Brookside Middle School

2016-17 Schoolwide Improvement Plan

Brookside Middle School

3636 S SHADE AVE, Sarasota, FL 34239

www.sarasotacountyschools.net/brookside

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	67%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	48%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	B*	B	A

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Sarasota 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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Brookside Middle School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

OUR MISSION STATEMENT

Brookside Middle School places the child at the center of its learning activities to enable all learners to lead productive, responsible and healthful lives. Brookside Middle School prepares students to achieve the highest learning standards by engaging a high quality staff, involved parents and a supportive community.

The following beliefs will be the principles by which we achieve our goals:

• Expectations for learning and behavior will reflect the highest possible standards.

• Successful schooling is a shared responsibility requiring commitment and communication between parents, students and staff.

• In an atmosphere of shared respect, all students and staff have a right to learn and work in a healthy, caring and safe environment.

• A variety of research-based best practice techniques will be utilized to meet individual needs.

b. Provide the school's vision statement.

Brookside Middle School Vision

To develop knowledgeable and caring young people to create a better and more

peaceful world through intercultural understanding and respect.

2. School Environment

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

Brookside Middle School is an authorized International Baccalaureate World School. Through our IB program we focus on ten Learner Profile Traits (inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, reflective). Acknowledging, exploring and building these traits is the process by which our school learns about student cultures and supports the relationship building process between students and teachers.

As inquirers our students and staff are encouraged to develop their natural curiosity and this includes investigating cultures different from our own. At Brookside we believe that as we become more knowledgeable about concepts, ideas and issues that are similar or different from our own, we begin

to push our thinking and are able to communicate our own values, traditions and beliefs with a greater understanding. Furthermore, we develop an open-mindedness that is accustomed to seeking and evaluating a range of points of views. This communication between staff and students is essential to the relationship building process. It promotes the caring, balanced and reflective atmosphere we strive to provide for our students as they practice risk-taking through their daily exploration by approach new and unfamiliar situations each day with courage.

Another strategy we are beginning in the 2016-2017 school year involves Restorative Circles. At various times during the week, teachers may meet with students in a circle atmosphere. Each student has the opportunity to speak when he/she has the speaking honor. All others must be quiet. Various topics may be addressed including academic and social issues. The Restorative Circles provide an opportunity for students to be heard in a trusting environment and contribute greatly to building relationships between students and teachers.

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

We recognize and respect the diversity of our school and this includes the diversity of interests and needs our student population holds. Therefore, at Brookside Middle School, our staff provides many additional opportunities for foundational development during the middle years. These opportunities include before, during and after school programs (drama club, math club, ED ED club, chemistry club, Student Life, science help, math help, homework help, student government, National Junior Honor Society, robotics, intramurals, community service, counseling, mentors). We believe it is important to provide a wide variety of social and educational programs to encourage inclusion. We recognize that during these tender middle years, many students are beginning to explore themselves and are trying to find ways to fit in. It is our goal to provide the safe and nurturing environments that promote ongoing positive self-growth.

Beyond the social and educational opportunities, our staff works as a team to provide a secure facility. We want our students and staff to feel connected to one another and this means being able to rely on the importance of a secure learning environment where everyone feels safe and respected. We have supervision on our campus beginning one full hour before 1st period begins and ending when the last student leaves. Our administration, support staff and teachers monitor transitions outside the buildings and inside the classrooms. Video cameras are monitored off-site and on-site by security. We have a full-time school resource officer and a security person that are present and engaged with our students. Our security, administration and support staff utilize a radio system for communication. We hold regularly scheduled safety drills so that all staff and students are aware of procedures and their importance. Attendance is monitored closely and students are expected to be on-time and in class. The steps that are in place ensure our students and staff know that Brookside Middle School is a safe environment where the process of learning is respected.

The Kids Against Bullying Club meets after school to address issues of bullying. This club was student-initiated and involves our School Resource Officer and other staff. Students bring problems of bullying to the group and are heard. Resolution and strategies for dealing with bullies are practiced.

Another initiative beginning this school year is Lunch with a Law Enforcement Officer. Devised by our School Resource Officer and a PE teacher, this program invites Sarasota Police officers and officers from the Sarasota County Sheriff's Department into our cafeteria to have lunch with students and talk informally about questions students often have. Building the students' relationships with law enforcement will create a community bond for the students.

c. 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.

We have set forth clear expectations for our students.
• Arrive on-time and go directly to class.
• Be prepared with materials, supplies, and positive attitude.
• Contribute to improve performance.
• Communicate respectfully with appropriate language.
• Use agenda book for due dates, recording assignments, communication and hall passes.
• Ask for help when needed.

We seek to acknowledge the positive contributions our students are making to their own education, the learning environment, and the education of others. At Brookside Middle, we utilize a token economy system through the use of stamps. Each student is provided an agenda book which contains stamp collection pages. Each teacher, support staff and administrator is provided a stamp and stamp pad. As students demonstrate attributes that exemplify positive contributions they earn stamps. The stamps may be exchanged during redemption days for treats such as, lunch bunch passes, snacks, and school supplies.
Established protocols for disciplinary incidents are in place and align with the district expectations for Code of Student Conduct which can be found online in the Student & Family Handbook (http://sarasotacountyschools.net/).

Section 300.9 - Discipline Policies and Procedures
Violations of the Code of Student Conduct occur in varying degrees of severity. These behaviors are aligned with the district's discipline policy, from least severe (Level 1) to most severe (Level 4). The behaviors aligned with each level and the range of consequences for offenses appear on pages 27-29 in the Student & Family Handbook.

As a reflective school that revisits student and staff needs, the administration, support staff and Shared Decision Making Team (SDMT), review behavioral data and communication to determine the trainings that should be provided or refreshed as a measure of support for all personnel. These workshops may be offered through monthly staff meetings, Professional Learning Communities (PLCs) or as professional development opportunities.

d. 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.

