

Sarasota County Schools

Mcintosh Middle School



2020-21 Schoolwide Improvement Plan

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Mcintosh Middle School

701 MCINTOSH RD, Sarasota, FL 34232

www.sarasotacountyschools.net/mcintosh

Demographics

Principal: Mchenry Lerebours

Start Date for this Principal: 9/25/2020

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)	67%
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 (62%) 2017-18: B (56%) 2016-17: C (52%) 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	TS&I

* 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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McIntosh Middle School

701 MCINTOSH RD, Sarasota, FL 34232

www.sarasotacountyschools.net/mcintosh

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	55%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	52%

School Grades History

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

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SIP Authority

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To Ensure That Every Student is College and Career Bound!

Provide the school's vision statement.

“To create a culturally responsive and equitable learning environment in which ALL students are engaged”

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
Moore, Dr. Harriet D.	Principal	<p>To provide visionary leadership necessary to administer a comprehensive program of instructional and support services to establish and maintain a safe, caring, and enriching environment to promote student success. Develop, implement and assess the academic program leading to student success.</p> <ul style="list-style-type: none"> * Develop and implement an annual School Improvement Plan. * Coordinate program planning with District staff. * Interview and select qualified employees to be recommended for employment. * Monitor and conduct personnel evaluations and take appropriate action. * Develop an annual assessment for inservice needs leading to faculty improvement. * Provide leadership and vision to the School Improvement Process and changes leading to improvement. * Develop a positive teaching / learning environment leading to teacher and student success. * Develop and implement a safe and orderly school plan. * Develop and implement a successful discipline plan promoting a safe teaching / learning environment. * Promote a positive school image through appropriate communication and community involvement. * Develop high expectations for teachers and students and promote this vision to the community. * Develop and maintain the school budget by involving appropriate input and by meeting local and state guidelines. * Establish a role model conducive to hard work, caring and consistency for the entire staff. * Utilize managerial skills to design and organize activities to achieve goals. * Oversee the development of the extracurricular activities program and maintain an up-to-date activities calendar. * Facilitate the resolution of problems and tasks through problem-solving techniques. * Utilize critical thinking skills in analyzing data and reaching conclusions. * Possess an ability to anticipate problems and to react to them prior to conclusion. * Direct the development of the master schedule. * Manage and assign the administration of the school testing program. * Establish job assignments for administrators, teachers and support staff personnel. * Assist in developing short- and long-range facility needs. * Coordinate the completion of plant safety and facility inspections. * Coordinate the school transportation services as required. * Establish procedures for student accounting and attendance procedures. * Establish procedures for property inventory records. * Establish a program leading to the secure closure of the school and proper school opening each day. * Supervise the preparation of accurate and timely reports and records. * Assume responsibility for all official correspondence and news releases. * Manage the ordering of textbooks, materials and equipment. * Maintain visibility and accessibility on the school campus.

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> * Assume responsibility for all student suspensions and expulsions in accordance with School Board policies and state law. * Participate in District management meetings and other meetings appropriate for professional development. * Maintain a close working relationship with District staff. * Develop and monitor an articulation program with feeder schools and community agencies. * Perform other incidental tasks consistent with the goals and objectives of this position.
Panighetti, Deanne	Instructional Coach	<p>Testing Coordinator/Master Scheduler. Reading Literacy Coach. Ensuring that all testing takes place in an appropriate manner testing all students; Scheduling all students according to their requirements and educational needs; Coaching teachers to ensure all Level 1/2 readers receive appropriate reading strategies</p>
Schatz, David	School Counselor	<ul style="list-style-type: none"> * Work with PBIS Team; Hawks Gifted Academy; Attendance *Peer Mediation Provide assistance to students through testing and interpretation. * Provide assistance to students in class selection and schedules. * Provide personal counseling to students. * Provide group counseling when need arises. * Identify and counsel potential dropouts. * Assist students who are experiencing attendance problems. * Assist in accurate recording and proper maintenance of student records. * Provide input into the development of master schedules in secondary schools. * Participate in workshops for personal and professional growth. * Assist in evaluating the guidance program. * Provide orientation of new students to the school. * Impart crises intervention skills when need arises. * Assist students with special needs according to LRE, IEP and 504 guidelines. * Assist teachers with intervention and recommendations. * Facilitate the Academic Plus Program and other post-secondary programs at high school level. * Serve as a Student Study Team member. * Assist in selecting a variety of materials for counseling program. * Exercise confidentiality in sharing test results and other student information. * Recognize and appreciate the cultural differences and special needs of students and families. * Recognize indicators of student distress or abuse and take appropriate steps. * Serve as an advocate for students. * Maintain professional and ethical standards as outlined by Code of Ethics and American School Counselor Association. * Keep updated on student / school legal issues and procedures. * Demonstrate initiative in the performance of assigned responsibilities. * Provide for a safe and secure workplace.

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> * Follow attendance, punctuality and proper dress rules. * Maintain positive relationships with staff and vendors. * Participate in workshops and training sessions as required. * Communicate effectively with staff and vendors. * Keep supervisor informed of potential problems or unusual events. * Respond to inquiries and concerns in a timely manner. * Prepare all required reports and maintain all appropriate records. * Follow all School Board policies, rules and regulations. * Exhibit interpersonal skills to work as an effective team member. * Demonstrate support for the School District and its goals and priorities. * Perform other incidental tasks consistent with the goals and objectives of this position
<p>Proch-Moore, Amy</p>	<p>Teacher, K-12</p>	<p>Algebra 1 and Geometry Teacher. Department Chair for Math</p> <p>Responsibilities include:</p> <ul style="list-style-type: none"> - Meet regularly with administration before or after school as determined by schedule. - Meet regularly with the content area department to share information and plan content initiatives. <p>Organization:</p> <ul style="list-style-type: none"> - Work with administration and staff in the development of department plans and goals that align with the district's long-range planning. - Work with all teachers to establish a unified 6-8 department. - Conduct regularly scheduled department meetings and hold supplementary meetings as necessary. - Prepare and distribute agendas and minutes of those meetings. - Aid in the promotion of district staff development activities for the department. Coordinate and facilitate planning in regard to resources and facilities. - Assist in the development of department budgets and monitor expenditures. - Assist in the procurement and maintenance of necessary materials and supplies to teach the curriculum. - Work with the media specialist and technology coordinator to meet specific content needs of the department. <p>Curriculum:</p> <ul style="list-style-type: none"> - Provide assistance for the identification, development and dissemination of instructional "best practices", per the iEngage lesson design and differentiated instruction. Work with teachers to develop long-range curriculum-plans based on the-district— curriculum. - Coordinate and assist in the implementation of new district curriculum: new standards, focus calendars, etc. - Maintain awareness and understanding of each grade level 's curriculum to facilitate flow of curriculum from grade to grade. - Identify gaps and overlaps in curriculum from grade to grade and plan adjustments in scope and sequence to address these. - Confer with teachers as often as possible to assure that they have access to their curriculum. - Address inquiries regarding department curriculum. - Gather and share performance data: FSA test scores,iReady, Math EOC's

Name	Title	Job Duties and Responsibilities
		<p>etc.</p> <ul style="list-style-type: none"> - Respond to performance data by assisting in the planning of adjustment in instruction and scope and sequence across the grade levels. - Assist grade level curriculum leaders as they disseminate, review and reflect on learning outcomes. <p>Communication:</p> <ul style="list-style-type: none"> - Communicate and coordinate administrative directives regarding the department curriculum. - Disseminate information to all members of the department concerning important and upcoming events related to the department. - Communicate regularly with administrators and curriculum directors regarding district department business. - Participate in meetings, as needed, to represent the department (i.e. department chairperson meetings, system-wide committee meeting). - Participate in interviews of candidates for positions in the department, if requested. Encourage and stimulate enrollment in professional groups and attendance at professional development meetings.

To assist the Principal with the administrative and instructional functions to meet the educational needs of students and carry out the mission and goals of the school and the District.

*Assist in the development, implementation and evaluation of the instructional program, including the use of technology.

*PDAP Assistant Principal

* Supervise curricular and extracurricular activities as assigned.

* Provide recommendations to the Principal regarding curriculum improvement.

* Supervise textbook and equipment selection, acquisition and inventory.

* Assist the Principal in the administration of the summer school program.

* Assist with coordinating student field trips.

* Assist in developing the master schedule and assignment of students and staff.

* Assist in the administration of the testing program.

* Assist in gathering, analyzing and interpreting data related to student performance.

* Assist in coordinating the School Accreditation Program and School Improvement Program.

* Assist with the supervision of personnel, including orientation of new employees as assigned.

* Assist the Principal in developing personnel assignments and duty rosters.

* Assist in implementing and administering negotiated employee contracts.

* Assist in the coordination of the school's inservice program.

* Assist teachers in developing professional development plans and activities.

* Assist in monitoring and assisting substitute teachers.

* Assist the Principal with the daily operation of the school.

* Assist in supervising and monitoring the accurate and timely completion of data collection and reporting requirements.

* Assist in the supervision of the maintenance and care of the physical plant.

