

Sarasota County Schools

# Sarasota Middle School



## 2020-21 Schoolwide Improvement Plan

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## Sarasota Middle School

4826 ASHTON RD, Sarasota, FL 34233

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

### Demographics

**Principal: Jennifer Nzeza**

Start Date for this Principal: 10/5/2018

|  |  |
|--|--|
| <b>2019-20 Status</b><br>(per MSID File)   | Active   |
| <b>School Type and Grades Served</b><br>(per MSID File)  | Middle School<br>6-8   |
| <b>Primary Service Type</b><br>(per MSID File)   | K-12 General Education   |
| <b>2019-20 Title I School</b>  | No   |
| <b>2019-20 Economically Disadvantaged (FRL) Rate</b><br>(as reported on Survey 3)  | 29%  |
| <b>2019-20 ESSA Subgroups Represented</b><br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities<br>English Language Learners<br>Asian Students<br>Black/African American Students<br>Hispanic Students<br>Multiracial Students<br>White Students<br>Economically Disadvantaged Students |
| <b>School Grades History</b>   | 2018-19: A (75%)<br>2017-18: A (75%)<br>2016-17: A (68%)<br>2015-16: A (70%)   |
| <b>2019-20 School Improvement (SI) Information*</b>  |  |
| <b>SI Region</b>   | Central  |
| <b>Regional Executive Director</b>   | <a href="#">Lucinda Thompson</a>   |
| <b>Turnaround Option/Cycle</b>   | N/A  |
| <b>Year</b>  |  |
| <b>Support Tier</b>  |  |
| <b>ESSA Status</b>   | N/A  |

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

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

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

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

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## Sarasota Middle School

4826 ASHTON RD, Sarasota, FL 34233

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

### School Demographics

|   |                               |   |
|---|-------------------------------|---|
| <b>School Type and Grades Served</b><br>(per MSID File) | <b>2019-20 Title I School</b> | <b>2019-20 Economically Disadvantaged (FRL) Rate</b><br>(as reported on Survey 3) |
| Middle School<br>6-8                                    | No                            | 24%   |
| <b>Primary Service Type</b><br>(per MSID File)          | <b>Charter School</b>         | <b>2018-19 Minority Rate</b><br>(Reported as Non-white on Survey 2)               |
| K-12 General Education                                  | No                            | 25%   |

### School Grades History

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

### School Board Approval

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### SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

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

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

Sarasota Middle School is a community offering a safe, encouraging environment that celebrates learning and innovation. All learners model and promote integrity, empathy, and responsibility.

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

Sarasota Middle School places learning at the center of its activities to enable all learners to lead productive, responsible, and healthful lives.

### School Leadership Team

#### **Membership**

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

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



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

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

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

|             |                     |   |
|-------------|---------------------|---|
| Walsh, Kira | Assistant Principal | <p>* (1) Assist in the development, implementation and evaluation of the instructional program, including the use of technology.</p> <p>* (2) Supervise curricular and extracurricular activities as assigned.</p> <p>* (3) Provide recommendations to the Principal regarding curriculum improvement.</p> <p>* (4) Supervise textbook and equipment selection, acquisition and inventory.</p> <p>* (5) Assist the Principal in the administration of the summer school program.</p> <p>* (6) Assist with coordinating student field trips.</p> <p>* (7) Assist in developing the master schedule and assignment of students and staff.</p> <p>* (8) Assist in the administration of the testing program.</p> <p>* (9) Assist in gathering, analyzing and interpreting data related to student performance.</p> <p>*(10) Assist in coordinating the School Accreditation Program and School Improvement Program.</p> <p>*(11) Assist with the supervision of personnel, including orientation of new employees as assigned.</p> |
|-------------|---------------------|---|

