

Sarasota County Schools

# Sarasota Middle School



2018-19 Schoolwide Improvement Plan

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# Sarasota Middle School

4826 ASHTON RD, Sarasota, FL 34233

[www.sarasotacountyschools.net/sarasotamiddle](http://www.sarasotacountyschools.net/sarasotamiddle)

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2017-18 Title I School</b>	<b>2017-18 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Middle School 6-8	No	27%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	24%

## School Grades History

Year Grade	2017-18	2016-17	2015-16	2014-15
	A	A	A	A*

## School Board Approval

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

## SIP Authority

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>.

## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

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

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.

#### 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.

### School Leadership Team

#### Membership

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

Name	Title
Breslin, Laurie	Principal
Tinkis, Stacey	Assistant Principal
Walsh, Kira	Assistant Principal

#### Duties

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

Instructional Leaders:

Laurie Breslin- Principal

Stacey Loos- Assistant Principal

Kira Walsh- Assistant Principal

School Curriculum Leaders -

Social Studies: Jen Jaso, Deb Kaiser

Language Arts: Susy Grandusky, Marta Boyle, Michelle West

Math: Alicia Fronzcak, Corrine Bezdek, Mary Ryan

Science: Heather Nestle, Nicole Machenheimer, Teri Reisz

Department Chairs: Corrine Bezdek, Nicole Machenheimer, Jen Jaso, Marta Boyle

Team Leaders: Cassandra King, ESE Team; Judi Robson, ESOL: Beth Rogers, Encore's

ESE Liaisons: Jackie Mills and Cassandra King

School Counselors: Jan Marques/Katie Muller/Carmen Larson

The Sarasota Middle School Leadership Team practices shared leadership through partnering with multiple stakeholders to collaborate over and determine the best course of action regarding our school community. Shared decision making opportunities are facilitated during weekly Ad Staff meetings, weekly CAPS meetings, monthly School Leader meetings, and weekly PLCs facilitated by PLC Leads/Curriculum Lead.

### Early Warning Systems

Year 2017-18

**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	43	39	66	0	0	0	0	148
One or more suspensions	0	0	0	0	0	0	3	5	18	0	0	0	0	26
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	38	51	32	0	0	0	0	121

**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	18	17	20	0	0	0	0	55

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	1	0	0	0	0	0	1

**Date this data was collected**

Saturday 9/29/2018

**Year 2016-17 - As Reported**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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

**Year 2016-17 - Updated**

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
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

## Part II: Needs Assessment/Analysis

### Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

#### Which data component performed the lowest? Is this a trend?

In examining the relevant school data sources, one data component performed the lowest. The lowest data component for Sarasota Middle was the lowest quartile learning gains for both ELA and Math. The average middle school score in Florida for ELA L25 learning gains was 46%. We scored a 57%. For math, the average middle school score for Math L25 learning gains was 51%. We scored a 61%. While higher than the state, some of our subgroups scored low in this area and we recognize that we need to close this achievement gap. For example, our students with disabilities demonstrated only 38% ELA learning gains within our lower quartile data.

#### Which data component showed the greatest decline from prior year?

Data from the 2017-2018 school year showed overall growth except in identified subgroups. The ELA learning gains for our SWD, FRL, and ELL subgroups all declined. Students with disabilities saw a 6 point loss. Free and reduced lunch saw a 2 point loss. ELL students saw an 18 point decline. According to our data, careful monitoring of our subgroups must occur in order to close the achievement gap noted in our areas of greatest decline.

#### Which data component had the biggest gap when compared to the state average?

When it came to the state average, we performed very well. We exceeded the state average in every category. The closest category to the state average was within the learning gains categories. We exceeded the state by 27 percentage points in ELA Achievement, but only 12 percentage points in ELA learning gains and only 10 in ELA lowest 25th percentile gains. In math we saw similar results. We exceeded the state by 26 percentage points in math achievement, but in math learning gains we only exceeded the state by 16 percentage points. In math lowest 25th percentile, we only exceeded the state by 10 percentage points.

#### Which data component showed the most improvement? Is this a trend?

While all the data showed positive trends, the component that showed the most improvement was in middle school acceleration. This is a trend as it has been steadily increasing. As we continue to offer acceleration options for our students, this number should continue to grow.

**Describe the actions or changes that led to the improvement in this area.**

In order to improve in middle school acceleration we offered additional opportunities for our students. We offered high school level math courses to students who demonstrated proficiency on the FSA math test. Any student that earned a level 3 or higher on the 7th grade math assessment was accelerated into Algebra 1. Students who demonstrated an ever higher achievement in math on the 6th grade state math assessment were able to take Algebra 1 in grade 7 and then geometry in grade 8.

