

Sarasota County Schools

Brookside Middle School



2019-20 Schoolwide Improvement Plan

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Brookside Middle School

3636 S SHADE AVE, Sarasota, FL 34239

www.sarasotacountyschools.net/brookside

Demographics

Principal: Nathaniel Francis

Start Date for this Principal: 7/1/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	71%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (69%) 2017-18: A (64%) 2016-17: B (55%) 2015-16: B (55%) 2014-15: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	64%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	49%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	A	B	B

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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.

OUR MISSION

The mission of Brookside Middle School is to develop knowledgeable and caring young people to create a better and more peaceful world through intercultural understanding and respect.

At Brookside, our students are held accountable for following the Cuda Code.

- Cudas are committed.
- Cudas are prepared.
- Cudas are respectful.
- Cudas are appropriate.
- Cudas are prompt.

Provide the school's vision statement.

OUR VISION

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

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Gruhl, Matthew	Principal	
Sims, Nicole	School Counselor	
Serino, Paul	Administrative Support	
Fuesy, Jessica	Assistant Principal	
Mims, Ginger	Administrative Support	
Rojas, Amanda	Assistant Principal	
Varlas, Melissa	Teacher, K-12	
Davis-Cokley, Pamela	School Counselor	

Early Warning Systems

Current Year

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	275	247	244	0	0	0	0	766	
Attendance below 90 percent	0	0	0	0	0	0	45	63	66	0	0	0	0	174	
One or more suspensions	0	0	0	0	0	0	9	17	12	0	0	0	0	38	
Course failure in ELA or Math	0	0	0	0	0	0	1	1	2	0	0	0	0	4	
Level 1 on statewide assessment	0	0	0	0	0	0	59	55	55	0	0	0	0	169	

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	22	23	24	0	0	0	0	69	

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	2	0	0	0	0	2	
Students retained two or more times	0	0	0	0	0	0	4	2	3	0	0	0	0	9	

FTE units allocated to school (total number of teacher units)

54

Date this data was collected or last updated

Tuesday 9/3/2019

Prior Year - 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	49	65	60	0	0	0	0	174	
One or more suspensions	0	0	0	0	0	0	25	25	39	0	0	0	0	89	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	1	0	0	0	0	1	
Level 1 on statewide assessment	0	0	0	0	0	0	65	48	62	0	0	0	0	175	

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	29	29	33	0	0	0	0	91	

Prior Year - 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	49	65	60	0	0	0	0	174
One or more suspensions	0	0	0	0	0	0	25	25	39	0	0	0	0	89
Course failure in ELA or Math	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	0	0	0	65	48	62	0	0	0	0	175

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	29	29	33	0	0	0	0	91

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	63%	64%	54%	57%	62%	52%
ELA Learning Gains	57%	58%	54%	56%	59%	54%
ELA Lowest 25th Percentile	54%	50%	47%	45%	47%	44%
Math Achievement	77%	74%	58%	65%	71%	56%
Math Learning Gains	69%	66%	57%	63%	66%	57%
Math Lowest 25th Percentile	68%	56%	51%	48%	55%	50%
Science Achievement	71%	61%	51%	51%	59%	50%
Social Studies Achievement	87%	85%	72%	0%	91%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	275 (0)	247 (0)	244 (0)	766 (0)
Attendance below 90 percent	45 (49)	63 (65)	66 (60)	174 (174)
One or more suspensions	9 (25)	17 (25)	12 (39)	38 (89)
Course failure in ELA or Math	1 (0)	1 (0)	2 (1)	4 (1)
Level 1 on statewide assessment	59 (65)	55 (48)	55 (62)	169 (175)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	54%	63%	-9%	54%	0%
	2018	54%	63%	-9%	52%	2%
Same Grade Comparison		0%				
Cohort Comparison						
07	2019	56%	64%	-8%	52%	4%
	2018	58%	62%	-4%	51%	7%
Same Grade Comparison		-2%				
Cohort Comparison		2%				
08	2019	67%	66%	1%	56%	11%
	2018	59%	70%	-11%	58%	1%
Same Grade Comparison		8%				
Cohort Comparison		9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	59%	67%	-8%	55%	4%
	2018	53%	66%	-13%	52%	1%
Same Grade Comparison		6%				
Cohort Comparison						
07	2019	74%	73%	1%	54%	20%
	2018	81%	73%	8%	54%	27%
Same Grade Comparison		-7%				
Cohort Comparison		21%				
08	2019	67%	65%	2%	46%	21%
	2018	60%	63%	-3%	45%	15%
Same Grade Comparison		7%				
Cohort Comparison		-14%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	67%	62%	5%	48%	19%
	2018	57%	62%	-5%	50%	7%
Same Grade Comparison		10%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	84%	85%	-1%	71%	13%
2018	65%	80%	-15%	71%	-6%
Compare		19%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	95%	73%	22%	61%	34%
2018	97%	77%	20%	62%	35%
Compare		-2%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	69%	31%	57%	43%
2018	100%	71%	29%	56%	44%
Compare		0%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	30	50	51	47	61	62	48	51	21		
ELL	28	55	48	44	59	57	45	50	30		
ASN	81	71		95	88		91	90	100		
BLK	49	55	73	56	56	61	57	90	62		
HSP	54	53	46	69	70	70	56	76	65		
MUL	63	46		77	71						
WHT	69	61	55	85	69	66	79	91	77		
FRL	57	56	56	72	66	66	67	83	66		
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	25	35	29	37	55	51	19	41			
ELL	27	44	48	54	74	63	14	38			
ASN	86	81		95	90				100		
BLK	39	43	30	50	56	32	45	55			
HSP	50	51	45	67	71	66	42	61	84		

