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Sarasota Middle School

4826 ASHTON RD, Sarasota, FL 34233

www.sarasotacountyschools.net/sarasotamiddle

Demographics

Principal: Jennifer Nzeza

Start Date for this Principal: 10/5/2018

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)	29%
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 (75%) 2017-18: A (75%) 2016-17: A (68%) 2015-16: A (70%) 2014-15: A (71%)
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

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

School Grades History

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

School Board Approval

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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	Job Duties and Responsibilities
Breslin, Laurie	Principal	<ul style="list-style-type: none"> * (1) Develop, implement and assess the academic program leading to student success. * (2) Develop and implement an annual School Improvement Plan. * (3) Coordinate program planning with District staff. * (4) Interview and select qualified employees to be recommended for employment. * (5) Monitor and conduct personnel evaluations and take appropriate action. * (6) Develop an annual assessment for inservice needs leading to faculty improvement. * (7) Provide leadership and vision to the School Improvement Process and changes leading to improvement. * (8) Develop a positive teaching / learning environment leading to teacher and student success. * (9) Develop and implement a safe and orderly school plan. * (10) Develop and implement a successful discipline plan promoting a safe teaching / learning environment. * (11) Promote a positive school image through appropriate communication and community involvement. * (12) Develop high expectations for teachers and students and promote this vision to the community. * (13) Develop and maintain the school budget by involving appropriate input and by meeting local and state guidelines. * (14) Establish a role model conducive to hard work, caring and consistency for the entire staff. * (15) Utilize managerial skills to design and organize activities to achieve goals. * (16) Oversee the development of the extracurricular activities program and maintain an up-to-date activities calendar. * (17) Facilitate the resolution of problems and tasks through problem-solving techniques. * (18) Utilize critical thinking skills in analyzing data and reaching conclusions. * (19) Possess an ability to anticipate problems and to react to them prior to conclusion. * (20) Direct the development of the master schedule. * (21) Manage and assign the administration of the school testing program. * (22) Establish job assignments for administrators, teachers and support staff personnel. * (23) Assist in developing short- and long-range facility needs. * (24) Coordinate the completion of plant safety and facility inspections. * (25) Coordinate the school transportation services as required. * (26) Establish procedures for student accounting and attendance procedures. * (27) Establish procedures for property inventory records.

Name	Title	Job Duties and Responsibilities
		<p>*(28) Establish a program leading to the secure closure of the school and proper school opening each day.</p> <p>*(29) Supervise the preparation of accurate and timely reports and records.</p> <p>*(30) Assume responsibility for all official correspondence and news releases.</p> <p>*(31) Manage the ordering of textbooks, materials and equipment.</p> <p>*(32) Maintain visibility and accessibility on the school campus.</p> <p>*(33) Assume responsibility for all student suspensions and expulsions in accordance with School Board policies and state law.</p> <p>*(34) Participate in District management meetings and other meetings appropriate for professional development.</p> <p>*(35) Maintain a close working relationship with District staff.</p> <p>*(36) Develop and monitor an articulation program with feeder schools and community agencies.</p> <p>(37) Perform other incidental tasks consistent with the goals and objectives of this position.</p> <p>*(38) Every Sarasota County Schools employee has emergency response responsibilities, though not every position will require routine assignments during an emergency event. All employees are subject to recall around the clock for emergency response operations, which may require irregular work hours, work at locations other than the normal work location, and may include duties other than those specified in the employee's official job description. Assignments in support of emergency operations may be extensive in nature, with little advance notice, and may require employees to relocate to emergency sites with physically and operationally challenging conditions.</p>
Tinkis, Stacey	Assistant Principal	<p>* (1) Assist in the development, implementation and evaluation of the instructional program, including the use of technology.</p> <p>* (2) Supervise curricular and extracurricular activities as assigned.</p> <p>* (3) Provide recommendations to the Principal regarding curriculum improvement.</p> <p>* (4) Supervise textbook and equipment selection, acquisition and inventory.</p> <p>* (5) Assist the Principal in the administration of the summer school program.</p> <p>* (6) Assist with coordinating student field trips.</p> <p>* (7) Assist in developing the master schedule and assignment of students and staff.</p> <p>* (8) Assist in the administration of the testing program.</p>