Additionally, we have increased our CTE offerings. Students can earn the Microsoft bundle on our campus. We have brought in more CTE courses to support students in earning their industry certification. We also have built in added recognition for students who have earned certifications. One example of this is a certificate noting the achievement that is given to the student by the teacher and administration.

**School Data**

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	80%	63%	53%	78%	61%	52%
ELA Learning Gains	66%	57%	54%	64%	52%	53%
ELA Lowest 25th Percentile	57%	48%	47%	50%	43%	45%
Math Achievement	84%	74%	58%	85%	70%	55%
Math Learning Gains	73%	67%	57%	76%	65%	55%
Math Lowest 25th Percentile	61%	61%	51%	59%	53%	47%
Science Achievement	77%	62%	52%	78%	57%	50%
Social Studies Achievement	92%	78%	72%	87%	78%	67%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	43 (53)	39 (71)	66 (94)	148 (218)
One or more suspensions	3 (40)	5 (100)	18 (79)	26 (219)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	38 (28)	51 (53)	32 (56)	121 (137)

**Grade Level Data**

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	78%	63%	15%	52%	26%
	2017	77%	65%	12%	52%	25%
Same Grade Comparison		1%				
Cohort Comparison						
07	2018	77%	62%	15%	51%	26%
	2017	74%	64%	10%	52%	22%
Same Grade Comparison		3%				
Cohort Comparison		0%				
08	2018	83%	70%	13%	58%	25%
	2017	72%	65%	7%	55%	17%
Same Grade Comparison		11%				
Cohort Comparison		9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	79%	66%	13%	52%	27%
	2017	82%	66%	16%	51%	31%
Same Grade Comparison		-3%				
Cohort Comparison						
07	2018	84%	73%	11%	54%	30%
	2017	72%	54%	18%	53%	19%
Same Grade Comparison		12%				
Cohort Comparison		2%				
08	2018	66%	63%	3%	45%	21%
	2017	83%	75%	8%	46%	37%
Same Grade Comparison		-17%				
Cohort Comparison		-6%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	77%	62%	15%	50%	27%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017	100%	69%	31%	63%	37%



CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	92%	80%	12%	71%	21%
2017	0%	97%	-97%	69%	-69%
Compare		92%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	98%	77%	21%	62%	36%
2017	100%	71%	29%	60%	40%
Compare		-2%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	100%	71%	29%	56%	44%
2017	100%	70%	30%	53%	47%
Compare		0%			

## Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	28	38	38	37	42	39	27	75			
ELL	21	44	52	38	52	50		64			
ASN	92	57		87	89		80	100			
BLK	80			80							
HSP	67	65	50	78	74	57	69	86	82		
MUL	84	67	50	86	77		92	92	75		
WHT	82	67	58	85	72	62	78	93	81		
FRL	65	58	46	75	63	54	67	87	72		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	18	44	42	30	49	44	16				
ELL	26	60	62	43	63	71					
ASN	73	65		82	73	50	73				
BLK	38	33		56	73		50				
HSP	66	58	56	73	64	55	66		40		

**2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS**

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
MUL	79	73		88	87	90	64		69		
WHT	77	66	52	86	73	59	79		57		
FRL	61	60	58	74	64	55	62		43		

