Brookside Middle School

2020-21 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: 6/15/2020

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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	71%
2019-20 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%)
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.](http://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)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	56%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	54%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	B

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Brookside Middle School Mission Statement:
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 prepares students to achieve the highest learning standards by engaging high-quality staff, involved parents and a supportive community.

The following beliefs will be the principles by which we achieve our goals:
- Expectations for learning and behavior will reflect the highest possible standards.
- Successful schooling is a shared responsibility requiring commitment and communication between parents, students, and staff.
- In an atmosphere of shared respect, all students and staff have a right to learn and work in a healthy, caring and safe environment.
- A variety of research-based best practice techniques will be utilized to meet individual needs.

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.

Brookside Middle School Vision:

To develop knowledgeable and caring young people to create a better and more peaceful world through intercultural understanding and respect.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Chase, Ryan	Principal	To provide the visionary leadership necessary to administer an instructional program and support services to establish and maintain a safe, caring and enriching environment to promote student success.
Sims, Nicole	School Counselor	School Counselor for students M-Z.
Fuesy, Jessica	Assistant Principal	To assist the Principal with administrative and instructional functions to meet the educational needs of students.
Mims, Ginger	Administrative Support	ESE Liaison
Rojas, Amanda	Assistant Principal	To assist the Principal with administrative and instructional functions to meet the educational needs of students.
Varlas, Melissa	Teacher, K-12	Teacher on Special Assignment: Master Schedule, Testing Coordinator and ESOL Support
Davis-Cokley, Pamela	School Counselor	School Counselor for students A-L.
Serino, Paul	Administrative Support	Behavior Specialist- student support services and interventions with groups of students across campus. Coordinates PBIS initiatives and provides assistance with behavioral data and progress monitoring.

Demographic Information

Principal start date
Monday 6/15/2020, Nathaniel Francis

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
7

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
21

Total number of teacher positions allocated to the school
50

Demographic Data

2020-21 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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	71%
2019-20 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
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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.	

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	235	273	244	0	0	0	0	752
Attendance below 90 percent	0	0	0	0	0	0	42	50	59	0	0	0	0	151
One or more suspensions	0	0	0	0	0	0	12	18	14	0	0	0	0	44
Course failure in ELA	0	0	0	0	0	0	1	1	0	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	36	27	36	0	0	0	0	99
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	48	39	26	0	0	0	0	113

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	45	38	40	0	0	0	0	123

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	
Students retained two or more times	0	0	0	0	0	0	0	2	3	0	0	0	0	5

Date this data was collected or last updated

Monday 9/21/2020

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	
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

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	
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

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**	
	(0)	(0)	(0)	0 (0)

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

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	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%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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		

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
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		
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

ESSA Federal Index	
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%	0
English Language Learners	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
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%	0
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%	0
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%	0

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%	0
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%	0
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%	0

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.

2018-2019 School Grade Data:
The data component that showed the lowest performance was the percent of the lowest quartile demonstrating learning gains in ELA at 54% overall. While this percentage is the lowest among the categories, this was a 7% increase from the 17-18 school year. Over the past several years ELA learning gains of the lowest 25% have increased each year.

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

2018-2019 School Grade Data:
The component that showed the greatest decline from the prior year was Acceleration. The number of points for eligible students who participated in an EOC or Industry Certifications declined five points from 79% to 74%. While there were multiple supports in place, there was a change in teachers causing students in Algebra to have a certified long-term substitute for much of the year. This lack of consistency with teachers in the Algebra classes is a contributing factor to the decline. During the 2019-2020 school year, a change in Algebra teachers took place again, with our Algebra students having a certified substitute until a certified teacher was hired for the remainder of the school year.

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.

2018-2019 School Grade Data:
Brookside Middle School is above the state average in all data components for school grade. The area closest to the state average are ELA learning gains with Brookside Middle at 57% and the state

at 54%. In this category, Brookside is also 1% lower than the district average. One factor that may have contributed to this is a lack of consistency with Intensive Language Arts teachers.

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

2018-2019 School Grade Data:
Civics was the area with the most improvement during the 2018-2019 school year. The percent of students at or above grade level increased from 66% to 87%. The Civics teachers worked collaboratively throughout the school year to plan standards-based instruction. They met during the school year for data chats with administration and the Curriculum Specialist from the district to identify areas of need among students. Throughout third and fourth quarters, teachers also began small group support for students identified as needing the most remediation. The district curriculum specialist worked with the teachers to identify and reteach standards based on district benchmark data.
Another factor that helped the Civics component was that in 2018, Brookside's advanced students did not participate in the Civics assessment (advanced students had already taken the assessment) but did participate in the 2019 Civics EOC.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

EWS Data Potential Areas of Concern:
The number of students with more than one indicator on the EWS data has increased significantly. While the number of students attending less than 90% of school has improved, it is still 151 students. The number of out of school suspensions also increased this school year to 44.