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
MUL	54	56		75	74		62	70	73		
WHT	66	60	51	79	76	70	68	69	77		
FRL	52	51	45	68	70	59	46	60	76		
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	39	36	21	43	37	13				
ELL	20	46	50	33	46	35	33				
ASN	91	71		91	85						
BLK	32	40	34	49	62	51	19		36		
HSP	48	51	45	54	56	41	45		49		
MUL	56	54	50	75	75	60	40		42		
WHT	66	60	49	72	66	51	64		62		
FRL	49	51	41	57	59	46	46		47		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	70
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	82
Total Points Earned for the Federal Index	702
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	47
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	88
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	62
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	62
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	64
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	72
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	65
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Brookside's lowest performing area based on the 2019 FSA data was the percent of students in the lowest quartile demonstrating learning gains in reading. Although this is the lowest point, Brookside improved in this category by seven percentage points compared to the prior year. Historically, when comparing this category to other category's it has been the lowest performing area for Brookside.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Brookside's greatest decline was in the area of Acceleration. Brookside declined five points in math acceleration. Brookside only had approximately 79% of eligible students enroll in Algebra/Geometry and take the Algebra/Geometry EOC. Due to unforeseen circumstances, a math certified sub was teaching Algebra for a significant period of time and many students were taught by a new teacher for approximately half a school year. The pass rate from the Algebra 1 EOC dropped four percentage points impacting the overall Acceleration score.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Brookside has exceeded the state average in every category. Brookside's smallest gap between the school and state is the percent of students making learning gains in reading. In this category, we only outperformed the state by three percentage points. In this category, Brookside was one percentage point below the district average. The two prior years, Brookside had earned 56% of the points. In 2019, Brookside earned 57% of the points for a 1% increase. This category is second lowest performing and has historically been a lower performing category for Brookside.

Which data component showed the most improvement? What new actions did your school take in this area?

Brookside showed the most improvement in Civics. Brookside increased by twenty-one points. Last year, 2019, was the first year Brookside participated in the district wide Civics benchmark assessments. This allowed teachers and administration to track student data and compare our performance with that of other teachers and schools across the district. Civics teachers met quarterly with administration to review data and discuss plans for students to master standards, track student performance and scaffold for students when necessary. Brookside teachers worked in collaboration with Sarastoa's Middle School Social Studies Curriculum Specialist for classroom and planning support. Not only did she assist teachers with planning, but observed lessons, provided feedback and worked in classrooms in collaboration with teachers. In 2018, Brookside's advanced students did not