| Name | Title | Job Duties and Responsibilities  |
|------|-------|--|
|      |       | <p>*(12) Assist the Principal in developing personnel assignments and duty rosters.</p> <p>*(13) Assist in implementing and administering negotiated employee contracts.</p> <p>*(14) Assist in the coordination of the school's inservice program.</p> <p>*(15) Assist teachers in developing professional development plans and activities.</p> <p>*(16) Assist in monitoring and assisting substitute teachers.</p> <p>*(17) Assist the Principal with the daily operation of the school.</p> <p>*(18) Assist in supervising and monitoring the accurate and timely completion of data collection and reporting requirements.</p> <p>*(19) Assist in the supervision of the maintenance and care of the physical plant.</p> <p>*(20) Assist in developing and monitoring the school budget.</p> <p>*(21) Assist in maintaining property inventories.</p> <p>*(22) Assist in supervising school transportation services.</p> <p>*(23) Assist in identifying maintenance or facility needs.</p> <p>*(24) Assist in monitoring student attendance.</p> <p>*(25) Assist in ensuring that the school's discipline policy is consistently and fairly administered.</p> <p>*(26) Assist with student supervision and discipline.</p> <p>*(27) Assist in interpreting and implementing the Pupil Progression Plan.</p> <p>*(28) Assist in developing, implementing and evaluating the school's guidance program.</p> <p>*(29) Confer with students, parents and teachers to resolve problems and facilitate learning.</p> <p>*(30) Assist in coordinating schedules for extracurricular activities.</p> <p>*(31) Seek to improve skills and knowledge through participation in inservice and other professional development activities.</p> <p>*(32) Model and maintain high standards of professional conduct.</p> <p>*(33) Demonstrate initiative in identifying needs or potential for improvement and take appropriate action.</p> <p>*(34) Promote and support professional development for self and others.</p> <p>*(35) Maintain visibility and accessibility.</p> <p>*(36) Keep the Principal informed about potential problems, unusual events or possible opportunities for school improvement.</p> <p>*(37) Support goals and priorities of the District and school.</p> <p>*(38) Provide leadership in developing and implementing goals and priorities of the District and school.</p> <p>*(39) Assume duties and responsibilities of the Principal in his / her absence.</p> <p>*(40) Assist in planning and implementing the school's public relations program.</p> <p>*(41) Conduct faculty meetings when requested by the Principal.</p> |

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

## Demographic Information

**Principal start date**

Friday 10/5/2018, Jennifer Nzeza

**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.*

25

**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.*

7

**Total number of teacher positions allocated to the school**

83

**Demographic Data**

|  |  |
|--|--|
| <b>2020-21 Status</b><br>(per MSID File)   | Active   |
| <b>School Type and Grades Served</b><br>(per MSID File)  | Middle School<br>6-8   |
| <b>Primary Service Type</b><br>(per MSID File)   | K-12 General Education   |
| <b>2019-20 Title I School</b>  | No   |
| <b>2019-20 Economically Disadvantaged (FRL) Rate</b><br>(as reported on Survey 3)  | 29%  |
| <b>2019-20 ESSA Subgroups Represented</b><br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities<br>English Language Learners<br>Asian Students<br>Black/African American Students<br>Hispanic Students<br>Multiracial Students<br>White Students<br>Economically Disadvantaged Students |
| <b>School Grades History</b>   | 2018-19: A (75%)<br>2017-18: A (75%)<br>2016-17: A (68%)<br>2015-16: A (70%)   |
| <b>2019-20 School Improvement (SI) Information*</b>  |  |
| <b>SI Region</b>   | Central  |
| <b>Regional Executive Director</b>   | <a href="#">Lucinda Thompson</a>   |

|  |     |
|--|-----|
| <b>Turnaround Option/Cycle</b>   | N/A |
| <b>Year</b>  |     |
| <b>Support Tier</b>  |     |
| <b>ESSA Status</b>   | N/A |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> . |     |

**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 | 373 | 380 | 414 | 0 | 0  | 0  | 0     | 1167 |
| Attendance below 90 percent               | 0           | 0 | 0 | 0 | 0 | 0 | 16  | 13  | 23  | 0 | 0  | 0  | 0     | 52   |
| One or more suspensions                   | 0           | 0 | 0 | 0 | 0 | 0 | 3   | 7   | 11  | 0 | 0  | 0  | 0     | 21   |
| Course failure in ELA                     | 0           | 0 | 0 | 0 | 0 | 0 | 2   | 0   | 1   | 0 | 0  | 0  | 0     | 3    |
| Course failure in Math                    | 0           | 0 | 0 | 0 | 0 | 0 | 2   | 0   | 1   | 0 | 0  | 0  | 0     | 3    |
| Level 1 on 2019 statewide ELA assessment  | 0           | 0 | 0 | 0 | 0 | 0 | 16  | 14  | 30  | 0 | 0  | 0  | 0     | 60   |
| Level 1 on 2019 statewide Math assessment | 0           | 0 | 0 | 0 | 0 | 0 | 9   | 15  | 19  | 0 | 0  | 0  | 0     | 43   |
|   | 0           | 0 | 0 | 0 | 0 | 0 | 0   | 0   | 0   | 0 | 0  | 0  | 0     | 0    |

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 | 9 | 14 | 23 | 0 | 0  | 0  | 0     | 46 |

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 | 2 | 0 | 0 | 0 | 0  | 0  | 0     | 2  |
| Students retained two or more times | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 0  |

