Sarasota Middle School

2017-18 Schoolwide Improvement Plan

Sarasota Middle School

4826 ASHTON RD, Sarasota, FL 34233

www.sarasotacountyschools.net/sarasotamiddle

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	32%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	22%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Sarasota Middle School

DA Region and RED	DA Category and Turnaround Status
Central - [Lucinda Thompson](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Sarasota Middle School is a community offering a safe, encouraging environment that celebrates learning and innovation. All learners model and promote integrity, empathy, and responsibility.

b. Provide the school's vision statement.

Sarasota Middle School places learning at the center of its activities to enable all learners to lead productive, responsible, and healthful lives.

2. School Environment

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

Sarasota Middle School (SMS) takes every opportunity to establish and promote student well-being and social development dedicating time and effort to building relationships that connect our students, families, and community to school staff and administration.

Before the school year begins, all 6th grade students are invited to our student orientation and transition program, Where Everybody Belongs (WEB). During this 1.5 hour orientation assembly, trained 8th grade WEB Leaders guide the incoming 6th grade students, offering them a path to success both socially and academically. Sarasota Middle school prides itself on cultivating an environment, through our Positive Behavior Support (PBS) plan, where all members of the community are Polite, Prepared, Productive, and Safe.

SMS has established organizations like Builders Club and the National Junior Honor Society where student service learning is encouraged. Our students are developing their civic responsibilities and knowledge through these school supervised volunteer programs. Families are encouraged to participate in the international Coastal Clean-Up each year at a community park, open house, ESOL Night, and other after school offerings. Our morning news program and announcements include character-based messages from Project Wisdom Curriculum. This curriculum was purchased with SAC funds.

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

Teachers, administrators and support staff work through the PBS committee to set classroom and school-wide behavioral expectations that create a Polite, Prepared, Productive and Safe environment that posted throughout the school. Our PBS plan is written and updated on an annual basis through a collective shared decision making committee. Our school year begins with school-wide PBS lessons and a principal's forum focused on school-wide expectations. Teachers and staff provide before, during and after-school supervision to ensure safety for all students. Students are recognized for following behavioral expectations with Panther Paws that can be redeemed for rewards on a monthly basis. Students are encouraged to report any concerns to teachers, support staff, parents, bus drivers, administration and/or our student resource officer (SRO). Each report is investigated and documented, in accordance with district and state guidelines, and action is taken as deemed necessary.

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.

A positive learning culture is promulgated at Sarasota Middle School by ensuring that all participants and stakeholders feel they are part of a polite, prepared, productive and safe environment. The hallmarks of this positive learning culture at SMS are: fair and consistent implementation of school policies, decisions that are guided by a problem solving, not punitive, approach, and interventions that are progressive, supportive, constructive and transparent.

Every teacher at SMS engages students in learning through implementation of the Sarasota County Instructional Model, emphasizing the importance of modeling, guided and direct instructional strategies, productive team tasks, and accountable talk. Training in the implementation of this model is ongoing both formally and through collaborative school-based Professional Learning Communities.

Students are taught Sarasota Middle School's school-wide expectations of being Polite, Prepared, Productive, and Safe routinely throughout the first week of the school year. The master schedule for the first week of school includes an advisory period, and students participate in the Principal's Forum. These are posted and reinforced in every classroom across campus on a daily basis, and emphasized through the Principal's Forum, a grade-level assembly hosted by the administrative and support teams.

Trainings provided for staff include monthly PBS meetings, inclusion model training, Restorative Strategies training, and ESE summer training focused on interventions and addressing the needs of special populations. The behavioral specialist also works one on one with at-risk students regarding preventative strategies.

Close monitoring of disciplinary data by support staff, administration and teachers. Introduction of Panther Intervention Report , focused on teacher led student intervention based on the four school-wide expectations. The PIR incorporates re-teaching strategies and parent communication.

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.

Students, staff and parents have access to instructional support personnel that can provide either direct service or referral for service for student needs. The SMS School-Wide Support Team (SWST) consists of two Guidance Counselors, a Behavior Specialist, two ESE Liaisons, a School Psychologist, a District Social Worker, a District Truancy officer, two Assistant Principals and the Principal. This School-Wide Support Team meets on a weekly basis to take action on any needs and/ or concerns and initiate the MTSS process.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Attendance
The SMS Attendance Secretary prepares a weekly report of habitually absent students. This report is reviewed at our weekly School-Wide Support Team meeting. At the beginning of the 2017-18 school year, the school social worker sent home letters for students that were habitually truant. SMS administration proactively asked the social worker to reach out to families of at-risk students to assess need and provide supportive services. The attendance secretary sends out attendance letters

for 5 or more unexcused absences.

The SMS Assistant Principals monitor teacher grades to proactively identify students of academic concern at the midpoint and end of each quarter. Parent contact is made with every family of a failing student. School support personnel are notified to assist with providing individually designed supports and interventions to support the student in the class and teachers in the classroom.

Teachers and support staff refer any student of concern to the School-Wide Support Team to begin the Multi-Tiered System of Supports (MTSS) process as necessary. Interventions are designed and implemented according to student need and monitored for fidelity. Intervention are tracked using data and continued, discontinued or modified based on the student data.

Students who score a Level 1 and Level 2 on the Reading and/or Math Florida Standards Assessment (FSA) are identified through the scheduling process. Reading Level 1 and 2 students are provided intervention through scheduling in Intensive Reading and/or CAR/PD endorsed class placement. Math Level 1 and 2 students receive intervention in math fluency, and students in need of additional support are assigned to a Critical Thinking class. Administrative team and support staff will mentor students identified as At-Risk and needing additional support through the Panther Pals program. Staff mentors meet with students on a weekly basis (minimum) to provide individual assistance and advocate for student needs.

Teachers and Content Specialists review student diagnostic data and standards mastery formative and summative assessment results and district Math and Science Benchmark testing results to identify intervention needs. Professional Learning Community collaborative teams review student progress towards subject mastery and identify and provide remediation as needed.

The ESE Liaisons and Behavior Specialists review discipline referrals and suspensions and communicate the information to staff. In addition to data, the Behavior Specialists also collects information for BIPs and FBAs.

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	53	71	94	0	0	0	0	218
One or more suspensions	0	0	0	0	0	0	40	100	79	0	0	0	0	219
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	28	53	56	0	0	0	0	137

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	12	34	23	0	0	0	0	69

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

Intensive English/Language Arts - small group, differentiated instruction in reading for students identified by scoring a Level 1 or Low-Level 2 on the FSA Reading.

Targeted and differentiated classroom instruction based on needs discovered through formative and summative classroom assessment and data provided by iReady.

Panther Math Fluency - small group, differentiated instruction in math fluency.

Mentoring - weekly, small group, mentoring provided through lunches with our Behavior Specialist and Guidance Counselor.

Critical Thinking- an elective course, small group focused with mentoring and scaffolding supports

Advisory - school-wide support and focus i-Ready growth and College and Career Readiness.

Panther Pals - Administration and support staff mentoring students identified in lowest quartile and multiple at-risk factors.

Placement of all ESOL student in with appropriate supports and interventions and additional classroom instructional assistance as required.

Placement of all ESE students in their Least Restrictive Environment with additional classroom instructional assistance as required.

Positive Behavior Supports - School-wide supports and recognition for following behavioral expectations.

Restorative Strategies - Opportunity for students to account for the harm that they have caused, and restore relationship with those they have harmed.

Saturday School and In-School Suspension with support staff to assure continuance of the learning process while separated from their regular classroom.

APEX - Course Recovery - Allows students to recover credit for a failing grade in a core content area. Students are scheduling into a Course Recovery class with a teacher certified in the content area.

MTSS/SWST - Multi-tiered System of Support to identify students in need of interventions and supports. Team consists of Administrators, School Counselors, Behavior Specialist, Truancy Worker, ESE/ESOL Liaisons, Speech and Language Specialist, School Psychologist, School Social Worker and teachers.

Morning Tutoring Service - Morning Math Tutoring from 8am-9am by SMS Math teacher with assistance from National Junior Honors Society volunteers to assist students on an as needed basis with math assignments, and studying for quizzes and tests.

Creative Supports through master schedule - One 1-1 ESE aide assigned per grade level to support students with IEP's.

Transition Team - Newly created 6th/7th grade transition team to promote success for students that benefit from smaller class sizes and additional academic supports. Students access a Fusion English/Language Arts, Intensive Language Arts and College and Career Advisory class scheduled in a block with our reading specialists.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Parents attend Back to School schedule pick-up, SMS Summit for incoming 6th grade parents, SMS Showcase with student exhibits and performances, our annual Open House, music concerts, athletic events, National Junior Honor Society events, Literacy Night events, promotion ceremonies and parent conferences. Additionally, the Sarasota Middle Parent Teacher Student Organization (PTSO) actively raises money to support school functions, organizes Renaissance recognition events and other student events, and provides volunteers.

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.