**Part III: Planning for Improvement**

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

**Areas of Focus:**

Activity #1	
<b>Title</b>	ELA Achievement
<b>Rationale</b>	Ensuring that all students read on grade level is a priority in order to prepare students for success in high school and in post-secondary college and career readiness. According to research, children who fail to acquire adequate reading skills are at risk for increased difficulties such as poor grades, a dislike of school, frustration, low self-esteem, and behavioral problems (WETA, 2018). Students who have met grade level mastery can also increase their achievement to prepare for high level courses in high school and beyond.
<b>Intended Outcome</b>	By the end of the 18-19 school year, SMS FSA ELA scores will improve by a minimum of 2 points, moving from 80% to 82% proficiency.
<b>Point Person</b>	Laurie Breslin (laurie.breslin@sarasotacountyschools.net)
Action Step	
<b>Description</b>	<p>When broken into subgroup data, only 67% of Hispanic students and 65% of students on free/reduced lunch met the proficiency level according to the state assessment. Furthermore, only 28% of students with disabilities scored at a proficient level, and only 21% of ELL students. While every attempt to promote growth for all students will continue, a renewed focus on subgroup data will assist in closing the achievement gap noted in the data.</p> <p>Overall in 2017-2018, 6th grade students scored 78% on FSA ELA achievement. In comparison, 7th grade students scored at a 77% and 8th grade at an 83%. In order to increase achievement, all grades must average to an 82% achievement score.</p> <ol style="list-style-type: none"> <li>1. Focus on disciplinary literacy:             <ul style="list-style-type: none"> <li>- Continued work in PLCs</li> <li>- Professional development focused on disciplinary literacy</li> <li>- Purposeful, team scheduling</li> <li>- Continued time built in for collaboration</li> </ul> </li> <li>2. Ongoing standards-based progress monitoring:             <ul style="list-style-type: none"> <li>- Classroom formative and summative assessments</li> <li>- iReady data</li> <li>- Progress monitoring of FSA Level 1 and low 2 students, not only in their reading and Language Arts courses, but across their curriculum</li> <li>- Use of vocabulary.com</li> <li>- Use of IXL</li> <li>- Classroom data walls</li> <li>- Data driven discussions in PLC groups</li> </ul> </li> <li>3. Additional supports for subgroups as identified in the school improvement plan Needs Analysis/School Data Section II             <ul style="list-style-type: none"> <li>- ESE aides and ESOL aides scheduled to support push-in initiatives</li> <li>- ESE aides are provided with Professional development to increase impact student achievement</li> <li>- Alternative to suspension plan to keep students in the classroom</li> <li>- Incentive programs built to motivate students for making improvements based off of formative data</li> <li>- Purposeful scheduling for remediation in intensive language arts classrooms</li> </ul> </li> </ol>

4. Technology Rich Classrooms

- Teachers utilize the innovative technology rich classrooms and implementation of the 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 use the ELA Instructional Focus Guides to guide classroom decisions and use I-Ready results to inform instruction and support student reach proficient levels on the End of Year assessment or FSA.

**Person Responsible** Laurie Breslin (laurie.breslin@sarasotacountyschools.net)

Plan to Monitor Effectiveness

The following will be used to monitor each action step:

1. Focus on disciplinary literacy:

- PLC agendas/minutes
- PD Plans; agendas; evaluations
- Scheduling committee implementation to review for effectiveness

2. Ongoing standards-based progress monitoring:

- Analysis of formative and summative assessment data
- Ongoing analysis of iReady data
- Ongoing analysis of vocabulary.com and IXL data
- Observation of classroom data walls
- PLC minutes

**Description**

3. Additional supports for subgroups

- Meeting notes from SWST, CARE, liaison meetings
- Evaluation of PD opportunities
- Ongoing review of discipline data
- Scheduling committee minutes

4. Technology Rich Classrooms

- Classroom walk throughs
- Lesson Observations
- Lesson/Unit Plans
- Student work

**Person Responsible** Laurie Breslin (laurie.breslin@sarasotacountyschools.net)

## Activity #2

**Title** ELA Learning Gains

**Rationale**

Ensuring that all students read on grade level is a priority in order to prepare students for success in high school and in post-secondary college and career readiness. According to research, children who fail to acquire adequate reading skills are at risk for increased difficulties such as poor grades, a dislike of school, frustration, low self-esteem, and behavioral problems (WETA, 2018). All students, whether they have reached a proficient level or not per the state test need to strive for annual growth.

**Intended Outcome**

By the end of the 18-19 school year, SMS FSA ELA Learning Gains will improve by a minimum of 4 points, moving from 66% to 70% proficiency.

**Point Person**

Laurie Breslin (laurie.breslin@sarasotacountyschools.net)

## Action Step

**Description**

When broken into subgroup data, only 65% of Hispanic students and 58% of students on free/reduced lunch made a learning gain according to the state assessment. Furthermore, only 38% of students with disabilities made an identified learning gain, and only 44% of ELL students. While every attempt to promote growth for all students will continue, a renewed focus on subgroup data will assist in closing the achievement gap noted in the data.

The following action steps previously detailed in Activity # 1 will guide us in achieving our goal:

1. Focus on disciplinary literacy
2. Ongoing standards-based progress monitoring
3. Additional supports for subgroups as identified in the school improvement plan Needs Analysis/School Data Section II
4. Technology Rich Classrooms

Additionally, students requiring increased support will be brought to our weekly School Wide Support Team (SWST). This team includes School Counselors, the behavior specialist, ESE Liaisons, School Social Worker, Truancy Worker, School Psychologist and assistant principals. Types of supports are identified through needs analysis and data monitoring.