Various programs are in place to serve the social-emotional needs of students at Brookside. Teachers are at the front line of helping to identify students who could benefit from counseling with a guidance counselor, a YMCA counselor, our behavior specialist or administration. Some student interactions that can be addressed by mediation may be facilitated by our School Resource Officer, Behavior Specialist or Guidance Counselors. If a student shows the need for other services, he is brought before our School Wide Study Team for review by the ESE Liaison, School Psychologist, Behavior Specialist, Guidance Counselors, Attendance Officer, Administration and others who would help determine a plan to address the student's social-emotional issues with regard to functioning fully in the classroom.

Brookside also has a mentoring program through the YMCA which pairs community volunteers with students identified to potentially benefit from the program.

Kids Against Bullying is a forum for students who have experienced bullying and provides help to those who feel bullied. The Restorative Circles also help identify students who may need additional

counseling or mentoring. The relationship between teachers and students in these Circles is a first step in identifying student needs.

In the 2016-17 school year, members of the Administrative Support Team will be individually mentoring about 5 students each. These students will be identified from the lowest quartile of performance on the FSA ELA and Math Assessments. Through encouragement and getting to know the students, mentors will be able to refer the students to additional assistance if necessary.

3. 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).

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

Attendance: Students are monitored through instructional staff, Guidance, support personnel, and the School Wide Support Team. Attendance letters are sent out on a weekly basis for 5 or more absences. The adopted school board procedures for attendance are followed and monitored on a weekly basis. Our truancy worker is given a service referral to assist with chronic absences.

Suspensions: Individual conversations with guidance, support staff, administration and School Wide Support Team are held to deter further infractions resulting in an in-school restriction or out-of-school suspension. Parental contacts are made regarding students' behaviors and plans are established. On an ongoing basis, administration discusses with the general student population regarding the student expectations set forth in the Student Code of Conduct.

Course Failure: Student Progress Reports are monitored at mid-quarter to identify students in danger of failing a course each term. Parent contacts are made by teachers. Working Lunch with teachers or administration and Friday Night school may be assigned to assist students in catching up on assignments, Before-school and in-school tutoring opportunities are available at no cost to students. Students who fail for the first semester may be placed in a course recovery class to retrieve the credit that has been missed.

Level 1 Scores on Language Arts and Math State Assessments: Students with a Level 1 in Language Arts are automatically placed in an Intensive Reading class to improve their reading skills. Students with a Level 1 in Mathematics are strategically placed in classes that will provide assistance. All staff is made aware of students that are Level 1 on either test and asked to monitor closely the progress of these students. The FAIR test and district Benchmark tests are given 3 times a year to monitor how the students are performing and to identify areas of weakness.

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

1. 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	
Attendance below 90 percent	0	0	0	0	0	0	5	20	22	0	0	0	0	47
One or more suspensions	0	0	0	0	0	0	35	34	32	0	0	0	0	101
Course failure in ELA or Math	0	0	0	0	0	0	2	4	1	0	0	0	0	7
Level 1 on statewide assessment	0	0	0	0	0	0	75	82	63	0	0	0	0	220

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	22	25	16	0	0	0	0	63

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

- Before school and in-school tutoring
- Friday Night School
- Working Lunch
- Leveled classes with extra support
- Intensive Reading
- School Wide Support Team
- Guidance, Behavior Specialist, and Support Personnel
- Administrative Support Team mentoring
- Restorative Circles

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?
No

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

2. Description

Participation by parents, high school students, and community members continues to be strong with over 922 volunteer hours logged in the 2015-2016 school year. We continue to increase our support from our Brookside family and business partners. An active PTSO organization assists with daily activities which include the Positive Behavior Support rewards program, Literacy Night, Cuda Night, Spirit Nights at different local businesses, Renaissance, school book store, classroom assistance, ESOL Night, Texcellence program, and with extra-curricular activities.

2. 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.

With an active PTSO, who assists and facilitates communication between the school and the community, we have increased our community outreach over the past two years.

The school also looks to community grants, the Patterson Foundation, the Gulf Coast Community Foundation, and The Education Foundation to help support the students in their educational foundations, particularly taking advantage of local organizations such as Mote Marine, Celery Fields, and the Bayfront Water Treatment/Soil project.

Through our yearly Earth Day, our staff collaborates with the community to encourage awareness of our Planet Earth through interactive displays and visits provided by community members and students.

C. 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).

1. School Leadership Team

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

Name	Title
Lawrence, Kristine	Principal
Idoyaga, Eric	Assistant Principal
Sims, Nicole	School Counselor
Serino, Paul	Administrative Support
Reichman, Michael	School Counselor
Mims, Ginger	Administrative Support
Fuller, Bernice	Attendance/Social Work
Drackett, Gerry	Administrative Support
Cameron, Christi	Administrative Support
Adams, Patricia	Attendance/Social Work
Lees, Robert	Psychologist

b. Duties

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

Mrs. Lawrence (Principal) – Administrator responsible for implementation, support, and effectiveness of the MTSS/RTI program and the SIP to be utilized by the instructional staff.

Mr. Idoyaga (Assistant Principal) – Administrator responsible for the MTSS/RTI procedural process, monitor and evaluate program effectiveness, and to provide support and professional development for MTSS team members and the instructional staff.

Mr. Reichman (Guidance) – MTSS/RTI Facilitator - Provides support to teachers with academic concerns related to the MTSS/RTI process as needed.

Ms. Sims (Guidance) – MTSS/RTI Time Keeper - Provides support to teachers with academic concerns related to the MTSS/RTI process are needed.

Mr. Serino (Behavior Specialist) - Provides support to teachers with behavioral concerns related to the MTSS/RTI process are needed.

Ms. Mims (ESE Liaison) – Provides guidance, insight and recommendations related to the CARE process as needed.