SMS has an active School Advisory Committee (SAC) made-up of community representatives who serve as liaisons between the school and the wider community. The PTSO successfully identifies and recruits business partners that provide generous and varied resources to support school and student achievement. Additionally, it is Sarasota Middle School's goal to make school facilities available to local organizations for meetings and events. This builds relationships with the community and generates funding for the school.

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Dorn, Janel	Principal
Tinkis, Stacey	Assistant Principal
Tippman, Brian	Assistant Principal

b. Duties

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

Janel Dorn - Principal
Brian Tippman - Assistant Principal
Stacey Loos - Assistant Principal

School Curriculum Leaders -
Social Studies: Lisa Mangoni, Ashley Morrison, Jen Jaso
Language Arts: Colleen Joiner, Marta Boyle, Michelle West
Math: Gerri Greene, Corrine Bezdek, Donna Winstead
Science: Sue Guiffrida, Nicole Machenheimer, Teri Reisz
Department Chairs: Corrine Bezdek, Nicole Machenheimer, Jen Jaso, Marta Boyle
Team Leaders: Caryolyn Dorr, ESE Team; Judi Robson, ESOL: Matt Joiner, Physical Education;
Beth Rogers, Encore's
Carolyn Dorr/Kristin McCombie - ESE Liaisons
Garen Schaeffer/Jan Marques - Guidance Counselors
Deb Shults - Behavior Specialist
Shared Decision Making is facilitated through monthly School Leader meetings attended by the
personnel enumerated above. Additionally, each Curriculum Leader meets weekly with their
respective Professional Learning Community.

*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.*

The Sarasota County instructional model encourages the identification of students with learning
deficits and the provision of differentiated instruction to meet individual and small group needs. Every
teacher is trained in this instructional model.

Teachers bring students of concern (students in need to Tier 1 or Tier 2 interventions) to the School
Wide Support Team (SWST) - Guidance Counselors, Behavior Specialist, ESE Liaisons, School
Social Worker, Truancy worker, School Psychologist and school administrators - for support, needs
analysis, monitoring facilitation and possible disability identification and programming of services.
This group meets weekly throughout the school year.

Additional support is offered through before school tutoring, Math Fluency Interventions, Morning
Math Tutoring Math Labs, Intensive Language Arts, Critical Thinking and Course Recovery.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Janel Dorn	Principal
Susan Brown	Business/Community
Anne Frisina	Education Support Employee
Deb Houston	Teacher
Wendy Rudd	Parent
Lisa Russo	Business/Community
Brooks Tracey	Teacher
Corinne Bezdek	Teacher
Judi Robson	Teacher
Jan Sutter	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SMS SAC reviews SIP provides input and approves at the beginning of the school year and also reviews end-of-year results, noting successes and opportunities for growth and improvement going forward.

b. Development of this school improvement plan

Provide input; review and approve final document.

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

Provide feedback, review and approve final school budget.

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

There are no School Improvement Funds

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
Dorn, Janel	Principal
Tinkis, Stacey	Assistant Principal
Tippman, Brian	Assistant Principal
McCombie, Kristin	Other
Robson, Judi	Other

b. Duties

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

Effective implementation of school-wide instructional strategies: Visible Learning; iEngage (Gradual Release) instructional model, WOW vocabulary development, Cornell Notes, Frayer Model vocabulary, Reciprocal Teaching, Active Vocabulary Word Walls, Excellence in Writing, iReady diagnostic and Standards Mastery results, development and use of common assessments, and regular analysis of formative and summative assessment data to inform instruction.

D. Public and Collaborative Teaching

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

The school culture reflects a global respect and appreciation for the work of each staff member toward global goal of student achievement. The respect and shared focus is reflected in monthly staff meetings, monthly School Leader meetings, weekly Professional Learning Circles, and in the middle school "teaming" model. Collaborative planning is seen in these weekly PLC meetings, but also daily as teachers meet informally to discuss best practices, and in frequent school-based professional development.

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

School administration is responsible for assuring that our Instructional staff is provided collaborative support through regularly scheduled Professional Learning Circle (PLC) meetings and ongoing professional development. Newly hired teachers are provided on-site mentoring support and assistance through the district Professional Development department. Teachers in need of additional assistance are provided with structured support in accordance to district guidelines.

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

SMS has eleven newly-hired instructional staff members this school year. Each teacher is provided with a trained SCIP mentor. Each mentor provides strong content based skills, instructional lesson design support and on-going mentoring through both formal and informal weekly meetings. Support is also provided by school administration and district staff. The Sarasota County Induction Program includes a rubric and requires the Princpal's approval of completion at the end of the year.

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.

Teachers, students and parents are aware of the rigor of the FSA. Through our innovative technology rich classrooms and implementation of the Sarasota County Instructional Model we are actively engaging students in critical thinking skills including interpretation, analysis, evaluation, inference, explanation, evidence seeking and reflection around their content. Teachers follow content area Instructional Focus Guides and use I-Ready or content area Standards Based Summative Assessments or Benchmarks tests to inform instruction. Administration and faculty actively seek out resources and professional development that will further our ability to reach students and involve them in the types of learning tasks that that promote the thinking skills required by the FSA standards.

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.

In addition to their own common assessment and formative classroom assessment data, instructional staff utilizes State-Wide testing data (FCAT Science NGSSS, EOCs, FSA Reading and Math), i-Ready diagnostic, I-Ready standards-based formative and summative assessments,district created Benchmark testing data, writing practice prompt data and school wide math fluency results to identify differentiation needs of students. The iEngage Instructional Model, by intent, provides teachers ongoing opportunities to provide identified differentiated instructional needs to individual and small groups of students within the classroom on a daily basis. SMS has begun the Visible Learning Initiative, with focus on high-effect strategies and the four components of Visible Learning. The Visible Learner, Know Thy Impact, Inspired and Passionate Teachers and Feedback.

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: 6,480

Teachers participate in various opportunites to collaborate and plan. They also actively seek out Professional Development opportunites.

Strategy Rationale

Collaboration and Professional Development provides teachers the time and framework to reflect on their practice, construct new knowledge about teaching, and make positive sustained changes to their teaching practice.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Dorn, Janel, janel.dorn@sarasotacountyschools.net

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

FSA results, EOC results, District Benchmark results, i-Ready diagnostic, I-Ready standards-based formative and summative assessments, results, etc. are analyzed to determine if our overall achievement growth for the year has been obtained.

Strategy: Before School Program
Minutes added to school year: 10,920

Students are provided the opportunity for before-school tutoring. There are also enrichment opportunities through various clubs, such as NJHS, Builders Club,Technology Student Association, etc...

Strategy Rationale

A successful tutoring program will empower students to seize the learning opportunities offered to them in the classroom. It builds relationships that provide the confidence to take academic risks. For students who are academically and intellectually advanced, tutoring and extra-curricular activies can provide instruction and learning experiences at an accelerated pace or outside of their current curriculum to maintain the student's interest and increase their depth of conceptual understanding.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Formative and summative classroom assessment of individual student achievement growth.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Incoming 6th grade families are invited to multiple informational sessions and tours that occur during the school day and in the evening. Incoming 6th graders participate in a transition event in the Spring of their 5th grade year. They tour the school and meet 6th grade faculty, support staff and administrators. They also attend a WEB Rally (Where Everyone Belongs) the week before school starts. This event is lead by current 8th grade students and helps introduce incoming 6th graders to their new school.

The school counselors complete high school planning presentations and assist students with researching high school program options and course selections based on their chosen areas of interest. High School Counselors present information regarding student involvement, registration and course selection to 8th Graders each year. Students are offered guidance pertaining to choices for courses of study and electives in high school. Our School Counselors provide guidance to assist students in their choices and then the High School Counselors meet individually with each student to finalize their course of high school study.

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.

Sarasota Middle School is a College and Career Ready School. We embrace the Sarasota County Instructional Model which encourages daily embedding of real-life learning experiences that connect students to the world around them. It also inspires their imagination to go beyond the classroom and envision their lives as they move towards college and careers. We bring in community business and industry leaders through Junior Achievement to interact with our 8th grade students and bring the real world into the classroom. All student participate in a weekly 25 minute College and Career Readiness focused lesson or assessment aimed at promoting awareness and exploration of possible career paths utilizing the Naviance Program and directed by the SMS College and Career Advisory, School Counselor and Administrator. During College and Career Advisory students analyze interest and skills survey results, identify career clusters, and research potential careers.Students are offered the opportunity to participate in the Duke TIP (ACT) and PSAT 8/9 College Assessment and preparedness programs.

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

Students may participate in Technology Education and Science Explorations (STEM). The courses provide students the opportunity to attain the following certifications: IC3-SPARK, Digital Tools, and Digital Information and Technology. We also invite students to participate in the annual Science Fair, as well as our Technology Student Association (TSA) to participate at a competitive level.