Date this data was collected or last updated

Tuesday 9/15/2020

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

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

| Indicator                            | Grade Level |   |   |   |   |   |   |    |    |   |    |    |    | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|----|----|---|----|----|----|-------|
|                                      | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7  | 8  | 9 | 10 | 11 | 12 |       |
| Students with two or more indicators | 0           | 0 | 0 | 0 | 0 | 0 | 8 | 20 | 13 | 0 | 0  | 0  | 0  | 41    |

**The number of students identified as retainees:**

| Indicator                           | Grade Level |   |   |   |   |   |   |   |   |   |    |    |    | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
|                                     | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |       |
| Retained Students: Current Year     | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |
| Students retained two or more times | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |

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

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

| Indicator                            | Grade Level |   |   |   |   |   |   |    |    |   |    |    |    | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|----|----|---|----|----|----|-------|
|                                      | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7  | 8  | 9 | 10 | 11 | 12 |       |
| Students with two or more indicators | 0           | 0 | 0 | 0 | 0 | 0 | 8 | 20 | 13 | 0 | 0  | 0  | 0  | 41    |

**The number of students identified as retainees:**

| Indicator                           | Grade Level |   |   |   |   |   |   |   |   |   |    |    |    | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
|                                     | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |       |
| Retained Students: Current Year     | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |
| Students retained two or more times | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |



## Part II: Needs Assessment/Analysis

### School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

| School Grade Component      | 2019   |          |       | 2018   |          |       |
|-----------------------------|--------|----------|-------|--------|----------|-------|
|                             | School | District | State | School | District | State |
| ELA Achievement             | 79%    | 64%      | 54%   | 75%    | 62%      | 52%   |
| ELA Learning Gains          | 64%    | 58%      | 54%   | 65%    | 59%      | 54%   |
| ELA Lowest 25th Percentile  | 50%    | 50%      | 47%   | 52%    | 47%      | 44%   |
| Math Achievement            | 86%    | 74%      | 58%   | 84%    | 71%      | 56%   |
| Math Learning Gains         | 76%    | 66%      | 57%   | 73%    | 66%      | 57%   |
| Math Lowest 25th Percentile | 60%    | 56%      | 51%   | 60%    | 55%      | 50%   |
| Science Achievement         | 78%    | 61%      | 51%   | 76%    | 59%      | 50%   |
| Social Studies Achievement  | 94%    | 85%      | 72%   | 0%     | 91%      | 70%   |

### EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) |     |     | Total |
|-----------|-----------------------------------|-----|-----|-------|
|           | 6                                 | 7   | 8   |       |
|           | (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 | 76%    | 63%      | 13%                        | 54%   | 22%                     |
|                       | 2018 | 78%    | 63%      | 15%                        | 52%   | 26%                     |
| Same Grade Comparison |      | -2%    |          |                            |       |                         |
| Cohort Comparison     |      |        |          |                            |       |                         |
| 07                    | 2019 | 79%    | 64%      | 15%                        | 52%   | 27%                     |
|                       | 2018 | 77%    | 62%      | 15%                        | 51%   | 26%                     |
| Same Grade Comparison |      | 2%     |          |                            |       |                         |
| Cohort Comparison     |      | 1%     |          |                            |       |                         |
| 08                    | 2019 | 80%    | 66%      | 14%                        | 56%   | 24%                     |
|                       | 2018 | 83%    | 70%      | 13%                        | 58%   | 25%                     |
| Same Grade Comparison |      | -3%    |          |                            |       |                         |
| Cohort Comparison     |      | 3%     |          |                            |       |                         |

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

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

| <b>BIOLOGY EOC</b> |               |                 |                              |              |                           |
|--------------------|---------------|-----------------|------------------------------|--------------|---------------------------|
| <b>Year</b>        | <b>School</b> | <b>District</b> | <b>School Minus District</b> | <b>State</b> | <b>School Minus State</b> |
| 2019               | 0%            | 77%             | -77%                         | 67%          | -67%                      |
| 2018               |               |                 |                              |              |                           |

| <b>CIVICS EOC</b> |               |                 |                              |              |                           |
|-------------------|---------------|-----------------|------------------------------|--------------|---------------------------|
| <b>Year</b>       | <b>School</b> | <b>District</b> | <b>School Minus District</b> | <b>State</b> | <b>School Minus State</b> |
| 2019              | 93%           | 85%             | 8%                           | 71%          | 22%                       |
| 2018              | 92%           | 80%             | 12%                          | 71%          | 21%                       |
| Compare           |               | 1%              |                              |              |                           |

