

Sarasota County Schools

# Mcintosh Middle School



2018-19 Schoolwide Improvement Plan

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## McIntosh Middle School

701 MCINTOSH RD, Sarasota, FL 34232

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

### 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	58%
<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	49%

### School Grades History

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

### 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.

To Ensure That Every Child is College and Career Bound

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

To Set The Standard For Excellence In Education By Empowering Students To Engage In Rigorous Thinking And Preparing Students To Be Collaborative Problem Solvers In the STEM Global Economy

### School Leadership Team

#### Membership

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

Name	Title
Moore, Dr. Harriet D.	Principal
Harris, Jeff	Other
Lester, Helen	Teacher, K-12
Panighetti, Deanne	Other
Schatz, David	School Counselor
Brown, Leta	Teacher, K-12
Wilson, Tracy	Teacher, K-12
Westberry, Jeffi	School Counselor
Proch-Moore, Amy	Teacher, K-12
Csogi, Lindsay	Assistant Principal
Lerebours, McHenry	Assistant Principal
Gilliland, Noel	Teacher, ESE

#### Duties

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

Each school-based leadership team is charged with pupil progression and making sure that each student receives an equal and fair education. They strive to accomplish this by reviewing pertinent data and implementing the support necessary to assist students to achieve their maximum level of proficiency or academic growth. In addition, they provide ongoing Professional Development to staff to enhance their ability to track the academic and behavioral growth of students and identify the areas needed for academic improvement. They develop, and implement systems to monitor student progression and achievement, and with staff, design strategies to positively impact student progression and growth. The team works with mental health professionals to address the social and emotional needs of students to remove obstacles that interfere with the students' ability to achieve academic growth and success.

### 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	48	44	56	0	0	0	0	148
One or more suspensions	0	0	0	0	0	0	32	58	48	0	0	0	0	138
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	62	67	66	0	0	0	0	195

**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	28	49	34	0	0	0	0	111

**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	0
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Date this data was collected**

Sunday 9/30/2018

**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	46	53	58	0	0	0	0	157
One or more suspensions	0	0	0	0	0	0	37	101	69	0	0	0	0	207
Course failure in ELA or Math	0	0	0	0	0	0	1	2	1	0	0	0	0	4
Level 1 on statewide assessment	0	0	0	0	0	0	51	73	48	0	0	0	0	172
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	28	43	33	0	0	0	0	104

**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	46	53	58	0	0	0	0	157
One or more suspensions	0	0	0	0	0	0	37	101	69	0	0	0	0	207
Course failure in ELA or Math	0	0	0	0	0	0	1	2	1	0	0	0	0	4
Level 1 on statewide assessment	0	0	0	0	0	0	51	73	48	0	0	0	0	172
	0	0	0	0	0	0	0	0	0	0	0	0	0	

**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	28	43	33	0	0	0	0	104

**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?**

ELA performed the lowest. The lowest 25% went up 3% however, remained the lowest in terms of performance. Grades 7/8 Cohort shows an over all decrease - 7th grade down 3% grade 8 2% respectively. Grade 6 showed a 4% increase. The trend continues to be a struggle with achievement for the lower 25%.

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

Although there was no decline in the data, ELA learning gains, and our Science data remained the same.

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

Social studies was the greatest gap, however, all students did not take the Civics EOC. The gifted students were not included (15% gap). The ELA lowest 25% was 8% lower than the state average.

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

Math achievement, and the lowest 25%. There was an 8% increase overall, as well as an 8% increase for the lowest 25%. Yes.

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

Focus on data among staff, as well as students (data chats). A strategic approach to reviewing the iReady data, Big Ideas, IXL (to impact math fluency), and Math Boot camps, paid staff to work with struggling students, TAGG (Targeted Academic Growth Group), Instructional Lab, ELL specific support, and volunteers.