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

Every core subject classroom is equipped as a highly innovative technology rich learning environment, putting technology at the finger tips of each students. The Sarasota County Instructional Model compels students to develop the interactive, collaborative skills needed in the 21st Century workplace. The instructional model also demands that they develop the technological skills needed and required in the marketplace.

This year, we offer STEM Investigations with an emphasis on coding where students can explore the foundational computer concepts of HTML and web design.

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.

-Increased rigor across disciplines
-Increased enrollment in acceleration classes (Algebra Honors and Geometry Honors, Speech 1, Spanish 1, Physical Science Honors 9, Digital Informational and Technology)
-Increased connections across disciplines and interdisciplinary units of study
-Increased awareness of the relationship of current learning to college and careers

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

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.

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.

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 end of the 2017-18 school year, there will be a 5 percentage reduction in suspensions from discipline referrals.

G2. By the end of the 2017-18 school year, there will be a minimum of 2 percent increase in proficiency on the FSA Reading.

G3. By the end of the 2017-18 school year, there will be a minimum of a 4 percentage point increase for all students demonstrating learning gain on the FSA Reading.

G4. By the end of the 2017-18 school year, there will be a minimum of 4 percentage point increase for all students demonstrating a learning gain in the lowest quartile on the FSA Reading.

G5. By the end of the 2017-18 school year, there will be a minimum of 2 percent increase in proficiency on the FSA Math.

G6. By the end of the 2017-18 school year, there will be a minimum of 2 percentage point increase demonstrating learning gain on the FSA Math.

G7. By end of the 2017-18 school year, there will be a minimum of a 4 percentage point increase in the number of students demonstrating learning gain in the lowest quartile on FSA Math.

G8. By the end of the 2017-18 school year, there will be a minimum of a 2 percent increase in proficiency on the Statewide Science Assessment.

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 end of the 2017-18 school year, there will be a 5 percentage reduction in suspensions from discipline referrals. 1a

🔍 G097275

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	31.0

Targeted Barriers to Achieving the Goal 3

- Data systems for review of behavioral data should be reviewed by support staff on a regular basis and action steps planned to address systemic and individual student concerns.

- Not all staff actively participate and promote the school-wide PBS program, Restorative Practices, and Panther Intervention Reports as proactive measures to reduce Office Discipline Referrals and subsequent suspensions.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Student Information System (SIS)/Behavioral Data Tracking Spreadsheet

- School News

- Digital media for presentations and facilitating of lessons

Plan to Monitor Progress Toward G1. 8

Student discipline data including referrals, lunch detentions, and school-based Panther Intervention Reports (PIR)

Person Responsible

Brian Tippman

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Lunch detention spreadsheets, school-based infraction reports, spreadsheets of referral data, disaggregated by student infraction, administrative action, student name, and staff member who assigned discipline.

G2. By the end of the 2017-18 school year, there will be a minimum of 2 percent increase in proficiency on the FSA Reading. 1a

🔍 G097276

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	77.0

Targeted Barriers to Achieving the Goal 3

- Students present with reading deficits, particularly in the areas of non-fiction, informational text.

- Students are in need of increased emphasis on organizational methods and vocabulary comprehension strategies.

- Instructional staff need regularly scheduled opportunities to share ideas and successful instructional strategies with each other.

Resources Available to Help Reduce or Eliminate the Barriers 2

- All classroom teachers, administrators, paraprofessionals and support staff are critical resources in addition to district textbook resources, iReady data, and IXL.

Plan to Monitor Progress Toward G2. 8

Classroom formative and summative assessments.
iReady data.
Progress monitoring of FSA Level 1 and low 2 students, not only in their reading and Language Arts class, but across their curriculum.

Person Responsible
Stacey Tinkis

Schedule
Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion
i-Ready diagnostic and Standards Mastery Assessment data and FSA Reading results.

G3. By the end of the 2017-18 school year, there will be a minimum of a 4 percentage point increase for all students demonstrating learning gain on the FSA Reading. 1a

🔍 G097277

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	69.0

Targeted Barriers to Achieving the Goal 3

- Teachers need professional development to be able to implement best practices and strategies.

- Teachers need time and access to meet with colleagues to plan effective instruction in a technology rich environment.

- Teachers need time to access growth monitoring and standards mastery I-Ready data and need time to plan interventions based on results.

Resources Available to Help Reduce or Eliminate the Barriers 2

- SCS technology equipment and district trainers, school administration, collaborative colleagues, i-Ready resources, outside educational organizations.

Plan to Monitor Progress Toward G3. 8

Review i-Ready diagnostic and standards mastery data

Person Responsible
Stacey Tinkis

Schedule
Triannually, from 8/14/2017 to 5/24/2018

Evidence of Completion
i-Ready Predicted Proficiency and Standards Mastery Year to Date reports.

G4. By the end of the 2017-18 school year, there will be a minimum of 4 percentage point increase for all students demonstrating a learning gain in the lowest quartile on the FSA Reading. 1a

🔍 G097278

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	56.0

Targeted Barriers to Achieving the Goal 3

- Teachers need professional development to be able to implement best practices and strategies.

- Teachers need time and access to meet with co-teaching colleagues to plan effective instruction in a technology rich classroom.

- ELA and ILA teachers need parallel instructional targets for student growth and progress.

Resources Available to Help Reduce or Eliminate the Barriers 2

- SCS techonlogy equipment and trainers, district trainers, school administration, collaborative colleagues, outside educational organizations

Plan to Monitor Progress Toward G4. 8

Teachers identify domains and standards in which students need remediation.

Person Responsible
Stacey Tinkis

Schedule
Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion
Monitor teacher individualization of student lesson paths in i-Ready.

G5. By the end of the 2017-18 school year, there will be a minimum of 2 percent increase in proficiency on the FSA Math. `1a`

🔍 G097279

Targets Supported `1b`

Indicator	Annual Target
FSA Mathematics Achievement	86.0

Targeted Barriers to Achieving the Goal `3`

- Students present with math fluency deficits which are impedimented to mastering the grade level curriculum.

- Students need to see how math experts think and work through math problems

- Teachers need regularly scheduled opportunities to collaborate and to share ideas and successful instructional strategies with each other.

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

- All teachers, administrators,paraprofessionals and support staff are critical resources. Big Ideas textbook resources, IXL math, district common assessments.

Plan to Monitor Progress Toward G5. `8`

Formative and summative assessments, and Math Benchmark assessments.

Person Responsible

Brian Tippman

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Classroom assessments, Math Benchmark assessments, i-Ready diagnostic and Standards Mastery Assessments and FSA.

G6. By the end of the 2017-18 school year, there will be a minimum of 2 percentage point increase demonstrating learning gain on the FSA Math. 1a

🔍 G097280

Targets Supported 1b

Indicator	Annual Target
Math Gains	75.0

Targeted Barriers to Achieving the Goal 3

- Teachers need professional development to be able to implement best practices and strategies.

- Teachers need time and access to meet with colleagues in a technology rich environment.

- Teachers need time to access growth monitoring and standards mastery I-Ready data and need time to plan interventions to target instruction based on results.

Resources Available to Help Reduce or Eliminate the Barriers 2

-

Plan to Monitor Progress Toward G6. 8

Monitor i-Ready diagnostic and standards mastery data.

Person Responsible
Brian Tippman

Schedule
Triannually, from 8/14/2017 to 5/24/2018

Evidence of Completion
i-Ready Predicted Proficiency and Standard Mastery Year to Date reports

G7. By end of the 2017-18 school year, there will be a minimum of a 4 percentage point increase in the number of students demonstrating learning gain in the lowest quartile on FSA Math. `1a`

🔍 G097281

Targets Supported `1b`

Indicator	Annual Target
Math Lowest 25% Gains	64.0

Targeted Barriers to Achieving the Goal `3`

- Low achievement levels

- Teachers need time to access growth monitoring and standards mastery I-Ready data and need time to plan interventions based on results.

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

- COT technology equipment, district training, school administration, collaborative colleagues, outside educational organizations

Plan to Monitor Progress Toward G7. `8`

Review i-Ready diagnostic and standards mastery data

Person Responsible
Brian Tippman

Schedule
Triannually, from 8/14/2017 to 5/24/2018

Evidence of Completion
i-Ready Predicted Proficiency and Standards Mastery Year to Date reports.

G8. By the end of the 2017-18 school year, there will be a minimum of a 2 percent increase in proficiency on the Statewide Science Assessment. `1a`

🔍 G097282

Targets Supported `1b`

Indicator	Annual Target
Statewide Science Assessment Achievement	78.0

Targeted Barriers to Achieving the Goal `3`

- Students need to "discover" Science through collaborative, hands-on investigations to develop scientific investigative processes and deep content understanding.

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

- Classroom teachers, mentors, coaches, district level curriculum specialist, administrators and support staff, technology rich, classrooms, professional development offerings.