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

1. Increase the percent of students scoring at or above grade level in reading.
2. Increase the percentage of SWD students making learning gains in ELA and math.
3. Increase the percent of students making a learning gain math.
4. Increase the supports offered to students on campus to decrease the number of out of school suspensions and students with attendance below 90%.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Reading scores at Brookside Middle School have increased on a consistent basis for the past several years. This year, our goal is to increase two percentage points in each of the ELA components: achievement, learning gains, and learning gains of the lowest 25%. These two percentage points would move Brookside Middle School students above the district average in learning gains and continue improvement overall.
Measurable Outcome:	Brookside Middle School students will increase two percent in each of the ELA components: achievement, learning gains, and learning gains of the lowest 25%. Achievement: 63% to 65% Learning Gains: 57% to 59% Learning Gains of the Lowest 25%: 54% to 56%
Person responsible for monitoring outcome:	Amanda Rojas (amanda.rojas@sarasotacountyschools.net)
Evidence-based Strategy:	-Common planning for PLC groups -Review iReady Diagnostic Data (Among departments, teams, PLCs and with students) -Standards Mastery Assessments (six) throughout the school year -iReady LAFS Workbooks -IXL Standards-Based Online program -Springboard Textbooks for all Advanced ELA classes -Rev It Up Vocabulary Support -Flocabulary Vocabulary Support -Utilize DAR Assessment for students scoring at the K-3 grade levels for iReady. -Rewards Program for students needing support with Phonics and Phonological Awareness -Intensive Language Arts classes for students in the lowest quartile -Weekly SWST Meetings to support remote and in-person learners regarding attendance and grades -Quarterly Data Chats with teachers and administration -PLC Leads utilizing the Distance Learning Playbook (Fisher, Frey, and Hattie) to support the needs of all learners while some are remote learners - Teachers will collaborate within their PLC group members to align curriculum with the Reading Standards and develop common assessments to maintain a targeted focus of instruction.
Rationale for Evidence-based Strategy:	This school year will be focused on filling in the gaps from the end of the 2019-20 school year and supporting learners in a variety of school settings (remote, face-to-face, and concurrent teaching). The strategies above help teachers improve their instructional practices to focus on standards-based instruction. Data will be used to drive instruction and the above programs will assist teachers in teaching the content.

Action Steps to Implement

1. iReady Diagnostic (and data review) to determine gaps and areas of success from the past year
2. SWST Weekly Meetings: The Schoolwide Support Team will review students of concern each week, in particular connecting with our remote learners to ensure academic success for all students
3. ELA and ILA Support from the district curriculum specialist (Meeting with PLCs, pushing into classrooms, and meeting to support remote learners)
4. Data Chats with teachers, district curriculum support, and administration to identify gaps and strategies to support student growth.

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

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Students at Brookside Middle School have made significant growth in mathematics achievement. The math department is committed to ensuring that all math students growth every year in order grasp the standards and maximize student achievement.
Measurable Outcome:	The percentage of students earning a year's worth of growth in math will increase 2% from 69% to 71%.
Person responsible for monitoring outcome:	Jessica Fuesy (jessica.fuesy@sarasotacountyschools.net)
Evidence-based Strategy:	-Common planning for PLC groups -Review iReady Diagnostic Data (Among departments, teams, PLCs and with students) -Standards Mastery Assessments (six) throughout the school year -iReady MAFS Workbooks -IXL Standards-Based Online program -USA Test Prep. -KUTA Math Software -Weekly SWST Meetings to support remote and in-person learners regarding attendance and grades -Quarterly Data Chats with teachers and administration -PLC Leads utilizing the Distance Learning Playbook (Fisher, Frey, and Hattie) to support the needs of all learners while some are remote learners -Teachers will collaborate within their Professional Learning Community group members to align curriculum with the Math Florida Standards and develop common assessments to maintain a targeted focus of instruction.
Rationale for Evidence-based Strategy:	This school year will be focused on filling in the gaps from the end of the 2019-20 school year and supporting learners in a variety of school settings (remote, face-to-face, and concurrent teaching). The strategies above help teachers improve their instructional practices to focus on standards-based instruction. Data will be used to drive instruction and the above programs will assist teachers in teaching the content.

Action Steps to Implement

1. Master Schedule will include common PLC planning time in order to focus on standards based instruction.
2. iReady Diagnostic (and data review) to determine gaps and areas of success from the past year
3. SWST Weekly Meetings: The Schoolwide Support Team will review students of concern each week, in particular connecting with our remote learners to ensure academic success for all students
4. Math support from the district curriculum specialist (Meeting with PLCs, pushing into classrooms, and meeting to support remote learners)
5. Data Chats with teachers, district curriculum support, and administration to identify gaps and strategies to support student growth.