**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	56%	63%	53%	59%	61%	52%
ELA Learning Gains	52%	57%	54%	51%	52%	53%
ELA Lowest 25th Percentile	39%	48%	47%	44%	43%	45%
Math Achievement	72%	74%	58%	65%	70%	55%
Math Learning Gains	65%	67%	57%	56%	65%	55%
Math Lowest 25th Percentile	57%	61%	51%	43%	53%	47%
Science Achievement	51%	62%	52%	57%	57%	50%
Social Studies Achievement	57%	78%	72%	72%	78%	67%

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

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	48 (46)	44 (53)	56 (58)	148 (157)
One or more suspensions	32 (37)	58 (101)	48 (69)	138 (207)
Course failure in ELA or Math	0 (1)	0 (2)	0 (1)	0 (4)
Level 1 on statewide assessment	62 (51)	67 (73)	66 (48)	195 (172)

**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	56%	63%	-7%	52%	4%
	2017	52%	65%	-13%	52%	0%
Same Grade Comparison		4%				
Cohort Comparison						
07	2018	47%	62%	-15%	51%	-4%
	2017	50%	64%	-14%	52%	-2%
Same Grade Comparison		-3%				
Cohort Comparison		-5%				
08	2018	57%	70%	-13%	58%	-1%
	2017	59%	65%	-6%	55%	4%
Same Grade Comparison		-2%				
Cohort Comparison		7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	63%	66%	-3%	52%	11%
	2017	58%	66%	-8%	51%	7%
Same Grade Comparison		5%				
Cohort Comparison						
07	2018	73%	73%	0%	54%	19%
	2017	51%	54%	-3%	53%	-2%
Same Grade Comparison		22%				
Cohort Comparison		15%				
08	2018	59%	63%	-4%	45%	14%
	2017	70%	75%	-5%	46%	24%
Same Grade Comparison		-11%				
Cohort Comparison		8%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	50%	62%	-12%	50%	0%
	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	55%	80%	-25%	71%	-16%
2017					
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	92%	77%	15%	62%	30%
2017	100%	71%	29%	60%	40%
Compare		-8%			



GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	71%	-71%	56%	-56%
2017	100%	70%	30%	53%	47%
Compare		-100%			

### 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	20	39	35	36	54	51	9	35	9		
ELL	25	43	47	56	72	75	22	33			
ASN	50	43		93	86						
BLK	28	36	29	49	56	42	20	38			
HSP	46	48	41	62	61	54	38	48	47		
MUL	53	55		71	54						
WHT	67	58	42	81	68	70	62	68	63		
FRL	46	49	39	66	64	55	41	50	43		
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	11	28	24	23	45	41	16				
ELL	14	44	42	24	40	36	14				
ASN	73	73		87	87						
BLK	32	38	29	32	46	42	33		50		
HSP	43	48	32	49	51	43	31		56		
MUL	39	28		50	44						
WHT	64	56	45	75	66	60	60		43		
FRL	44	46	36	53	55	47	36		36		

### 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:

<b>Activity #1</b>	
<b>Title</b>	IELA - Reading and Literacy
<b>Rationale</b>	<p>Based on current research of FCRR, middle school striving readers struggle in the areas of phrase fluency, vocabulary and reading stamina. The Reading Department is concentrating on providing strategic instruction in each of these areas using related fiction and nonfiction texts and high impact strategies for the entire school in general, and the ELL/ESE/Lower Quartile students in particular.</p> <p>By the year 2019, there will be a minimum of a four percentage point increase (60%) for all student when less than 70% are currently demonstrating proficiency (across Levels 3, 4 &amp; 5) .</p> <p>There will be a minimum of a two percentage point increase (58%) for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3, 4 &amp; 5).</p>
<b>Intended Outcome</b>	<p>By the year 2019, there will be a minimum of a four percentage point increase (56%)for all students when less than 70% are currently demonstrating an annual learning gain. There will be a minimum of a two percentage point increase for all students where 70% or more are currently demonstrating an annual learning gain.</p> <p>By the year 2019, there will be a minimum of a four percentage point increase (43%) in the number of students demonstrating a learning gain in the lowest quartile.</p>
<b>Point Person</b>	Deanne Panighetti (deanne.panighetti@sarasotacountyschools.net)
<b>Action Step</b>	
<b>Description</b>	<p>To impact teaching and learning specific to disciplinary literacy numerous opportunities will be provided to the teachers to learn and fine tune their classroom instruction.</p> <p>*Closing the Literacy Gap: Disciplinary Literacy – All 6th grade Language Arts, Social Studies and Science teachers will participate in this district wide initiative with a strategic focus on ESE and Ell Support within the general education classrooms.</p> <p>*Content area literacy strategies mini lessons within each department’s PLC. Topics will include: alternatives to round robin reading, using text structure to aide comprehension, teaching vocabulary to improve comprehension.</p> <p>To encourage more independent reading to improve reading skills of all students, we will provide a variety of opportunities for students to select quality books to read through:</p> <p>*International Literacy Association Young Adults’ Choices Project - MMS has been selected by the ILA to represent Area 3 (Southeastern United States) from 2018 – 2021. All MMS students will have the opportunity to read over 50 titles the nominated books for 2019, 2020, and 2021 and vote for their favorite book each year. The top choices will be sent to ILA and compiled with the other 3 areas of the United States to create the Young Adults’ Choices top 30 books of the year.</p> <p>*School-Wide Reading Challenge - Our challenge is for all teachers to have 800 books read by their students this year. To continue to motivate teachers and students to reach the goal, an 800 Book Challenge Tally is posted in the school café and frequent recognition of students and teachers will be done on the school news and during lunches.</p> <p>*More Active Media Center Presence to promote choice of independent reading materials – This year the media center will have book displays promoting a variety of high quality books in a variety of genres. The Literacy Coach will provide book talks to language arts classes in the media center.</p>

