit Nights to enhance relationships.</p> <p>For all subjects, we will plan collaborative lesson planning sessions where teachers can delve into the standards and individual student data including but not limited to student IEP data/accommodations and district progress monitoring data. We plan to offer additional support to Science via looking at personnel placement for the content area, additional curricular resources and structured review notebooks in place of interactive notebooks in our Science classes.</p>
<b>Person responsible for</b>	<p>Kimberlain Zenon (zenonk@manateeschools.net)</p>

**monitoring  
outcome:**

**Evidence-  
based  
Strategy:**

The Rigor, Relevance and Relationship framework employs three distinct elements that when incorporated (think Venn Diagram) with fidelity in a school, produce achievement. Data driven, standards based, collaborative planning allows teacher to gain a better understanding of what the students need to know and what they should be able to do. This backwards planning or standard analysis activity will help teachers increase complexity in the lessons they present and provide appropriate scaffolding for students with disabilities.

**Rationale  
for  
Evidence-  
based  
Strategy:**

The "Quadrant Learning" concept provides a measurable framework to assess teacher effectiveness and student learning, ultimately assisting students understand "In essence, students need to know what to do when they do not know what to do. Our framework provides a structure to enable schools to move all students toward that goal" (McNulty and Quaglia).

**Action Steps to Implement**

Regular monitoring of data with components such as student data chats, monthly instructional leadership team meetings, department and faculty meetings all designed to address student achievement.

**Person  
Responsible**

Kimberlain Zenon (zenonk@manateeschools.net)

Department exposure to district personnel with expertise in specific core-content areas in which regular morning meetings take place to discuss best-practices and implementing standards-based instruction with high-yield strategies.

**Person  
Responsible**

Kimberlain Zenon (zenonk@manateeschools.net)

**#2. ESSA Subgroup specifically relating to Students with Disabilities****Area of Focus**

**Description and Rationale:** Meet ESSA requirements for subgroup (SWD).  
To meet required state mandate of all ESSA subgroups performing at 41% or better.

**Measurable Outcome:** 2018-2019 data reveals our school to be at 36%. A 5% or better improvement needed to meet acceptable ESSA guidelines as it specifically relates to SWD (Students with Disabilities).

**Monitoring:** The combination of school admin., ESE Dept. Chair and ESE instructors will progress monitor via in-class visits, co-facilitative classroom settings and data gathering coupled with data chats to provide students real time knowledge of their current academic progress.

**Person responsible for monitoring outcome:** Kimberlain Zenon (zenonk@manateeschools.net)

**Evidence-based Strategy:** 1) Use technology and other learning tools  
2) Establish positive relationships  
3) Work collaboratively with IEP team

**Rationale for Evidence-based Strategy:** 1) Technology and other electronic devices provide a platform for students to learn in multiple ways. Interactive programs allow for an exchange and provide opportunities to examine real-world, current concepts and apply learned material.  
2) Establishment of positive relationships coincides with school's push for "rigor, relevance and relationships." Positive relationships provide a forum in which trust, empathy and the avoidance of shame and embarrassment are emphasized.  
3) Working collaboratively with IEP team allows all stakeholders involved in students' well-being to play an active, participatory role child development.

**Action Steps to Implement**

1. Provide opportunities to students for technology access through classroom computers, classroom labs for sign-out or mobile carts for check-out.
2. Offer software programs such as iReady, Reading Plus and Newsela to assist teachers in "bridging the gap" for said student population.
3. Work with district content specialists to assist in implementation and evaluation of learning activities and progress monitoring.
4. Use cultural motivators such as "Panthers Believe, Panthers Achieve" as well as classroom and Renaissance activities designed to reward improvement (as evidenced by notes home, phone calls, progress reports and report card grades) as ways to create positive relationships and school climate.
5. Incorporate PBIS to also motivate population through positive reinforcement to achieve.
6. Led by school ESE Department Chair, create collaborative environment of all stakeholders through parent/teacher conferences, MTSS weekly meetings, Department monthly meetings and teacher "data chats" through homeroom to progress monitor student growth and achievement.