Lerebours, Assistant
McHenry Principal

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> * Assist in developing and monitoring the school budget. * Assist in maintaining property inventories. * Assist in supervising school transportation services. * Assist in identifying maintenance or facility needs. * Assist in monitoring student attendance. * Assist in ensuring that the school's discipline policy is consistently and fairly administered. * Assist with student supervision and discipline. * Assist in interpreting and implementing the Pupil Progression Plan. * Assist in developing, implementing and evaluating the school's guidance program. * Confer with students, parents and teachers to resolve problems and facilitate learning. * Assist in coordinating schedules for extracurricular activities. * Seek to improve skills and knowledge through participation. * Model and maintain high standards of professional conduct. * Demonstrate initiative in identifying needs or potential for improvement and take appropriate action. * Promote and support professional development for self and others. * Maintain visibility and accessibility. * Keep the Principal informed about potential problems, unusual events or possible opportunities for school improvement. * Support goals and priorities of the District and school. * Provide leadership in developing and implementing goals and priorities of the District and school. * Assume duties and responsibilities of the Principal in his / her absence. * Assist in planning and implementing the school's public relations program. * Conduct faculty meetings when requested by the Principal. * Serve on advisory committees as requested by the Principal. * Support and attend community functions. * Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment. * Set high standards of performance for self, others and the school. * Perform other incidental tasks consistent with the goals and objectives of this position. * 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
Gilliland, Noel	Teacher, ESE	

Name	Title	Job Duties and Responsibilities
Davis, Matthew	Other	<p>Behavior Specialist works with the PBIS Assistant Principal to ensure that School-Wide Expectations are met by students -School-wide; to facilitate Social Skills course, and work with ESE students, as well as students with behavioral concerns. To monitor students on a BIP, Behavior Contract, and a Second Chance Agreement. To work with the PBIS Team to ensure that CHAMP and Civility Squad strategies are fully implemented within the culture of the school. To act as a mentor, and liaison for students and teachers. To proactively address discipline, and ensure that it is kept at a minimum and students are taught appropriate coping strategies and skills.,</p>
Hales, Lisa	School Counselor	<ul style="list-style-type: none"> * Work with PDAP/ Take Stock in Children; Attendance *Peer Mediation. *Provide assistance to students through testing and interpretation. * Provide assistance to students in class selection and schedules. * Provide personal counseling to students. * Provide group counseling when need arises. * Identify and counsel potential dropouts. * Assist students who are experiencing attendance problems. * Assist in accurate recording and proper maintenance of student records. * Provide input into the development of master schedules in secondary schools. * Participate in workshops for personal and professional growth. * Assist in evaluating the guidance program. * Provide orientation of new students to the school. * Impart crises intervention skills when need arises. * Assist students with special needs according to LRE, IEP and 504 guidelines. * Assist teachers with intervention and recommendations. * Facilitate the Academic Plus Program and other post-secondary programs at high school level. * Serve as a Student Study Team member. * Assist in selecting a variety of materials for counseling program. * Exercise confidentiality in sharing test results and other student information. * Recognize and appreciate the cultural differences and special needs of students and families. * Recognize indicators of student distress or abuse and take appropriate steps. * Serve as an advocate for students. * Maintain professional and ethical standards as outlined by Code of Ethics and American School Counselor Association. * Keep updated on student / school legal issues and procedures. * Demonstrate initiative in the performance of assigned responsibilities. * Provide for a safe and secure workplace. * Follow attendance, punctuality and proper dress rules. * Maintain positive relationships with staff and vendors. * Participate in workshops and training sessions as required. * Communicate effectively with staff and vendors. * Keep supervisor informed of potential problems or unusual events. * Respond to inquiries and concerns in a timely manner.

Name	Title	Job Duties and Responsibilities
Rieger, Dorothy	Teacher, K-12	<ul style="list-style-type: none"> * Prepare all required reports and maintain all appropriate records. * Follow all School Board policies, rules and regulations. * Exhibit interpersonal skills to work as an effective team member. * Demonstrate support for the School District and its goals and priorities. * Perform other incidental tasks consistent with the goals and objectives of this position <p>Responsibilities include: Team Leader - Hawks Academy for Gifted and Advanced Studies</p> <ul style="list-style-type: none"> - Meet regularly with administration before or after school as determined by schedule. - Meet regularly with the content area department to share information and plan content initiatives. <p>Organization:</p> <ul style="list-style-type: none"> - Work with administration and staff in the development of department plans and goals that align with the district's long-range planning. - Work with all teachers to establish a unified 6-8 department. - Conduct regularly scheduled department meetings and hold supplementary meetings as necessary. - Prepare and distribute agendas and minutes of those meetings. - Aid in the promotion of district staff development activities for the department. Coordinate and facilitate planning in regard to resources and facilities. - Assist in the development of department budgets and monitor expenditures. - Assist in the procurement and maintenance of necessary materials and supplies to teach the curriculum. - Work with the media specialist and technology coordinator to meet specific content needs of the department. <p>Curriculum:</p> <ul style="list-style-type: none"> - Provide assistance for the identification, development and dissemination of instructional "best practices", per the iEngage lesson design and differentiated instruction. Work with teachers to develop long-range curriculum-plans based on the-district— curriculum. - Coordinate and assist in the implementation of new district curriculum: new standards, focus calendars, etc. - Maintain awareness and understanding of each grade level 's curriculum to facilitate flow of curriculum from grade to grade. - Identify gaps and overlaps in curriculum from grade to grade and plan adjustments in scope and sequence to address these. - Confer with teachers as often as possible to assure that they have access to their curriculum. - Address inquiries regarding department curriculum. - Gather and share performance data: FSA test scores, iReady, Physical Science Honors, EOC's etc. - Respond to performance data by assisting in the planning of adjustment in instruction and scope and sequence across the grade levels. - Assist grade level curriculum leaders as they disseminate, review and reflect on learning outcomes. <p>Communication:</p>

Name	Title	Job Duties and Responsibilities
Steere, Laura	Teacher, K-12	<ul style="list-style-type: none"> - Communicate and coordinate administrative directives regarding the department curriculum. - Disseminate information to all members of the department concerning important and upcoming events related to the department. - Communicate regularly with administrators and curriculum directors regarding district department business. - Participate in meetings, as needed, to represent the department (i.e. department chairperson meetings, system-wide committee meeting). - Participate in interviews of candidates for positions in the department, if requested. Encourage and stimulate enrollment in professional groups and attendance at professional development meetings. <p>The Curriculum Leader (ESE/IELA) is a grade level content area teacher. The role of Curriculum Leader encompasses the creation and facilitation of effective Collaborative Planning. This process requires guiding content area teaching colleagues through ongoing planning, lesson development, and analysis focused on the following four overarching questions.</p> <p>How do we focus our efforts on successful, individual student learning? In order to establish an effective PLC the Curriculum Leader should facilitate the accomplishment of the following:</p> <ul style="list-style-type: none"> - Establish an environment characterized by mutual respect, trust, rapport and support. - Develop shared lessons per the Instructional Indicators for Success which include daily teacher modeling, PGW, guided instruction, and independent practice. Exchange formative and summative data with an eye toward increasing learning for all students. - Guide iEngage infusion of rigor and relevance within daily instruction. - Identify, locate and make readily available materials and sources to make student learning authentic (Share Point). - Lead participation in relevant professional development, sharing with and coaching colleagues. - Encourage each member to share their knowledge, praise and recognize individual triumphs and provide support and encouragement for their struggles. - Maintain lines of communication and support among group members between regularly scheduled meetings. - Share concerns and questions, seek input from all. - Be sensitive to, and respond to, individual needs — individually. <p>What do we want each student to learn?</p> <p>To maximize student achievement of curriculum goals the Curriculum Leader should focus group efforts to:</p> <ul style="list-style-type: none"> - Maintain group focus and awareness of the Instructional Focus Calendar and common learning goals. - Reflect with the PLC on daily learning targets and PGW. - Establish methods of accessing prior learning and reinforcing new learning. - Build an in-depth working knowledge of curriculum standards within the group and review these standards and FCAT test item specifications prior to teaching them.