Name	Title	Job Duties and Responsibilities
		<p>* (9) Assist in gathering, analyzing and interpreting data related to student performance.</p> <p>* (10) Assist in coordinating the School Accreditation Program and School Improvement Program.</p> <p>* (11) Assist with the supervision of personnel, including orientation of new employees as assigned.</p> <p>* (12) Assist the Principal in developing personnel assignments and duty rosters.</p> <p>* (13) Assist in implementing and administering negotiated employee contracts.</p> <p>* (14) Assist in the coordination of the school's inservice program.</p> <p>* (15) Assist teachers in developing professional development plans and activities.</p> <p>* (16) Assist in monitoring and assisting substitute teachers.</p> <p>* (17) Assist the Principal with the daily operation of the school.</p> <p>* (18) Assist in supervising and monitoring the accurate and timely completion of data collection and reporting requirements.</p> <p>* (19) Assist in the supervision of the maintenance and care of the physical plant.</p> <p>* (20) Assist in developing and monitoring the school budget.</p> <p>* (21) Assist in maintaining property inventories.</p> <p>* (22) Assist in supervising school transportation services.</p> <p>* (23) Assist in identifying maintenance or facility needs.</p> <p>* (24) Assist in monitoring student attendance.</p> <p>* (25) Assist in ensuring that the school's discipline policy is consistently and fairly administered.</p> <p>* (26) Assist with student supervision and discipline.</p> <p>* (27) Assist in interpreting and implementing the Pupil Progression Plan.</p> <p>* (28) Assist in developing, implementing and evaluating the school's guidance program.</p> <p>* (29) Confer with students, parents and teachers to resolve problems and facilitate learning.</p> <p>* (30) Assist in coordinating schedules for extracurricular activities.</p> <p>* (31) Seek to improve skills and knowledge through participation in inservice and other professional development activities.</p> <p>* (32) Model and maintain high standards of professional conduct.</p> <p>* (33) Demonstrate initiative in identifying needs or potential for improvement and take appropriate action.</p> <p>* (34) Promote and support professional development for self and others.</p> <p>* (35) Maintain visibility and accessibility.</p> <p>* (36) Keep the Principal informed about potential problems, unusual events or possible opportunities for school improvement.</p> <p>* (37) Support goals and priorities of the District and school.</p> <p>* (38) Provide leadership in developing and implementing goals and</p>

Name	Title	Job Duties and Responsibilities
		<p>priorities of the District and school.</p> <p>*(39) Assume duties and responsibilities of the Principal in his / her absence.</p> <p>*(40) Assist in planning and implementing the school's public relations program.</p> <p>*(41) Conduct faculty meetings when requested by the Principal.</p> <p>*(42) Serve on advisory committees as requested by the Principal.</p> <p>*(43) Support and attend community functions.</p> <p>*(44) Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.</p> <p>*(45) Set high standards of performance for self, others and the school.</p> <p>(46) Perform other incidental tasks consistent with the goals and objectives of this position.</p> <p>*(47) Every Sarasota County Schools employee has emergency response responsibilities, though not every position will require routine assignments during an emergency event. All employees are subject to recall around the clock for emergency response operations, which may require irregular work hours, work at locations other than the normal work location, and may include duties other than those specified in the employee's official job description. Assignments in support of emergency operations may be extensive in nature, with little advance notice, and may require employees to relocate to emergency sites with physically and operationally challenging conditions</p>

Walsh, Kira	Assistant Principal	<p>* (1) Assist in the development, implementation and evaluation of the instructional program, including the use of technology.</p> <p>* (2) Supervise curricular and extracurricular activities as assigned.</p> <p>* (3) Provide recommendations to the Principal regarding curriculum improvement.</p> <p>* (4) Supervise textbook and equipment selection, acquisition and inventory.</p> <p>* (5) Assist the Principal in the administration of the summer school program.</p> <p>* (6) Assist with coordinating student field trips.</p> <p>* (7) Assist in developing the master schedule and assignment of students and staff.</p> <p>* (8) Assist in the administration of the testing program.</p> <p>* (9) Assist in gathering, analyzing and interpreting data related to student performance.</p> <p>*(10) Assist in coordinating the School Accreditation Program and School Improvement Program.</p> <p>*(11) Assist with the supervision of personnel, including orientation of new employees as assigned.</p>
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Name	Title	Job Duties and Responsibilities
		<p>*(12) Assist the Principal in developing personnel assignments and duty rosters.</p> <p>*(13) Assist in implementing and administering negotiated employee contracts.</p> <p>*(14) Assist in the coordination of the school's inservice program.</p> <p>*(15) Assist teachers in developing professional development plans and activities.</p> <p>*(16) Assist in monitoring and assisting substitute teachers.</p> <p>*(17) Assist the Principal with the daily operation of the school.</p> <p>*(18) Assist in supervising and monitoring the accurate and timely completion of data collection and reporting requirements.</p> <p>*(19) Assist in the supervision of the maintenance and care of the physical plant.</p> <p>*(20) Assist in developing and monitoring the school budget.</p> <p>*(21) Assist in maintaining property inventories.</p> <p>*(22) Assist in supervising school transportation services.</p> <p>*(23) Assist in identifying maintenance or facility needs.</p> <p>*(24) Assist in monitoring student attendance.</p> <p>*(25) Assist in ensuring that the school's discipline policy is consistently and fairly administered.</p> <p>*(26) Assist with student supervision and discipline.</p> <p>*(27) Assist in interpreting and implementing the Pupil Progression Plan.</p> <p>*(28) Assist in developing, implementing and evaluating the school's guidance program.</p> <p>*(29) Confer with students, parents and teachers to resolve problems and facilitate learning.</p> <p>*(30) Assist in coordinating schedules for extracurricular activities.</p> <p>*(31) Seek to improve skills and knowledge through participation in inservice and other professional development activities.</p> <p>*(32) Model and maintain high standards of professional conduct.</p> <p>*(33) Demonstrate initiative in identifying needs or potential for improvement and take appropriate action.</p> <p>*(34) Promote and support professional development for self and others.</p> <p>*(35) Maintain visibility and accessibility.</p> <p>*(36) Keep the Principal informed about potential problems, unusual events or possible opportunities for school improvement.</p> <p>*(37) Support goals and priorities of the District and school.</p> <p>*(38) Provide leadership in developing and implementing goals and priorities of the District and school.</p> <p>*(39) Assume duties and responsibilities of the Principal in his / her absence.</p> <p>*(40) Assist in planning and implementing the school's public relations program.</p> <p>*(41) Conduct faculty meetings when requested by the Principal.</p>