participate in the civics assessment (advanced students had already taken the assessment), but were able to participate in 2019. This positively impacted Brookside's overall Civics performance.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Attendance is our top area of concern. In 2017-18, we had 174 students attending less than 90% of school. In 2018-19, that number remained the same at 174, but our enrollment decreased by approximately 10 students.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Increase the percent of students proficient in reading.
2. Increase the percent of students in the bottom quartile of reading making learning gains.
3. Increase Brookside's Acceleration percentage.
4. Increase the percentage of SWD students making learning gains in ELA.
5. Increase the percent of students making a learning gain math.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Reading Proficiency
Rationale	Brookside Middle School plans to increase our reading proficiency. Our reading proficiency is currently 63% which is 1% below our district performance. One focus within this category is on our SWD. SWD showed 30% proficiency rate on the 2019 FSA reading assessment.
State the measurable outcome the school plans to achieve	In the 2019-20 school year, Brookside Middle School students will increase students' reading proficiency rate (Level 3 or above) by 2% to 65% proficient in reading.
Person responsible for monitoring outcome	Amanda Rojas (amanda.rojas@sarasotacountyschools.net)
Evidence-based Strategy	<p>Review i-Ready Diagnostic Data</p> <p>Review Standards Mastery Assessment Data</p> <p>Write Score Lessons & Assessment</p> <p>IXL - Online program used by students to complete practice problems related to standards.</p> <p>Springboard advanced textbook for Advanced students</p> <p>Assess students scores at the K-3 level on i-Ready with the DAR assessment to determine needs</p> <p>School Wide Writing Expectations</p> <p>Disciplinary Literacy Training for Teachers</p> <p>Quarterly Data Chats between teachers and administration to discuss progress on standards and a plan to remediate gaps.</p> <p>IB Lesson Support from IB Coordinator</p> <p>Reading intervention classes for students in the bottom quartile.</p> <p>Rewards program for students performing at the 3-5 level</p> <p>Collaborative Planning time for reading teachers & ELA teachers</p> <p>Strategic placement of students in i-Ready groups for CCR</p> <p>Rev it Up instruction in reading classes</p> <p>Thursday Night School for students to practice skills and complete homework with Brookside teachers.</p> <p>Specific instruction of Approaches to Learning - communication skills, etc.</p>
Rationale for Evidence-based Strategy	Students have a variety of needs and gaps. The combination of programs and books allows teachers to chose the best resources for their students specific to the learning need and student learning style. Using data to intentionally direct instruction and discuss data and direction with peers and administration keep a focus on the standards.
Action Step	
Description	<ol style="list-style-type: none"> 1. i-Ready Diagnostic #1 with Data Chat & DAR assessment for students score in the K-3 Category on the i-Ready Diagnostic 2. Learning Intention and Success Criteria Training for teachers to focus their instruction and clearly communicate the intention and standard to students. 3. ELA & ILA Support from district Middle School Language Arts Specialist 4. Data Chats with teachers and administration to discuss gaps, strategies and plan for remediation. 5. i-Ready Diagnostic #2 with Data Chat including district support and i-ready support 6. Write Score Lessons and Assessment with data chats

Person Responsible	Amanda Rojas (amanda.rojas@sarasotacountyschools.net)
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#2	
Title	Lowest Quartile Reading
Rationale	Brookside Middle School plans to increase our lowest quartile reading gains. This has transitionally been our lowest performing area.
State the measurable outcome the school plans to achieve	In the 2019-20 school year, Brookside Middle School students in the bottom 25% in reading will demonstrate learning gains by an increase of two percentage point from 54% to 56%.
Person responsible for monitoring outcome	Amanda Rojas (amanda.rojas@sarasotacountyschools.net)
Evidence-based Strategy	<p>Review i-Ready Diagnostic Data</p> <p>Review Standards Mastery Assessment Data</p> <p>Write Score Lessons & Assessment</p> <p>IXL - Online program used by students to complete practice problems related to standards.</p> <p>Assess students scores at the K-3 level on i-Ready with the DAR assessment to determine needs</p> <p>School Wide Writing Expectations</p> <p>IB Lesson Support from IB Coordinator</p> <p>Disciplinary Literacy Training for Teachers</p> <p>Quarterly Data Chats between teachers and administration to discuss progress on standards and a plan to remediate gaps</p> <p>Reading intervention classes for students in quartile 1</p> <p>Rewards program for students performing at the 3-5 level</p> <p>Collaborative Planning time for reading teachers & ELA teachers</p> <p>Strategic placement of students in i-Ready groups for CCR</p> <p>Rev it Up instruction in reading classes</p> <p>Thursday Night School for students to practice skills and complete homework with Brookside teachers</p> <p>Specific instruction of Approaches to Learning - communication skills, etc.</p>
Rationale for Evidence-based Strategy	Students have a variety of needs and gaps. The combination of programs and books allows teachers to chose the best resources for their students specific to the learning their learning style. Using data to intentionally direct instruction, place students in learning groups and implement instruction allows Brookside teachers to meet the needs of students with specific needs.
Action Step	
Description	<ol style="list-style-type: none"> 1. i-Ready Diagnostic #1 with Data Chat & DAR assessment for students score in the K-3 Category on the i-Ready Diagnostic 2. Learning Intention and Success Criteria Training for teachers to focus their instruction and clearly communicate the intention and standard to students. 3. ELA & ILA Support from district Middle School Language Arts Specialist 4. Data Chats with teachers and administration to discuss gaps, strategies and plan for remediation. 5. i-Ready Diagnostic #2 with Data Chat including district support and i-ready support 6. Write Score Lessons and Assessment with data chats