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> - As a group, develop/review pre-assessments, formative assessments, summative assessments and re-assessments to focus attention on identified learning targets. - Review any district provided assessments prior to administering them to students (iReacy, Rewards program, etc.). <p>How will we know what each student has learned?</p> <p>To ensure the success of each student the Curriculum Leader should facilitate the dissemination, review and reflection of learning outcomes by: -</p> <ul style="list-style-type: none"> - Involving PLC teachers in performing an in-depth review of all assessment results — formative and summative. - Sharing performance data, product exemplars and learning outcomes. - Spending group time identifying strengths and weaknesses in instruction as evidenced by this data. - Gathering and reviewing student products, examples and non-examples, and grading rubrics in order to promote higher expectations for student learning. - Tracking individual student performance. - Maintaining vigilance on targeted groups (ESE, ESOL, High Risk, etc.). <p>How will we respond when a student has trouble learning?</p> <p>To aid students in overcoming difficulties in content mastery the Curriculum Leader should guide and encourage group members to: -</p> <ul style="list-style-type: none"> - Work proactively to guide lesson development that provides for differentiation to facilitate the learning of all students. - Share, support and celebrate efforts and end results of re-teaching and reassessing. - Cultivate and be aware of outside resources for extra help (before/after school tutoring, student mentors, intervention programs, etc.). - Make available online resources for student use. - Encourage full utilization of students' accommodations/modifications as applicable. - Emphasize and support the need to keep parents/family involved. <p>How will the Curriculum Leader effectively utilize extended-contractual time to optimize the effectiveness of PLC meetings?</p> <p>In order to move the practice of each member of a Professional Learning Community forward and to improve the craft of the entire group the Curriculum Leader will:</p> <ul style="list-style-type: none"> - Meet with administration when asked and as needed. - Attend, put into practice and model relevant Professional Development identified by school administration. - Facilitate scheduling, data tabulation and dissemination of district common assessments (FAIR, etc.). - Gather, tabulate and analyze common assessment data. - Develop lesson exemplars and provide assistance to other PLC members with their lesson development. - Establish and maintain communication and support among PLC members between regularly scheduled meetings. - Effectively and responsibly lead the process delineated above. - Personally coordinate & communicate information to all grade level content area teachers unable to attend PLC meetings due to unavoidable schedule issues

Name	Title	Job Duties and Responsibilities
Martin, Indeah	Teacher, K-12	<p>The Curriculum Leader (Math) is a grade level content area teacher. The role of Curriculum Leader encompasses the creation and facilitation of effective Collaborative Planning. This process requires guiding content area teaching colleagues through ongoing planning, lesson development, and analysis focused on the following four overarching questions.</p> <p>How do we focus our efforts on successful, individual student learning? In order to establish an effective PLC the Curriculum Leader should facilitate the accomplishment of the following:</p> <ul style="list-style-type: none"> - Establish an environment characterized by mutual respect, trust, rapport and support. - Develop shared lessons per the Instructional Indicators for Success which include daily teacher modeling, PGW, guided instruction, and independent practice. Exchange formative and summative data with an eye toward increasing learning for all students. - Guide iEngage infusion of rigor and relevance within daily instruction. - Identify, locate and make readily available materials and sources to make student learning authentic (Share Point). - Lead participation in relevant professional development, sharing with and coaching colleagues. - Encourage each member to share their knowledge, praise and recognize individual triumphs and provide support and encouragement for their struggles. - Maintain lines of communication and support among group members between regularly scheduled meetings. - Share concerns and questions, seek input from all. - Be sensitive to, and respond to, individual needs — individually. <p>What do we want each student to learn?</p> <p>To maximize student achievement of curriculum goals the Curriculum Leader should focus group efforts to:</p> <ul style="list-style-type: none"> - Maintain group focus and awareness of the Instructional Focus Calendar and common learning goals. - Reflect with the PLC on daily learning targets and PGW. - Establish methods of accessing prior learning and reinforcing new learning. - Build an in-depth working knowledge of curriculum standards within the group and review these standards and FCAT test item specifications prior to teaching them. - As a group, develop/review pre-assessments, formative assessments, summative assessments and re-assessments to focus attention on identified learning targets. - Review any district provided assessments prior to administering them to students (FAIR, FOCUS, etc.). <p>How will we know what each student has learned?</p> <p>To ensure the success of each student the Curriculum Leader should facilitate the dissemination, review and reflection of learning outcomes by:</p> <ul style="list-style-type: none"> - Involving PLC teachers in performing an in-depth review of all assessment results — formative and summative. - Sharing performance data, product exemplars and learning outcomes. - Spending group time identifying strengths and weaknesses in instruction as evidenced by this data.

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> - Gathering and reviewing student products, examples and non-examples, and grading rubrics in order to promote higher expectations for student learning. - Tracking individual student performance. - Maintaining vigilance on targeted groups (ESE, ESOL, High Risk, etc.). <p>How will we respond when a student has trouble learning? To aid students in overcoming difficulties in content mastery the Curriculum Leader should guide and encourage group members to: - Work proactively to guide lesson development that provides for differentiation to facilitate the learning of all students.</p> <ul style="list-style-type: none"> - Share, support and celebrate efforts and end results of re-teaching and reassessing. - Cultivate and be aware of outside resources for extra help (before/after school tutoring, student mentors, intervention programs, etc.). - Make available online resources for student use. - Encourage full utilization of students' accommodations/modifications as applicable. - Emphasize and support the need to keep parents/family involved. <p>How will the Curriculum Leader effectively utilize extended-contractual time to optimize the effectiveness of PLC meetings? In order to move the practice of each member of a Professional Learning Community forward and to improve the craft of the entire group the Curriculum Leader will:</p> <ul style="list-style-type: none"> - Meet with administration when asked and as needed. - Attend, put into practice and model relevant Professional Development identified by school administration. - Facilitate scheduling, data tabulation and dissemination of district common assessments (FAIR, etc.). - Gather, tabulate and analyze common assessment data. - Develop lesson exemplars and provide assistance to other PLC members with their lesson development. - Establish and maintain communication and support among PLC members between regularly scheduled meetings. - Effectively and responsibly lead the process delineated above. - Personally coordinate & communicate information to all grade level content area teachers unable to attend PLC meetings due to unavoidable schedule issues
<p>Rollason, Roxann</p>	<p>Teacher, K-12</p>	<p>The Curriculum Leader (ELA) is a grade level content area teacher. The role of Curriculum Leader encompasses the creation and facilitation of effective Collaborative Planning. This process requires guiding content area teaching colleagues through ongoing planning, lesson development, and analysis focused on the following four overarching questions. How do we focus our efforts on successful, individual student learning? In order to establish an effective PLC the Curriculum Leader should facilitate the accomplishment of the following:</p> <ul style="list-style-type: none"> - Establish an environment characterized by mutual respect, trust, rapport and support. - Develop shared lessons per the Instructional Indicators for Success which

Name	Title	Job Duties and Responsibilities
		<p>include daily teacher modeling, PGW, guided instruction, and independent practice. Exchange formative and summative data with an eye toward increasing learning for all students.</p> <ul style="list-style-type: none"> - Guide iEngage infusion of rigor and relevance within daily instruction. - Identify, locate and make readily available materials and sources to make student learning authentic (Share Point). - Lead participation in relevant professional development, sharing with and coaching colleagues. - Encourage each member to share their knowledge, praise and recognize individual triumphs and provide support and encouragement for their struggles. - Maintain lines of communication and support among group members between regularly scheduled meetings. - Share concerns and questions, seek input from all. - Be sensitive to, and respond to, individual needs — individually. <p>What do we want each student to learn? To maximize student achievement of curriculum goals the Curriculum Leader should focus group efforts to:</p> <ul style="list-style-type: none"> - Maintain group focus and awareness of the Instructional Focus Calendar and common learning goals. - Reflect with the PLC on daily learning targets and PGW. - Establish methods of accessing prior learning and reinforcing new learning. - Build an in-depth working knowledge of curriculum standards within the group and review these standards and FCAT test item specifications prior to teaching them. - As a group, develop/review pre-assessments, formative assessments, summative assessments and re-assessments to focus attention on identified learning targets. - Review any district provided assessments prior to administering them to students (FAIR, FOCUS, etc.). <p>How will we know what each student has learned? To ensure the success of each student the Curriculum Leader should facilitate the dissemination, review and reflection of learning outcomes by: - Involving PLC teachers in performing an in-depth review of all assessment results — formative and summative.</p> <ul style="list-style-type: none"> - Sharing performance data, product exemplars and learning outcomes. - Spending group time identifying strengths and weaknesses in instruction as evidenced by this data. - Gathering and reviewing student products, examples and non-examples, and grading rubrics in order to promote higher expectations for student learning. - Tracking individual student performance. - Maintaining vigilance on targeted groups (ESE, ESOL, High Risk, etc.). <p>How will we respond when a student has trouble learning? To aid students in overcoming difficulties in content mastery the Curriculum Leader should guide and encourage group members to: - Work proactively to guide lesson development that provides for differentiation to facilitate the learning of all students.</p> <ul style="list-style-type: none"> - Share, support and celebrate efforts and end results of re-teaching and reassessing.