Plan to Monitor Progress Toward G8. `8`

Classroom formative and summative assessments, Science Benchmark testing results and Statewide Science Assessment

Person Responsible

Brian Tippman

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

End of year Statewide Science Assessment

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 end of the 2017-18 school year, there will be a 5 percentage reduction in suspensions from discipline referrals. [1]

🔍 G097275

G1.B1 Data systems for review of behavioral data should be reviewed by support staff on a regular basis and action steps planned to address systemic and individual student concerns. [2]

🔍 B261601

G1.B1.S1 Use SIS/Behavior Spreadsheet to easily collect and review applicable data. Data will be collected and analyzed on a monthly basis by the PBS Committee and student support staff. [4]

🔍 S276979

Strategy Rationale

By identifying the areas of student improvement, administration can identify early warning signs of students in need of interventions, staff in need of professional development, school-wide needs of expectation communication.

Action Step 1 [5]

Support team will collect, analyze and create an action plan based on student discipline data.

Person Responsible

Brian Tippman

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

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

Data will be discussed monthly at support team meetings and PBS Committee meetings.

Person Responsible

Brian Tippman

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

spreadsheet of staff and student discipline data, meeting agendas

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

Data and Action Plans will be reviewed by Principal

Person Responsible

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Spreadsheets of data, dis-aggregated by student infraction, administrative action, student name, and staff member who assigned discipline. Action Plans and Action Steps and Follow Up.

G1.B2 Not all staff actively participate and promote the school-wide PBS program, Restorative Practices, and Panther Intervention Reports as proactive measures to reduce Office Discipline Referrals and subsequent suspensions. [2]

🔑 B261602

G1.B2.S1 Development of school-wide expectations that will be posted in all classrooms, common areas, and on the morning news; lessons for each of these will be taught during the first week of school and ongoing throughout the year. [4]

🔑 S276980

Strategy Rationale

Visual reminder of expectations and lessons that explicitly model the expectations will develop a supportive community.

Action Step 1 [5]

Development of a PBS expectations by area and creation of poster and associated lessons

Person Responsible

Brian Tippman

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Posters printed and hung around campus

Plan to Monitor Fidelity of Implementation of G1.B2.S1 [6]

Monitor morning news for implementation and collect check-list data regarding expectations during walk-throughs

Person Responsible

Brian Tippman

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Morning news, area expectation posters, count of Panther Paws

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Discuss observational data with PBS team at monthly meetings.

Person Responsible

Brian Tippman

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Walk-through data, staff input, meeting agendas

G2. By the end of the 2017-18 school year, there will be a minimum of 2 percent increase in proficiency on the FSA Reading. `1`

🔑 G097276

G2.B1 Students present with reading deficits, particularly in the areas of non-fiction, informational text. `2`

🔑 B261603

G2.B1.S1 Students who scored a Level 1 and low Level 2 on the Reading FSA will participate in either an Intensive Reading class or receive direct instruction on reading from a CAR-PD certified teacher. All teachers will emphasize reading and comprehension in their content areas. There will be an increased emphasis on informational text and the eliciting of evidence to support comprehension. `4`

🔑 S276981

Strategy Rationale

Action Step 1 `5`

Increased reading in the content areas. Increased reading of informational text and the use of textual evidence to demonstrate comprehension.

Person Responsible

Stacey Tinkis

Schedule

Daily, from 8/14/2017 to 5/24/2018

Evidence of Completion

Classroom observations.

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

Observation of classroom instruction to include reading in the content area and informational text.

Person Responsible

Stacey Tinkis

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Improved i-Ready diagnostic and Standards Mastery Assessment reading scores.

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

Classroom observations, formative and summative classroom assessments, iReady results.

Person Responsible

Stacey Tinkis

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

iReady diagnostic and Standards Mastery Assessment results; FSA Reading scores.

G2.B2 Students are in need of increased emphasis on organizational methods and vocabulary comprehension strategies. 2

🔑 B261604

G2.B2.S1 Teachers will implement the Sarasota County Instructional model. They will implement Visible Learning Strategies, Cornell Note Taking strategies, Reciprocal Teaching methods, Anticipation Guides, and the Frayer Model of vocabulary comprehension. Teachers will actively utilize Word Walls to emphasis current, content specific vocabulary. 4

🔑 S276982

Strategy Rationale

Action Step 1 5

Training, review and reinforcement of the instructional strategies.

Person Responsible

Stacey Tinkis

Schedule

Semiannually, from 8/14/2017 to 5/24/2018

Evidence of Completion

Classroom observation of teaching strategies.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Classroom observation of instruction.

Person Responsible

Stacey Tinkis

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Fidelity of use of instructional strategies in each classroom.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Formative and summative classroom assessments, iReady results.

Person Responsible

Stacey Tinkis

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Results of summative classroom assessments, student grades, i-Ready diagnostic and Standards Mastery Assessment results and FSA Reading results.

G2.B3 Instructional staff need regularly scheduled opportunities to share ideas and successful instructional strategies with each other. `2`

🔍 B261605

G2.B3.S1 Administration and Master Scheduler will develop a schedule that provides for weekly grade level, content specific PLC meetings. `4`

🔍 S276983

Strategy Rationale

Action Step 1 `5`

Develop Master Schedule that facilitates weekly, grade level, content specific PLC meetings.

Person Responsible

Brian Tippman

Schedule

Annually, from 8/14/2017 to 5/24/2018

Evidence of Completion

Completed Master Schedule.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 `6`

Verify Master Schedule and planning times.

Person Responsible

Brian Tippman

Schedule

On 5/24/2018

Evidence of Completion

Finished Master Schedule

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

Verify use of weekly PLC planning time.

Person Responsible

Stacey Tinkis

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Observation of productive PLC meeting and review of minutes.

G2.B3.S2 Teachers will schedule and fully utilize collaborative planning time to share ideas and successful instructional strategies. 4

🔑 S276984

Strategy Rationale

Action Step 1 5

Establish and utilize weekly collaborative planning time.

Person Responsible

Stacey Tinkis

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Observation of meetings and classroom implementation of identified strategies.

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Participate and observe weekly PLC meetings.

Person Responsible

Stacey Tinkis

Schedule

On 5/24/2018

Evidence of Completion

Productive use of collaborative meeting time and implementation of shared strategies.

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

Effective implementation of high impact instructional strategies and interventions.

Person Responsible

Stacey Tinkis

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Classroom observation and student learning gains as evidenced by assessment results.

G3. By the end of the 2017-18 school year, there will be a minimum of a 4 percentage point increase for all students demonstrating learning gain on the FSA Reading. 1

🔑 G097277

G3.B1 Teachers need professional development to be able to implement best practices and strategies. 2

🔑 B261606

G3.B1.S1 4

🔑 S276985

Strategy Rationale

Trainers will schedule time to work with individual teachers, PLC's, and after school groups

Action Step 1 5

Training calendars and attendance

Person Responsible

Stacey Tinkis

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Training calendar and attendance log

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

Training schedule and participants

Person Responsible

Stacey Tinkis

Schedule

Semiannually, from 8/14/2017 to 5/24/2018

Evidence of Completion

Review attendance logs

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

Classroom Observations

Person Responsible

Stacey Tinkis

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Teacher's application of training in classroom practices and instruction.

G3.B2 Teachers need time and access to meet with colleagues to plan effective instruction in a technology rich environment. `2`

🔑 B261607

G3.B2.S1 `4`

🔑 S276986

Strategy Rationale

Research-based professional development will give staff members the structures and supports needed to be effective in an any learning environment.

Action Step 1 `5`

Monitor PLC meetings and professional development

Person Responsible

Stacey Tinkis

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Classroom observations and Classroom Indicators for Success

Plan to Monitor Fidelity of Implementation of G3.B2.S1 `6`

Review PLC notes and discussions with teachers

Person Responsible

Stacey Tinkis

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Review notes turned in PLC leads on a weekly basis and have follow up conversations as needed.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

Classroom observations and feedback from participants

Person Responsible

Stacey Tinkis

Schedule

Triannually, from 8/14/2017 to 5/24/2018

Evidence of Completion

Teacher survey to determine effectiveness of feedback.

G3.B3 Teachers need time to access growth monitoring and standards mastery I-Ready data and need time to plan interventions based on results. 2

🔑 B261608

G3.B3.S1 4

🔑 S276987

Strategy Rationale

Teachers need time to access growth monitoring and standards mastery I-Ready data and need time to plan interventions based on results.

Action Step 1 5

Monitor participation in i-Ready professional development and use of data to inform instruction.

Person Responsible

Stacey Tinkis

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Attendance logs and teacher dialogue

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Monitor students' weekly minutes and pass rate on i-Ready lessons

Person Responsible

Stacey Tinkis

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

i-Ready Instructional Usage Report

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 `7`

Monitor i-Ready diagnostic growth data

Person Responsible

Stacey Tinkis

Schedule

Triannually, from 8/14/2017 to 5/24/2018

Evidence of Completion

i-Ready scale score targeted growth

G4. By the end of the 2017-18 school year, there will be a minimum of 4 percentage point increase for all students demonstrating a learning gain in the lowest quartile on the FSA Reading. `1`

🔑 G097278

G4.B1 Teachers need professional development to be able to implement best practices and strategies. `2`

🔑 B261609

G4.B1.S1 Trainers will schedule time to work with individual teachers, PLCs and after school groups. `4`

🔑 S276988

Strategy Rationale

These meetings will be able to target training and maximize the benefit accrued.