Mr. Lees (Psychologist) – Provides guidance, insight, and recommendations related to student evaluations.

Ms. Fuller (Attendance) – Provides guidance, insight, and recommendations related to any attendance concerns.

Ms. Adams (School Social Worker) - Provides guidance, insight, and recommendations related to social history, and related programs.

Ms. Drackett (TOSA) - Coordinator for progress monitoring, testing, and scheduling.

Ms. Cameron (IB Liaison) - IB Coordinator and student advocate.

2. 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.

MTSS/RTI team meets weekly for 2 hours. The meetings are structured to address student/teacher needs, provide support, and offer recommendations for students in academic and or behavioral distress. The MTSS/RTI team member/s will also meet with the teachers individually to assist with the process, the collection of data, and to review outcomes to assure every student is receiving targeted effective core instruction .

An MTSS/RTI representative will attend PLCs and Department Meetings to outline the process and assist with the decision making process . Ongoing professional development opportunities are made available for the entire staff. This insures program responsibilities and expectations are effectively communicated to all instructional staff members. The information is disseminated during staff meeting, during PLCs, and via the use of the intranet.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Joan Cardinale	Business/Community
Emmie Annetta	Education Support Employee
Stephanie Cordone	Teacher
Kristine Lawrence	Principal
Linda Ohnstad	Parent
Karen Chester	Teacher
Ida Jones Roggio	Business/Community
Carolyn Rector	Parent
Ainsley Rector	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

Principal, Mrs. Lawrence, presented the results of last year's testing and explained how the results compared to last year's goals on the School Improvement Plan. Discussion was held by SAC about how to increase support of the School Improvement Plan through parent and community involvement to address the diverse needs of all our students.

b. Development of this school improvement plan

The purpose of the School Advisory Council is to enhance school site decision making, to serve in an advisory capacity to the principal regarding school improvement, to assist in the preparation and evaluation of the school improvement plan, and to provide input on the budget and use of school improvement funds.

c. Preparation of the school's annual budget and plan

At the April SAC meeting, the school budget is discussed and input is received regarding this budget addressing the needs of all of our diverse population.

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

Current projects approved by SAC for 2015-16 include: Homework Help, various professional development activities and behavior support.

Projects that have been approved to date are as follows:
• Friday Night School / Tutoring - $4505.00
• Chemistry Competition - $460.00
• Positive Behavior Support - $300.00

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Lawrence, Kristine	Principal
Idoyaga, Eric	Assistant Principal
Cordone, Stephanie	Teacher, K-12
Millian, Heather	Teacher, K-12
Drackett, Gerry	Teacher, K-12
Kleiss-Hoeft, Laura	Teacher, K-12
Horn, Beverly	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Brookside Middle School is implementing the following major initiatives:
• WOW school wide vocabulary strategies
• Providing on-going training related to the IEngage lesson design to the LA Cadre, SS Cadre, Science Cadre, and Math Cadre
• Continuing the work of PLC's in developing and implementing common assessments
• iEngage model and Excellence in writing (Support from district personnel in writing & reading strategies).
• Continued implementation of the Florida State Standards
Support and assistance for teachers with iReady Assessment and Practice
Annual Book Fairs

D. 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).

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

Teachers use their Professional Learning Communities (PLCs) on a weekly basis for planning instruction, evaluating data and furthering professional development. Department Meetings provide the framework for items to be discussed in the PLCs.

The Master Schedule this year was designed so that each grade level has a common planning time to facilitate cross-curricular and inter-team activities. All Math teachers share a common planning time and the Encore teachers share a common planning time.

In addition, teachers collaborate accross curriculum lines in planning IB units of study which are a requirement of the IB Curriculum..

The School Based Decision Making Team voted to allow the monthly staff meeting to be used for collaboration and professional development purposes.

Weekly coffee time provides informal time to share and discuss ideas. Teacher participation in the bi-weekly Positive Behavior System Redemption Day builds positive relationships as well.

The Jersey Diner, opened and operated by our Access students, is a great opportunity for staff to meet over breakfast and build positive working relationships.

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

Recruitment:
Sarasota County Public Schools, Human Resource Department is responsible for the recruitment of highly qualified certified teachers for all district schools. School administrators have assisted in this process as job fair liaisons for the district.

Retention:
Our retention strategy has multiple layers which are, to provide ongoing instructional support and to acknowledge professional accomplishments and growth.

Teachers work in a collaborative environment called professional learning communities with other teachers in their subject area to address instructional issues and concerns. Support staff work alongside teachers to aide with the MTSS/RTI process. The district's professional development network affords our teachers opportunities for professional growth and provides options to target individual needs. Making

available to our teachers opportunities to become teacher leaders, ie. Department Chairs, Curriculum Leaders, Book Study Facilitators, along with various school activity supervisor opportunities.

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

SCIP Purpose:

The purpose of the Sarasota County Induction Program (SCIP) is to provide new School Board appointed instructional hires, (Category 1), with support for professional growth through mentorship.

The intent of the School Board of Sarasota County to hire and retain quality teachers. Therefore, it is the Mentor's role to familiarize New Hires with the performance expectations on the PRIDE Rubric (Professional Rubrics Investing and Developing Educator Excellence) and the "Look Fors" that reinforce it.