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

#3. Culture & Environment specifically relating to Early Warning Systems	
Area of Focus Description and Rationale:	Building relationships on campus and remotely is crucial to creating a positive school culture for students to maintain an academic focus. With students working remotely 4th quarter of the 2019-2020 school year, a need to lower the number of out of school suspensions, and a continual focus on improving attendance, positive school culture is needed across campus to support all students.
Measurable Outcome:	Out of School Suspensions will decrease by 25% from last year (decreasing from 44 students to 33 students)
Person responsible for monitoring outcome:	Amanda Rojas (amanda.rojas@sarasotacountyschools.net)
Evidence-based Strategy:	- Follow Cuda Code as a campus to set high expectations for all students. - Utilize PBIS reward systems to encourage positive choices on campus (in person and remote students) - Utilize student planners to keep track of rewards - Project Success Mentoring Program: Pair at risk students with adults on campus for weekly/daily check in for positive support. - IB Lessons across campus related to the Learner Profile Attributes (ex. risk taker, caring, balanced) - Mental Health Lessons for all students (District provided curriculum) - Review CHAMPS with all staff and review classroom management routines and procedures - Weekly SWST meetings to monitor students of concern for in-person and remote students. - Tuesday and Thursday Night School to support students needing additional academic or behavioral support. - Data Chats with Administration, Behavior Specialist, and Behavior Tech. - Staff support to push into classes needing behavior support
Rationale for Evidence-based Strategy:	Students need to feel part of the community at Brookside Middle School. Decreasing the out of school suspensions will increase the amount of instructional time for students. Visible Learning for Teachers (John Hattie) focuses on deliberate practices for teachers. Building teacher-student relationships has a .72 effect size and student expectations has a 1.44 effect size.

Action Steps to Implement

1. PBIS Positive Behavior Supports rewards and interventions for remote and face-to-face learners.
2. Mentor program to support identified students across campus.
3. Continue to implement CHAMPS across campus for consistency in routines and procedures.
4. Tuesday and Thursday Night School for academic support.
5. Consistent review of students at SWST identifying supports needed for face-to-face and remote learners.

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

#4. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	During the 2018-2019 school year, students with disabilities at Brookside Middle School improved in each of the school grade components. The improvements were between 5% and 29% for each component of the school grade. With distance learning during the spring of 2020, students will be working to fill gaps in their learning from this time. To continue their growth, our SWD are offered additional supports and services from their ESE teachers, ESE Instructional Aides and targeted instruction.
Measurable Outcome:	Students with disabilities at Brookside Middle School will increase 5% in learning gains in Math and ELA. The ELA learning gains will increase from 50% to 55% and the mathematics learning gains will increase from 61% to 66%.
Person responsible for monitoring outcome:	Amanda Rojas (amanda.rojas@sarasotacountyschools.net)
Evidence-based Strategy:	-Common planning for PLC groups (ESE teachers included) -Monthly ESE teacher meetings -Review iReady Diagnostic Data (within departments, teams, PLCs, and with students) -Standards Mastery Assessments throughout the school year (6 in math and 6 in ELA) -IXL Standards-Based Online program for remediation and enrichment -Flocabulary Vocabulary Support -Utilize DAR Assessment for students scoring at the K-3 grade levels for iReady. -Rewards program for students needing support with Phonics and Phonological Awareness -Intensive Language Arts classes for students in the lowest quartile -Rev It Up Vocabulary Support within ILA classes -Weekly SWST Meetings to support remote and in-person learners regarding attendance, grades, and ESE supports -Quarterly Data Chats with teachers and administration -PLC Leads utilizing the Distance Learning Playbook (Fisher, Frey, and Hattie) to support the needs of all learners while some are remote learners -Tuesday Night and Thursday Night School to support students regarding make-up/missed assignments
Rationale for Evidence-based Strategy:	Students will be learning this year in a variety of formats. Some students will be face-to-face, others remote, and many students will be in a classroom with their teacher teaching concurrently. With that, monitoring students with learning disabilities to ensure they are supported in their academic progress will be vital to their ability to comprehend their grade level standards and successfully master them.

Action Steps to Implement

1. Master Schedule will include common PLC planning time in order to focus on standards based instruction. This PLC time includes ESE teachers.
2. Monthly ESE Teacher and Liaison Meetings
3. iReady Diagnostic (and data review) to determine gaps and areas of success from the past year
4. SWST Weekly Meetings: The Schoolwide Support Team will review students of concern each week, in particular connecting with our remote learners to ensure academic success for all students
5. District curriculum specialist support (Meeting with PLCs, pushing into classrooms, and meeting to support remote learners)
6. Data Chats with teachers, district curriculum support, and administration to identify gaps and strategies to support student growth.