Person Responsible Amanda Rojas (amanda.rojas@sarasotacountyschools.net)

#3	
Title	Math Gains
Rationale	Brookside Middle School plans to increase the percent of students earning a year's worth of progress. In 2019, BrMS decreased by four points from the 2018 school year.
State the measurable outcome the school plans to achieve	In the 2019-20 school year, Brookside Middle School students will increase the percent of student making a year's worth of growth in math by two from 69% to 71%.
Person responsible for monitoring outcome	Jessica Fuesy (jessica.fuesy@sarasotacountyschools.net)
Evidence-based Strategy	<p>Review i-Ready & Math Nation Diagnostic Data</p> <p>Review Standards Mastery Assessment Data</p> <p>Formative - Form A Flipcharts from Standard Mastery Assessments to expose students to high level questioning</p> <p>IXL Online program used by students to complete practice problems related to standards.</p> <p>Big Ideas Math Textbook</p> <p>IB Lesson Support from IB Coordinator</p> <p>Critical thinking support class to support students in algebra 1</p> <p>Day time support for Algebra 1 students and students in quartile 1</p> <p>Maximizing Math Training for Algebra Teachers</p> <p>Thursday Night School for students to practice skills and complete homework with Brookside teachers</p> <p>Thursday morning math help/tutoring with math certified teachers</p> <p>Quarterly Data Chats between teachers and administration to discuss progress on standards and a plan to remediate gaps</p> <p>Strategic Placement of students in regular and advanced courses</p> <p>Weekly collaborative Planning time for math teachers</p> <p>Strategic placement of students in i-Ready groups for CCR</p>
Rationale for Evidence-based Strategy	As Brookside works to increase our overall proficiency in math, a large number of students are qualifying for Algebra 1 in grade 8. The supports in place for all students are to provide a deeper understanding of the skills they are learning in the Math 1 & Math 2 courses to better prepare them for the rigors of Algebra 1. Opportunities are available for students during the school day and outside of regular school hours for support.
Action Step	
Description	<ol style="list-style-type: none"> 1. i-Ready Diagnostic #1 with Data Chat or District Benchmark assessments 2. Learning Intention and Success Criteria Training for teachers to focus their instruction and clearly communicate the intention and standard to students. 3. Provide a support plan for students with a math certified teacher utilizing pull outs. 4. Quarterly Data Chats with teachers and administration to discuss gaps, strategies and plan for remediation. 5. i-Ready Diagnostic #2 or District Benchmark Assessments with Data Chat including district support and i-ready support
Person Responsible	Jessica Fuesy (jessica.fuesy@sarasotacountyschools.net)

#4	
Title	Math Acceleration
Rationale	Brookside Middle School plans to increase the number of students accelerated. In 2019, Brookside dropped five points in this category.
State the measurable outcome the school plans to achieve	In the 2019-20 school year, Brookside will increase the middle school acceleration score by 6% for a total of 80%.
Person responsible for monitoring outcome	Jessica Fuesy (jessica.fuesy@sarasotacountyschools.net)
Evidence-based Strategy	<p>Review Algebra Nation Diagnostic Data</p> <p>District Benchmark Assessments as a progress monitoring tool</p> <p>IXL Online program used by students to complete practice problems related to standards.</p> <p>Algebra/Geometry Nation with video instruction, practice books and materials</p> <p>Big Ideas Math Textbook</p> <p>IB Lesson Support from IB Coordinator</p> <p>Mr. D's Math An online math program with video instruction and practice materials</p> <p>Critical thinking support class for students needing additional instruction in algebra 1 - class meets every other day</p> <p>Day time support for Algebra 1 students with a certified instructor</p> <p>Maximizing Math Training for Algebra Teachers</p> <p>Monitoring system for support - weekly spreadsheet of students below a 70% in algebra 1</p> <p>Tuesday morning algebra support/tutoring with Algebra 1 teacher.</p> <p>Wednesday afternoon algebra support/tutoring with Algebra 1 teacher.</p> <p>Thursday Night School for students to practice skills and complete homework with teachers</p> <p>Thursday morning math help/tutoring for students with math teacher</p> <p>Quarterly Data Chats between teachers and administration to discuss progress on standards and a plan to remediate gaps</p> <p>Strategic placement of students in regular and advanced courses</p> <p>Weekly collaborative planning time for math teachers</p> <p>Strategic placement of students in i-Ready groups for CCR</p> <p>CTE Program</p>
Rationale for Evidence-based Strategy	<p>Students eligible for Alegbra 1 begin the course with a variety of strengths and weaknesses. In the prior year, some students enrolled in Math 2 and others in Math 2 Advanced. Student taking algebra from Math 2 were not exposed to the pre-algebra standards and may need some remediation on those standards. Providing support outside the school day as well as during the school day can meet the needs of students and families. Two of the programs purchased for student use have videos with instruction for students to preview and review concepts learned in the classroom.</p>
Action Step	
Description	<ol style="list-style-type: none"> 1. Strategically placing students in algebra, advanced math classes, geometry & CCR classes 2. Review Diagnostic Data 3. Monitor academic progress and provide additional supports as needed to individuals through a weekly spreadsheet share with the math support teacher and administration