\*ELL students will participate in a free trial of the Membean vocabulary program to increase vocabulary knowledge.

**Person Responsible** Deanne Panighetti (deanne.panighetti@sarasotacountyschools.net)

Plan to Monitor Effectiveness

**Description**

The Administrative support team meets weekly to discuss the academic success of all students with a focus on students in the IELA classes. Data is discussed and recommendations for support are suggested and implemented for students. The teachers PLC weekly to discuss iReady data, as well as classroom assessment results and develop and implement any additional reading strategies and necessary supports for students: Instructional Lab; TAGG (Pulled into the Targeted Academic Growth Group); Specific Reading support with volunteers; One-On-One with designated teachers, or support staff; Instructional Leadership Team meets bi-monthly to review plan and students to ensure that student academic achievement goals are being met, and making necessary adjustments for continued student success in reading.

**Person Responsible** Dr. Harriet D. Moore (harriet.moore@sarasotacountyschools.net)

**Activity #2**

**Title** ELA

**Rationale**

Results of 2018 ELA FSA indicates students continue to struggle with Key Ideas and Integration of Knowledge, respectively. Improving cross-curricular vocabulary and comprehension strategies using content area informational text while imbedding reading and writing will positively impact student growth and achievement in these categories, and additional FSA assessed categories as well. Academic & language support for the ELL students and those in the Lower Quartile is provided during school TAGG/Pull-outs, before/after school.

By the year 2019, there will be a minimum of a four percentage point increase (60%) for all student when less than 70% are currently demonstrating proficiency (across Levels 3, 4 & 5).

There will be a minimum of a two percentage point increase (58%) for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3, 4 & 5).

**Intended Outcome**

By the year 2019, there will be a minimum of a four percentage point increase (56%) for all students when less than 70% are currently demonstrating an annual learning gain. There will be a minimum of a two percentage point increase for all students where 70% or more are currently demonstrating an annual learning gain.

By the year 2019, there will be a minimum of a four percentage point increase (43%) in the number of students demonstrating a learning gain in the lowest quartile.

**Point Person**

Lindsay Csogi (lindsay.csogi@sarasotacountyschools.net)

**Action Step**

Students will participate in reading contests, iReady contests, cross curricular units, intensive vocabulary instruction including the study of Greek and Latin roots, writing instruction and other rigorous academic opportunities in order increase reading comprehension and writing proficiency. Additionally, English Language Arts students will use reading and writing skills in all content areas.

English Language Arts Specific Teacher Trainings

All English Language Arts will be attending multiple trainings presented by Curriculum Associates, where teachers will learn how to best implement all aspects of the iReady program to meet the individual needs of all students. Additionally, English Language Arts teachers will participate in grade level and department PLCs in order to collaborate and engage in collegial discussions.

**Description**

Professional development and Visible Learning strategies are ongoing to move students from Surface to Deeper learning, with a greater ability to transfer learning. Training will continue in: Teacher Clarity: Learning Intentions, Success Criteria; Teacher and Student Feedback.