SCIP Mentor Requirements: Mentor agrees to the following:

– Meet with Lead Mentor ASAP if any concerns arise regarding the mentoring relationship
– Discuss PRIDE in depth
– Review PRIDE forms prior to administrator's use for observation/evaluation
– Attend cohort meetings upon request of Administration and or Lead Mentor
– Schedule meeting dates in accordance with SCIP Requirements
– Maintain an accurate Meeting Log
– Observe New Hire teaching, complete and review Observation Form together
– Complete SCIP Mentor Video Reflection, Observation and Feedback Form
– Complete New Hire Video Reflection, Observation and Feedback Form
– Complete CATEGORY 1 (ONLY): PRIDE DOCUMENT CHECKLIST AND REVIEW FORM and ALL SCIP Requirements with fidelity

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Ongoing professional Development is provided throughout the year in regard to the Florida State Standards and Depth of Knowledge. The Standards and the FSA Website were given to teachers to review in all subject areas. Strategies in writing for all subject areas were presented so that writing across the curriculum utilizes the skills needed to follow the State Standards. Instructional Focus Guides for core subjects are aligned to the new standards. Recent textbook purchases align with the Florida State Standards and future purchases will be made to provide teachers with the tools to inform their instruction along the standards.
The iReady assessments in ELA and Math give information to teachers about the standards that need to be revisited and those for which the students show mastery. District instructional resources are available for teachers and students through the District website. These resources are aligned with the Florida State Standards and teachers are able to determine the lexiles of the articles to best match to their students' need.

b. Instructional Strategies

1. 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.

All subject area teachers had access to FSA data from the first day of school to use in planning instruction. In addition, the iReady assessments were given during the first three weeks to obtain levels for each student. Those scores are posted for the entire instructional staff to use to prepare their instruction. The iReady will be administered three times during the school year. Through this progress monitoring data, the staff will determine the needs of each individual student and their instruction may be modified or supplemented to assist students having difficulty attaining the mastery on state assessments.

Example:
If a student's predictor on the iReady assessment is below proficiency, the student may be placed in a supplemental reading class, given assistance on iReady and recommended for Homework Help (before or during school) or Friday Night School.

2. 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: 10,800

The school has put in place extended learning opportunities as a means to move more students toward performing at or above grade level. This is facilitated by two programs; Homework Help & Friday Night School. Homework help is available weekly, Monday through Thursday mornings,Tuesdays after school, and is staffed with certified teachers. The core subject areas is the primary focus of the program, and is designed as an extended layer of support to ensure every student receives individualized instruction as needed. The second program, Friday Night School (FNS) is used to address our students that fall behind or have difficulties completing assignments. Parents are notified and the student is scheduled to attend FNS which is staffed using certified teachers. The core subject areas is the primary focus of the program, and the support is designed to ensure students are responsible for their learning, and to build accountability.

Strategy Rationale

Provide additional support beyond scheduled instructional times for students needing targeted support.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Lawrence, Kristine, kristine.lawrence@sarasotacountyschools.net

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

Student data is used to inform teachers when the opportunity to attend our extended learning programs might be beneficial. Continued progress monitoring once the student is participating in the programs allows teachers to determine if the support is sufficient or if additional support using the MTSS/RTI process might be needed.

2. Student Transition and Readiness

a. 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).

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

For incoming 6th graders, Brookside provides several opportunities to assist them in their transition. To begin with, speakers visit the elementary schools to give information about the academic and extracurricular offerings at our school. Incoming students and parents are invited to our Literacy Night Open House to visit the campus and meet teachers and students. There are formal visits by students during the school day which showcase our offerings through a tour of various classrooms and demonstrations by the band, chorus and robotics classes. Student volunteers, our WEB Leaders, are available during this visit to answer questions for the students. At another time, the Cuda Open House is held for students who are interested in that gifted and high achieving team.

The College and Career Readiness classes that we are instituting in 2016-17 will also assist students in making wise choices as they transition to high school and complete their schedule requests.

At registration time, each high school has an open house to allow students to explore the possible choices open to them: Riverview IB program, Sarasota High AICE program, Suncoast Polytechnical Institute, Booker High VPA program, etc. The high school guidance departments visit our school to explain the registration process. After students talk with their parents and their current teachers for advice and information, the high school team returns and conferences one-on-one with each student about their selections.

b. College and Career Readiness

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

For the 2016-17 school year, Brookside is one of the pilot schools for the College and Career Readiness program. We have modified our weekly schedule to add an additional instructional period on Mondays. During the Monday period 7, students will receive lessons relating to their future college and career goals and the requirements needed to achieve these goals.

Brookside also participates with Junior Achievement (JA) twice per year both in the 7th and 8th grade classes. We partner with JA to visit a nearby businesses. Our Guidance Department assists our students with career planning and high school selections. During the past two years we have also strengthened our STEM curriculum to include clubs, programs, and community partnerships.

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

Through our Tech Active Classrooms of Tomorrow (TACOT), teachers foster teamwork and support hands-on learning activities that have real world relevance. The lessons and activities align the Florida State Standards to the Common Core State Standards which also are designed to promote college and career readiness. Instructionally, teachers use the "iEngage" lesson design which promotes collaboration, accountable team task, along with guided instruction to uncover misconceptions and facilitate learning process.

The TV Production and Radio classes expose students to the equipment and protocols of broadcasting. They produce the daily school news program using state-of-the-art equipment. Brookside has its own radio station and the students prepare the create the broadcasts.

The Exploring Technology classes give students opportunities to use computer modules to design and create different products.

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

Students receive information, support, and guidance from staff, community members, and administrators on a daily basis related to the importance of higher learning leading towards college career path or other post secondary opportunities.

The College and Career Readiness classes will raise awareness among students of the connections between their academic classes and the career opportunities available to them.

4. 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.

Our College and Career Readiness classes will address student readiness very effectively. Students will explore careers, educational options, and the requirements to achieve the goals that they set.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

NA

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

NA

C. Strategic Goals

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. By the year 2017, Brookside Middle School students will demonstrate an increase of 4 percentage points in the ELA proficiency rate (Level 3 or above) to 60% proficient. To achieve this goal, all teachers will use results of assessments to improve student performance and also improve the instructional program. Further, teachers will deliver instruction to students in multiple, differentiated levels of intensity based on data.