4. Review Midterm Benchmark data and conduct a data chat with teachers and administration
5. Adjust schedules to provide additional supports for students

Person Responsible Jessica Fuesy (jessica.fuesy@sarasotacountyschools.net)

#5

Title Social Emotional Learning

Rationale Teachers will be educated on how to guide students to solve problems and reflect on their actions. Teacher will learn to be mindful of students' mental state and the steps to take to provide additional support to students. Students will be educated on empathy, how to manage emotions, set goals, establish and maintain positive relationships.

State the measurable outcome the school plans to achieve 100% of teachers will complete the Kognito Training. 100% of students will participate in IB Learning Profile Trait lessons to address social and emotional learning.

Person responsible for monitoring outcome Jessica Fuesy (jessica.fuesy@sarasotacountyschools.net)

Evidence-based Strategy Kognito Certificates from all teachers.
IB Lessons e-mailed out to teachers.
Classroom walk-throughs during IB lessons.
The PE department will complete mental health lessons provided by the district in all of their classes
PBIS rewards tied to the IB Learner Profile Trait of the month

Rationale for Evidence-based Strategy Teachers will be equipped with strategies for helping students work through emotions. Supporting students' social and emotional state and focusing on the whole child will assist students in being ready to learn thus increase achievement.

Action Step

Description 1. Kognito Training for teachers
2. Quarterly IB Lessons on Learner Profile Traits
3. Monthly recognition of students for exemplifying IB Learner Profile Trait of the Month
4. Rewards cards for students exemplifying IB Learner Profile Traits.
5. Recognition at Cuda Quarterly Rewards for students

Person Responsible Jessica Fuesy (jessica.fuesy@sarasotacountyschools.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Although all areas of the middle school school grade are not listed in this plan, all areas will be monitored throughout the school year. Quarterly data chats between teachers and administrators will be conducted in ELA, math, science and social studies. Progress monitoring will be conducted in all subject areas through district benchmark assessments or i-Ready diagnostic data. IXL will be utilized in all content

areas to allow students to practice skills and fill in gaps. Each subject also has specific tools that will be used in the classroom to support student learning. Teachers will be provided weekly time to plan with their grade level content area as well as to plan as a grade level team and work on collaborative IB plans & discuss MTSS data.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Reading Proficiency				\$0.00
2	III.A.	Areas of Focus: Lowest Quartile Reading				\$0.00
3	III.A.	Areas of Focus: Math Gains				\$0.00
4	III.A.	Areas of Focus: Math Acceleration				\$21,290.78
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	1382	529-Technology-Related Textbooks	0111 - Brookside Middle School	General Fund		\$2,000.00
			Notes: Mr. D's Online Math program for Algebra 1 and Geometry.			
	2110	140-Substitute Teachers	0111 - Brookside Middle School	General Fund		\$19,290.78
			Notes: \$3818.16-Saturday School \$2545.54-Thursday Night School \$754.24-Homework help-Thursday AM \$941.72-Homework help-Wednesday AM \$9722.64 Daytime Support \$754.24-Tuesday AM \$754.24-Wednesday evening			
5	III.A.	Areas of Focus: Social Emotional Learning				\$17,854.64
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	3376	239-Other	0111 - Brookside Middle School	Other		\$17,854.64
			Notes: Out of county travel (4-8 Basic Instr)- \$735.65 Dues and Fees- \$10,050.00 (on hold for annual fee) Subs- \$587.46 Medicare- \$7.42 Workers comp- \$18.09 Out of county travel (Inst. Staff Training)- \$2,063.44 Dues and fees- \$4,400.00			
Total:						\$39,145.42