District Lead Coaching

Program Specialist will continue to assist with and FSA Data analysis and how to best remediate struggling learners. They have, and will continue to address and provide strategies for remediating struggling learners as well as meeting the needs of students who require more rigor. These strategies will assist teachers in attaining a boost in student achievement as demonstrated by English Language Arts FSA performance.

Technology and Supplemental Materials Utilization

Access IIS Reports through the Student Reporting Tab to examine student data and plan remediation. (Use FSA Data, iReady Diagnostic Results and Standards Mastery Pre and Post Test results to identify struggling students, address common misunderstandings, and to plan remediation).

Rev It Up and Sadlier Oxford for vocabulary instruction supplementation and remediation, including Greek and Latin Root study.

Springboard and Collections Textbook and close Readers

Materials from NEWSELA, and other online sources to provide rigorous texts that address topics from all content area

ELL, ESE, Lower Quartile students are provided additional support via Inclusion, pull-outs, TAGG, before/afterschool Instructional Lab (Transportation provided to those who indicate a need).

\*A focus on "HOW" to teach vocabulary for comprehension; and ELL students will participate in the free trial of the Membean vocabulary program to boost vocabulary knowledge.

Focus Friday Professional Development (Monthly) to focus on academic literacy, technological support, Visible Learning and Saphier strategies to continue to develop highly effective teachers and classrooms.

**Person Responsible** Lindsay Csogi (lindsay.csogi@sarasotacountyschools.net)

Plan to Monitor Effectiveness

**Description** Teacher Learning Walks to share knowledge ideas viewed in the classrooms. Visible Learning strategies to continue to refine teacher clarity and student/teacher feedback; weekly PLC meetings with content/grade level teachers; bi-monthly team meetings; monthly Instructional and School-wide Instructional leadership team meetings. Administrative Team meetings with data and literacy coach weekly to disaggregate iReady Standards Mastery data.

**Person Responsible** Lindsay Csogi (lindsay.csogi@sarasotacountyschools.net)

Activity #3	
<b>Title</b>	Math
<b>Rationale</b>	To ensure math competency k-12, and to have all 8th grade students enrolled in, and successfully completing Algebra 1, and passing the EOC. To address the gap in math for the ELL, ESE, and Lower Quartile students grades 6-8, showing evidence of learning growth in academic gains and achievement.
<b>Intended Outcome</b>	<p>By the year 2019, there will be a minimum of a four percentage point increase (76%) for all students when less than 70% are currently demonstrating proficiency (across level 3, 4 &amp; 5)</p> <p>There will be a minimum of a two percentage point increase (74%) for all students where 70% OR MORE ARE CURRENTLY DEMONSTRATING PROFICIENCY (ACROSS LEVELS 3, 4 &amp; 5).</p> <p>By the year 2019, there will be a minimum of a four percentage point increase (69%) for all students when less than 70% are currently demonstrating an annual learning gain.</p> <p>There will be a minimum of a two percentage point increase (67%) for all students where 70% or more are currently demonstrating an annual learning gain.</p> <p>By the year 2019 there will be a minimum of a four percentage point increase (61%) in the number of students demonstrating a learning gain in the lowest quartile.</p>
<b>Point Person</b>	Dr. Harriet D. Moore (harriet.moore@sarasotacountyschools.net)
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. PLC Meetings with department chair &amp; curriculum coordinator, with teachers preparing students for the same FSA</li> <li>2. Department chair providing support through the coaching model (observe a class, plan with the teacher, model the lesson, post-meeting)* when possible if period 7 or 8 is opened up or providing coverage for critical thinking class).</li> <li>3. Creation of the McIntosh You-Tube Channel</li> <li>4. Math Bootcamps- There are eight scheduled for the year beginning on 9/29 from 9am-1pm. Algebra 1, Geometry, Course 1/2 Advanced.</li> <li>5. Math Tutoring During Planning period by designated math teachers</li> <li>6. Continuous Integration of Test Specifications</li> <li>7. Using the Algebra Nation Summative Topic Assessments in which all students score 60% or higher on all 10 tests.</li> <li>8. Common Rigorous Assessments- Summative Assessments are given through the Big Ideas On-Line Assessments. The question format, the type of questions and the rigor of the questions mirror the FSA/EOC, students get to practice the entire year on how to enter the answers on the computer. At times, they are forced to write an equation in a certain way (even if there are many correct answers/forms) because the expression is set equal to specific value. And they need to practice how they would make that shift in their thinking. Also, items like graphing a line, erasing points, or correcting points/lines can be practiced the entire year.</li> <li>9. Finally, the on-line assessments are given all year, to help students get accustomed to writing down information showing evidence of their work and understanding of the concepts. Teachers may choose the medium for the Quizzes.</li> <li>10. Using the Big Ideas on-line homework (with a focus on the application problems- after teacher modeling) as much as possible.</li> </ol>