Name	Title	Job Duties and Responsibilities
		<p>*(42) Serve on advisory committees as requested by the Principal. *(43) Support and attend community functions. *(44) Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment. *(45) Set high standards of performance for self, others and the school. (46) Perform other incidental tasks consistent with the goals and objectives of this position. *(47) Every Sarasota County Schools employee has emergency response responsibilities, though not every position will require routine assignments during an emergency event. All employees are subject to recall around the clock for emergency response operations, which may require irregular work hours, work at locations other than the normal work location, and may include duties other than those specified in the employee's official job description. Assignments in support of emergency operations may be extensive in nature, with little advance notice, and may require employees to relocate to emergency sites with physically and operationally challenging conditions</p>
Robson, Judi	Other	ESOL Liaison
King, Cassandra	Teacher, ESE	ESE Liaison
Elsy, Charles	Teacher, K-12	Testing Coordiantor and Master Scheduler
Smith, Marjorie	Teacher, ESE	Gifted Liaison
Davis, Lynsey	Dean	Behavior Specialist
Boyle, Marta	Teacher, K-12	Language Arts Department Chair
Machenheimer, Nicole	Teacher, K-12	Science Department Chair
Boot-Hanford, Corrine	Teacher, K-12	Math Department Chair
Jaso, Jennifer	Teacher, K-12	Social Studies Department Chair

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	381	413	446	0	0	0	0	1240
Attendance below 90 percent	0	0	0	0	0	0	28	35	64	0	0	0	0	127
One or more suspensions	0	0	0	0	0	0	6	12	7	0	0	0	0	25
Course failure in ELA or Math	0	0	0	0	0	0	1	1	0	0	0	0	0	2
Level 1 on statewide assessment	0	0	0	0	0	0	22	41	46	0	0	0	0	109

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	0	8	20	13	0	0	0	41

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
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

88

Date this data was collected or last updated

Thursday 8/29/2019

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	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 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	0	18	17	20	0	0	0	55

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	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 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	18	17	20	0	0	0	0	55

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	79%	64%	54%	75%	62%	52%
ELA Learning Gains	64%	58%	54%	65%	59%	54%
ELA Lowest 25th Percentile	50%	50%	47%	52%	47%	44%
Math Achievement	86%	74%	58%	84%	71%	56%
Math Learning Gains	76%	66%	57%	73%	66%	57%
Math Lowest 25th Percentile	60%	56%	51%	60%	55%	50%
Science Achievement	78%	61%	51%	76%	59%	50%
Social Studies Achievement	94%	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	381 (0)	413 (0)	446 (0)	1240 (0)
Attendance below 90 percent	28 (43)	35 (39)	64 (66)	127 (148)
One or more suspensions	6 (3)	12 (5)	7 (18)	25 (26)
Course failure in ELA or Math	1 (0)	1 (0)	0 (0)	2 (0)
Level 1 on statewide assessment	22 (38)	41 (51)	46 (32)	109 (121)

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	76%	63%	13%	54%	22%
	2018	78%	63%	15%	52%	26%
Same Grade Comparison		-2%				
Cohort Comparison						
07	2019	79%	64%	15%	52%	27%
	2018	77%	62%	15%	51%	26%
Same Grade Comparison		2%				
Cohort Comparison		1%				
08	2019	80%	66%	14%	56%	24%
	2018	83%	70%	13%	58%	25%
Same Grade Comparison		-3%				
Cohort Comparison		3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	84%	67%	17%	55%	29%
	2018	79%	66%	13%	52%	27%
Same Grade Comparison		5%				
Cohort Comparison						
07	2019	84%	73%	11%	54%	30%
	2018	84%	73%	11%	54%	30%
Same Grade Comparison		0%				
Cohort Comparison		5%				
08	2019	59%	65%	-6%	46%	13%
	2018	66%	63%	3%	45%	21%
Same Grade Comparison		-7%				
Cohort Comparison		-25%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	77%	62%	15%	48%	29%
	2018	77%	62%	15%	50%	27%
Same Grade Comparison		0%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	77%	-77%	67%	-67%
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	93%	85%	8%	71%	22%
2018	92%	80%	12%	71%	21%
Compare		1%			
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	100%	73%	27%	61%	39%
2018	98%	77%	21%	62%	36%
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	28	42	36	42	47	43	40	68	75		
ELL	41	67	70	56	63	63					
ASN	80	64		92	76		84	94	88		
BLK	73	70		73	70						
HSP	75	68	64	80	74	59	78	93	78		
MUL	90	73	60	87	81	83	92	100	80		
WHT	79	63	44	87	76	58	77	94	87		
FRL	62	55	42	72	66	55	57	88	72		
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		

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	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		
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		

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	75
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	81
Total Points Earned for the Federal Index	753
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	63
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	83
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	72
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	75
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	83
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	74
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.