**Person Responsible**

Laurie Breslin (laurie.breslin@sarasotacountyschools.net)

## Plan to Monitor Effectiveness

**Description**

The plan to monitor effectiveness mirrors the plan outlined in Activity #1.

Additionally, the students requiring Tier 2 or Tier 3 interventions will be monitored through our School Wide Support Team evidenced by meeting agendas and meeting notes.

The school leadership team also reviews data monthly, as well as the principal and the assistance principal in weekly meetings.

**Person Responsible**

Laurie Breslin (laurie.breslin@sarasotacountyschools.net)

### Activity #3

**Title** ELA Lowest Quartile Learning Gains

**Rationale** Ensuring that all students read on grade level is a priority in order to prepare students for success in high school and in post-secondary college and career readiness. According to research, children who fail to acquire adequate reading skills are at risk for increased difficulties such as poor grades, a dislike of school, frustration, low self-esteem, and behavioral problems (WETA, 2018). All students, whether they have reached a proficient level or not per the state test, need to strive for annual growth. Special emphasis will be placed on students who score in the lowest 25% of students.

**Intended Outcome** By the end of the 18-19 school year, SMS Reading Lowest Quartile Learning Gains will improve by a minimum of 4 points, moving from 57% to 61% proficiency.

**Point Person** Laurie Breslin (laurie.breslin@sarasotacountyschools.net)

### Action Step

When broken into subgroup data, only 50% of Hispanic students in the lowest quartile and 46% of students on free/reduced lunch in the lowest quartile made a learning gain according to the state assessment. Furthermore, only 38% of students with disabilities in the lowest quartile made an identified learning gain, and only 52% of ELL students in the lowest quartile. While every attempt to promote growth for all students will continue, a renewed focus on subgroup data will assist in closing the achievement gap noted in the data.

**Description** The following action steps previously detailed in Activity # 1 will guide us in achieving our goal:

1. Focus on disciplinary literacy
2. Ongoing standards-based progress monitoring
3. Additional supports for subgroups as identified in the school improvement plan Needs Analysis/School Data Section II
4. Technology Rich Classrooms

Additionally, lowest quartile students of concerns, those needing Tier 2 or Tier 3 services, will be brought to our weekly School Wide Support Team (SWST). Students will also be closely monitored and supported in their intensive language arts course which meets daily. The ILA teachers work closely and meet regularly with the students' identified language arts teachers for continued support. Panther Pals mentoring program to help support students who are not showing growth as evidenced by formative assessment data

**Person Responsible** Laurie Breslin (laurie.breslin@sarasotacountyschools.net)

### Plan to Monitor Effectiveness

The plan to monitor effectiveness mirrors the plan outlined in Activity #1.

Additionally, the students requiring Tier 2 or Tier 3 interventions will be monitored through our School Wide Support Team evidenced by meeting agendas and meeting notes.

**Description** Lower quartile students also have an ILA course as another layer of support. These students will be monitored for growth by their certified reading teacher.

Data will be reviewed monthly by the school leadership team and weekly by the principal and assistance principals. This is evidenced by agendas and meeting action plans.

**Person Responsible** Laurie Breslin (laurie.breslin@sarasotacountyschools.net)

#### Activity #4

**Title** Mathematics Achievement

**Rationale**

Sarasota Middle School teachers and staff understand the importance of all students performing at or above grade level on the yearly math standards. Data is analyzed and prioritized to identify areas of need per student to support their learning. SMS teachers are not only supporting the grade level standards, but to ensure that our students are high school, college and career ready.

**Intended Outcome**

By the end of the 18-19 school year, SMS FSA math scores will improve by a minimum of 2 points, moving from 84% to 86% proficiency.

**Point Person**

Kira Walsh (kira.walsh@sarasotacountyschools.net)

#### Action Step

- To meet the annual goal of a 2% increase of proficiency level, teachers will engage in exploring last year's FSA data to identify their performance and create individual and grade level action plans to reach this goal.

6th Grade: By the end of the 18-19 school year, SMS 6th grade FSA Math scores will improve by a minimum of 2 points, moving from 79% to 81% proficiency.

7th Grade: By the end of the 18-19 school year, SMS 7th grade FSA Math scores will improve by a minimum of 2 points, moving from 84% to 86% proficiency.

8th Grade: By the end of the 18-19 school year, 8th grade SMS 8th grade FSA Math scores will improve by a minimum of 2 points, moving from 66% to 68% proficiency.