**Person Responsible** Kimberlain Zenon (zenonk@manateeschools.net)

**#3. Culture & Environment specifically relating to Social Emotional Learning**

<b>Area of Focus</b>	Though our school ranked low (111-553) middle/junior high school in the state regarding discipline data according to SafeSchoolsforAlex.org, we were above the state average for suspensions per 100 students at 26.1 compared to state average of 18.3.
<b>Description and Rationale:</b>	
<b>Measurable Outcome:</b>	Through the use of SEL strategies and PBIS, our school will decrease suspensions per 100 students to at or below the state level according to SafeSchoolsforAlex.org by the end of 2021-2022 school year.
<b>Monitoring:</b>	Monitoring use of reportable suspension data through district's FOCUS database. Utilizing monthly ILT meetings to monitor and report out on student behavior. Tracking more frequent behavior student concerns via MTSS.
<b>Person responsible for monitoring outcome:</b>	[no one identified]
<b>Evidence-based Strategy:</b>	According to Panorama Education, in which data was analyzed from over 100,000 students in nearly 200 schools across the country, findings revealed four of the top nine indicators were SEL Metrics. Those included Self-Management, Social Awareness, Teacher/Student Relationships and Engagement. By using SEL strategies to teach students techniques to improve the above-mentioned indicators, it is our hope discipline decreases school-wide to meet our desired outcome. (See panoramaed.com "Reducing Behavioral Incidents in Schools: What Can SEL Tell Us?")
<b>Rationale for Evidence-based Strategy:</b>	SEL use is a desired strategy at this time in Manatee County. School-Based administrators attended a three-day summer activity designed to improve understanding and implementation of strategies. Resources such as "Character Strong," "Restorative Justice" and even PBIS we focused on as tools to incorporate as methods to address disciplinary concerns.

**Action Steps to Implement**

Admin. attending summer inservice.

School purchasing PBIS program an implementing this year.

School working with district (Panorama) to conduct surveys designed to yield information regarding climate/culture.

5 hr. youth mental health mandate allots for time to communicate with students strategies for personal awareness.

Each Thursday morning, school runs an SEL-based activity on morning announcements

**Person Responsible** Kimberlain Zenon (zenonk@manateeschools.net)

**Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**See SIP goal above. Our school takes SEL seriously. Our Principal, Mrs. Zenon-Richardson (as alluded to earlier), believes in the relationship piece and how it impacts school climate and culture. In conjunction with SEL strategies, BRMS has initiated PBIS Rewards this year. The desired outcome is reduced discipline and improved milieu.**

**Viewing data provided by SafeSchoolsforAlex.org revealed our school to be at the lower end of the spectrum regarding overall discipline (rank #111 of #553 schools). A closer look; however, showed our school to be above the state average in suspensions per 100 students (26.1 as compared to 18.3 for the state).**

**This indicator alone, is cause for concern as missed instructional time impacts achievement. Also, as cited in the above-mentioned Panorama study, four of the top nine indicators for behavior incidents are SEL-based. Our action steps above reveal the monitoring aspect. During these difficult times, strategies must be in place to engage students and make learning fun. The implementation of PBIS Rewards will provide incentive for students to earn points in school areas of Positivity, Responsibility, Integrity, Determination and Excellence (PRIDE). By doing so, the school creates a tracking system that emphasizes positive outcomes that ALL stakeholders (parents included) may track and also incentivize for their child's gain.**

#### **Part IV: Positive Culture & Environment**

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

#### **Describe how the school addresses building a positive school culture and environment.**

At BRMS, our Principal, Mrs. Zenon-Richardson, is keenly aware of the impact a positive school culture and environment has on the many indicators schools generally target within a SIP. Indicators such as student achievement and EWS's are positively affected by positive school culture. In a study by Melasse and Molla on the contribution of school culture to academic achievement, the authors found "The contribution of school culture (school vision, mission and values) to students' academic achievement was found significant."