Action Step 1 `5`

Training Calendars and attendance

Person Responsible

Stacey Tinkis

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Completed training calendar.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 `6`

Training schedule and participants

Person Responsible

Stacey Tinkis

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Training agendas.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 `7`

Classroom observations

Person Responsible

Stacey Tinkis

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Application of training seen in classroom practices.

G4.B1.S2 Identify professional development opportunities for staff members supporting ESE students in all environments. 4

🔑 S276989

Strategy Rationale

Research-based professional development will give staff members the structures and supports needed to be effective in any learning environment.

Action Step 1 5

Monitor meetings and professional development

Person Responsible

Stacey Tinkis

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Classroom observations and Instructional Indicators for Success.

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Classroom observation and feedback from participants.

Person Responsible

Stacey Tinkis

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Classroom observation notes and Classroom Indicators for Success.

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Collaboration during PLC and other scheduled meetings times. Provide coaching and feedback as needed.

Person Responsible

Stacey Tinkis

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Increased instructional capacity with staff members in LRE environments

G4.B2 Teachers need time and access to meet with co-teaching colleagues to plan effective instruction in a technology rich classroom. 2

🔑 B261610

G4.B2.S1 Maintain fidelity to weekly, collaborative PLC meetings. 4

🔑 S276990

Strategy Rationale

Consistent, collegial collaboration increases the knowledge base and implementation ability of all participants.

Action Step 1 5

Schedule weekly PLC meetings and assign members.

Person Responsible

Stacey Tinkis

Schedule

On 5/24/2018

Evidence of Completion

Completed schedule and weekly PLC reports.

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Collect and review weekly PLC reports.

Person Responsible

Stacey Tinkis

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Weekly PLC reports and direct observation.

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Provide PLCs "protected" meeting times.

Person Responsible

Stacey Tinkis

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

PLC meeting schedule without conflicting meetings.

G4.B3 ELA and ILA teachers need parallel instructional targets for student growth and progress. 2

🔑 B261611

G4.B3.S1 4

🔑 S276991

Strategy Rationale

ELA and ILA teachers should align instruction to target needs of lowest quartile students.

Action Step 1 5

ELA and ILA teachers will communicate individual student progression through IFG and Reading Standards.

Person Responsible

Stacey Tinkis

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Communication and feedback from teachers

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

Discussions with teachers on progression through the IFG

Person Responsible

Stacey Tinkis

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Lesson plans

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 `7`

Monitor i-Ready diagnostic growth and standards mastery data

> ### Person Responsible
>
> Stacey Tinkis
>
> ### Schedule
>
> Triannually, from 8/14/2017 to 5/24/2018
>
> ### *Evidence of Completion*
>
> i-Ready Predicted Proficiency and Standards Mastery Year to Date reports.

G5. By the end of the 2017-18 school year, there will be a minimum of 2 percent increase in proficiency on the FSA Math. `1`

🔑 G097279

> **G5.B1** Students present with math fluency deficits which are impedimented to mastering the grade level curriculum. `2`
>
> 🔑 B261612

> **G5.B1.S1** Teachers will regularly monitor their students math fluency levels. They will implement in class interventions to address any deficits. Academic Intervention and Math Fluency classes will be established to provide additional fluency support and strategies for deficits that go beyond what can be addressed in the classroom. `4`
>
> 🔑 S276992

> ### Strategy Rationale

Action Step 1 `5`

Progress monitor math fluency, identify specific needs, and develop interventions.

> ### Person Responsible
>
> Brian Tippman
>
> ### Schedule
>
> Weekly, from 8/14/2017 to 5/24/2018
>
> ### *Evidence of Completion*
>
> Math fluency test results, i-Ready diagnostic, Standards Mastery Assessment and FSA results.

Plan to Monitor Fidelity of Implementation of G5.B1.S1 `6`

Progress monitoring of math fluency.

Person Responsible

Brian Tippman

Schedule

Every 6 Weeks, from 8/14/2017 to 5/24/2018

Evidence of Completion

Results of math fluency test, classroom assessments, i-Ready diagnostic, Standards Mastery Assessments and FSA results.

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 `7`

Review math fluency scores, iReady diagnostics, Standards Mastery and classroom summative assessments.

Person Responsible

Brian Tippman

Schedule

Every 6 Weeks, from 8/14/2017 to 5/24/2018

Evidence of Completion

i-Ready diagnostic, Standards Mastery Assessment and FSA Math Results.

G5.B2 Students need to see how math experts think and work through math problems `2`

`🔑 B261613`

G5.B2.S1 Math teachers will fully implement the iEngage Instructional Model. This includes the identification and articulation of clear content and vocabulary purposes each day, the implementation of a collaborative student team task and the guided instruction necessary for successful student completion, and opportunities for students to demonstrate independent content mastery. `4`

`🔑 S276993`

Strategy Rationale

Action Step 1 `5`

Training, reinforcement and implementation of the Sarasota County Instructional model.

Person Responsible

Brian Tippman

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Observation of classroom instruction implementing the Sarasota County Instructional Model.

Plan to Monitor Fidelity of Implementation of G5.B2.S1 `6`

Fidelity of implementation of TechActive iEngage Instructional Model.

Person Responsible

Brian Tippman

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Classroom observation of instruction.

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 `7`

Formative and summative assessments of content understanding and mastery.

Person Responsible

Brian Tippman

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Classroom observation, student grades, FSA and iReady diagnostic and Standards Assessment math results

G5.B3 Teachers need regularly scheduled opportunities to collaborate and to share ideas and successful instructional strategies with each other. [2]

🔍 B261614

G5.B3.S1 Administration will develop a Master Schedule that allows for weekly content and grade level specific PLC meetings. Teachers will utilize this time to collaborate and share successful instructional strategies. [4]

🔍 S276994

Strategy Rationale

Action Step 1 [5]

Develop Master Schedule that allows for content and grade level weekly PLC meetings.

Person Responsible

Brian Tippman

Schedule

On 5/24/2018

Evidence of Completion

Finished Master Schedule.

Action Step 2 [5]

Establish and utilize regularly schedule collaborative meeting times.

Person Responsible

Brian Tippman

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Observation of PLC's. Minutes of PLC meetings. Observation of classroom implementation of identified strategies.

Plan to Monitor Fidelity of Implementation of G5.B3.S1 `6`

Participate in and observe regular PLC meetings.

Person Responsible

Brian Tippman

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Observation and implementation of productive PLC meetings.

Plan to Monitor Effectiveness of Implementation of G5.B3.S1 `7`

Productive PLC meetings and implementation of identified strategies.

Person Responsible

Brian Tippman

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Observation of PLC meetings and Math results..

G6. By the end of the 2017-18 school year, there will be a minimum of 2 percentage point increase demonstrating learning gain on the FSA Math. 1

🔑 G097280

G6.B1 Teachers need professional development to be able to implement best practices and strategies. 2

🔑 B261615

G6.B1.S1 4

🔑 S276995

Strategy Rationale

Trainers will schedule time to work with individual teachers, PLC's, and after school groups.

Action Step 1 5

Training calendars and attendance

Person Responsible

Brian Tippman

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Training calendar and attendance log

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Training schedule and participants

Person Responsible

Brian Tippman

Schedule

Semiannually, from 8/14/2017 to 5/24/2018

Evidence of Completion

Review attendance and schedule

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 `7`

Classroom Observations

Person Responsible

Brian Tippman

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Teachers application of training in classroom practices using Classroom Indicators for Success.

G6.B2 Teachers need time and access to meet with colleagues in a technology rich environment. `2`
🔑 B261616

G6.B2.S1 `4`
🔑 S276996

Strategy Rationale

Research-based professional development will give staff members the structures and supports needed to be effective in an any learning environment.

Action Step 1 `5`

Monitor PLC meetings and professional development

Person Responsible

Brian Tippman

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Classroom observations and Classroom Indicators for Success

Plan to Monitor Fidelity of Implementation of G6.B2.S1 6

Review PLC notes and discussions with teachers

Person Responsible

Brian Tippman

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Review notes turned in by PLC leads on a weekly basis and have follow conversations as needed.

Plan to Monitor Effectiveness of Implementation of G6.B2.S1 7

Classroom observation and feedback from participants

Person Responsible

Brian Tippman

Schedule

Triannually, from 8/14/2017 to 5/24/2018

Evidence of Completion

Teacher survey to determine effectiveness of feedback

G6.B3 Teachers need time to access growth monitoring and standards mastery I-Ready data and need time to plan interventions to target instruction based on results. 2

🔑 B261617

G6.B3.S1 4

🔑 S276997

Strategy Rationale

Focus on individual i-Ready data to create instructional groups to focus on teaching standards to a mastery level.