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> - Cultivate and be aware of outside resources for extra help (before/after school tutoring, student mentors, intervention programs, etc.). - Make available online resources for student use. - Encourage full utilization of students' accommodations/modifications as applicable. - Emphasize and support the need to keep parents/family involved. <p>How will the Curriculum Leader effectively utilize extended-contractual time to optimize the effectiveness of PLC meetings?</p> <p>In order to move the practice of each member of a Professional Learning Community forward and to improve the craft of the entire group the Curriculum Leader will:</p> <ul style="list-style-type: none"> - Meet with administration when asked and as needed. - Attend, put into practice and model relevant Professional Development identified by school administration. - Facilitate scheduling, data tabulation and dissemination of district common assessments (FAIR, etc.). - Gather, tabulate and analyze common assessment data. - Develop lesson exemplars and provide assistance to other PLC members with their lesson development. - Establish and maintain communication and support among PLC members between regularly scheduled meetings. - Effectively and responsibly lead the process delineated above. - Personally coordinate & communicate information to all grade level content area teachers unable to attend PLC meetings due to unavoidable schedule issues

<p>Driza, Paige</p>	<p>Teacher, K-12</p>	<p>Responsibilities include: Department Chair - ELA</p> <ul style="list-style-type: none"> - Meet regularly with administration before or after school as determined by schedule. - Meet regularly with the content area department to share information and plan content initiatives. <p>Organization:</p> <ul style="list-style-type: none"> - Work with administration and staff in the development of department plans and goals that align with the district's long-range planning. - Work with all teachers to establish a unified 6-8 department. - Conduct regularly scheduled department meetings and hold supplementary meetings as necessary. <ul style="list-style-type: none"> - Prepare and distribute agendas and minutes of those meetings. - Aid in the promotion of district staff development activities for the department. Coordinate and facilitate planning in regard to resources and facilities. - Assist in the development of department budgets and monitor expenditures. - Assist in the procurement and maintenance of necessary materials and supplies to teach the curriculum. - Work with the media specialist and technology coordinator to meet specific content needs of the department. <p>Curriculum:</p> <ul style="list-style-type: none"> - Provide assistance for the identification, development and dissemination of instructional "best practices", per the iEngage lesson design and differentiated instruction. Work with teachers to develop long-range
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Name	Title	Job Duties and Responsibilities
		<p>curriculum-plans based on the-district— curriculum.</p> <ul style="list-style-type: none"> - Coordinate and assist in the implementation of new district curriculum: new standards, focus calendars, etc. - Maintain awareness and understanding of each grade level 's curriculum to facilitate flow of curriculum from grade to grade. - Identify gaps and overlaps in curriculum from grade to grade and plan adjustments in scope and sequence to address these. - Confer with teachers as often as possible to assure that they have access to their curriculum. - Address inquiries regarding department curriculum. - Gather and share performance data: FSA test scores, iReady, etc. - Respond to performance data by assisting in the planning of adjustment in instruction and scope and sequence across the grade levels. - Assist grade level curriculum leaders as they disseminate, review and reflect on learning outcomes. <p>Communication:</p> <ul style="list-style-type: none"> - Communicate and coordinate administrative directives regarding the department curriculum. - Disseminate information to all members of the department concerning important and upcoming events related to the department. - Communicate regularly with administrators and curriculum directors regarding district department business. - Participate in meetings, as needed, to represent the department (i.e. department chairperson meetings, system-wide committee meeting). - Participate in interviews of candidates for positions in the department, if requested. Encourage and stimulate enrollment in professional groups and attendance at professional development meetings.
<p>Bassett, Maureen</p>	<p>Assistant Principal</p>	<p>To assist the Principal with the administrative and instructional functions ti meet the educational needs of students and carry out the mission and goals of the school and the District.</p> <ul style="list-style-type: none"> *Assist in the development, implementation and evaluation of the instructional program, including the use of technology. *PBIS/MTSS Assistant Principal * Supervise curricular and extracurricular activities as assigned. * Provide recommendations to the Principal regarding curriculum improvement. * Supervise textbook and equipment selection, acquisition and inventory. * Assist the Principal in the administration of the summer school program. * Assist with coordinating student field trips. * Assist in developing the master schedule and assignment of students and staff. * Assist in the administration of the testing program. * Assist in gathering, analyzing and interpreting data related to student performance. * Assist in coordinating the School Accreditation Program and School Improvement Program. * Assist with the supervision of personnel, including orientation of new employees as assigned.

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> * Assist the Principal in developing personnel assignments and duty rosters. * Assist in implementing and administering negotiated employee contracts. * Assist in the coordination of the school's inservice program. * Assist teachers in developing professional development plans and activities. * Assist in monitoring and assisting substitute teachers. * Assist the Principal with the daily operation of the school. * Assist in supervising and monitoring the accurate and timely completion of data collection and reporting requirements. * Assist in the supervision of the maintenance and care of the physical plant. * Assist in developing and monitoring the school budget. * Assist in maintaining property inventories. * Assist in supervising school transportation services. * Assist in identifying maintenance or facility needs. * Assist in monitoring student attendance. * Assist in ensuring that the school's discipline policy is consistently and fairly administered. * Assist with student supervision and discipline. * Assist in interpreting and implementing the Pupil Progression Plan. * Assist in developing, implementing and evaluating the school's guidance program. * Confer with students, parents and teachers to resolve problems and facilitate learning. * Assist in coordinating schedules for extracurricular activities. * Seek to improve skills and knowledge through participation. * Model and maintain high standards of professional conduct. * Demonstrate initiative in identifying needs or potential for improvement and take appropriate action. * Promote and support professional development for self and others. * Maintain visibility and accessibility. * Keep the Principal informed about potential problems, unusual events or possible opportunities for school improvement. * Support goals and priorities of the District and school. * Provide leadership in developing and implementing goals and priorities of the District and school. * Assume duties and responsibilities of the Principal in his / her absence. * Assist in planning and implementing the school's public relations program. * Conduct faculty meetings when requested by the Principal. * Serve on advisory committees as requested by the Principal. * Support and attend community functions. * Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment. * Set high standards of performance for self, others and the school. * Perform other incidental tasks consistent with the goals and objectives of this position. * 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

Name	Title	Job Duties and Responsibilities
		<p>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>
<p>Sockness, David</p>	<p>Teacher, K-12</p>	<p>Social Studies (Civics) Teacher & Department Chair for Social Studies Responsibilities include:</p> <ul style="list-style-type: none"> - Meet regularly with administration before or after school as determined by schedule. - Meet regularly with the content area department to share information and plan content initiatives. <p>Organization:</p> <ul style="list-style-type: none"> - Work with administration and staff in the development of department plans and goals that align with the district's long-range planning. - Work with all teachers to establish a unified 6-8 department. - Conduct regularly scheduled department meetings and hold supplementary meetings as necessary. - Prepare and distribute agendas and minutes of those meetings. - Aid in the promotion of district staff development activities for the department. Coordinate and facilitate planning in regard to resources and facilities. - Assist in the development of department budgets and monitor expenditures. - Assist in the procurement and maintenance of necessary materials and supplies to teach the curriculum. - Work with the media specialist and technology coordinator to meet specific content needs of the department. <p>Curriculum:</p> <ul style="list-style-type: none"> - Provide assistance for the identification, development and dissemination of instructional "best practices", per the iEngage lesson design and differentiated instruction. Work with teachers to develop long-range curriculum-plans based on the-district— curriculum. - Coordinate and assist in the implementation of new district curriculum: new standards, focus calendars, etc. - Maintain awareness and understanding of each grade level 's curriculum to facilitate flow of curriculum from grade to grade. - Identify gaps and overlaps in curriculum from grade to grade and plan adjustments in scope and sequence to address these. - Confer with teachers as often as possible to assure that they have access to their curriculum. - Address inquiries regarding department curriculum. - Gather and share performance data: FCAT test scores, FAIR, FOCUS, etc. - Respond to performance data by assisting in the planning of adjustment in instruction and scope and sequence across the grade levels. - Assist grade level curriculum leaders as they disseminate, review and reflect on learning outcomes. <p>Communication:</p> <ul style="list-style-type: none"> - Communicate and coordinate administrative directives regarding the department curriculum.

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> - Disseminate information to all members of the department concerning important and upcoming events related to the department. - Communicate regularly with administrators and curriculum directors regarding district department business. - Participate in meetings, as needed, to represent the department (i.e. department chairperson meetings, system-wide committee meeting). - Participate in interviews of candidates for positions in the department, if requested. Encourage and stimulate enrollment in professional groups and attendance at professional development meetings.
Moksha, Irene	Teacher, K-12	<p>ife Science Teacher & Department Chair for Science</p> <p>Responsibilities include:</p> <ul style="list-style-type: none"> - Meet regularly with administration before or after school as determined by schedule. - Meet regularly with the content area department to share information and plan content initiatives. <p>Organization:</p> <ul style="list-style-type: none"> - Work with administration and staff in the development of department plans and goals that align with the district's long-range planning. - Work with all teachers to establish a unified 6-8 department. - Conduct regularly scheduled department meetings and hold supplementary meetings as necessary. - Prepare and distribute agendas and minutes of those meetings. - Aid in the promotion of district staff development activities for the department. Coordinate and facilitate planning in regard to resources and facilities. - Assist in the development of department budgets and monitor expenditures. - Assist in the procurement and maintenance of necessary materials and supplies to teach the curriculum. - Work with the media specialist and technology coordinator to meet specific content needs of the department. <p>Curriculum:</p> <ul style="list-style-type: none"> - Provide assistance for the identification, development and dissemination of instructional "best practices", per the iEngage lesson design and differentiated instruction. Work with teachers to develop long-range curriculum-plans based on the-district— curriculum. - Coordinate and assist in the implementation of new district curriculum: new standards, focus calendars, etc. - Maintain awareness and understanding of each grade level 's curriculum to facilitate flow of curriculum from grade to grade. - Identify gaps and overlaps in curriculum from grade to grade and plan adjustments in scope and sequence to address these. - Confer with teachers as often as possible to assure that they have access to their curriculum. - Address inquiries regarding department curriculum. - Gather and share performance data: FSA, iReady data etc. - Respond to performance data by assisting in the planning of adjustment in instruction and scope and sequence across the grade levels. - Assist grade level curriculum leaders as they disseminate, review and

Name	Title	Job Duties and Responsibilities
		reflect on learning outcomes. Communication: - Communicate and coordinate administrative directives regarding the department curriculum. - Disseminate information to all members of the department concerning important and upcoming events related to the department. - Communicate regularly with administrators and curriculum directors regarding district department business. - Participate in meetings, as needed, to represent the department (i.e. department chairperson meetings, system-wide committee meeting). - Participate in interviews of candidates for positions in the department, if requested. Encourage and stimulate enrollment in professional groups and attendance at professional development meetings.