The lowest performance within the data components for Sarasota Middle School (SMS) was the lowest quartile (LQ) learning gains in English Language Arts (ELA). In the State, the ELA LQ was at 47%. In 2017-2018, SMS was above the state by 10 percentage points. In 2018-2019, the difference above the state was reduced to 2 percentage points.

The previous school year also showed ELA L25 as a weak area for SMS. This is a trend that we see in the data for the past three years.

SMS subgroup data indicates that only 36% of SWD showed learning gains within the ELA LQ. This is consistent within 2 percentage points of the 2017-2018 data. Additional support is planned to support all students within the ELA LQ group, with added interventions for SWD in the area of reading.

Additionally, data indicates that 6th grade students performed at approximately 44% within ELA LQ learning gains, in contrast to higher gains by 7th and 8th grade test takers. Increased support is planned for students transitioning from grade 5 to grade 6, middle school.

One contributing factor for the performance was the lack of support for all students identified in the lower quartile. For example, many students who scored a level 2 or a level 3 on their ELA FSA did not receive documented interventions. An additional factor contributing to the lower performance was the assignment of two less-experienced teachers to teach the designated intervention courses.

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

The data component that showed the greatest decline from 2017-2018 data was the Lower Quartile (LQ) Learning Gains in English Language Arts (ELA).

As mentioned above, the LQ Learning Gains dropped from 57% to 50%. This is 3 points above the State average, but lower than the goals set for Sarasota Middle School. Additionally, it is important to note that only 36% of Students With Disabilities who are within the LQ ELA group made learning gains. This is considerably lower than our largest gains within our subgroups, which is our ELL students, who made 70% LQ Learning Gains. The second lowest performing subgroup for LQ ELA students is our Free and Reduced Lunch students, of whom 42% of the LQ FRL students made learning gains.

We believe the following factors contributed to this decline (listed in no particular order):

- * Both Intensive Language Arts (ILA) teachers (teachers designated to teach ELA tested standards) were new teachers to both SMS and Sarasota County Schools.
- * Not all LQ students received interventions to meet their individual needs.
- * There was a lack of professional development for teachers and a lack of resources identified to help teachings in ILA courses.

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.

The data component that had the greatest gap when compared to the state average was our math achievement, but in this case, the gap was positive. Our students scored overall an 86 percent achievement on the math state assessments. This is compared to a 58% achievement in math at the state level.

The factors that contributed to this gap are (listed in no particular order):

- * Strong professional development for teachers
- * Common planning time for teachers to work within collaborative groups
- * Before school tutoring, as well as intervention opportunities in the school day
- * Ongoing assessments for learning using iReady, Math Nation, and IXL

While historically, SMS out performs the state in math achievement, this year an additional two percentage points were gained above the state percentage. SMS also accelerated more of their math students than the previous year into the high school level courses, yet continued to hold a high achievement on the state assessments.

To examine the largest negative gap, it is evident there needs to be additional focus in our SWD subgroup. Overall this subgroup is underperforming. It is our intention to provide additional support and interventions to all students, with direct and specific support for our SWD subgroup. Factors that may have contributed to a lower learning gains include:

- * Lack of PD focused specifically on SWD, progress monitoring focused specifically on SWD, purposeful techniques designed to increase student agency and growth mindset.

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

The data component that showed the most improvement was our overall math learning gains. As mentioned above, we improved by 2 percentage points in our math achievement. For our math learning gains, we improved 3 percentage points, which is our largest increase in percentage points. Additionally, our students with disabilities (SWD) increased 5 percentage points within math learning gains, to 47%, and our ELL subgroup increased 11 percentage points to 63%.

The factors that contributed to this gap are (listed in no particular order):

- * Strong professional development for teachers
- * Common planning time for teachers to work within collaborative groups
- * Before school tutoring, as well as intervention opportunities in the school day
- * Ongoing assessments for learning using iReady, Math Nation, and IXL

The new actions taken during the school year centered on before school tutoring options, as well as in-school "Math Labs" designed to assist students at their individual level.

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

In reflecting on the EWS data, there are two potential areas of concern.

The first area of concern is the increasing number of students who scored a level 1 assessment from grade 6 to grade 8. Calculating these numbers by percentage of students in each grade level, the following is noted:

- * 4% of 6th grade students scored a level 1 on a statewide assessment
- * 8% of 7th grade students scored a level 1 on a statewide assessment
- * 10% of 8th grade students scores a level 1 on a statewide assessment

This indicated the potential of the achievement gap widening instead of closing. Additional support needs to occur to support students at level 2 and level 3 on statewide assessments to ensure growth.