Action Step 1 5

Monitor participation in i-Ready professional development and use of data to inform instruction.

Person Responsible

Brian Tippman

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Attendance logs and teacher dialogue

Plan to Monitor Fidelity of Implementation of G6.B3.S1 6

Monitor students weekly minutes and pass rate on i-Ready lessons .

Person Responsible

Brian Tippman

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

i-Ready Instructional Usage Report

Plan to Monitor Effectiveness of Implementation of G6.B3.S1 `7`

Monitor i-Ready diagnostic growth data

> **Person Responsible**
>
> Brian Tippman
>
> **Schedule**
>
> Triannually, from 8/14/2017 to 5/24/2018
>
> *Evidence of Completion*
>
> i-Ready scale score target growth

G7. By end of the 2017-18 school year, there will be a minimum of a 4 percentage point increase in the number of students demonstrating learning gain in the lowest quartile on FSA Math. `1`

🔑 G097281

G7.B1 Low achievement levels `2`

🔑 B261618

G7.B1.S1 `4`

🔑 S276998

> **Strategy Rationale**
>
> Provide teachers with resources, instructional strategies and additional staff to support the learning environment for the lowest quartile. Provide

Action Step 1 `5`

Provide professional development to support the math instruction of the lowest quartile

> **Person Responsible**
>
> Brian Tippman
>
> **Schedule**
>
> Quarterly, from 8/14/2017 to 5/24/2018
>
> *Evidence of Completion*
>
> Teacher participation

Plan to Monitor Fidelity of Implementation of G7.B1.S1 `6`

Review of attendance logs

Person Responsible

Brian Tippman

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Professional development logs

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 `7`

Teachers implement strategies learned in professional development

Person Responsible

Brian Tippman

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Classroom observations and Classroom Indicators for Success

G7.B2 Teachers need time to access growth monitoring and standards mastery I-Ready data and need time to plan interventions based on results. 2

🔑 B261619

G7.B2.S1 4

🔑 S276999

Strategy Rationale

Teachers need time to access growth monitoring and standards mastery I-Ready data and need time to plan interventions based on results.

Action Step 1 5

Monitor participation in i-Ready professional development and use of data to inform instruction.

Person Responsible

Brian Tippman

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Attendance logs and teacher dialogue

Plan to Monitor Fidelity of Implementation of G7.B2.S1 6

Monitor students' weekly minutes and pass rate on i-Ready lessons

Person Responsible

Brian Tippman

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

i-Ready Instructional Usage Report

Plan to Monitor Effectiveness of Implementation of G7.B2.S1 `7`

Monitor i-Ready diagnostic growth data

Person Responsible

Schedule

Triannually, from 8/14/2017 to 5/24/2018

Evidence of Completion

i-Ready scale score targeted growth

G8. By the end of the 2017-18 school year, there will be a minimum of a 2 percent increase in proficiency on the Statewide Science Assessment. `1`

🔑 G097282

G8.B1 Students need to "discover" Science through collaborative, hands-on investigations to develop scientific investigative processes and deep content understanding. `2`

🔑 B261620

G8.B1.S1 `4`

🔑 S277000

Strategy Rationale

Science teachers will fully implement the Sarasota County instructional model. They will increase their use of science, informational text and routinely engage their students in Accountable Team Tasks.

Action Step 1 `5`

Train, review and reinforce the use of the Sarasota County Instructional Model.

Person Responsible

Brian Tippman

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Classroom observations.

Plan to Monitor Fidelity of Implementation of G8.B1.S1 [6]

Observation of classroom instructional strategies.

Person Responsible

Brian Tippman

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Successful and consistent implementation of the Sarasota County Instructional Model. Increased Statewide Science Assessment proficiency scores.

Plan to Monitor Effectiveness of Implementation of G8.B1.S1 [7]

Formative and summative classroom assessments, Science Benchmark assessments and Statewide Science Assessment results

Person Responsible

Brian Tippman

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Increased proficiency on Statewide Science Assessment

G8.B1.S2 4

S277001

Strategy Rationale

Science teachers will optimize the utilization to their classrooms (if applicable). Thereby creating relevancy and engagement with the content.

Action Step 1 5

Attend training for LanSchool, Vernier, and TI-nSpire. Collaborate with other Sarasota County teachers to optimize utilization of assets.

Person Responsible

Brian Tippman

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Increased effective utilization of all components of the Sarasota County Middle School technology rich classroom environment.

Plan to Monitor Fidelity of Implementation of G8.B1.S2 6

Classroom observations of effective utilization.

Person Responsible

Brian Tippman

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Classroom teacher ability to fluidly use the technology in the TechActive classroom.

Plan to Monitor Effectiveness of Implementation of G8.B1.S2 `7`

Classroom observations and student engagement.

Person Responsible

Brian Tippman

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Rigor and relevance in the science classroom. Increased Statewide Science Assessment