11. Continuous conversations with PLC Team:
- a. What skills are being taught—TEST SPECS
  - b. How is the concept presented/taught?
  - c. How will students learn the skills?
  - d. How will you know if students learned the skills?
  - e. How will remediation take place?

**Person Responsible** Amy Proch-Moore (amy.proch-moore@sarasotacountyschools.net)

**Plan to Monitor Effectiveness**

**Description** Master schedule for co-planning, team meetings, department meetings and meaningful, data-based PLC meetings (Weekly and Monthly).  
Ongoing Progress monitoring of iReady Diagnostics and Standards Mastery Data  
Ongoing Student Data Chats to guide student progress and strategic lesson planning  
Student self progress monitoring in Reading and Math using iReady portfolios  
Using iReady Toolbox to guide instruction to impact gaps in learning  
iReady Walls of Fame, incentives, Career Planning period competitions  
Teacher Pretests & Post tests, Formative assessment  
Feedback  
T.A.G.G. (Targeted Academic Growth Group)-(shortest list ever)  
Transition Team (Exceptional Students w/ greater needs)  
Instructional Lab: before and after school to provide all content area tutoring and support  
Scheduled advanced math support and High FCAT Level 2's (pull-out and push-in)  
Scheduled math support for grade 6 advanced, regular, and pre-algebra  
Monitoring Lowest quartile to provide additional support  
Volunteers to work with advanced and lower quartile math students

**Person Responsible** Dr. Harriet D. Moore (harriet.moore@sarasotacountyschools.net)

<b>Activity #4</b>	
<b>Title</b>	Science
<b>Rationale</b>	Increase student proficiency on the Grade 8 FCAT Science Assessment.
<b>Intended Outcome</b>	<p>By the year 2019, there will be a minimum of a four percentage point increase (55%) for all students when less than 70% are currently demonstrating proficiency (across Levels 3, 4, &amp; 5).</p> <p>There will be a minimum of a two percentage point increase (53%) for all students where 70% or more are currently demonstrating proficiency (across Levels 3, 4, &amp; 5).</p>
<b>Point Person</b>	Dr. Harriet D. Moore (harriet.moore@sarasotacountyschools.net)
<b>Action Step</b>	
<b>Description</b>	<p>Teachers will meet weekly in PLC's to develop and discuss the planning of lessons based on standards and test item specifications.</p> <p>Teachers will meet with the District Program Specialist to develop and enhance labs, and strategies for moving from surface to deeper learning in Science</p> <p>Administration will meet with the Science teachers (and department) bi-monthly to review data and common assessments to determine student progress</p> <p>Professional Development will be ongoing with the District Program Specialists, and the PDAP (Visible Learning; Saphier; TI training; Feedback; Common Assessments)</p> <p>Students requiring additional support will be assigned to the Instructional Lab, or TAGG.</p> <p>Literacy Coach is working with the team on reading strategies to help with student comprehension of complex text.</p> <p>Teachers working with Discovery Ed Textbook- New resources for Science teachers.</p> <p>Activities/Classes to deepen student knowledge in Science: Science Fair; Agriscience; Green Architecture; Bio-Tech; Science Students Together reaching Instructional Diversity and Excellence (SSTRIDE) Medical Program.</p>
<b>Person Responsible</b>	Tracy Wilson (tracy.wilson@sarasotacountyschools.net)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	The Administrative Team and the Science Department will meet monthly to review data, and develop strategies for struggling students. The principal will meet with the Science team during their PLC to review student data and provide coaching; Common End of Unit assessments will be reviewed and disaggregated to determine the need for any re-teaching, or additional support for students in/out of the classroom. The Program Specialists will observe classrooms to provide timely feedback, support, and coaching for teachers.
<b>Person Responsible</b>	Dr. Harriet D. Moore (harriet.moore@sarasotacountyschools.net)