The second area of concern is the number of students below 90% in attendance. Calculating these numbers by percentage of students in each grade, the following is noted:

- * 8% of 6th grade students were absent over 10% of the school year
- * 13% of 7th grade students were absent over 10% of the school year
- * 9% of 8th grade students were absent over 10% of the school year

Each day absent results in a loss of instructional time and will affect student achievement. While numbers have decreased from the previous school year, this continues to be an area of concern.

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

Our highest priorities for schoolwide improvement in the upcoming school year include:

- * ELA FSA (Achievement, Learning Gains, LQ Learning Gains) for all students
- * FSA Math (Achievement, Learning Gains, Lower Quartile Learning Gains) for all students
- * Middle School Acceleration via industry certifications and math accelerated coursework
- * Continued growth in both Science and Civics evidenced by the state EOC and assessment
- * Social Emotional Learning Support to bolster student agency, growth mindset, and overall achievement

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA Achievement, Learning Gains and Lowest Quartile Learning Gains
Rationale	Sarasota Middle School places a high priority on ensuring that all students read on grade level to prepare students for success in high school and in post-secondary college and career readiness. All Sarasota Middle School students, whether they have reached a proficient level or not per the state test, will be supported to strive for annual growth. Sarasota Middle School will place a special emphasis on students who score in the lowest 25% of students in regards to proficiency and learning gains.
State the measurable outcome the school plans to achieve	By the end of the 2019-2020 school year Sarasota Middle School ELA achievement will improve by a minimum of 2 points, moving from a 79% to 81% proficiency. By the end of the 2019-2020 school year Sarasota Middle School ELA overall learning gains will improve by a minimum of 4 points, moving from a 64% to 68% proficiency. By the end of the 2019-2020 school year Sarasota Middle School ELA lowest quartile learning gains will improve by a minimum of 4 points, moving from a 50% to 54% proficiency.
Person responsible for monitoring outcome	Laurie Breslin (laurie.breslin@sarasotacountyschools.net)
Evidence-based Strategy	In order to meet the needs of the diverse learners at Sarasota Middle School, Admin, teachers and staff will implement High Expertise Teaching Strategies and Visible Learning, as supported by The Sarasota County School District.
Rationale for Evidence-based Strategy	High Expertise Teaching Strategies encompasses the research and work of Hattie, Fisher and Frey with a proven positive effect on teaching and learning.
Action Step	
Description	<p>1. Continued focus on disciplinary literacy</p> <ul style="list-style-type: none"> -District and school provided professional development opportunity to hone disciplinary literacy strategies and develop an implementation plan for the classroom -Intentional teaming master schedule -Teacher led and directed Learning Walks -Continued work and collaboration during grade level PLC <p>2. Standards-based lesson planning</p> <ul style="list-style-type: none"> -District and school provided professional development opportunities to enhance teacher clarity <p>-Lesson planning template provided with high impact areas highlighted</p> <ul style="list-style-type: none"> -Grade level common planning time -Book Study on standards-based instruction, learning progressions and Teacher Clarity -Technology Integration to meet the needs of individual learners <p>3.Targeted Interventions</p> <ul style="list-style-type: none"> - Level 1 students provided Intensive Language Arts programming with tier 3 interventions provided and documented daily -Level 1 students provided tier 2 interventions in their ELA classroom -Level 2 students provided tier 2 interventions in their ELA classroom -Fusion style ILA course offerings

- Supplemental resources used to meet the needs of all learners
 - Constant communication between ELA and ILA teachers to bridge the gap
 - LAFS supplemental resource used in intensive language arts classrooms
 - REWARDS and REWARDS+ utilized in ILA classrooms for intensive reading support with a focus on science and social studies content
 - Curriculum Associates Toolbox lessons incorporated into the ILA and ELA classroom to support on grade level standards
 - Purposeful and intentional selection of Toolbox lessons in the ILA and ELA classroom to help fill gaps of below grade level standards.
- Striving Reader Notebook strategies utilized in intensive language arts classrooms

4. Progress Monitoring

- Classroom formative and summative assessments to monitor progress
- District iReady data chats
- Data chats with teachers and admin with a focus on lowest quartile achievement and growth
- Data chats with students and teachers
- IXL and Vocabulary.com data analysis
- Data analysis in weekly Professional Learning Communities
- Professional development focused on data
- Intentional monitoring of the lowest quartile subgroup
- SWST team focus
- Progress monitoring and data focus during Instructional Leadership Team meetings
- Instructional Leadership team to analyze schoolwide LQ data monthly

**Person
Responsible**

Laurie Breslin (laurie.breslin@sarasotacountyschools.net)