Because school culture is a collective effort among all stakeholders, strategies are in place to create a "buy-in" atmosphere at all levels. For students, activities designed to promote positive culture include but are not limited to Renaissance, PBIS, interscholastic athletics, school store, multiple dances and assemblies. BRMS has also established a "Power-Up Panthers" Schoology page in which motivating messages may be placed. In addition, many of our teachers have their own groups established within Schoology to communicate with committees or individual classes.



Further focus is placed on messages via our school's affirmations that align with "Pillars of Character." Currently, to mesh with the pillar of "respect," staff is regularly communicating "Panthers know respect, Panthers show respect" as an affirmation delineating the importance of treating others with dignity. New this year, students are being exposed to the "Character Strong" curriculum. Through PE, students receive at a minimum, monthly lessons on topics such as kindness, respect and mindfulness. In addition, morning announcements engage students in SEL activities that provide insight into creating and maintaining a healthy lifestyle.

Staff is also acknowledged for their efforts. In addition to prescribed events such as "Teacher Appreciation Week," Faculty members received a surprise visit rewarding a chosen period for teacher recognition on items such as perfect attendance, student achievement data and peer acknowledgement. Each month, a different winner would be celebrated. Praise does not end there as each month, during faculty meetings, Mrs. Zenon-Richardson calls out faculty members to celebrate successes as well as personal milestones such as birthdays. Finally, events are planned such as a "Chili Cook-Off" or favorite dessert in which staff members are awarded prizes for best in class.

Parents and Business Partners are also highly valued at BRMS. Again, Principal Zenon-Richardson fosters a culture of building relationships by inviting and celebrating business partners for their contributions. Shout-Outs in social media, through call-outs and in person characterize the attention given to willing participants. Parents are recruited often to be part of committees and mentoring on campus. Parental "voice" is considered a primary moving component within the building. Administration regularly sends out surveys on prescribed topics such as technology, student scheduling and programmatic feedback are solicited. In summation, at BRMS, all stakeholders retain value. Whether a donating business partner or concerned parent, we strive for the individual voice to be heard. In striving to create a culture of inclusion, Principal Zenon-Richardson actively promulgates a community bent on affecting each area of improvement delineated above. Ultimately, we are defined by results. Here at BRMS, we welcome the opportunity.

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

**All Staff:** Have access to administering PBIS points to students exhibiting behaviors associated with our PRIDE acronym (Positivity, Responsibility, Determination, Integrity and Excellence). Staff also understand the importance of developing relationships...part of school's 3-R approach to achievement (Daggett: Rigor, Relevance and Relationships). In addition, staff is wearing buttons that say "How Can I Help?" to assist in providing an environment characterized by warmth and friendliness.

**Parents:** Though the current Covid-impacted environment adversely affects parent volunteerism and mentoring, parents are kept abreast of student activities through social-media, call-outs and written information. Parent feedback is encouraged and potentially incorporated via invite to monthly SAC meetings. Efforts are routinely made to solicit further information through surveys. At BRMS, parent feedback, whether individualized or global is taken into consideration (especially as our building is undergoing construction to all parts). The motif of building relationships is foremost with ALL stakeholders.

**Students:** Through tools such as SEL and PBIS, students are encouraged to promote positive culture and environment at school. Simple acts such as finding a peer's ID or assisting a student find a classroom are cited and rewarded. Emphasis is placed on assisting the student in understanding the impact of their behavior and how it affects others. Our principal has a student advisory group that impacts school processes through dialogue and discourse. Students are encouraged to report acts of bullying and our SRO is instrumental in communicating early each school year the "Know the Law" program.

Our excitement is high this year as we see early returns of PBIS and its positive impact on student relations and overall community. The addition of students returning from last year's elearning environment has impacted physical space and increased on-campus enrollment by over 200 students. With this increase (and mask mandates in effect), strategies to help students maintain composure are a must. Ultimately, it is our hope SEL strategies assist and empower all stakeholders to make good choices, thus positively

affecting school culture.