<b>Activity #5</b>	
<b>Title</b>	Social Studies-Civics
<b>Rationale</b>	Results from 2017-18 Civics EOC showed evidence of little growth. All students were not tested, as the school was on a rotation for Social Studies. This the first year off the rotation, and more students will be tested. The EOC points should show an increase in achievement in 2018 2019. Our goal is to improve our school-wide passage rate from 72% to a minimum of 74% from the 2018 to 2019 Civics EOC test.
<b>Intended Outcome</b>	By the year 2019, there will be a minimum of a four percentage point increase (61%) for all students when less than 70% are currently demonstrating proficiency (across Levels 3, 4, & 5).  There will be a minimum of a two percentage point increase (59%) for all students where 70% or more are currently demonstrating proficiency (across Levels 3 , 4, & 5).
<b>Point Person</b>	McHenry Lerebours (mchenry.lerebours@sarasotacountyschools.net)
<b>Action Step</b>	
<b>Description</b>	Special Events meant to improve student achievement in the area of civics: Patriot Plaza Field Trip All civics students will attend a field trip to Patriot Plaza. At the national cemetery students will learn from guides about our national history, duties of citizenship, and honor in service. Trained docents will explain meaning behind the commissioned art there that honors our veterans. McIntosh Annual Veterans' Day Assembly Students will compose speeches, create posters, and participate in a ceremony honoring our American Veterans. Students will examine the concepts of citizenship and civic duty. Students will learn to identify important symbols of our national identity and their importance to America. Mock Elections This November students school-wide will participate in a mock election to correspond with the mid-term elections. Students will learn about political parties, various political viewpoints, and elections through participation in the election process on a school-wide level. Civics Specific Teacher Professional Development Teachers' Law Symposium (1/24/19 to 1/25/19) The entire civics teacher team will be attending this training presented by the Florida Bar, where teachers will learn from experienced judges and lawyers from around the state of Florida about the realities of the practice of law and our justice system. District Lead Coaching Program Specialist will meet with the team to discuss common assessments, data use, and remediation strategies with all of our civics teachers in an effort to boost student achievement as demonstrated by EOC performance. Literacy Coach is working with the team on reading strategies to help with student comprehension of complex text.
<b>Person Responsible</b>	McHenry Lerebours (mchenry.lerebours@sarasotacountyschools.net)

**Plan to Monitor Effectiveness**

<b>Description</b>	Department Chair will meet with Administration and SS team to discuss student data and growth bi-monthly based on common assessments. Admin will participate in PLC's to coach and share ideas, and strategies with the team and district Program Specialist.
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Professional development will be ongoing with PDAP regarding strategies for Visible Learning Literacy Modules (Teacher Clarity; Feedback;) Technology and Supplemental Materials Utilization

Access IIS Reports through the Student Reporting Tab to examine student data and plan remediation. (Use common assessment results identify struggling students, address common misunderstandings, and to plan remediation)

Quizlet.com for vocabulary instruction supplementation and remediation.

Materials from The Florida Joint Center for Citizenship affiliated websites (ex. ecsd-fl.schoolloop.com).

i-Civics.org for supplemental civics standards related games (supplementation and remediation tool)

District provided question banks (also available via Florida Joint Center Site)

**Person  
Responsible**

Dr. Harriet D. Moore (harriet.moore@sarasotacountyschools.net)