#2	
Title	Math Achievement, Learning Gains and Lowest Quartile Learning Gains
Rationale	<p>Sarasota Middle School places a priority in advancing all student's conceptual understanding and holds the belief that all students can perform at grade level in mathematics, given appropriate supports. Sarasota Middle School teachers and staff also understand the importance of enhancing 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. SMS 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 believes that the lowest quartile students have the ability to and, with appropriate supports, will make learning gains and move towards proficiency.</p>
State the measurable outcome the school plans to achieve	<p>By the end of the 2019-2020 school year Sarasota Middle School Math achievement will improve by a minimum of 2 points, moving from a 86% to 88% proficiency.</p> <p>By the end of the 2019-2020 school year Sarasota Middle School Math overall learning gains will improve by a minimum of 4 points, moving from a 76% to 80% proficiency.</p> <p>By the end of the 2019-2020 school year Sarasota Middle School Math lowest quartile learning gains will improve by a minimum of 4 points, moving from a 60% to 64% proficiency.</p>
Person responsible for monitoring outcome	Kira Walsh (kira.walsh@sarasotacountyschools.net)
Evidence-based Strategy	In order to meet the needs of the diverse learners at Sarasota Middle School, Admin, teachers and staff will implement High Expertise Teaching Strategies and Visible Learning, as supported by The Sarasota County School District.
Rationale for Evidence-based Strategy	High Expertise Teaching Strategies encompasses the research and work of Hattie, Fisher and Frey with a proven positive effect on teaching and learning.

Action Step

Description	<p>1. High Quality Professional Development</p> <ul style="list-style-type: none"> -iReady Data Chats/Professional development by Curriculum Associates -District Algebra I and Geometry professional development with high school teachers. PD focus on standards-based planning, teacher clarity, tiered interventions, and instructional rounds -Algebra teachers to provide PD to other math teachers in order to make a school-wide impact -School grade professional development to support understanding of calculations and subcategories -Book study focused on Visible Learning in the Math Classroom -ESE aides are provided with professional development to increase impact on math student achievement. -NCTM's Principal to Action professional development follow up and implementation of the 8 best teaching practices in the math classroom -FSA data analysis in admin facilitated learning sessions
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- Toolbox professional development provided to ensure access for all teachers and students
- Professional learning opportunities around content standards and item specifications to focus instructional decision making
- Teacher collaboration around district provided Math Mentality workshops

2. Technology and Curriculum Rich Classrooms

- Instructional Focus Guides to guide classroom pacing and progression decision making
- IXL online supplemental resource to practice and remediation skills. Utilized for on grade level and below grade level students
- iReady data chats
- Standards Mastery utilized to vary student exposure to varying depths of knowledge and FSA style questions
- Toolbox resources utilized in the math classroom to differentiate learning activities
- ESE inclusion model used to support exceptional students in the least restrictive learning environment
- Big Ideas standards aligned Textbook and online resources used as core resource

3. Formative Assessments and Progress Monitoring

- District Benchmarks for Algebra and Geometry utilized and results analyzed
- iReady data utilized to create instructional groups for lowest quartile students
- iReady data reviewed weekly by classroom teachers and admin with a focus on instructional alerts, time on task and individual lesson pass rate.
- MAFS
- FSA data utilized to identify level of students, sub-buckets
- Tier 3 interventions provided in Math Labs and/or Critical Thinking classrooms
- Lowest quartile lists and data provided to instructional staff
- Lowest quartile data reviewed and analyzed at monthly ILT and SLT meetings
- Problem solving conversations focused on lowest quartile students during SWST, core team, teacher conferences, and admin team meetings
- Incentive plans implemented as a follow up to progress monitoring systems to include students and teacher recognition

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 collaborate with ESE and ELL personnel to ensure student success.
- Intentional grade level planning built into the Master Schedule
- PLC book study for PLC leaders. Learnings to be implemented in weekly meetings
- Common planning time provides opportunity for collaboration and grade level lesson planning. 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.

5. Interventions

- Summer Math Booster Camp targeted to at-risk students
- Math Boot Camp for lowest quartile students utilizing MAFS resource
- Flexible and permanent math labs provided throughout the day to provide additional instructional time, including small group and individual learning
- Morning Math lab support
- iReady instructional paths created for each individual learner and utilized 2 times weekly
- Tier 2 and Tier 3 students in the SWST process receive interventions during advisory,

critical thinking and/or math lab with a mathematics certified teacher

6. High Level Supplemental Resources to Enhance Curriculum

- Implementation of vetted and approved Curriculum Associates materials in the core curriculum
- IXL diagnostic and online learning and practice utilized in core classroom and math labs
- iReady Diagnostic for Course 1, Course 1 Advanced, Course 2, Course 2 Advanced, and Pre-Algebra students to diagnose current level of understanding and provide an individual learning path to fill gaps and provide learning extensions
- iReady Online instruction 2 days per week
- Math Nation 2 days a week incorporated into Advisory periods targeted to Algebra and Geometry students
- Math Nation On-ramp for Pre-algebra students as preparation for Algebra
- Khan Academy for standards-based reteach of grade level and below grade level content

**Person
Responsible**

Kira Walsh (kira.walsh@sarasotacountyschools.net)