When broken into subgroup data, 78% of Hispanic students showed proficiency on the end of year mathematics FSA. Furthermore, only 37% of students with disabilities demonstrated proficiency, and only 18% of ELL students demonstrated proficiency. While every attempt to promote growth for all students will continue, a renewed focus on subgroup data will assist in closing the achievement gap noted in the data.

#### Description

1. Focused Professional Development

- Sarasota Middle School Math teachers engage in Professional Development that focuses on the Math Florida Standards, rigor of the state standards, the high level of demands of the end of Year Assessments and Florida Standards Assessment. Teachers utilize this knowledge to unpack standards and develop quality questions that match the standard Depth of Knowledge, and design activities and assessments that support all Sarasota Middle School math students master the yearly state standards. In addition, ESE aides are provided with professional development to increase impact on math student achievement.

2. Technology Rich Classrooms

- Teachers utilize the innovative technology rich classrooms and implementation of the 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 use the Math Instructional Focus Guides to guide classroom decisions and use I-Ready results to inform instruction and support student reach proficient levels on the End of Year assessment or FSA.

3. Formative Assessments

- In addition to their own common assessment and formative classroom assessment data,



instructional staff utilizes FSA data, iReady diagnostic, I-Ready standards-based formative and summative assessments, district created Benchmark testing data, and school wide math fluency results to identify differentiation needs of students. The lesson planning process, 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.

4. Collaborative Planning/Professional Learning Communities

- SMS teachers engage in weekly PLC opportunities facilitated by a School Leader. During these sessions, teachers collaborate on mathematical best practice, grade level student data and differentiated lesson planning to meet the needs of all learners. Teachers will also collaborate with ESE and ELL personnel to ensure student success.

5. High Level Resources

- Sarasota Middle School uses a variety of instructional resources to meet the demands of the Math Florida Standards. These resources include Big Ideas textbooks, vetted Curriculum Associates materials (Toolbox, online instruction, Standards Mastery Assessments, Tools for Instruction, Diagnostic), and the IXL learning platform. Teachers purposefully incorporate these resources to support students in being proficient of grade level standards.

**Person Responsible** Kira Walsh (kira.walsh@sarasotacountyschools.net)

Plan to Monitor Effectiveness

The following action steps will guide us in achieving our goal:

1. Focused Professional Development
2. Technology Rich Classrooms
3. Formative Assessments
4. Collaborative Planning/Professional Learning Communities
5. High Level Resources

**Description** To monitor our action steps we will incorporate the following:  
Professional Development sign in sheets  
Review of lesson plans  
PLC minutes  
Data Chats using iReady and benchmark data  
Mid Year meetings with math teams  
Observation notes  
ESE and ELL supports monitored

**Person Responsible** Kira Walsh (kira.walsh@sarasotacountyschools.net)

<b>Activity #5</b>	
<b>Title</b>	Mathematics Learning Gains
<b>Rationale</b>	Sarasota Middle School teachers and staff understand the importance of student learning and the growth model. Teachers are committed to ensuring that all math students demonstrate growth every year in order to be career and college ready.
<b>Intended Outcome</b>	By the end of the 18-19 school year, SMS Math Learning Gains will improve by a minimum of 2 points, moving from 73% to 75% proficiency.
<b>Point Person</b>	Kira Walsh (kira.walsh@sarasotacountyschools.net)

**Action Step**

When broken into subgroup data, 74% of Hispanic students made a learning gain according to the state assessment. Furthermore, only 42% of students with disabilities made an identified learning gain, and 38% of ELL students. While every attempt to promote growth for all students will continue, a renewed focus on subgroup data will assist in closing the achievement gap noted in the data.

The following action steps will guide us in achieving our goal:

1. Focused Professional Development
2. Technology Rich Classrooms
3. Formative Assessments
4. Collaborative Planning/Professional Learning Communities
5. High Level Resources

<b>Description</b>	<p>Additionally, the following steps will be taken:</p> <ul style="list-style-type: none"> <li>- Classroom teachers will be provided admin support to identify their current FSA level per class.</li> <li>- SMS will provide professional development opportunities focusing on FSA levels, buckets and school grade calculations. During this school-based training, teachers will unpack results of students assessments, collaborate over supports to move students to their student to reach their yearly growth goal. Teachers will also develop an action plan to drive their teacher moves.</li> <li>- SMS students will be provided the individual support they need to ensure their yearly growth. These supports include: Critical Thinking classes, scheduled and fluid and flexible Math Lab opportunities, before school tutoring, interventions, Panther Math, etc.</li> <li>- Lowest quartile students of concerns, those needing Tier 2 or Tier 3 services, will be brought to our weekly School Wide Support Team (SWST). This team includes School Counselors , the behavior specialist, ESE Liaisons, School Social Worker, Truancy Worker, School Psychologist and SMS Admin- for supports, needs analysis, data monitoring, and possible needs identification and programming of services.</li> </ul>
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<b>Person Responsible</b>	Kira Walsh (kira.walsh@sarasotacountyschools.net)
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**Plan to Monitor Effectiveness**