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

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

While each of the areas noted in 2.E are connected to a measurable outcome, it is crucial for Brookside Middle School staff to support the social emotional needs of students on campus. With being away from a traditional academic setting for six months, students have missed learning opportunities as well as time with their peers. Coming back together this school year with some students face-to-face and others remotely has reconnected Brookside as a school. Ensuring the whole child is focused on from mental health, to teaching about the IB Learner Profile attributes, to relationship building with teachers will help students to continue to grow as individuals.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Brookside Middle School is a community of learners. As an IB World School, students are focused on a global education and building a positive learning environment on our campus. There are a variety of ways we build positive school culture ensuring all stakeholders are involved:
- Teaming of students across campus (Marine Science Academy, Talented and Gifted Team, Creative Arts Team)
- PBIS: Positive Behavior Supports to celebrate face-to-face and remote learners and provide interventions as needed.
- Project Success Mentoring Program
- School Advisory Council for parents, families, and other community stakeholders.
- PTSO meets monthly and supports activities on campus. PTSO has their own social media platforms to connect with families and the community.
- Schedule pick up days for new incoming students. Tours of campus (when able) to welcome new families to Brookside.
- Communication to parents through the school website, Facebook, and Community Engagement communication tool.
- Blackboard Learn and Zoom are utilized to connect remote learners with face-to-face learners
- Social-Emotional Learning support from school counselors and behavior specialists as well as outside agencies (Big Brother Big Sisters, First Step, Safe Children's Coalition, and JFCS)
- IB Lessons throughout the school year focused on the ten Learner Profile Attributes (ex. caring, knowledgeable, inquirer)
- Athletics and Intramural Sports

- A/B Honor Roll, Renaissance, and School Socials
- Marine Science Academy: Creation of a Sea Lab and connections with Sarasota High School, Riverview High School and community groups to support learning about the Sarasota Bay and Marine Life

Brookside Middle School provides Parent and Family Engagement materials and training designed to provide assistance to parents and families in understanding challenging State academic standards, State and local academic assessments, how to monitor a child's progress, and how to work with educators to improve the achievement of their children at convenient, flexible times such as mornings and evenings as well as at-home/attendance zone visits to fulfill the school's mission and support the needs of students. Additionally, technology including social media and virtual meeting programs (Zoom, Teams, etc.) promote participation and awareness through live and recorded sessions to accommodate varying schedules. In addition, the district and school website contain links, resources, and materials, such as parent guides, study guides, practice assessments, student performance materials, technology support and training to help parents and families work with their children to improve achievement.

The full text and summary of this Schoolwide Improvement Plan may be found online or as a hard copy by request.

Parents and families are regularly invited to attend Brookside Middle's School Advisory Council to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. Brookside Middle School responds to any such suggestions as soon as practicably possible as evidenced by meeting minutes and notes. If this schoolwide improvement plan is not satisfactory to parents, parents/ families are encouraged to submit such comments in writing so that the school can document and submit any parents' comments.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	**Areas of Focus: Instructional Practice: ELA**				**$7,025.39**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	3336	520-Textbooks	0111 - Brookside Middle School	Other		$219.89
		Notes: Rewards Reading Program				
	1382	529-Technology-Related Textbooks	0111 - Brookside Middle School	Other		$6,685.50
		Notes: IXL				
	1382	529-Technology-Related Textbooks	0111 - Brookside Middle School	Other		$120.00
		Notes: Flocabulary				
2	III.A.	**Areas of Focus: Instructional Practice: Math**				**$6,685.50**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	1382	529-Technology-Related Textbooks	0111 - Brookside Middle School	Other		$6,685.50

			Notes: IXL			
3	**III.A.**	**Areas of Focus: Culture & Environment: Early Warning Systems**				**$11,259.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	3376	239-Other	0111 - Brookside Middle School	Other		$11,259.00
			Notes: IB Renewal: $10,050.00 IB Workshop: $909.00 IB FLIBS Membership: $300.00			
4	**III.A.**	**Areas of Focus: ESSA Subgroup: Students with Disabilities**				**$5,288.19**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	3376	520-Textbooks	0111 - Brookside Middle School			$356.39
			Notes: Distance Learning Playbook for all PLC Leads			
	2110	130-Other Certified Instructional Personnel	0111 - Brookside Middle School	Other		$4,931.80
			Notes: Tuesday Night Academic Support Thursday Night Academic Support			
					Total:	**$30,258.08**