#3	
Title	Middle School Acceleration
Rationale	Sarasota Middle School strives to provide high level academic pathways for it's student body by offering accelerated opportunities to qualifying students. Sarasota Middle acknowledges and recognizes that opportunities for acceleration in middle school will open doorways in high school, college, and beyond.
State the measurable outcome the school plans to achieve	By the end of the 2019-2020 school year Sarasota Middle School Middle School Acceleration will improve by a minimum of 2 points, moving from a 85% to 87% proficiency.
Person responsible for monitoring outcome	Kira Walsh (kira.walsh@sarasotacountyschools.net)
Evidence-based Strategy	Sarasota Middle School students are provided opportunities for accelerated pathways in order to be at the middle school level. SMS staff believe all students can and will achieve at high levels, given the appropriate supports.
Rationale for Evidence-based Strategy	SMS works to accelerate all students in order to provide future advancements in high school, college and beyond. Sarasota middle school teachers and staff embrace the FLDOE's research on how opportunities to advanced classes in middle school positively impact student achievement in Algebra course work.
Action Step	
Description	<p>1. Opportunities for academically proficient students to engage in rigorous high school level course work.</p> <ul style="list-style-type: none"> -Accelerated pathways aligned to district progression plans -Proficient students provided opportunity to participate in advanced placement pathways in grade 6 and 7 -Algebra I Honors and Geometry Honors mathematics course offerings -Accelerated Technology courses with Industry Certifications -Double block of Algebra I Honors course for at-risk cohort <p>2. Interventions put in place for grades six and seven to fill academic gaps to allow students accelerated options in 8th grade.</p> <ul style="list-style-type: none"> -Morning Math Lab to support advanced and accelerated students -Daily Math Lab and Flexible Math Lab to support advanced and accelerated students -Summer Math Boot Camp (targeted 7th grade jumpers) -Embed Tier 2 interventions into the math block based on learning from district provided PD and instructional rounds -At-risk Algebra students strategically placed with Algebra teachers for Advisory periods for additional supports -Purposeful placement of math lab supports in the Master Schedule -Double Block of Algebra I Honors to fill gaps and provide additional support from certified math teacher <p>3. Additional academic supplemental resources</p> <ul style="list-style-type: none"> -Math Nation online platform to support acceleration -Math Nation workbooks to support acceleration -IXL to reteach, practice and remediate skills -Iready in 6th and 7th grades to fill instructional gaps to prepared students for high

school credit offerings

4. Progress Monitoring

- District Benchmark Assessments
- Math Nation online instruction
- Collaborative conversations between teachers, counselors and admin focused on accelerated students
- Industry Certification Practice tests
- IXL progress monitoring
- Classroom formative and summative assessments
- Data Chats with teachers and admin
- Data chats between teachers and students

5. Increase the pipeline and interest in CTE classes

- Girls that Code club implementation to target girls with an interest in technology
- Technology Student Association growing participation
- Sarasota Middle School technology team to host robotics competitions to highlight and increase engagement and interest
- CTE teachers collaborate to build a cohesive progression of CTE course offerings

**Person
Responsible**

Kira Walsh (kira.walsh@sarasotacountyschools.net)

#4	
Title	Social Emotional Learning
Rationale	Ensuring a safe, healthy and supportive school environment is the foundation to student success. Social Emotional Learning Support at SMS will bolster student agency, growth mindset, and overall achievement.
State the measurable outcome the school plans to achieve	By the end of the 2019-2020 school year, all SMS staff will have attended a professional development opportunity in SEL, and will implement the strategies resulting a supportive school environment.
Person responsible for monitoring outcome	Stacey Tinkis (stacey.tinkis@sarasotacountyschools.net)
Evidence-based Strategy	Sarasota Middle School will embed Social and Emotional Learning into core academic classes to support the overall well being of the school community. Teachers and students will explore how their individual vision, impact and presence positively affects the school culture.
Rationale for Evidence-based Strategy	Research drives decisions at Sarasota Middle School. Social and Emotional Learning has proven to positively impact student personal and academic achievement, as well as reduced behavior concerns
Action Step	
Description	<p>1. Create classroom and school-wide conditions that support positive social and emotional learning environments</p> <ul style="list-style-type: none"> -District and school based professional development opportunities -Positive and inspirational quotes over the daily morning announcements -Implementation of a Peer Counseling course to the Master Schedule -Positive Behavior Support utilized school wide -SEL admin book study. Admin to share and integrate learnings into school-based leadership meetings (to include a focus on Identity and Agency, Emotional Regulation, Cognitive Regulation, Social Skills, Public Spirit) -Mental Health Counselor supporting campus -Life Skills groups with behavior specialist -Targeted learning opportunities for all students to include 5 Hours of targeted provided to all students to develop SEL skills -Staff and students embrace the tenants of Civility Squad with highlighted monthly focus -Partnership with STC for at risk student visits -SEL integrated into quarterly Principals Forum -CHAMPS implementation school-wide to support high expectations for all -SMS staff greet and welcome students daily at every entryway -Positive and inspirational Words of Wisdom (focusing on empathy, emotions, regulations) are announced every morning on the daily announcements -Clubs to promote acceptance and belonging on school campus -5 Hour training on Mental Health offered for all students -PSIS Celebrations to promote positive behavior on campus <p>2. Integration of SEL in academic content areas</p> <ul style="list-style-type: none"> -School Counselors to classroom visits and lessons -Teachers participate in professional development focused on integration of SEL into

content area

- School-based staff members to model integration into classrooms
- Panther Paw system used to acknowledge students modeling the Panther Pact