The following tools will be used to assist in monitoring effectiveness:

<b>Description</b>	<p>Professional Development sign in sheets                  Review of lesson plans                  Admin/teacher data chats using iReady and benchmark tests                  PLC minutes                  Math lab sign in sheets</p>
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Observations  
SWST notes  
Action plan review  
IXL data

**Person Responsible** Kira Walsh (kira.walsh@sarasotacountyschools.net)

<b>Activity #6</b>	
<b>Title</b>	Mathematics Lowest Quartile Learning Gains
<b>Rationale</b>	When SMS, as a school community, works together to develop student efficacy and collective teacher efficacy regarding the abilities of our neediest of students, we will be able to maximize student achievement. SMS lowest quartile students have the ability to and, with appropriate supports, will make learning gains and move towards proficiency, as evidenced by the 18-19 FSA.
<b>Intended Outcome</b>	By the end of the 18-19 school year, SMS Math Lowest Quartile Learning Gains will improve by a minimum of 4 points, moving from 61% to 65% proficiency.
<b>Point Person</b>	Kira Walsh (kira.walsh@sarasotacountyschools.net)
<b>Action Step</b>	
	When broken into subgroup data, only 57% of Hispanic students in the lowest quartile in the lowest quartile made a learning gain according to the state assessment. Furthermore, 39% of students with disabilities in the lowest quartile made an identified learning gain, and 42% of ELL students in the lowest quartile. While every attempt to promote growth for all students will continue, a renewed focus on subgroup data will assist in closing the achievement gap noted in the data.
	The following action steps will guide us in achieving our goal: 1. Focused Professional Development 2. Technology Rich Classrooms 3. Formative Assessments 4. Collaborative Planning/Professional Learning Communities 5. High Level Resources
<b>Description</b>	<ul style="list-style-type: none"><li>- Classroom teachers will be provided admin support to identify their lowest quartile students per class.</li><li>- Provide professional development focusing on lowest quartile students, subgroups, FSA levels, buckets and school grade calculations. During this school-based training, teachers will identify lowest quartile students that they will support moving a bucket and growth towards proficiency. Teachers will also develop an action plan, focusing on these LQ students, to drive their teacher moves.</li><li>- Lowest Quartile data wall to be displaying, discussed and interacted with during office PLCs and data chats. The data wall will include subgroup data (ESE and ELL), FSA levels, DSS scores, bubbles, if they are working directly with a Panther Pal Mentor, and i-Ready Diagnostic data to help drive instructional decisions.</li><li>-Lowest Quartile students will be supported with creative master scheduling of math supports during the school day. This is to include Critical Thinking, Math Labs, before school tutoring, interventions, Panther Math, etc.</li><li>- LQ ESE students will be placed in the least restrictive environment to support their instructional and social needs.</li><li>- LQ ELL students will be placed with appropriate supports, interventions and additional classroom instructional assistance as needed.</li><li>- Lowest quartile students of concerns, those needing Tier 2 or Tier 3 services, will be brought to our weekly School Wide Support Team (SWST). This team includes School Counselors , the behavior specialist, ESE Liaisons, School Social Worker, Truancy Worker, School Psychologist and SMS Admin- for supports, needs analysis, data monitoring, and possible needs identification and programming of services.</li></ul>

**Person Responsible** Kira Walsh (kira.walsh@sarasotacountyschools.net)

Plan to Monitor Effectiveness

The following action steps will guide us in achieving our goal:

1. Focused Professional Development
2. Technology Rich Classrooms
3. Formative Assessments
4. Collaborative Planning/Professional Learning Communities
5. High Level Resources

The following will be used to monitor effectiveness:

**Description** Professional Development Sign in sheets  
Teacher created Action Plans  
PLC Notes  
Lesson plans  
SWST Notes  
Morning Math Sign in sheets  
Math Lab Sign in sheets  
Critical Thinking monitoring  
Data chat sign in sheets and notes using iReady and benchmark tests  
Admin data meeting to monitor progress specifically of lower quartile students  
Panther Pals mentoring program to help support students who are not showing growth as evidenced by formative assessment data

**Person Responsible** Kira Walsh (kira.walsh@sarasotacountyschools.net)

**Activity #7**

**Title** School Culture and Climate

**Rationale** Ensuring a safe, healthy and supportive school environment is the foundation to student success. Students who are provided with positive behavior supports decrease office disciplinary referrals, out of school suspensions and promote overall positive school climate. Sarasota Middle School uses a proactive approach to support students behaviorally and limit out of school suspensions. This approach supports students success by increasing students daily attendance in order to maximize student academic and social achievement.