G2. By the year 2017, Brookside Middle School students will demonstrate an increase of 4 percentage points in the Math proficiency rate (Level 3 or above) to 67% proficient. To achieve this goal, all teachers will use results of assessments to improve student performance and also improve the instructional program. Further, teachers will deliver instruction to students in multiple, differentiated levels of intensity based on data.

G3. By the year 2017, Brookside Middle School 8th grade students will demonstrate an increase of 4 percentage points in the Science proficiency rate (Level 3 or above) to 52% proficient. To achieve this goal, all teachers will use results of assessments to improve student performance and also improve the instructional program. Further, teachers will deliver instruction to students in multiple, differentiated levels of intensity based on data.

Strategic Goals Detail

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

G1. By the year 2017, Brookside Middle School students will demonstrate an increase of 4 percentage points in the ELA proficiency rate (Level 3 or above) to 60% proficient. To achieve this goal, all teachers will use results of assessments to improve student performance and also improve the instructional program. Further, teachers will deliver instruction to students in multiple, differentiated levels of intensity based on data. 1a

🔑 G085633

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	60.0

Targeted Barriers to Achieving the Goal 3

- Consistency in analyzing data by every teacher and consistent use of FSA Reading standards in all classrooms.

Resources Available to Help Reduce or Eliminate the Barriers 2

- FSA data, iReady data, iReady Resources, District Middle School resources, Achieve 3000 articles, iEngage instructional model, iEngage reflective lesson plan, Wow Words vocabulary program, professional learning communities, curriculum leader meetings,and District Benchmark Assessments.

Plan to Monitor Progress Toward G1. 8

Results from iReady testing will be studied to assess whether growth is taking place in students' reading scores. Classroom observations will indicate whether teachers are including FSA standards and differentiating instruction. Observations will also demonstrate whether teachers are using the iEngage lesson design and school wide vocabulary development program.

Person Responsible

Kristine Lawrence

Schedule

Monthly, from 8/15/2016 to 6/6/2017

Evidence of Completion

iReady scores, Classroom Observations, Scheduled Professional Development Days, Monthly Curriculum Leader/Department Meetings, & Quarterly Assessment Data

G2. By the year 2017, Brookside Middle School students will demonstrate an increase of 4 percentage points in the Math proficiency rate (Level 3 or above) to 67% proficient. To achieve this goal, all teachers will use results of assessments to improve student performance and also improve the instructional program. Further, teachers will deliver instruction to students in multiple, differentiated levels of intensity based on data. `1a`

🔑 G085634

Targets Supported `1b`

Indicator	Annual Target
FSA Mathematics Achievement	67.0

Targeted Barriers to Achieving the Goal `3`

- Consistency in analyzing data by every teacher and consistent use of FSA Reading standards in all classrooms to assist in comprehension of math problems.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- FSA data, iReady data, iReady Resources, District Middle School Resources, Achieve 3000 articles, iEngage instructional model, iEngage reflective lesson plan, Wow Words vocabulary program, professional learning communities, curriculum leader meetings,and District Benchmark Assessments.

Plan to Monitor Progress Toward G2. `8`

Results from iReady testing will be studied to assess whether growth is taking place in students' math scores. Classroom observations will indicate whether teachers are including FSA standards and differentiating instruction. Observations will also demonstrate whether teachers are using the iEngage lesson design and school wide vocabulary development program.

Person Responsible

Kristine Lawrence

Schedule

Monthly, from 8/15/2016 to 6/6/2017

Evidence of Completion

iReady scores, Classroom Observations, Scheduled Professional Development Days, Monthly Curriculum Leader/Department Meetings, & Quarterly Assessment Data

G3. By the year 2017, Brookside Middle School 8th grade students will demonstrate an increase of 4 percentage points in the Science proficiency rate (Level 3 or above) to 52% proficient. To achieve this goal, all teachers will use results of assessments to improve student performance and also improve the instructional program. Further, teachers will deliver instruction to students in multiple, differentiated levels of intensity based on data. 1a

🔍 G085635

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	52.0

Targeted Barriers to Achieving the Goal 3

- Consistency in analyzing data by every teacher and consistent use of FSA Reading standards in all classrooms to assist in science comprehension.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District Science Benchmark Assessments, FSA data, iReady data, iReady Resources, iEngage instructional model, iEngage reflective lesson plan, District Middle School Resources, Achieve 3000 articles, Wow Words vocabulary program, professional learning communities, and curriculum leader meetings.

Plan to Monitor Progress Toward G3. 8

Results from District Science Benchmark testing and iReady testing will be studied to assess whether growth is taking place in students' scores. Classroom observations will indicate whether teachers are including FSA standards and differentiating instruction. Observations will also demonstrate whether teachers are using the iEngage lesson design and school wide vocabulary development program.

Person Responsible

Kristine Lawrence

Schedule

Monthly, from 8/15/2016 to 6/6/2017

Evidence of Completion

District ScienceBenchmark testing scores, iReady scores, Classroom Observations, Scheduled Professional Development Days, Monthly Curriculum Leader/Department Meetings, & Quarterly Assessment Data

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. By the year 2017, Brookside Middle School students will demonstrate an increase of 4 percentage points in the ELA proficiency rate (Level 3 or above) to 60% proficient. To achieve this goal, all teachers will use results of assessments to improve student performance and also improve the instructional program. Further, teachers will deliver instruction to students in multiple, differentiated levels of intensity based on data. 1

🔍 G085633

G1.B1 Consistency in analyzing data by every teacher and consistent use of FSA Reading standards in all classrooms. 2

🔍 B227558

G1.B1.S1 Continue professional development and PLC conversations about using student data to assess growth and to create lessons. Offer professional development on strategies to incorporate reading strategies into every lesson in every subject. Continue the implementation of the iEngage instructional model, incorporate the school wide vocabulary development program "Wow Words". 4

🔍 S240116

Strategy Rationale

Familiarity with the expected resources and outcomes and collaboration in developing lessons following the Florida Standards, iEngage instructional model, differentiation and appropriate DOK levels, will assist teachers in presenting lessons focused to their students' needs.