| <b>HISTORY EOC</b> |               |                 |                              |              |                           |
|--------------------|---------------|-----------------|------------------------------|--------------|---------------------------|
| <b>Year</b>        | <b>School</b> | <b>District</b> | <b>School Minus District</b> | <b>State</b> | <b>School Minus State</b> |
| 2019               |               |                 |                              |              |                           |
| 2018               |               |                 |                              |              |                           |

| <b>ALGEBRA EOC</b> |               |                 |                              |              |                           |
|--------------------|---------------|-----------------|------------------------------|--------------|---------------------------|
| <b>Year</b>        | <b>School</b> | <b>District</b> | <b>School Minus District</b> | <b>State</b> | <b>School Minus State</b> |
| 2019               | 100%          | 73%             | 27%                          | 61%          | 39%                       |

| ALGEBRA EOC  |        |          |                       |       |                    |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year         | School | District | School Minus District | State | School Minus State |
| 2018         | 98%    | 77%      | 21%                   | 62%   | 36%                |
| Compare      |        | 2%       |                       |       |                    |
| GEOMETRY EOC |        |          |                       |       |                    |
| Year         | School | District | School Minus District | State | School Minus State |
| 2019         | 100%   | 69%      | 31%                   | 57%   | 43%                |
| 2018         | 100%   | 71%      | 29%                   | 56%   | 44%                |
| Compare      |        | 0%       |                       |       |                    |

**Subgroup Data**

| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS |          |        |             |           |         |              |          |         |           |                   |                     |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups                                 | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2017-18 | C & C Accel 2017-18 |
| SWD                                       | 28       | 42     | 36          | 42        | 47      | 43           | 40       | 68      | 75        |                   |                     |
| ELL                                       | 41       | 67     | 70          | 56        | 63      | 63           |          |         |           |                   |                     |
| ASN                                       | 80       | 64     |             | 92        | 76      |              | 84       | 94      | 88        |                   |                     |
| BLK                                       | 73       | 70     |             | 73        | 70      |              |          |         |           |                   |                     |
| HSP                                       | 75       | 68     | 64          | 80        | 74      | 59           | 78       | 93      | 78        |                   |                     |
| MUL                                       | 90       | 73     | 60          | 87        | 81      | 83           | 92       | 100     | 80        |                   |                     |
| WHT                                       | 79       | 63     | 44          | 87        | 76      | 58           | 77       | 94      | 87        |                   |                     |
| FRL                                       | 62       | 55     | 42          | 72        | 66      | 55           | 57       | 88      | 72        |                   |                     |
| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS |          |        |             |           |         |              |          |         |           |                   |                     |
| Subgroups                                 | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |
| SWD                                       | 28       | 38     | 38          | 37        | 42      | 39           | 27       | 75      |           |                   |                     |
| ELL                                       | 21       | 44     | 52          | 38        | 52      | 50           |          | 64      |           |                   |                     |
| ASN                                       | 92       | 57     |             | 87        | 89      |              | 80       | 100     |           |                   |                     |
| BLK                                       | 80       |        |             | 80        |         |              |          |         |           |                   |                     |
| HSP                                       | 67       | 65     | 50          | 78        | 74      | 57           | 69       | 86      | 82        |                   |                     |
| MUL                                       | 84       | 67     | 50          | 86        | 77      |              | 92       | 92      | 75        |                   |                     |
| WHT                                       | 82       | 67     | 58          | 85        | 72      | 62           | 78       | 93      | 81        |                   |                     |
| FRL                                       | 65       | 58     | 46          | 75        | 63      | 54           | 67       | 87      | 72        |                   |                     |
| 2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS |          |        |             |           |         |              |          |         |           |                   |                     |
| Subgroups                                 | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2015-16 | C & C Accel 2015-16 |
| SWD                                       | 18       | 44     | 42          | 30        | 49      | 44           | 16       |         |           |                   |                     |
| ELL                                       | 26       | 60     | 62          | 43        | 63      | 71           |          |         |           |                   |                     |
| ASN                                       | 73       | 65     |             | 82        | 73      | 50           | 73       |         |           |                   |                     |
| BLK                                       | 38       | 33     |             | 56        | 73      |              | 50       |         |           |                   |                     |
| HSP                                       | 66       | 58     | 56          | 73        | 64      | 55           | 66       |         | 40        |                   |                     |
| MUL                                       | 79       | 73     |             | 88        | 87      | 90           | 64       |         | 69        |                   |                     |
| WHT                                       | 77       | 66     | 52          | 86        | 73      | 59           | 79       |         | 57        |                   |                     |

| 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 |
| FRL                                       | 61       | 60     | 58          | 74        | 64      | 55           | 62       |         | 43        |                   |                     |