3. Progress Monitoring

- PBIS team collects and analysis ongoing discipline data to identify trends
- School-wide support team monitors academic progress
- CAPS and SWST teams monitor Duty to Inform and other mental health data

**Person
Responsible**

Stacey Tinkis (stacey.tinkis@sarasotacountyschools.net)

#5	
Title	Science Achievement
Rationale	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.
State the measurable outcome the school plans to achieve	By the end of the 2019-2020 school year, the Science 8th gr NGSSS will improve by a minimum of 3 points, moving from a 77% to a 80% proficiency rate.
Person responsible for monitoring outcome	Kira Walsh (kira.walsh@sarasotacountyschools.net)
Evidence-based Strategy	In order to meet the needs of the diverse learners at Sarasota Middle School, Admin, teachers and staff will implement High Expertise Teaching Strategies and Visible Learning, as supported by The Sarasota County School District.
Rationale for Evidence-based Strategy	High Expertise Teaching Strategies encompasses the research and work of Hattie, Fisher and Frey with a proven positive effect on teaching and learning.
Action Step	
Description	<ol style="list-style-type: none"> 1. Focus on engaging students in 21st Century technology in the science classroom. <ul style="list-style-type: none"> - 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 standards-based lesson plans - District and school level professional development to include disciplinary literacy, instructional rounds, Teacher Clarity - Disciplinary literacy strategies utilized in the science classroom 2. Ensure mastery of 6-8 grade standards using a spiraled curriculum review <ul style="list-style-type: none"> -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 -Standards-based needs shared between grade level teachers -REWARDS and REWARDS+ utilized in ILA classrooms for intensive reading support with a focus on science and socials studies content 3. Ongoing standards-based progress monitoring: <ul style="list-style-type: none"> - Classroom formative and summative assessments - Common Summative Unit Assessment Data Chats - Use of vocabulary.com for tier 3 content specific vocabulary, and Quizlet - Common list of science expectations for vertical alignment between the grade levels - Data driven discussions in PLC groups

- Common assessment implementation and data analysis

4. Targeted Intervention

- Lowest Quartile Bootcamps

- Tier 2 interventions in science classroom to support learners

- ESE aides are provided with Professional development to increase impact student achievement

**Person
Responsible**

Kira Walsh (kira.walsh@sarasotacountysschools.net)

#6	
Title	Social Studies Achievement
Rationale	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

State the measurable outcome the school plans to achieve	By the end of the 2019-2020 school year, the Civics EOC results will maintain a 94% proficiency rate, or demonstrate an increase of 1 or more point.
Person responsible for monitoring outcome	Stacey Tinkis (stacey.tinkis@sarasotacountyschools.net)
Evidence-based Strategy	In order to meet the needs of the diverse learners at Sarasota Middle School, Admin, teachers and staff will implement High Expertise Teaching Strategies and Visible Learning, as supported by The Sarasota County School District.
Rationale for Evidence-based Strategy	High Expertise Teaching Strategies encompasses the research and work of Hattie, Fisher and Frey with a proven positive effect on teaching and learning.

Action Step	
Description	<p>1. Focus on disciplinary literacy:</p> <ul style="list-style-type: none"> - Continued work in PLCs to determine interdisciplinary connections - Professional development focused on disciplinary literacy, including district provided and school-based opportunities. - Vertical planning with in department - Planning opportunities across programs (PGA and ATA) and grade levels - Continued time built in for collaboration for connection to the real-world -REWARDS and REWARDS+ utilized in ILA classrooms for intensive reading support with a focus on science and socials studies content <p>2. Ongoing standards-based progress monitoring:</p> <ul style="list-style-type: none"> - Classroom formative and summative assessments - Benchmark Assessment Data Chats - iReady data (ELA) - Progress monitoring of FSA Level 1 and low 2 students across curriculum - Use of vocabulary.com and data analysis - Common assessment implementation and data analysis
Person Responsible	Stacey Tinkis (stacey.tinkis@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).

Part V: Budget

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

1	III.A.	Areas of Focus: ELA Achievement, Learning Gains and Lowest Quartile Learning Gains				\$20,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	7000	500-Materials and Supplies	0031 - Sarasota Middle School	School Improvement Funds		\$10,000.00
			<i>Notes: To be used for materials and supplies to support student learning.</i>			
	7000	910-To General Fund	0031 - Sarasota Middle School	School Improvement Funds		\$10,000.00
			<i>Notes: To be used for training, professional development and resources to support student learning.</i>			
2	III.A.	Areas of Focus: Math Achievement, Learning Gains and Lowest Quartile Learning Gains				\$20,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	7700	500-Materials and Supplies	0031 - Sarasota Middle School	General Fund		\$20,000.00
			<i>Notes: To be used for materials and supplies to support student learning in both remediation and acceleration.</i>			
3	III.A.	Areas of Focus: Middle School Acceleration				\$0.00
4	III.A.	Areas of Focus: Social Emotional Learning				\$0.00
5	III.A.	Areas of Focus: Science Achievement				\$0.00
6	III.A.	Areas of Focus: Social Studies Achievement				\$0.00
					Total:	\$42,000.00