Demographic Information

Principal start date

Friday 9/25/2020, Mchenry Lerebours

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.*

17

Total number of teacher positions allocated to the school

52

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)	67%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students)	Students With Disabilities* English Language Learners

(subgroups below the federal threshold are identified with an asterisk)	Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (62%) 2017-18: B (56%) 2016-17: C (52%) 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	TS&I
* 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	292	259	244	0	0	0	0	795
Attendance below 90 percent	0	0	0	0	0	0	25	28	22	0	0	0	0	75
One or more suspensions	0	0	0	0	0	0	18	63	34	0	0	0	0	115
Course failure in ELA	0	0	0	0	0	0	9	5	7	0	0	0	0	21
Course failure in Math	0	0	0	0	0	0	8	6	20	0	0	0	0	34
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	39	40	40	0	0	0	0	119
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	45	39	38	0	0	0	0	122

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	50	55	40	0	0	0	0	145

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	1	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	5	2	1	0	0	0	0	8

Date this data was collected or last updated

Friday 9/25/2020

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	254	232	259	0	0	0	0	745
Attendance below 90 percent	0	0	0	0	0	0	27	36	57	0	0	0	0	120
One or more suspensions	0	0	0	0	0	0	13	8	12	0	0	0	0	33
Course failure in ELA or Math	0	0	0	0	0	0	51	22	34	0	0	0	0	107
Level 1 on statewide assessment	0	0	0	0	0	0	58	53	63	0	0	0	0	174

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	31	28	38	0	0	0	0	97

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	37	14	11	0	0	0	0	62
Students retained two or more times	0	0	0	0	0	0	2	0	0	0	0	0	0	2

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	254	232	259	0	0	0	0	745
Attendance below 90 percent	0	0	0	0	0	0	27	36	57	0	0	0	0	120
One or more suspensions	0	0	0	0	0	0	13	8	12	0	0	0	0	33
Course failure in ELA or Math	0	0	0	0	0	0	51	22	34	0	0	0	0	107
Level 1 on statewide assessment	0	0	0	0	0	0	58	53	63	0	0	0	0	174

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	31	28	38	0	0	0	0	97

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	37	14	11	0	0	0	0	62
Students retained two or more times	0	0	0	0	0	0	2	0	0	0	0	0	0	2

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	58%	64%	54%	55%	62%	52%
ELA Learning Gains	57%	58%	54%	52%	59%	54%
ELA Lowest 25th Percentile	45%	50%	47%	36%	47%	44%
Math Achievement	71%	74%	58%	64%	71%	56%
Math Learning Gains	66%	66%	57%	60%	66%	57%
Math Lowest 25th Percentile	45%	56%	51%	49%	55%	50%
Science Achievement	61%	61%	51%	51%	59%	50%
Social Studies Achievement	83%	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	53%	63%	-10%	54%	-1%
	2018	56%	63%	-7%	52%	4%
Same Grade Comparison		-3%				
Cohort Comparison						
07	2019	56%	64%	-8%	52%	4%
	2018	47%	62%	-15%	51%	-4%
Same Grade Comparison		9%				
Cohort Comparison		0%				
08	2019	61%	66%	-5%	56%	5%
	2018	57%	70%	-13%	58%	-1%
Same Grade Comparison		4%				
Cohort Comparison		14%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	59%	67%	-8%	55%	4%
	2018	63%	66%	-3%	52%	11%
Same Grade Comparison		-4%				
Cohort Comparison						
07	2019	70%	73%	-3%	54%	16%
	2018	73%	73%	0%	54%	19%
Same Grade Comparison		-3%				
Cohort Comparison		7%				
08	2019	55%	65%	-10%	46%	9%
	2018	59%	63%	-4%	45%	14%
Same Grade Comparison		-4%				
Cohort Comparison		-18%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	61%	62%	-1%	48%	13%
	2018	50%	62%	-12%	50%	0%
Same Grade Comparison		11%				
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	82%	85%	-3%	71%	11%
2018	55%	80%	-25%	71%	-16%
Compare		27%			
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	96%	73%	23%	61%	35%
2018	92%	77%	15%	62%	30%
Compare		4%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	69%	31%	57%	43%
2018	0%	71%	-71%	56%	-56%
Compare		100%			

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	13	38	38	34	40	26	18	57	45		
ELL	30	58	64	48	55	38	33	58	55		
ASN	73	75		100	83						
BLK	36	45	30	48	49	37	40	65	54		
HSP	47	54	46	60	55	39	49	71	62		
MUL	64	45		64	67						
WHT	69	62	49	83	75	57	71	91	78		
FRL	48	50	40	62	58	38	54	79	64		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	20	39	35	36	54	51	9	35	9		
ELL	25	43	47	56	72	75	22	33			
ASN	50	43		93	86						
BLK	28	36	29	49	56	42	20	38			
HSP	46	48	41	62	61	54	38	48	47		
MUL	53	55		71	54						
WHT	67	58	42	81	68	70	62	68	63		
FRL	46	49	39	66	64	55	41	50	43		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	11	28	24	23	45	41	16				
ELL	14	44	42	24	40	36	14				
ASN	73	73		87	87						
BLK	32	38	29	32	46	42	33		50		
HSP	43	48	32	49	51	43	31		56		
MUL	39	28		50	44						
WHT	64	56	45	75	66	60	60		43		
FRL	44	46	36	53	55	47	36		36		

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)	TS&I
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	65
Total Points Earned for the Federal Index	624
Total Components for the Federal Index	10
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
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	83
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	45
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	55
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	60
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	71
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	57
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.

There are two components of concern: Math achievement was 71%(Previous year 72%); Math Learning gains was 66% (Previous year 65%); the largest gap was in the learning gains of the lowest 25% at 45% (Previous year 57%). The second component was the SWD group in math, 34% in math achievement (Previously 36%); Math learning gains 40% (Previously 54%); the learning gains for the lowest 25% of the SWD group was 25% (Previously 51%). We attribute this to the increased numbers of students placed into accelerated math classes, as well as an increase number of SWD students. Although academic support was provided, many of those students could not attend the before, or after school academic support program due transportation issues. We also, in the 6th grade math, had a total of 9 substitutes due to the resignation of a teacher shortly after the start of school.

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

The math learning gains of the lowest 25% was 57% in 2018 and dropped to 45% in 2019. In addition, the sixth grade math data showed a 31 point decrease in the lowest 25% for learning gains. The reason for this decline is due to the shifting of students due to the loss of the teacher. After experiencing 9 ineffective substitutes, we had to redistribute those students to other teachers (inclusion teachers), which caused major and somewhat traumatic experience for these students.

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 greatest gap as compared to the state was in the Math lowest 25%. We were six percentage points below the state average at 45%, the state was 51%. Historically, we have exceeded the state in this area, as well as math acceleration. In 2018 we were 6 percentage points higher than the state at 57%, the state was 51% respectively. The contributing factor was the disruption with the sixth grade math students due to the lack of staff and effective substitute teaching support, and increased numbers of students placed in accelerated math courses.

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

Civics moved from 57 to 83 points respectively, a 26 point increase. We ensured that the Civics team had common planning in the master schedule; the Social Studies department developed strategies for struggling students, and worked closely with the ELA Department to develop strategies for comprehension. The Civics teachers utilized test specifications to guide instruction, and prepare

students for the assessment. In addition, the teachers worked closely with the district program specialists. Finally, students participated in interdisciplinary Boot Camps on the weekends. The teachers received professional development and provided opportunities for students within the classroom (i.e., mock trials, vocabulary and literacy comprehension strategies).

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

The academic performance of Students with Disabilities, and Students performing in the Lower Quartile specifically in Math and ELA/IELA.

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

1. Increasing the academic proficiency of Students with Disabilities in Math, ELA/IELA
2. Increasing the academic proficiency of Students in the Lower Quartile in Math, ELA/IELA
3. Increasing the academic proficiency of African American students particularly in Math
4. Closing the academic slide due to the Pandemic (Covid-19)

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: ELA Achievement was above the state's 54% average, but below the district's 64% average - MMS= 58%. ELA learning gains was above the state's 54% average, but below the district's 58% average-MMS= 57%. According to the data in order to increase student achievement and learning gains students must actively participate in rigorous literacy content specific to the areas of Craft and Structure, and Key Ideas and Details.

70% of students will show proficiency in key ideas and details, craft and structure, and writing by a 4%-point increase on FSA Reading and Writing assessment by the end of the year 2021.

There will be a minimum of a 4 percentage point increase for all student groups where less than 70% are currently demonstrating proficiency (58% to 62%) by the end of the year 2021.

There will be a minimum of a 2 percent increase where more than 70% are demonstrating proficiency across levels 3,4, and 5. (58% to 60%) by end of year 2021.

Measurable Outcome:

There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating an annual learning gain (57% to 59%) by end of year 2021.