<b>Activity #6</b>	
<b>Title</b>	Multi-Tiered Systems of Support/Positive Behavior Support (MTSS/PBS)
<b>Rationale</b>	2017 2018 Data indicated an increase in out-of-school suspensions, and In School Restrictions. There has been an increase in students with physiological, and psychological needs in the student population, and the goal is to reduce suspensions, and In School restriction by providing a PBIS program and additional Mental Health support for students and their families.
<b>Intended Outcome</b>	<p>SUSPENSION GOAL: Address students who receive referrals that lead to a suspension                  By the year 2019, there will be a reduction of suspensions from the previous year.                  If the current percentage of suspensions is 10% or less, the school will maintain or decrease the percentage.                  2017-2018 was 18%.                  If the current percentage is between 11-49%, the school will reduce the percentage by 5%.                  We will have no more than 131 students suspended (down from 138)                  If the current percentage is 50% or higher than the previous year, the school will reduce the percentage by 10%.</p> <p>Address students who have moderate to chronic absenteeism.                  By the year 2019, there will be a reduction of absences from the previous year.                  If the current percentage of absences is 90% or less, the school will decrease the percentage by 5% from 148 to 140 or less.</p>
<b>Point Person</b>	McHenry Lerebours (mchenry.lerebours@sarasotacountyschools.net)
<b>Action Step</b>	
<b>Description</b>	<p>*MTSS Problem Solving Process                  *What is Problem? (Student Problem Identification)                  Teachers will document interventions for students with behavioral issues on the behavior tracking form.                  Teachers will submit the behavior tracking form to the MTSS team for review.                  The Behavior Specialist will identify target behaviors using behavior tracking data.                  *Why is it occurring? (Generate hypothesis)                  The Behavior Team will push into the classes of Tier 2 and Tier 3 students to document their behavior and collect data. Observation notes and behavior tracking data will be reviewed during MTSS meetings to determine the cause of the behavior based on one of the following indicators: Curriculum, Organization, Instruction, Learner, Environment.                  *How do we know? (Validating the hypothesis)                  The MTSS Team will determine if the cause of the behavior is valid by reviewing historical and current data. The MTSS Team will also interview, observe, or evaluate student groups to determine the cause of the target behavior.                  *What will we do about it?                  • Once the target behavior is identified, the data is collected, and the cause of the behavior is determined, an intervention plan will be created for the students.                  • Tier 2 students will be placed on a point sheet and the data will be collected and inputted into the TPS system for progress monitoring purposes.                  • The MTSS team will use the Tier 2 Group Problem solving form to track how students are responding to the intervention.                  • Tier 2 students who are unsuccessful with Tier 2 supports will receive a BIP (Behavior Intervention Plan).</p>

- SWST/ CARE team will create more intensive and individualized interventions to address the target behavior.
- Students who are unable to respond to the interventions provided may be recommended for alternative placement.

**Person****Responsible**

McHenry Lerebours (mchenry.lerebours@sarasotacountyschools.net)

### Plan to Monitor Effectiveness

#### PBS Plan

##### Tier 1 Interventions

##### School Wide Expectations (Eagle P.R.I.D.E)

Prepared to learn and succeed

Respectful to all adults and peers

Independent and in control of your actions

Dedicated to doing your best every day

Empathetic to the feelings of others

##### PBS store and Eagle Stamps

- Students receive rewards from teachers and staff if they receive a stamp in their agenda for meeting or exceeding the P.R.I.D.E school wide expectations for student success.
- Students can use their eagle stamps to purchase items from the store every 2nd and 4th Friday.
- The number of eagle stamps that students receive for that week will determine the value of the item that they can purchase (e.g, one stamp: front of the lunch line pass vs. 5 stamps: ice cream sandwich).
- Once a student earns their eagle stamp it cannot be taken away.

##### Quarterly Renaissance Award/Principal Award

- Students who are on the honor roll list and who have no referrals will be invited to our quarterly Renaissance Awards Assembly.
- Students who have no referrals and have honor roll will participate in the annual Renaissance Field Day.

**Description**

##### Eagle P.R.I.D.E Wall of Fame

- Grade level teams will nominate one student who they feel has achieved the school wide expectations for the month.
- Team leaders will submit their names to Administration. Winners will have their name announced on the intercom or during the morning show and receive a certificate.
- Their picture will be displayed on the P.R.I.D.E wall of fame in the cafeteria.

##### Turnaround Student Award

- Students who have demonstrated significant improvement in the areas of behavior, academics and attendance will be nominated by faculty and staff to receive the turnaround student award.
- Students will be nominated by grade level teams with recommendation from the MTSS team and other support staff.
- Once a student is chosen he/she will be recognized on the morning show and receive an award for demonstrating significant improvement with all school wide expectations.

##### Attendance Challenge Award

- The first period class with the highest percentage of students present for the week will receive a trophy. The trophy will rotate between classes according to attendance rates.
- The first period class that achieves a 95% or more attendance rate every week for the

quarter will receive an award (e.g, pizza party, Kona Ice passes during lunch period.

- Grade level teams can also create and implement incentives to increase student attendance.