Action Step 1 5

Teachers will participate in professional development related to using Reading Standards required of all teachers; accessing and understanding FSA and iReady data; employing strategies to differentiate instruction using the data; and using Restorative Circles for both social and academic purposes. Teachers will continue to use the iEngage lesson design and utilize the school wide vocabulary development program to promote literacy across content areas. They will work with curriculum leaders and in PLCs to create and evaluate instructional lessons to ensure effectiveness.

Person Responsible

Kristine Lawrence

Schedule

Monthly, from 8/15/2016 to 6/6/2017

Evidence of Completion

Ongoing teacher observations using the Instructional Information System, curriculum leader meeting notes, and data from progress monitoring tools

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Assure that all teachers are utilizing data to inform their instruction and creating lessons that are based on Florida State Reading Standards that allow for differentiation. Confirm that theiEngage lesson design and school wide vocabulary development program are being used with fidelity across campus. Work with curriculum leaders to create and evaluate instructional lessons to ensure effectiveness.

Person Responsible

Kristine Lawrence

Schedule

Monthly, from 8/15/2016 to 6/6/2017

Evidence of Completion

Ongoing teacher observations using the Instructional Information System, curriculum leader meeting notes/feedback, and data from progress monitoring tools

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

The effectiveness of Goal #1 will be determined based on FSA performance data results. If 60% of Brookside Middle School students are at a level 3 or above (or equivalent) then our strategies would have been successful. If, however, desired outcomes are not attained then the administrative team, the curriculum team, and district support personnel will revisit the problem solving process outlined by the state to better address future needs.

Person Responsible

Kristine Lawrence

Schedule

Monthly, from 8/15/2016 to 6/6/2017

Evidence of Completion

The final teacher evaluation using the Instructional Information System, curriculum leader meeting notes/feedback, student performance data (FSA results), and student growth results will be used to determine effectiveness.

G2. By the year 2017, Brookside Middle School students will demonstrate an increase of 4 percentage points in the Math proficiency rate (Level 3 or above) to 67% proficient. To achieve this goal, all teachers will use results of assessments to improve student performance and also improve the instructional program. Further, teachers will deliver instruction to students in multiple, differentiated levels of intensity based on data. [1]

🔍 G085634

G2.B1 Consistency in analyzing data by every teacher and consistent use of FSA Reading standards in all classrooms to assist in comprehension of math problems. [2]

🔍 B227560

G2.B1.S1 Continue professional development and PLC conversations about using student data to assess growth and to create lessons. Offer professional development on strategies to incorporate reading stratgies into every lesson in every subject. Continue the implementation of the iEngage instructional model, incorporatethe school wide vocabulary development program "Wow Words". [4]

🔍 S240117

Strategy Rationale

Familiarity with the expected resources and outcomes and collaboration in developing lessons following the Florida Standards, iEngage instructional model, differentiation according to data collected and appropriate DOK levels, will assist teachers in presenting lessons focused to their students' needs.

Action Step 1 [5]

Teachers will participate in professional development related to using Reading Standards required of all teachers; accessing and understanding FSA and iReady data; employing strategies to differentiate instruction using the data; and using Restorative Circles for both social and academic purposes. Teachers will continue to use the iEngage lesson design and utilize the school wide vocabulary development program to promote literacy across content areas. They will work with curriculum leaders and in PLCs to create and evaluate instructional lessons to ensure effectiveness.

Person Responsible

Kristine Lawrence

Schedule

Monthly, from 8/15/2016 to 6/6/2017

Evidence of Completion

Ongoing teacher evaluations using the Instructional Information System, curriculum leader meeting notes, and data from progress monitoring tools

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Assure that all teachers are utilizing data to inform their instruction and creating lessons that are based on Florida State Reading Standards that allow for differentiation. Confirm that theiEngage lesson design and school wide vocabulary development program are being used with fidelity across campus. Work with curriculum leaders to create and evaluate instructional lessons to ensure effectiveness.

Person Responsible

Kristine Lawrence

Schedule

Monthly, from 8/15/2016 to 6/6/2017

Evidence of Completion

Ongoing teacher observations using the Instructional Information System, curriculum leader meeting notes/feedback, and data from progress monitoring tools

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

The effectiveness of Goal #2 will be determined based on FSA performance data results. If 67% of Brookside Middle School students are at a level 3 or above in math then our strategies would have been successful. If, however, desired outcomes are not attained then the administrative team, the curriculum team, and district support personnel will revisit the problem solving process outlined by the state to better address future needs.

Person Responsible

Kristine Lawrence

Schedule

Monthly, from 8/15/2016 to 6/6/2017

Evidence of Completion

The final teacher evaluation using the Instructional Information System, curriculum leader meeting notes/feedback, student performance data (FSA results), and student growth results will be used to determine effectiveness.

G3. By the year 2017, Brookside Middle School 8th grade students will demonstrate an increase of 4 percentage points in the Science proficiency rate (Level 3 or above) to 52% proficient. To achieve this goal, all teachers will use results of assessments to improve student performance and also improve the instructional program. Further, teachers will deliver instruction to students in multiple, differentiated levels of intensity based on data. 1

🔑 G085635

G3.B1 Consistency in analyzing data by every teacher and consistent use of FSA Reading standards in all classrooms to assist in science comprehension. 2

🔑 B227562

G3.B1.S1 Continue professional development and PLC conversations about using student data to assess growth and to create lessons. Offer professional development on ways to incorporate reading strategies into every lesson in every subject. Continue the implementation of the iEngage instructional model, incorporate the school wide vocabulary development program "Wow Words". 4

🔑 S240118

Strategy Rationale

Familiarity with the expected resources and outcomes and collaboration in developing lessons following the Florida Standards, iEngage instructional model, differentiation and appropriate DOK levels, will assist teachers in presenting lessons focused to their students' needs.