There will be a minimum of a four percentage point increase for all student groups where 70% or more are currently demonstrating an annual learning gain (57% to 61%) by end of year 2021.

There will be a minimum of a four percentage point increase for all student groups demonstrating a learning gain in the lowest quartile by end of year 2021 (45% to 49%) by the end of the year 2021.

Person responsible for monitoring outcome:

McHenry Lerebours (mchenry.lerebours@sarasotacountyschools.net)

Evidence-based Strategy:

Teachers will be coached and trained with specific strategies to increase student proficiency: ensuring reading strategies are taught and reinforced routinely throughout all academic areas. Academic and domain specific language will be taught and used collaboratively between students and teachers. Teachers meet weekly and/or bi-weekly for PD opportunities including department meetings, one-on-one coaching sessions, PLC meetings, and team meetings. Focus Friday PD will be offered and facilitated by PDAP and Professional Development Teacher Leader. Topics will cover: PLC + and Distance Learning Playbook, Cultural and Linguistic Responsive Teaching and Learning, Nearpod Online Learning Platform, and Best Practice Teaching. Before and after school tutorial programs (Keys to Success/Instructional Lab) 4x-per week (Mon-Thurs). IELA teachers will use Striving Readers Systems of Support for Tier 2 & 3 Interventions: "Just Words," "Rewards," and "Rewards Plus" for Level 1 readers.

Rationale for Evidence-based Strategy:

The McIntosh Middle School curriculum team determined that students who have achieved below the score of a 3 on the FSA Reading assessment must earn 37 points on the assessment in order to achieve a score of a '3'. This will be achieved with a primary focus on key ideas and details, craft and structure, and writing standards. Based on the data trends observed, the lowest quartile can make a learning gain by

primarily focusing on these standards.

Action Steps to Implement

1. The ELA department will utilize test form A for standards mastery, as it is statistically the closest to FSA-like questions.
2. Teachers will be given a five-day window to test students for the two standards listed above. Preferably Wednesday-Friday as to not interfere with i-Ready Mathematics.
3. Our goal is for each student to score a 60% or above on the standards mastery assessment. Based on data, students that have an average score of 60% have a high probability of achieving a 3 or above on FSA Reading.
4. ELA teachers will be required after each standards mastery to fill out a provided excel template that tracks student data for each standards mastery. This document will allow for the standards mastery assessments to be averaged together providing essential data to determine the probability of passing the FSA Reading assessment.
5. Monday/Tuesday will be the days assigned for i-Ready Reading for CP class as to not interfere with Standards Mastery assessments (these will take place Wednesday/Thursday).
6. Teachers will use regular assessments to set instructional goals and guide instruction. Assessments will include, but are not limited to: i-Ready Diagnostics 3x per school year; i-Ready Standards Mastery; i-Ready instructional lessons and data.
7. Common assessments will be a pivotal part of our success this school year. These common assessments will primarily focus on the i-Ready Standards Mastery assessments.
8. Common assessments will allow for standards to be specifically targeted in the KIDS (key ideas and details) and CS (craft and structure) categories.
9. Tier 2/3 Interventions: Rewards (Students will transfer decoding, fluency, and vocabulary usage to be closer to grade level reading and writing.), Rewards Plus (Students will transfer the multisyllabic reading skills and academic writing strategies to be closer to grade level reading and writing.), and Just Words (Students will transfer phonemic awareness, phonics, word study and spelling strategies to allow them to independently read and spell words and build the skills necessary access text closer to grade level.)
10. Before and After school tutoring and academic intervention strategies will be provided for targeted students and struggling students due to the pandemic slide.

Person Responsible Paige Driza (paige.driza@sarasotacountyschools.net)

#2. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale:

Students with specific trauma and behavioral issues impact not only their ability to perform and achieve academically, but also impact the environment, including the culture and climate of the school. They in fact, negatively impact the learning of other students, and the ability of teachers to facilitate lessons and foster learning in the classroom. The ACCISS grant, (Advancing classroom climate in Sarasota Schools) has provided a Behavior Technician specifically to address this issue. The primary goal of the ACCISS Project is: To improve the climate of the school by enhancing the implementation of a multi-tiered system of support using a tiered implementation approach for targeted support.

By the end of the 2021 school year, McIntosh Middle will reduce the number of days of ISS and OSS by 25%.

Measurable Outcome:

Objective 1. Improve the MTSS/PBIS process by using a tiered approach to build the capacity of classroom teachers, and support staff including behavior specialists, counselors, social workers, school psychologists, ESE district and school-based liaisons to implement a sustained, school-wide multi-tiered academic and behavioral framework.
 Objective 2. Develop sustainability processes during implementation to ensure continued MTSS and PBIS implementation and student progress after the project ends.
 Objective 3. Partner with the PBIS Technical Assistance Center to provide expert technical assistance related to implementing program activities.
 Objective 4. Increase prevention skills and strategies within academic and behavioral interventions to diminish students' exposure to opioids and/or other drug and alcohol use.

Person responsible for monitoring outcome:

Maureen Bassett (maureen.bassett@sarasotacountyschools.net)

Evidence-based Strategy:

- Program Measures
- 1) Developing, enhancing, or expanding systems of support for, and technical assistance to, schools implementing a multi-tiered system of support for improving school climate by using evidence-based efforts that are designed to foster safety; promote supportive academic, disciplinary, and physical environments; and/or encourage and maintain respectful, trusting, and caring relationships throughout the school community;
 - 2) Improving the skills of LEA personnel to assist schools' efforts to improve school climate through, for example, policies, funding, professional development, coaching, and coordination of providing services and implementing programs;
 - 3) Improving the quality, accessibility, and usefulness of any relevant districtwide data collection and analysis related to data-based decision making in areas related to improved school climate (i.e. reducing ODR and OSS discipline data overall);
 - 4) Defining what it means to implement the multi-tiered system of support with fidelity and determining annually the extent to which the impacted schools are implementing such model with fidelity, for example, by using a tool or rubric to review implementation (i.e. reducing ODR and OSS discipline data overall);;
 - 5) Encouraging the use of evidence-based practices and reliable and valid tools and processes for evaluating the fidelity of efforts related to improved school climate; and
 - 6) Coordinating LEA efforts with appropriate Federal, State, and local resources.
 - 7) Conduct monthly discipline data review and analysis for recommendations for PBIS
 - 8) Conduct weekly support staff meetings to discuss students of concerns and supports to be put in place
 - 9) Explore mentoring services for at risk students (Big Brother/Big Sisters, etc.)
 - 10) Conduct counseling sessions, restorative circles, etc.

- 11) Implement CHAMPS school-wide
- 12) Monthly Eagle Pride Student of the Month awards
- 13) Refer students to mental health counselor for on-site counseling or outside agencies for mental health supports
- 14) Behavioral support provided in the classroom from behavior tech in accordance with the behavior plan

Rationale for Evidence-based Strategy:

- 1) The number of training and/or technical assistance events to support implementation with fidelity provided annually by LEAs to schools implementing a multi-tiered system of support.
- 2) Number and percentage of schools annually that report an improved school climate based on the results of the EDSCLS or similar tool.
- 3) Number and percentage of schools annually that are implementing a multi-tiered system of support framework with fidelity.
- 4) Number and percentage of schools annually that are implementing opioid abuse prevention and mitigation strategies
- 5) Number and percentage of schools that report an annual decrease in suspensions and expulsions related to possession or use of alcohol.
- 6) Number and percentage of schools that report an annual decrease in suspensions and expulsions related to possession or use of other drugs.

Action Steps to Implement

- A. Employ Active Learning Strategies for remote and concurrent learners to ensure student engagement using the Zoom platform: Including, but not limited to: Polling, Think-Pair-Share, Small Group Discussions involving ATT (tasks); Hands-on simulated learning activities; 1 minute quick writing tasks; student and group presentations (3-5 minutes maximum).
- B. Nearpod interactive learning tool school-wide to ensure remote student active engagement during lessons.
 - 1. School-wide CHAMPS overview and implementation
 - 2. Monitor Discipline Data and discuss at meetings (PBIS, MTSS, SWST and staff meetings). Discuss and review behavior trends and responses to interventions.
 - 4. Utilize District Dashboard data/SIS data (Attendance, Discipline-Suspension)
 - 5. TPS Data
 - 6. Referrals to on-site Licensed Mental Health Counselor or outside mental health agency
 - 7. One-on-one behavioral support provided in the classroom from behavior tech in accordance with the Behavior Intervention Plan (BIP)
 - 8. School-Wide Support Team (SWST) referrals
 - 9. Mentoring services with Dr. Javar Godfrey
 - 10. Boys mentoring with behavior tech (Mr. Byrant)
 - 11. Girls mentoring with behavior tech (Ms. Oliver)

Person Responsible Maureen Bassett (maureen.bassett@sarasotacountyschools.net)

#3. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Although the math achievement (71%) was lower than the district (74%), it was higher than the state (58%). The district and the state remained the same, and we were one percentage point lower than the previous year. The Math Learning gains were equal to the district (66%) and higher than the state (57%), however, we were one percentage point higher than 2018. The Lower quartile was 45% compared to the district 56% and state 51%. The score was 12 percentage points lower than 2018. The Learning gains for our Lower quartile, ELL, ESE, and African American students were lower than 2018. Accelerated students

Measurable Outcome:

By the year 2021 there will be a minimum of a four percentage point increase for all students when less than 70% are demonstrating proficiency measurable across levels 3,4, and 5. (71% to 75%). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency across levels 3,4, and 5. (71% to 73%).