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.MA1 M401823	Student discipline data including referrals, lunch detentions, and school-based Panther...	Tippman, Brian	8/14/2017	Lunch detention spreadsheets, school-based infraction reports, spreadsheets of referral data, dis-aggregated by student infraction, administrative action, student name, and staff member who assigned discipline.	5/24/2018 monthly
G2.MA1 M401832	Classroom formative and summative assessments. iReady data. Progress monitoring of FSA Level 1...	Tinkis, Stacey	8/14/2017	i-Ready diagnostic and Standards Mastery Assessment data and FSA Reading results.	5/24/2018 monthly
G3.MA1 M401839	Review i-Ready diagnostic and standards mastery data	Tinkis, Stacey	8/14/2017	i-Ready Predicted Proficiency and Standards Mastery Year to Date reports.	5/24/2018 triannually
G4.MA1 M401848	Teachers identify domains and standards in which students need remediation.	Tinkis, Stacey	8/14/2017	Monitor teacher individualization of student lesson paths in i-Ready.	5/24/2018 weekly
G5.MA1 M401855	Formative and summative assessments, and Math Benchmark assessments.	Tippman, Brian	8/14/2017	Classroom assessments, Math Benchmark assessments, i-Ready diagnostic and Standards Mastery Assessments and FSA.	5/24/2018 monthly
G6.MA1 M401862	Monitor i-Ready diagnostic and standards mastery data.	Tippman, Brian	8/14/2017	i-Ready Predicted Proficiency and Standard Mastery Year to Date reports	5/24/2018 triannually
G7.MA1 M401867	Review i-Ready diagnostic and standards mastery data	Tippman, Brian	8/14/2017	i-Ready Predicted Proficiency and Standards Mastery Year to Date reports.	5/24/2018 triannually
G8.MA1 M401872	Classroom formative and summative assessments, Science Benchmark testing results and Statewide...	Tippman, Brian	8/14/2017	End of year Statewide Science Assessment	5/24/2018 monthly
G1.B1.S1.MA1 M401819	Data and Action Plans will be reviewed by Principal		8/14/2017	Spreadsheets of data, dis-aggregated by student infraction, administrative action, student name, and staff member who assigned discipline. Action Plans and Action Steps and Follow Up.	5/24/2018 monthly
G1.B1.S1.MA1 M401820	Data will be discussed monthly at support team meetings and PBS Committee meetings.	Tippman, Brian	8/14/2017	spreadsheet of staff and student discipline data, meeting agendas	5/24/2018 monthly
G1.B1.S1.A1 A373322	Support team will collect, analyze and create an action plan based on student discipline data.	Tippman, Brian	8/14/2017		5/24/2018 monthly
G1.B2.S1.MA1 M401821	Discuss observational data with PBS team at monthly meetings.	Tippman, Brian	8/14/2017	Walk-through data, staff input, meeting agendas	5/24/2018 monthly
G1.B2.S1.MA1 M401822	Monitor morning news for implementation and collect check-list data regarding expectations during...	Tippman, Brian	8/14/2017	Morning news, area expectation posters, count of Panther Paws	5/24/2018 monthly
G1.B2.S1.A1 A373323	Development of a PBS expectations by area and creation of poster and associated lessons	Tippman, Brian	8/14/2017	Posters printed and hung around campus	5/24/2018 quarterly
G2.B1.S1.MA1 M401824	Classroom observations, formative and summative classroom assessments, iReady results.	Tinkis, Stacey	8/14/2017	iReady diagnostic and Standards Mastery Assessment results; FSA Reading scores.	5/24/2018 monthly
G2.B1.S1.MA1 M401825	Observation of classroom instruction to include reading in the content area and informational text.	Tinkis, Stacey	8/14/2017	Improved i-Ready diagnostic and Standards Mastery Assessment reading scores.	5/24/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1 🔍 A373324	Increased reading in the content areas. Increased reading of informational text and the use of...	Tinkis, Stacey	8/14/2017	Classroom observations.	5/24/2018 daily
G2.B2.S1.MA1 🔍 M401826	Formative and summative classroom assessments, iReady results.	Tinkis, Stacey	8/14/2017	Results of summative classroom assessments, student grades, i-Ready diagnostic and Standards Mastery Assessment results and FSA Reading results.	5/24/2018 monthly
G2.B2.S1.MA1 🔍 M401827	Classroom observation of instruction.	Tinkis, Stacey	8/14/2017	Fidelity of use of instructional strategies in each classroom.	5/24/2018 monthly
G2.B2.S1.A1 🔍 A373325	Training, review and reinforcement of the instructional strategies.	Tinkis, Stacey	8/14/2017	Classroom observation of teaching strategies.	5/24/2018 semiannually
G2.B3.S1.MA1 🔍 M401828	Verify use of weekly PLC planning time.	Tinkis, Stacey	8/14/2017	Observation of productive PLC meeting and review of minutes.	5/24/2018 weekly
G2.B3.S1.MA1 🔍 M401829	Verify Master Schedule and planning times.	Tippman, Brian	8/14/2017	Finished Master Schedule	5/24/2018 one-time
G2.B3.S1.A1 🔍 A373326	Develop Master Schedule that facilitates weekly, grade level, content specific PLC meetings.	Tippman, Brian	8/14/2017	Completed Master Schedule.	5/24/2018 annually
G3.B1.S1.MA1 🔍 M401833	Classroom Observations	Tinkis, Stacey	8/14/2017	Teacher's application of training in classroom practices and instruction.	5/24/2018 monthly
G3.B1.S1.MA1 🔍 M401834	Training schedule and participants	Tinkis, Stacey	8/14/2017	Review attendance logs	5/24/2018 semiannually
G3.B1.S1.A1 🔍 A373328	Training calendars and attendance	Tinkis, Stacey	8/14/2017	Training calendar and attendance log	5/24/2018 quarterly
G3.B2.S1.MA1 🔍 M401835	Classroom observations and feedback from participants	Tinkis, Stacey	8/14/2017	Teacher survey to determine effectiveness of feedback.	5/24/2018 triannually
G3.B2.S1.MA1 🔍 M401836	Review PLC notes and discussions with teachers	Tinkis, Stacey	8/14/2017	Review notes turned in PLC leads on a weekly basis and have follow up conversations as needed.	5/24/2018 weekly
G3.B2.S1.A1 🔍 A373329	Monitor PLC meetings and professional development	Tinkis, Stacey	8/14/2017	Classroom observations and Classroom Indicators for Success	5/24/2018 monthly
G3.B3.S1.MA1 🔍 M401837	Monitor i-Ready diagnostic growth data	Tinkis, Stacey	8/14/2017	i-Ready scale score targeted growth	5/24/2018 triannually
G3.B3.S1.MA1 🔍 M401838	Monitor students' weekly minutes and pass rate on i-Ready lessons	Tinkis, Stacey	8/14/2017	i-Ready Instructional Usage Report	5/24/2018 monthly
G3.B3.S1.A1 🔍 A373330	Monitor participation in i-Ready professional development and use of data to inform instruction.	Tinkis, Stacey	8/14/2017	Attendance logs and teacher dialogue	5/24/2018 quarterly
G4.B1.S1.MA1 🔍 M401840	Classroom observations	Tinkis, Stacey	8/14/2017	Application of training seen in classroom practices.	5/24/2018 monthly
G4.B1.S1.MA1 🔍 M401841	Training schedule and participants	Tinkis, Stacey	8/14/2017	Training agendas.	5/24/2018 quarterly
G4.B1.S1.A1 🔍 A373331	Training Calendars and attendance	Tinkis, Stacey	8/14/2017	Completed training calendar.	5/24/2018 quarterly
G4.B2.S1.MA1 🔍 M401844	Provide PLCs "protected" meeting times.	Tinkis, Stacey	8/14/2017	PLC meeting schedule without conflicting meetings.	5/24/2018 weekly
G4.B2.S1.MA1 🔍 M401845	Collect and review weekly PLC reports.	Tinkis, Stacey	8/14/2017	Weekly PLC reports and direct observation.	5/24/2018 weekly
G4.B2.S1.A1 🔍 A373333	Schedule weekly PLC meetings and assign members.	Tinkis, Stacey	8/14/2017	Completed schedule and weekly PLC reports.	5/24/2018 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B3.S1.MA1 M401846	Monitor i-Ready diagnostic growth and standards mastery data	Tinkis, Stacey	8/14/2017	i-Ready Predicted Proficiency and Standards Mastery Year to Date reports.	5/24/2018 triannually
G4.B3.S1.MA1 M401847	Discussions with teachers on progression through the IFG	Tinkis, Stacey	8/14/2017	Lesson plans	5/24/2018 quarterly
G4.B3.S1.A1 A373334	ELA and ILA teachers will communicate individual student progression through IFG and Reading...	Tinkis, Stacey	8/14/2017	Communication and feedback from teachers	5/24/2018 monthly
G5.B1.S1.MA1 M401849	Review math fluency scores, iReady diagnostics, Standards Mastery and classroom summative...	Tippman, Brian	8/14/2017	i-Ready diagnostic, Standards Mastery Assessment and FSA Math Results.	5/24/2018 every-6-weeks
G5.B1.S1.MA1 M401850	Progress monitoring of math fluency.	Tippman, Brian	8/14/2017	Results of math fluency test, classroom assessments, i-Ready diagnostic, Standards Mastery Assessments and FSA results.	5/24/2018 every-6-weeks
G5.B1.S1.A1 A373335	Progress monitor math fluency, identify specific needs, and develop interventions.	Tippman, Brian	8/14/2017	Math fluency test results, i-Ready diagnostic, Standards Mastery Assessment and FSA results.	5/24/2018 weekly
G5.B2.S1.MA1 M401851	Formative and summative assessments of content understanding and mastery.	Tippman, Brian	8/14/2017	Classroom observation, student grades, FSA and iReady diagnostic and Standards Assessment math results	5/24/2018 weekly
G5.B2.S1.MA1 M401852	Fidelity of implementation of TechActive iEngage Instructional Model.	Tippman, Brian	8/14/2017	Classroom observation of instruction.	5/24/2018 weekly
G5.B2.S1.A1 A373336	Training, reinforcement and implementation of the Sarasota County Instructional model.	Tippman, Brian	8/14/2017	Observation of classroom instruction implementing the Sarasota County Instructional Model.	5/24/2018 weekly
G5.B3.S1.MA1 M401853	Productive PLC meetings and implementation of identified strategies.	Tippman, Brian	8/14/2017	Observation of PLC meetings and Math results..	5/24/2018 weekly
G5.B3.S1.MA1 M401854	Participate in and observe regular PLC meetings.	Tippman, Brian	8/14/2017	Observation and implementation of productive PLC meetings.	5/24/2018 weekly
G5.B3.S1.A1 A373337	Develop Master Schedule that allows for content and grade level weekly PLC meetings.	Tippman, Brian	8/14/2017	Finished Master Schedule.	5/24/2018 one-time
G5.B3.S1.A2 A373338	Establish and utilize regularly schedule collaborative meeting times.	Tippman, Brian	8/14/2017	Observation of PLC's. Minutes of PLC meetings. Observation of classroom implementation of identified strategies.	5/24/2018 weekly
G6.B1.S1.MA1 M401856	Classroom Observations	Tippman, Brian	8/14/2017	Teachers application of training in classroom practices using Classroom Indicators for Success.	5/24/2018 monthly
G6.B1.S1.MA1 M401857	Training schedule and participants	Tippman, Brian	8/14/2017	Review attendance and schedule	5/24/2018 semiannually
G6.B1.S1.A1 A373339	Training calendars and attendance	Tippman, Brian	8/14/2017	Training calendar and attendance log	5/24/2018 quarterly
G6.B2.S1.MA1 M401858	Classroom observation and feedback from participants	Tippman, Brian	8/14/2017	Teacher survey to determine effectiveness of feedback	5/24/2018 triannually
G6.B2.S1.MA1 M401859	Review PLC notes and discussions with teachers	Tippman, Brian	8/14/2017	Review notes turned in by PLC leads on a weekly basis and have follow conversations as needed.	5/24/2018 weekly
G6.B2.S1.A1 A373340	Monitor PLC meetings and professional development	Tippman, Brian	8/14/2017	Classroom observations and Classroom Indicators for Success	5/24/2018 monthly
G6.B3.S1.MA1 M401860	Monitor i-Ready diagnostic growth data	Tippman, Brian	8/14/2017	i-Ready scale score target growth	5/24/2018 triannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G6.B3.S1.MA1 M401861	Monitor students weekly minutes and pass rate on i-Ready lessons .	Tippman, Brian	8/14/2017	i-Ready Instructional Usage Report	5/24/2018 quarterly
G6.B3.S1.A1 A373341	Monitor participation in i-Ready professional development and use of data to inform instruction.	Tippman, Brian	8/14/2017	Attendance logs and teacher dialogue	5/24/2018 quarterly
G7.B1.S1.MA1 M401863	Teachers implement strategies learned in professional development	Tippman, Brian	8/14/2017	Classroom observations and Classroom Indicators for Success	5/24/2018 quarterly
G7.B1.S1.MA1 M401864	Review of attendance logs	Tippman, Brian	8/14/2017	Professional development logs	5/24/2018 quarterly
G7.B1.S1.A1 A373342	Provide professional development to support the math instruction of the lowest quartile	Tippman, Brian	8/14/2017	Teacher participation	5/24/2018 quarterly
G7.B2.S1.MA1 M401865	Monitor i-Ready diagnostic growth data		8/14/2017	i-Ready scale score targeted growth	5/24/2018 triannually
G7.B2.S1.MA1 M401866	Monitor students' weekly minutes and pass rate on i-Ready lessons	Tippman, Brian	8/14/2017	i-Ready Instructional Usage Report	5/24/2018 monthly
G7.B2.S1.A1 A373343	Monitor participation in i-Ready professional development and use of data to inform instruction.	Tippman, Brian	8/14/2017	Attendance logs and teacher dialogue	5/24/2018 quarterly
G8.B1.S1.MA1 M401868	Formative and summative classroom assessments, Science Benchmark assessments and Statewide Science...	Tippman, Brian	8/14/2017	Increased proficiency on Statewide Science Assessment	5/24/2018 weekly
G8.B1.S1.MA1 M401869	Observation of classroom instructional strategies.	Tippman, Brian	8/14/2017	Successful and consistent implementation of the Sarasota County Instructional Model. Increased Statewide Science Assessment proficiency scores.	5/24/2018 weekly
G8.B1.S1.A1 A373344	Train, review and reinforce the use of the Sarasota County Instructional Model.	Tippman, Brian	8/14/2017	Classroom observations.	5/24/2018 weekly
G2.B3.S2.MA1 M401830	Effective implementation of high impact instructional strategies and interventions.	Tinkis, Stacey	8/14/2017	Classroom observation and student learning gains as evidenced by assessment results.	5/24/2018 weekly
G2.B3.S2.MA1 M401831	Participate and observe weekly PLC meetings.	Tinkis, Stacey	8/14/2017	Productive use of collaborative meeting time and implementation of shared strategies.	5/24/2018 one-time
G2.B3.S2.A1 A373327	Establish and utilize weekly collaborative planning time.	Tinkis, Stacey	8/14/2017	Observation of meetings and classroom implementation of identified strategies.	5/24/2018 weekly
G4.B1.S2.MA1 M401842	Collaboration during PLC and other scheduled meetings times. Provide coaching and feedback as...	Tinkis, Stacey	8/14/2017	Increased instructional capacity with staff members in LRE environments	5/24/2018 weekly
G4.B1.S2.MA1 M401843	Classroom observation and feedback from participants.	Tinkis, Stacey	8/14/2017	Classroom observation notes and Classroom Indicators for Success.	5/24/2018 monthly
G4.B1.S2.A1 A373332	Monitor meetings and professional development	Tinkis, Stacey	8/14/2017	Classroom observations and Instructional Indicators for Success.	5/24/2018 weekly
G8.B1.S2.MA1 M401870	Classroom observations and student engagement.	Tippman, Brian	8/14/2017	Rigor and relevance in the science classroom. Increased Statewide Science Assessment	5/24/2018 monthly
G8.B1.S2.MA1 M401871	Classroom observations of effective utilization.	Tippman, Brian	8/14/2017	Classroom teacher ability to fluidly use the technology in the TechActive classroom.	5/24/2018 monthly
G8.B1.S2.A1 A373345	Attend training for LanSchool, Vernier, and TI-nSpire. Collaborate with other Sarasota County...	Tippman, Brian	8/14/2017	Increased effective utilization of all components of the Sarasota County Middle School technology rich classroom environment.	5/24/2018 quarterly