Action Step 1 5

Teachers will participate in professional development related to using Reading Standards required of all teachers; accessing and understanding FSA and iReady data; employing strategies to differentiate instruction using the data; and using Restorative Circles for both social and academic purposes. Teachers will continue to use the iEngage lesson design and utilize the school wide vocabulary development program to promote literacy across content areas. They will work with curriculum leaders and in PLCs to create and evaluate instructional lessons to ensure effectiveness.

Person Responsible

Kristine Lawrence

Schedule

Monthly, from 8/15/2016 to 6/6/2017

Evidence of Completion

Ongoing teacher observations using the Instructional Information System, curriculum leader meeting notes, and data from progress monitoring tools

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Assure that all teachers are utilizing data to inform their instruction and creating lessons that are based on Florida State Reading Standards that allow for differentiation. Confirm that theiEngage lesson design and school wide vocabulary development program are being used with fidelity across campus. Work with curriculum leaders to create and evaluate instructional lessons to ensure effectiveness.

Person Responsible

Kristine Lawrence

Schedule

Monthly, from 8/15/2016 to 6/6/2017

Evidence of Completion

Ongoing teacher observations using the Instructional Information System, curriculum leader meeting notes/feedback, and data from progress monitoring tools

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

The effectiveness of Goal #3 will be determined based on FCAT performance data results. If 52% of Brookside Middle School students are at a level 3 or above, then our strategies would have been successful. If, however, desired outcomes are not attained then the administrative team, the curriculum team, and district support personnel will revisit the problem solving process outlined by the state to better address future needs.

Person Responsible

Kristine Lawrence

Schedule

Monthly, from 8/15/2016 to 6/6/2017

Evidence of Completion

The final teacher evaluation using the Instructional Information System, curriculum leader meeting notes/feedback, student performance data (FCAT results), and student growth results will be used to determine effectiveness.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 🔑 M318986	Results from iReady testing will be studied to assess whether growth is taking place in students'...	Lawrence, Kristine	8/15/2016	iReady scores, Classroom Observations, Scheduled Professional Development Days, Monthly Curriculum Leader/Department Meetings, & Quarterly Assessment Data	6/6/2017 monthly
G2.MA1 🔑 M318989	Results from iReady testing will be studied to assess whether growth is taking place in students'...	Lawrence, Kristine	8/15/2016	iReady scores, Classroom Observations, Scheduled Professional Development Days, Monthly Curriculum Leader/Department Meetings, & Quarterly Assessment Data	6/6/2017 monthly
G3.MA1 🔑 M318992	Results from District Science Benchmark testing and iReady testing will be studied to assess...	Lawrence, Kristine	8/15/2016	District ScienceBenchmark testing scores, iReady scores, Classroom Observations, Scheduled Professional Development Days, Monthly Curriculum Leader/Department Meetings, & Quarterly Assessment Data	6/6/2017 monthly
G1.B1.S1.MA1 🔑 M318984	The effectiveness of Goal #1 will be determined based on FSA performance data results. If 60% of...	Lawrence, Kristine	8/15/2016	The final teacher evaluation using the Instructional Information System, curriculum leader meeting notes/ feedback, student performance data (FSA results), and student growth results will be used to determine effectiveness.	6/6/2017 monthly
G1.B1.S1.MA1 🔑 M318985	Assure that all teachers are utilizing data to inform their instruction and creating lessons that...	Lawrence, Kristine	8/15/2016	Ongoing teacher observations using the Instructional Information System, curriculum leader meeting notes/ feedback, and data from progress monitoring tools	6/6/2017 monthly
G1.B1.S1.A1 🔑 A310842	Teachers will participate in professional development related to using Reading Standards required...	Lawrence, Kristine	8/15/2016	Ongoing teacher observations using the Instructional Information System, curriculum leader meeting notes, and data from progress monitoring tools	6/6/2017 monthly
G2.B1.S1.MA1 🔑 M318987	The effectiveness of Goal #2 will be determined based on FSA performance data results. If 67% of...	Lawrence, Kristine	8/15/2016	The final teacher evaluation using the Instructional Information System, curriculum leader meeting notes/ feedback, student performance data (FSA results), and student growth results will be used to determine effectiveness.	6/6/2017 monthly
G2.B1.S1.MA1 🔑 M318988	Assure that all teachers are utilizing data to inform their instruction and creating lessons that...	Lawrence, Kristine	8/15/2016	Ongoing teacher observations using the Instructional Information System, curriculum leader meeting notes/ feedback, and data from progress monitoring tools	6/6/2017 monthly
G2.B1.S1.A1 🔑 A310843	Teachers will participate in professional development related to using Reading Standards required...	Lawrence, Kristine	8/15/2016	Ongoing teacher evaluations using the Instructional Information System, curriculum leader meeting notes, and data from progress monitoring tools	6/6/2017 monthly
G3.B1.S1.MA1 🔑 M318990	The effectiveness of Goal #3 will be determined based on FCAT performance data results. If 52% of...	Lawrence, Kristine	8/15/2016	The final teacher evaluation using the Instructional Information System, curriculum leader meeting notes/ feedback, student performance data (FCAT results), and student growth results will be used to determine effectiveness.	6/6/2017 monthly
G3.B1.S1.MA1 🔑 M318991	Assure that all teachers are utilizing data to inform their instruction and creating lessons that...	Lawrence, Kristine	8/15/2016	Ongoing teacher observations using the Instructional Information System, curriculum leader meeting notes/	6/6/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				feedback, and data from progress monitoring tools	
G3.B1.S1.A1 🔑 A310844	Teachers will participate in professional development related to using Reading Standards required...	Lawrence, Kristine	8/15/2016	Ongoing teacher observations using the Instructional Information System, curriculum leader meeting notes, and data from progress monitoring tools	6/6/2017 monthly

V. Professional Development Opportunities

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

G1. By the year 2017, Brookside Middle School students will demonstrate an increase of 4 percentage points in the ELA proficiency rate (Level 3 or above) to 60% proficient. To achieve this goal, all teachers will use results of assessments to improve student performance and also improve the instructional program. Further, teachers will deliver instruction to students in multiple, differentiated levels of intensity based on data.