Classroom management Plan & Positive Reward System)

- Teachers will collaborate with their team to develop a classroom management plan. Procedures and processes must reflect and align with school-wide expectations for behavior. Teachers should include a system for consequences, interventions, and recognition in their plan. Refer to the P.R.I.D.E. classroom expectation poster.
- Teachers can submit positive referrals to Administration for a student who has demonstrated significant improvement in one or more of the P.R.I.D.E expectations for his/her behavior.
- Teachers will complete a Behavior Tracking Form anytime they address a student who has violated one of the School Wide Expectations
- Civility Squad domains will align with School Wide Expectations
- Teachers will utilize civility squad material to reinforce positive behavior within their classroom
- Civility Squad Posters are visible throughout campus to reinforce positive school wide behavior.

Tier 2 Interventions

Learning Personal Emotional and Social Skills class

- Targeted students who have demonstrated a pattern of disruptive behavior will attend a learning personal emotion and social skills class twice a week during 2nd and 8th period.
- The class will concentrate on anger management, coping skills, conflict management and other challenges specific to student needs.
- Students will also receive small group counseling by the school psychologist, Coastal Recovery services, and other support staff.
- The Behavior Specialist will plan quality lessons and activities for students that are in alignment with school wide expectations.
- Student services (e.g, guidance counselors, school psychologist, ESE liaison, Behavior Specialist, etc.) will provide small group interventions using restorative practices.
- Small groups or restorative circles will address student to teacher conflict and peer conflict using the restorative practice framework.
- Supplemental academic support will also be given in math and reading
- Administration will provide support as needed.

Transition Team:

- Students who are part of the transition team receive individualized and intensive academic and behavior supports in all classes.
- Students have the opportunity to receive incentives and participate in extracurricular events to enhance behavior and academic performance.

Mentorship Programs:

- McIntosh Middle School will seek to collaborate with community organizations and volunteers to implement an onsite mentoring program for at-risk students. The program will serve as a preventative program for students who need additional one on one support from a responsible adult that he/she can connect with outside of the classroom. Onsite mentors, including faculty and support staff will be assigned targeted groups of students by grade level.
- Volunteer mentors will be trained by the Assistant Principal for MTSS using check and connect as a process for monitoring student progress.
- Students will be encouraged to participate in the mentoring program with parental consent.

- All onsite faculty and staff are highly encouraged to volunteer.

Peer Mentorship:

- Incoming rising 6th grade students who are at-risk will be assigned to an 8th grade ambassador or NJHS
- The purpose is to mentor students as they transition from elementary to middle school. Ambassador Program to assist incoming 6th grade students by pairing them with 8th grade students at MMS, in conjunction with the McIntosh "101" designed to reduce anxiety for the incoming 6th grade students and provide them with support when they begin the school year.

Tier 3 Intervention:

FBA

- An FBA (Functional Behavior Assessment) will be conducted on students with repeated behavior referrals who have an IEP or 504.
- The MTSS/Rtl team will review the student's IEP or 504 utilizing the problem-solving process to address the targeted behavior.
- The ESE liaison will include an FBA in the student's IEP that directly addresses specific behaviors and will make revisions if necessary.

PBIP (Positive Behavior Intervention Plan)

- All general education and ESE students with repeated behavior referrals who are unsuccessful with transitioning back into the normal classroom setting will have a PBIP as a Tier 3 intervention.
- The PBIP will address specific behaviors and include intensive interventions to correct offensive behaviors.
- The MTSS/Rtl team will collect data and use the problem-solving process to determine the student's response to interventions written in the PBIP.
- If a student continues to have a poor response to the PBIP, a recommendation may be made for alternative placement.

Mental Health Counseling

- Our full time mental health counselor will provide counseling to students who are demonstrating severe behavioral issues.
- Challenge To Change program in collaboration with JFCS provides mental health counseling to individual/groups, and families.

Behavior Contract/Re-Entry Plan

- Students who have been suspended for 3 or more days will be placed on a behavior contract as part of their re-entry plan.
- Parent(s) and their student must meet with an administrator or guidance counselor upon returning from their suspension to discuss their re-entry plan. Re-entry plans will be included in the student's PBIP.

**Person Responsible**

Dr. Harriet D. Moore (harriet.moore@sarasotacountyschools.net)

**Part V: Budget**

<b>Total:</b>	<b>\$47,008.00</b>
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