V. Professional Development Opportunities

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

G2. By the end of the 2017-18 school year, there will be a minimum of 2 percent increase in proficiency on the FSA Reading.

G2.B2 Students are in need of increased emphasis on organizational methods and vocabulary comprehension strategies.

G2.B2.S1 Teachers will implement the Sarasota County Instructional model. They will implement Visible Learning Strategies, Cornell Note Taking strategies, Reciprocal Teaching methods, Anticipation Guides, and the Frayer Model of vocabulary comprehension. Teachers will actively utilize Word Walls to emphasis current, content specific vocabulary.

PD Opportunity 1

Training, review and reinforcement of the instructional strategies.

Facilitator

Administrators, coaches, district personnel.

Participants

Classroom teachers, administrators, district personnel, and support staff.

Schedule

Semiannually, from 8/14/2017 to 5/24/2018

G4. By the end of the 2017-18 school year, there will be a minimum of 4 percentage point increase for all students demonstrating a learning gain in the lowest quartile on the FSA Reading.

G4.B1 Teachers need professional development to be able to implement best practices and strategies.

G4.B1.S1 Trainers will schedule time to work with individual teachers, PLCs and after school groups.

PD Opportunity 1

Training Calendars and attendance

Facilitator

School-based, District trainers, and FDLRS

Participants

Paraprofessionals and LRE/Co-Teachers

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

G4.B1.S2 Identify professional development opportunities for staff members supporting ESE students in all environments.

PD Opportunity 1

Monitor meetings and professional development

Facilitator

School Based, District, and FDLRS

Participants

Paraprofessionals and LRE/Co-Teachers

Schedule

Weekly, from 8/14/2017 to 5/24/2018

G8. By the end of the 2017-18 school year, there will be a minimum of a 2 percent increase in proficiency on the Statewide Science Assessment.

G8.B1 Students need to "discover" Science through collaborative, hands-on investigations to develop scientific investigative processes and deep content understanding.

G8.B1.S1

PD Opportunity 1

Train, review and reinforce the use of the Sarasota County Instructional Model.

Facilitator

Administrators, Lead teachers, coaches and district personnel.

Participants

Science teachers and administrators.

Schedule

Weekly, from 8/14/2017 to 5/24/2018

G8.B1.S2

PD Opportunity 1

Attend training for LanSchool, Vernier, and TI-nSpire. Collaborate with other Sarasota County teachers to optimize utilization of assets.

Facilitator

Administrators, Lead Teachers, District personnel, and outside trainers.

Participants

Classroom Science teachers, district personnel, administrators and support staff.

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

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	Support team will collect, analyze and create an action plan based on student discipline data.	$0.00
2	G1.B2.S1.A1	Development of a PBS expectations by area and creation of poster and associated lessons	$0.00
3	G2.B1.S1.A1	Increased reading in the content areas. Increased reading of informational text and the use of textual evidence to demonstrate comprehension.	$0.00
4	G2.B2.S1.A1	Training, review and reinforcement of the instructional strategies.	$0.00
5	G2.B3.S1.A1	Develop Master Schedule that facilitates weekly, grade level, content specific PLC meetings.	$0.00
6	G2.B3.S2.A1	Establish and utilize weekly collaborative planning time.	$0.00
7	G3.B1.S1.A1	Training calendars and attendance	$0.00
8	G3.B2.S1.A1	Monitor PLC meetings and professional development	$0.00
9	G3.B3.S1.A1	Monitor participation in i-Ready professional development and use of data to inform instruction.	$0.00
10	G4.B1.S1.A1	Training Calendars and attendance	$0.00
11	G4.B1.S2.A1	Monitor meetings and professional development	$0.00
12	G4.B2.S1.A1	Schedule weekly PLC meetings and assign members.	$0.00
13	G4.B3.S1.A1	ELA and ILA teachers will communicate individual student progression through IFG and Reading Standards.	$0.00
14	G5.B1.S1.A1	Progress monitor math fluency, identify specific needs, and develop interventions.	$0.00
15	G5.B2.S1.A1	Training, reinforcement and implementation of the Sarasota County Instructional model.	$0.00
16	G5.B3.S1.A1	Develop Master Schedule that allows for content and grade level weekly PLC meetings.	$0.00
17	G5.B3.S1.A2	Establish and utilize regularly schedule collaborative meeting times.	$0.00
18	G6.B1.S1.A1	Training calendars and attendance	$0.00
19	G6.B2.S1.A1	Monitor PLC meetings and professional development	$0.00
20	G6.B3.S1.A1	Monitor participation in i-Ready professional development and use of data to inform instruction.	$0.00
21	G7.B1.S1.A1	Provide professional development to support the math instruction of the lowest quartile	$0.00
22	G7.B2.S1.A1	Monitor participation in i-Ready professional development and use of data to inform instruction.	$0.00
23	G8.B1.S1.A1	Train, review and reinforce the use of the Sarasota County Instructional Model.	$0.00

24	G8.B1.S2.A1	Attend training for LanSchool, Vernier, and TI-nSpire. Collaborate with other Sarasota County teachers to optimize utilization of assets.	$0.00
		Total:	$0.00