Person responsible for monitoring outcome:

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

Evidence-based Strategy:

Students will be identified based on their FSA, iReady Diagnostic, and school based assessments to determine their need. Students will be provided opportunities for support before, during and after school to increase their understanding of mathematical concepts. Students will be progressed monitored weekly to determine their progress. The Instructional Lab is offered before and after school, two days per week. The Keys for Success after school tutorial program is offered 4 days per week and students are "referred" to this program based on academic performance and need. Students will be pulled from encores during the school day for math assistance, as well as organizational skills. Students will practice with test specifications, fluency with IXL, and work in Big Ideas, and Math Nation to hone their skills. Students will also attend weekend Math Boot Camps designed for both low performing, and accelerated students. The implementation of the Nearpod tool to facilitate student engagement, practice and mastery.

Rationale for Evidence-based Strategy:

The strategies have been proven to be effective when used with fidelity. Students have met and exceeded academic expectations when the opportunities for practice, and additional support are in place. IXL, Big Ideas, and exposing students to test specifications consistently helps students understand math concepts, and expectations on the state assessment. Accelerated students experiencing the boot camp, and those attending before and after school support made learning gains, and the majority passed the Algebra 1 EOC (96%), Geometry EOC (100%). Those attending the Interdisciplinary Boot Camps with Math also made gains: Civics EOC from 57% (2018) to 83% in 2019; Science FCAT from 51% (2018) to 61% in 2019.

Action Steps to Implement

1. The students will be selected based on this sequence:

Description

- a. Teachers will submit the names of students that meet the above criteria to the Department Chair.
- b. The schedule is based on student encores - for the student to receive the additional instruction/support by pulling students out during their encore class, during a designated teacher planning period 1x/week
- c. The designee will contact student, classroom teacher, math department chair, administrator, and encore teacher with a start and proposed end date of the additional instruction.
- d. Ideally, students would not come more than 1-3 times per week, allowing for 2-4 cohorts per instructor.
- a. The classroom teacher should supply the following information to administration:

- b. When the classroom teachers send a name to Department Chair they should provide at least a one sentence description about what support the child needs (see i-iii goal objectives above) including the chapter or section.
 - c. The more information the teacher provides in the initial request the better the teacher can meet the needs of the student with the precise support.
 - d. In the event a student is needing support for multiple reasons (see i-iii goal objectives above) or for systemic math instruction, a “staffing” should be held with classroom teacher, math department chair, and if possible admin support (guidance, success coordinator, Dr. Moore) to discuss student’s current skills (based on data), and devise a comprehensive/step by step instructional support for student.
2. During the additional support period, and depending on the reason the student needs support, dictates what will occurs during the class period. Examples include:
 - a. Work in Big Ideas
 - b. Reteach with varying resources (IXL; iReady; Kahoot)
 - c. Instructor assists working through iReady computer based lessons.
 - d. Instructor uses print iReady resources from the teacher skill set.
 3. After approximately, every three visits the instructor will provide a brief progress statement to teacher, math department chair, guidance, and Dr. Moore.
 4. Teachers plan effective learning strategies and activities for the Boot Camps.
 5. Math Boot Camps (and interdisciplinary Boot Camps) occur on Saturdays throughout the year. The plan is two (2) Boot Camps per month with 4 to 6 teachers providing instruction and activities.
 1. Student needs determine math support:
 - i. Big Ideas
 - ii. IXL (To increase fluency)
 - iii. Reteach with varying resources.
 - iv. Instructor assists with iReady computer based lessons.
 - v. Instructor uses print iReady resources from the Teacher Tool Kit.
 - vi. Data Chats with students
 2. After approximately, every three visits the instructor will provide a brief progress statement to referring math teacher, math department chair, guidance, and principal. Support outside of the school day:
 3. Twice monthly Math Boot Camps for Advanced and Algebra 1 students in which teachers provide an intensive math competitive Math Boot Camp Saturdays from 9:00am to 1:00pm (Light breakfast snacks and lunch provided).
 4. Regular math students will also be included, as well as interdisciplinary content areas.
 5. Instructional Lab before School (8:00am – 9:00am) Wednesday/Thursdays & 4:30pm-5:30pm
 6. Keys Tutorial Program Mon-Th 4:30p-6:00pm
 7. The use of the Nearpod learning tool for both face to face and remote learnings to actively practice and master concepts.

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

#4. ESSA Subgroup specifically relating to Students with Disabilities**Area of****Focus****Description and****Rationale:**

The over all school data based on student performance on the FSA assessment indicates that these students did not make sufficient gains in the areas of math and reading.

Measurable Outcome:

SWD Goal: By the year 2021 the ESE student group will become proficient moving from 34% to a minimum of 41% .

Lower Quartile Math Goal: By the year 2021, there will be a minimum of 4 measureable percentage point increase in the number of students demonstrating a learning gain in the lowest quartile from a 45% to 49%.

Lower Quartile ELA Goal: By By the year 2021, there will be a minimum of a 4 percentage point increase in the number of students demonstrating a learning gain in the lowest quartile from a 45% to 49%.

Person responsible for monitoring outcome:

McHenry Lerebours (mchenry.lerebours@sarasotacountyschools.net)

Evidence-based Strategy:

Students will be provided with the necessary academic and social emotional supports to assist them with learning and retaining information to increase academic achievement and proficiency through Teacher Clarity. Students will be provided with: Additional supports in the classrooms with Instructional Aides/Inclusion Teachers; Math support as pull-outs; before and after school tutoring; IXL math program for math fluency; Reading support as pull-outs; Strategic Tier 2 and Tier 3 interventions (Just Words; Rewards: Rewards Plus Reading Programs); iReady reading and math/with diagnostics, standards mastery, differentiated instructional lessons and iReady Teacher Toolbox lessons; Visible Learning Strategies; Social Emotional Support via 5 Hour Mental Health Training; Teachers trained in Cultural & Linguistic Responsive Teaching & Learning; Staff trained in Kognito; student led Peer Mediation groups; Mental Health partnerships with: JFCS, First Step, Coastal; and Community Partnerships for Mentors (Boys and Girls Club/Big Brothers/ Sisters).

Rationale for Evidence-based Strategy:

According to John Hattie (2019) Teacher Clarity "provides the expertise to appropriately diagnose the learning needs of all students relative to what they know, can do, and care about now; it takes expertise to devise optimal interventions and then ensure the fidelity of those interventions; and it takes expertise to evaluate the impact of each lesson on the student and how to modify the instruction." In addition, Fisher, Frye, Smith (2019) indicate that SEL focuses on a set of social emotional, behavioral, and character skills that support success in school, workplace, relationships, and the community." Dr. Hollie (2020) indicates that we must validate and affirm the home, culture, and language to bridge success in academia and mainstream society. Finally, the school data indicates that students who have participated consistently in the reading and math strategies with fidelity have shown academic growth and learning gains.

Action Steps to Implement

1. Students identified based on data and placed in appropriate Tier 2 or Tier3 Reading Intervention class.
2. Students participate in weekly pull-outs (During Encores) two days/week
Description based on Math/ELA/iReady data.
3. Inclusion Teachers/Instructional Aides strategically placed in Math and ELA(Science) classes.
4. Students Identified and recommended for Keys for Success After school Tutorial Program.
5. Identified ELL students will be recommended to the After school Tutorial Program specifically designed for English Language Learners.

6. Students receive behavioral and mental health support (Mentoring; Counseling; 5 Hour MH Training) 360
7. Students, when necessary, will be placed in Social Skills class to teach self regulation, and coping strategies.
8. All staff trained in Kognito to recognize and appropriately address the social emotional needs of the students.
9. All staff will participate in the Social Emotional Learning 360 Professional Development (10/2020).
10. Staff will be trained in CLR, Distance Learning Strategies (to address our remote learners), PLC strategies.

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

#5. Instructional Practice specifically relating to Social Studies**Area of****Focus**

The 2018-2019 Civics scores moved from a 57% to an 83%. The goal is to continue the upward trend for student growth and achievement, as well as the school-wide passing rate on the 2021 Civics EOC test.

Description and**Rationale:****Measurable Outcome:**

By the year 2021 there will be a minimum of a four percentage point increase for all students when less than 70% are demonstrating proficiency across levels 3,4, and 5. (83% to 87%) There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency across levels 3,4, and 5. (83% to 85%).

Person responsible for monitoring outcome:

Maureen Bassett (maureen.bassett@sarasotacountyschools.net)

Evidence-based Strategy:

The use of vocabulary strategies from working on vocabulary and literacy with the ELA Department, interdisciplinary Boot Camps, district supportive Program Specialist, and teacher professional development were instrumental in the student academic growth and achievement experienced on the 2018 -19 Civics EOC. Students will utilize i-Civics.org and Nearpod to facilitate practice and mastery.