G1.B1 Consistency in analyzing data by every teacher and consistent use of FSA Reading standards in all classrooms.

G1.B1.S1 Continue professional development and PLC conversations about using student data to assess growth and to create lessons. Offer professional development on strategies to incorporate reading strategies into every lesson in every subject. Continue the implementation of the iEngage instructional model, incorporate the school wide vocabulary development program "Wow Words".

PD Opportunity 1

Teachers will participate in professional development related to using Reading Standards required of all teachers; accessing and understanding FSA and iReady data; employing strategies to differentiate instruction using the data; and using Restorative Circles for both social and academic purposes. Teachers will continue to use the iEngage lesson design and utilize the school wide vocabulary development program to promote literacy across content areas. They will work with curriculum leaders and in PLCs to create and evaluate instructional lessons to ensure effectiveness.

Facilitator

District Professional Development Network, Secondary Director of Middle Schools, Principals, Assistant Principals, Curriculum Leaders, and Teachers

Participants

Instructional staff

Schedule

Monthly, from 8/15/2016 to 6/6/2017

G2. By the year 2017, Brookside Middle School students will demonstrate an increase of 4 percentage points in the Math proficiency rate (Level 3 or above) to 67% proficient. To achieve this goal, all teachers will use results of assessments to improve student performance and also improve the instructional program. Further, teachers will deliver instruction to students in multiple, differentiated levels of intensity based on data.

G2.B1 Consistency in analyzing data by every teacher and consistent use of FSA Reading standards in all classrooms to assist in comprehension of math problems.

G2.B1.S1 Continue professional development and PLC conversations about using student data to assess growth and to create lessons. Offer professional development on strategies to incorporate reading stratgies into every lesson in every subject. Continue the implementation of the iEngage instructional model, incorporatethe school wide vocabulary development program "Wow Words".

PD Opportunity 1

Teachers will participate in professional development related to using Reading Standards required of all teachers; accessing and understanding FSA and iReady data; employing strategies to differentiate instruction using the data; and using Restorative Circles for both social and academic purposes. Teachers will continue to use the iEngage lesson design and utilize the school wide vocabulary development program to promote literacy across content areas. They will work with curriculum leaders and in PLCs to create and evaluate instructional lessons to ensure effectiveness.

Facilitator

District Professional Development Network, Secondary Director of Middle Schools, Principals, Assistant principals, Curriculum leaders, and Teachers

Participants

Instructional staff

Schedule

Monthly, from 8/15/2016 to 6/6/2017

G3. By the year 2017, Brookside Middle School 8th grade students will demonstrate an increase of 4 percentage points in the Science proficiency rate (Level 3 or above) to 52% proficient. To achieve this goal, all teachers will use results of assessments to improve student performance and also improve the instructional program. Further, teachers will deliver instruction to students in multiple, differentiated levels of intensity based on data.

G3.B1 Consistency in analyzing data by every teacher and consistent use of FSA Reading standards in all classrooms to assist in science comprehension.

G3.B1.S1 Continue professional development and PLC conversations about using student data to assess growth and to create lessons. Offer professional development on ways to incorporate reading strategies into every lesson in every subject. Continue the implementation of the iEngage instructional model, incorporate the school wide vocabulary development program "Wow Words".

PD Opportunity 1

Teachers will participate in professional development related to using Reading Standards required of all teachers; accessing and understanding FSA and iReady data; employing strategies to differentiate instruction using the data; and using Restorative Circles for both social and academic purposes. Teachers will continue to use the iEngage lesson design and utilize the school wide vocabulary development program to promote literacy across content areas. They will work with curriculum leaders and in PLCs to create and evaluate instructional lessons to ensure effectiveness.

Facilitator

District Professional Development Network, Secondary Director of Middle Schools, Principals, Assistant Principals, and Science Curriculum leaders.

Participants

Science Teachers

Schedule

Monthly, from 8/15/2016 to 6/6/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Teachers will participate in professional development related to using Reading Standards required of all teachers; accessing and understanding FSA and iReady data; employing strategies to differentiate instruction using the data; and using Restorative Circles for both social and academic purposes. Teachers will continue to use the iEngage lesson design and utilize the school wide vocabulary development program to promote literacy across content areas. They will work with curriculum leaders and in PLCs to create and evaluate instructional lessons to ensure effectiveness.	$0.00
2	G2.B1.S1.A1	Teachers will participate in professional development related to using Reading Standards required of all teachers; accessing and understanding FSA and iReady data; employing strategies to differentiate instruction using the data; and using Restorative Circles for both social and academic purposes. Teachers will continue to use the iEngage lesson design and utilize the school wide vocabulary development program to promote literacy across content areas. They will work with curriculum leaders and in PLCs to create and evaluate instructional lessons to ensure effectiveness.	$0.00
3	G3.B1.S1.A1	Teachers will participate in professional development related to using Reading Standards required of all teachers; accessing and understanding FSA and iReady data; employing strategies to differentiate instruction using the data; and using Restorative Circles for both social and academic purposes. Teachers will continue to use the iEngage lesson design and utilize the school wide vocabulary development program to promote literacy across content areas. They will work with curriculum leaders and in PLCs to create and evaluate instructional lessons to ensure effectiveness.	$0.00
		Total:	$0.00