**Intended Outcome** By the end of the end of the 18-19 school year, the SMS Suspension Rate will be reduced from 21% to 16% of total discipline referrals.

**Point Person** Laurie Breslin (laurie.breslin@sarasotacountyschools.net)

**Action Step**

Sarasota Middle School believes in taking proactive approach in supporting all students behavioral success. A safe, healthy and supportive environment is priority to support students

When broken into subgroup data, females represented 23% of out of school suspensions, while 77% of suspensions were males. In addition, 18% of total out of school suspensions were assigned for our Hispanic population. While every attempt to use positive behavior supports are used to decrease referrals and out of school suspensions, SMS will continue efforts to close the gap between subgroup data and lower our overall suspension rates.

The following action steps will guide us in achieving our goal:

1. Focus on positive behavior supports
  - Sarasota Middle School holds monthly PSIS meeting. These meetings include Admin, teachers, staff, student and family representation.
  - Staff and students engage in using Panther Paws as an incentive for positive behavior. SMS holds monthly Panther Paw Days where students use their buck to purchase incentives. These incentives are based on teacher and student feedback.
  - SMS staff embrace the tenets of the Civility Squad. Resources are shared to positively impact student behavior,
  - SMS partners with Riverview High School to host bi-weekly Men's Mentoring Group to offer positive and proactive supports to our male students.
  - SMS identifies and supports high risk students with Panther Pals, assigned mentors to monitor grades, attendance and behavior data. These mentors take special interest in these students and build lasting and impressionable relationships.
  - Sarasota Middle School Admin, counselors, SRO, liaisons, and support staff set and reteach high expectations during quarterly (minimum) Principal's Forums with grade level groups.
  - SMS embraces the progressive discipline philosophy. Layers of supports are offered to deter and decrease referrals and suspensions.

Sarasota Middle School offers Alternative to Suspension opportunities to students who are in need. Students are provided instruction in alternative settings.

**Description**

2. Ongoing discipline data progress monitoring

- The PBIS team collects and compiles school wide discipline data to be analysed and shares with staff on an ongoing basis. This discipline data includes overall data and subgroup data. Trends are observed, reviewed and interventions are planned and

implemented.

- Panther Pals (mentors) hold individual data chats with students based on academics, attendance and behavior/discipline.

**Person Responsible** Stacey Tinkis (stacey.tinkis@sarasotacountyschools.net)

Plan to Monitor Effectiveness

The following action steps will guide us in achieving our goal:

1. Focus on proactive, positive behavior supports
2. Ongoing discipline data progress monitoring

**Description**

To monitor the effectiveness of the identified action steps:

- PSIS Meeting notes/minutes/agendas
- Student surveys regarding the use of Panther Paws as an incentive and Civility Squad
- Teacher surveys
- Mentor and student feedback on the Panther Pals program
- Weekly counselor meeting notes and agendas
- Discipline data
- Data chat feedback

**Person Responsible** Stacey Tinkis (stacey.tinkis@sarasotacountyschools.net)

Activity #8	
<b>Title</b>	Social Studies Achievement
<b>Rationale</b>	Sarasota Middle School teachers understand the importance of student knowledge of the US democracy and Constitution in order to support our students in being productive US citizens. Teachers will take this understanding and use it to support student success of the 8th grade Civics Assessment.
<b>Intended Outcome</b>	By the end of the 18-19 school year, the Civics EOC results will maintain a 92% proficiency rate, or demonstrate an increase of 1 or more point.
<b>Point Person</b>	Stacey Tinkis (stacey.tinkis@sarasotacountyschools.net)
Action Step	

When broken into subgroup data, 86% of Hispanic students met the proficiency level according to the 17-18 state assessment. Furthermore, 75% of students with disabilities scored at a proficient level, and only 44% of ELL students scored at a proficient level on the Civics end of course exam. SMS will utilize this subgroup data to focus attention and support to help all students move towards proficiency on the Civics Assessments.