Rationale for Evidence-based Strategy:

Students will be identified based on their ELA FSA scores. The most telling evidence was the school-wide results on the Civics EOC based on the strategies for academic growth and achievement. School-wide, students increased their proficiency from 57% to 83%.

Action Steps to Implement

1. Interdisciplinary work with the ELA Department. The ELA teachers provide literacy strategies, and vocabulary strategies to the Civics teacher to impact student comprehension and use of academic and domain specific language and vocabulary for Civics. The ELA teacher on the team will coach the Civics teachers, and provide information regarding gaps in literacy/reading from the i-Ready Diagnostics and ongoing student i-Ready performance mastery.
2. Professional development training for social studies teachers to help to align U.S. History standards with Civics standards.
3. Professional development training with district Program Specialist. The Program Specialist will continue to provide support and training regarding common assessments, using data to plan and drive instruction; develop and implement remediation strategies with all civics teachers to positively impact student achievement as on the Civics EOC.
4. Deliver small group instruction to the ELL and SWD students to help with their vocabulary and reading comprehension.
5. Student Boot Camps- Morning and Afternoon Boot Camps will be scheduled after each Unit Assessment for students who need additional support.
6. Weekend Interdisciplinary Boot Camps will also be offered to students who cannot make the afternoon or morning sessions.
7. Students will examine the concepts of citizenship and civic duty.
8. Students will learn to identify important symbols of our national identity and their importance to America.
9. Technology and Supplemental Materials Utilization Access IIS Reports through the Student Reporting Tab to examine student data and plan remediation. (Use common assessment results identify struggling students, address common misunderstandings, and to plan remediation) Quizlet.com for vocabulary instruction supplementation and remediation. Materials from The Florida Joint Center for Citizenship

affiliated websites (ex.ecsd-fl.schoolloop.com).i-Civics.org for supplemental Civics (supplementation and remediation tools). Nearpod tool to facilitate practice and mastery.

10. District Provided question banks (also available via Florida Joint Center Site)

Person Responsible David Sockness (david.sockness@sarasotacountyschools.net)

#6. Instructional Practice specifically relating to Science**Area of****Focus**

Student performance was equal to the district (66%) and higher than the state (51%) in 2019. The goal is to continue strategies to increase student achievement on the Science FCAT

Description and**Rationale:****Measurable Outcome:**

By the year 2021 there will be a minimum of a four percentage point increase for all students when less than 70% are demonstrating proficiency measurable across levels 3,4, and 5. (61% to 65%). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency across levels 3,4, and 5. (61% to 63%).

Person responsible for monitoring outcome:

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

Evidence-based Strategy:

Interdisciplinary Boot Camps, student exposure to test specifications, as well as continued spiraling of Earth Space, Life and Physical Science will support student understanding, and grasp of necessary scientific concepts. Students will engage in experiential learning, interdisciplinary Boot Camps, and teachers in professional development with district program specialist to strengthen student and teacher engagement, in particular student academic growth. Due to the Pandemic, a select group of students will engage in the STEM Science Fair, or a class or group based project. Students will be referred to the Instructional Lab for any additional support in Science.

Work with the District Program Specialists to develop "Kitchen Type" hands on experiences that students can actively engage in at home.

Gizmos scientific inquiry and experimental simulations that students can actively participate in whether remote or face to face.

Rationale for Evidence-based Strategy:

The strategies used for the 2018-19 students proved effective, hence, the improvement in the FCAT Science Assessment Scores. The added feature of requiring all students (those not participating in the Science Fair) to produce an inquiry based project will provide the scaffolding necessary to help students learn and retain information grades 6 through 8, in preparation for current and future assessments. The addition of the use of the Nearpod tool, and Gizmos will increase the likelihood of the intended measurable outcome.

Action Steps to Implement

Continue to plan lessons using the iEngage template with fidelity; department meetings and PLC's will emphasize various aspects of the lesson plan and these will be modeled. Learning Intentions and Success Criteria will be written on board daily to include domain-specific vocabulary. Teachers will increase number of times they refer to each in a class period.

Teachers will receive training in the use of the Nearpod learning tool and strategies, use Gizmos to simulate experiments, and develop (with the assistance of the District Program Specialists) hands on "Kitchen type" experiments that students can engage in at home with families to have hands-on experience. This is a strategy to engage students and increase mastery of scientific concepts.

Vocabulary

A "Word Wall" will continue to be utilized in every science classroom and a greater focus will be given to activities which help students utilize domain-

Description specific science terms. Teachers will plan strategies/activities which emphasize increased vocabulary use. Use of domain-specific vocabulary will be modeled by the teacher. All of this will foster greater use and then retention by the students. Department meetings will showcase literacy strategies so all science classes can support ELA standards.

PLCs

Teachers will PLC with teams as well as content peers to utilize the data collected on student achievement. The county dashboard, unit science assessments, as well as teacher-created formative and summative assessments will be utilized in order to increase student learning and student skills.

Department meetings and grade-level PLCs will utilize this data to strategically group students and will also be used to model dashboard etc. use, where needed. Department meeting time will also be used as work sessions, when needed.

Teachers will meet to have targeted conversations regarding the differentiation of instruction where needed. Instructional aides will be utilized to assist with this differentiation. If needed, training will occur.

Technology

Teachers will utilize the TI's weekly. Teachers will increase use of Logger Pro/

Vernier interfaces. Vernier lessons have been placed in Blackboard as well as One Note for all to utilize.

In-house training will continue as needed. Teachers will share technology-based instructional strategies at department meetings. SSA/FCAT Prep and Common Assessments to prepare and assess student mastery of the content.

Teachers have been provided* with various SSA/FCAT materials for weekly classroom use with students (released tests, DOE test prep materials, as well as DOE test specs). Teachers will continue to model how to answer SSA/FCAT test questions weekly.

(*they are being passed out Sept. 19 -first dept mtg. Production was late...) Student inquiry Projects

Inquiry projects will be assigned in every class. Projects are to be cross curricular in nature and will allow for in depth study by the students. Teachers will disclose/illustrate the features of their inquiry projects with the department.

Teachers will discuss student data and strategies to positively impact student achievement and growth during PLC and Department meetings.

Person Responsible Irene Moksha (irene.moksha@sarasotacountyschools.net)

Additional Schoolwide Improvement Priorities

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

School leadership will continue the strategies as outlined following a model of continuous improvement with consistent weekly progress monitoring: Administrative Team Meetings; Administrative Support Team Meetings; SWST/CARE; PBIS/MTSS meetings; PDAP professional development for teachers for specified teacher needs; ACCISS Behavior Technician to monitor the targeted students with specific needs in addition to mentoring, and the necessary wrap-around services for the targeted SWD, ESOL, and students in the lower quartile. The implementation of before/after school tutoring providing dinner and transportation of students to ensure they are present to receive assistance and support, as well as teachers using plan time to pull and monitor students requiring additional support. Finally, weekly PLC meetings will occur with teachers and teams to monitor student data, coupled with data chats with the students; monthly Department meetings, ILT and SWILT to ensure that all teacher stakeholders are engaged in the process of student growth, gains and master of the content. The focus is to ensure that all students and staff are engaged in student learning, and school goal outcome measures are achieved.

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.

The relationships and support of community agencies and support will continue at MMS. The Sunshine Rotary supplies school supplies for students each year; Jewish Family and Children Services, and First Step provide mental health and Crisis Counseling for students; the implementation of the ACCISS grant provides a pathway for MMS to enhance and expand the implementation of PBIS and MTSS with fidelity resulting in an improved school climate. The primary goal of the ACCISS Project is: To improve the climate by enhancing the implementation of a multi-tiered system of support using a tiered implementation approach for targeted support. The parent organizations SAC and PTO work collaboratively with staff in decisions that improve both the climate and academic success of students. Relationships with Kiwanis, the Education foundation, and the Community Foundation provide support for families and staff in an ongoing manner. Teachers are involved in school based decisions with respect to student progress, professional development, and strategies to ensure student academic growth and achievement. Teachers serve on leadership teams; ILT, SWILT in the capacity of Department Chairs, Curriculum Coordinators, Team Leaders, and PLC Leaders. Teachers are provided time to support new teachers, as well as teachers less proficient with technology to ensure that the remote students receive the same rigorous learning experiences as the brick and mortar students. These groups meet weekly and monthly respectively. The Administrative Team, the Administrative Support Team and the School-Wide Support Team meet weekly to address all levels of school needs: student behavior, teacher needs, student academic needs, and academic and SEL support for students and staff respectively.

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				\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports				\$34,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	1140	100-Salaries	0141 - Mcintosh Middle School	Other Federal	220.0	\$34,000.00
			<i>Notes: Contract Behavior Technician to implement the plan and strategies to positively impact school climate and culture.</i>			

3	III.A.	Areas of Focus: Instructional Practice: Math				\$0.00
4	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$20,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	1140	100-Salaries	0141 - McIntosh Middle School	Other Federal	220.0	\$20,000.00
			<i>Notes: To fund two teachers to assist teachers with SWD students and remote learners throughout the day.</i>			
5	III.A.	Areas of Focus: Instructional Practice: Social Studies				\$0.00
6	III.A.	Areas of Focus: Instructional Practice: Science				\$0.00
					Total:	\$96,461.98