The following action steps will guide us in achieving our goal:

- Description**
1. Focus on disciplinary literacy:
    - Continued work in PLCs
    - Professional development focused on disciplinary literacy, including district provided and school-based opportunities.
    - Vertical planning
    - Planning opportunities across programs (ATA and PGA)
    - Continued time built in for collaboration
  2. Ongoing standards-based progress monitoring:
    - Classroom formative and summative assessments
    - Benchmark Assessment Data Chats
    - iReady data (ELA)
    - Progress monitoring of FSA Level 1 and low 2 students across curriculums
    - Use of vocabulary.com

**Person Responsible** Stacey Tinkis (stacey.tinkis@sarasotacountyschools.net)

**Plan to Monitor Effectiveness**

The following action steps will guide us in achieving our goal:

1. Focus on disciplinary literacy
2. Ongoing standards-based progress monitoring

- Description**
- To monitor the effectiveness of these action steps, the following will be used:
- PLC meeting notes and agendas
  - PD sign in sheets and evaluations
  - Collaboration and planning meeting notes
  - Formative assessment data
  - Summative assessment data
  - Classroom observations
  - Lesson Plans



-iReady data  
-vocabulary.com data

**Person Responsible** Stacey Tinkis (stacey.tinkis@sarasotacountyschools.net)

<b>Activity #9</b>	
<b>Title</b>	Science Achievement
<b>Rationale</b>	Students in the state of Florida are assessed on their understanding of the science standards and curriculum in grade 5, grade 8, and grade 10. Sarasota Middle School teachers understand the importance of supporting all students reach proficiency on the 8th grade science standards in order to be high school, career (STEM) and college ready.
<b>Intended Outcome</b>	By the end of the 18-19 school year, the Science 8th gr NGSSS will improve by a minimum of 2 points, moving from a 77% to a 79% proficiency rate.
<b>Point Person</b>	Kira Walsh (kira.walsh@sarasotacountyschools.net)
<b>Action Step</b>	
	When broken into subgroup data, 69% of Hispanic of 17-18 science students met the proficiency level according to the state science assessment. Furthermore, only 27% of students with disabilities scored at a proficient level, and only 20% of ELL students. While every attempt to promote growth for all students will continue, a renewed focus on subgroup data will assist in closing the achievement gap noted in the data.
	The following action steps will guide us in achieving our goal:
	1. Focus on engaging students in 21st Century technology in the science classroom. - Utilize district provided Discovery Techbook to engage learners - Professional development focused on integration of Techbook into SMS classrooms - Purposeful, PLC time to collaborate with other science content teachers - Focused lesson Plans - PLC Agendas
<b>Description</b>	2. Ensure mastery of 6-8 grade standards using a spiraled curriculum review - Teachers will utilize the SCSB IFG and the FLDOE Science Content Focus resources to prioritize and make connections in grade level content (Nature of Science, Earth Space, Physical Science and Life Science) - Mini lesson and Assessment result review to identify areas of need to differentiate instruction
	3. Ongoing standards-based progress monitoring: - Classroom formative and summative assessments - Common Summative Unit Assessment Data Chats - Use of vocabulary.com for tier 3 content specific vocabulary, Use of IXL, and quizlett - Data driven discussions in PLC groups
	4. Additional supports for subgroups as identified in the school improvement plan Needs Analysis/School Data Section II - Alternative to suspension plan to keep students in the classroom - ESE aides are provided with Professional development to increase impact student achievement - Incentive programs built to motivate students for making improvements based off of formative data
<b>Person Responsible</b>	Kira Walsh (kira.walsh@sarasotacountyschools.net)
<b>Plan to Monitor Effectiveness</b>	

The following action steps will guide us in achieving our goal:

1. Focus on engaging students in 21st Century technology in the science classroom.
2. Ensure mastery of 6-8 grade standards using a spiraled curriculum review.
3. Ongoing standards-based progress monitoring
3. Additional supports for subgroups as identified in the school improvement plan Needs Analysis/School Data Section II

**Description** The following will be used to monitor the effectiveness of these action steps:

- PD sign in sheets and evaluations
- PLC notes, minutes, and agendas
- Lesson plans
- Revised IFG and Resources
- Assessment results
- Common Summative Unit Assessment Data Chat Notes
- Vocabulary.com data
- Student surveys

**Person Responsible** Kira Walsh (kira.walsh@sarasotacountyschools.net)

<b>Part V: Budget</b>	
<b>Total:</b>	<b>\$0.00</b>