### ESSA Data

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

| ESSA Federal Index  |     |
|---|-----|
| ESSA Category (TS&I or CS&I)  | N/A |
| OVERALL Federal Index – All Students  | 75  |
| OVERALL Federal Index Below 41% All Students                                    | NO  |
| Total Number of Subgroups Missing the Target                                    | 0   |
| Progress of English Language Learners in Achieving English Language Proficiency | 81  |
| Total Points Earned for the Federal Index                                       | 753 |
| Total Components for the Federal Index  | 10  |
| Percent Tested  | 99% |

### Subgroup Data

#### Students With Disabilities

|   |    |
|---|----|
| Federal Index - Students With Disabilities                                | 47 |
| Students With Disabilities Subgroup Below 41% in the Current Year?        | NO |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 0  |

#### English Language Learners

|  |    |
|--|----|
| Federal Index - English Language Learners                                | 63 |
| 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                                    | 72  |
| 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  | 75  |
| 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   | 83  |
| 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   | 74  |
| White Students Subgroup Below 41% in the Current Year?                             | NO  |
| Number of Consecutive Years White Students Subgroup Below 32%                      | 0   |
| Economically Disadvantaged Students  |     |
| Federal Index - Economically Disadvantaged Students                                | 65  |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year?        | NO  |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0   |

## Analysis

### Data Reflection

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

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

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

the state was reduced to 2 percentage points.

The 2016-2017 school year also showed ELA L25 as a growth opportunity for SMS. This is a trend that has been evident in the data for the past three years.

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

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

One contributing factor for the performance was the lack of support for all students identified in the lower quartile. For example, many students who scored a level 2 or a level 3 on their ELA FSA did not receive documented interventions. This was corrected for the 2019-2020 school year. An additional factor contributing to the lower performance was the assignment of two less-experienced teachers to teach the designated intervention courses.

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

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

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

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

- \* Both Intensive Language Arts (ILA) teachers (teachers designated to teach ELA tested standards) were new teachers to both SMS and Sarasota County Schools in the 2018-2019 school year.
- \* Not all LQ students received interventions to meet their individual needs.
- \* There was a lack of professional development for teachers and a lack of resources identified to help teachings in ILA courses.

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

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

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

- \* Strong professional development for teachers
- \* Teacher experience and knowledge
- \* Common planning time for teachers to work within collaborative groups
- \* Before school tutoring, as well as intervention opportunities in the school day

- \* Ongoing assessments for learning using iReady, Math Nation, and IXL

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- \* 4% of 6th grade students were absent over 10% of the school year
- \* 4% of 7th grade students were absent over 10% of the school year
- \* 5% of 8th grade students were absent over 10% of the school year

Each day absent results in a loss of instructional time and will affect student achievement. While

numbers have decreased from the previous school year, this continues to be an area of concern. This concern is multiplied by the added later of remote students. Each indications show lower attendance rates for remote learners.

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

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

- \* ELA FSA (Achievement, Learning Gains, LQ Learning Gains) for all students
- \* FSA Math and Algebra, Geometry End-of-Course Exams (Achievement, Learning Gains, Lower Quartile Learning Gains) for all students
- \* Continued growth in both Science and Civics evidenced by the state EOC and assessment
- \* Social Emotional Learning Support to bolster student agency, growth mindset, and overall achievement

**Part III: Planning for Improvement**

**Areas of Focus:**



**#1. Instructional Practice specifically relating to ELA**

|   |  |
|---|--|
| <b>Area of Focus Description and Rationale:</b>   | Sarasota Middle School places a high priority on ensuring that all students read on grade level to prepare students for success in high school and in post-secondary college and career readiness. All Sarasota Middle School students, whether they have reached a proficient level or not per the state test, will be supported to strive for annual growth. Sarasota Middle School will place a special emphasis on students who score in the lowest 25% of students in regards to proficiency and learning gains. Additional focus on instructional strategies for distance learners in  |
| <b>Measurable Outcome:</b>                        | By the end of the 2020-2021 school year Sarasota Middle School ELA achievement will improve by a minimum of 2 points, moving from a 79% to 81% proficiency.<br>By the end of the 2020-2021 school year Sarasota Middle School ELA overall learning gains will improve by a minimum of 4 points, moving from a 64% to 68% proficiency.<br>By the end of the 2020-2021 school year Sarasota Middle School ELA lowest quartile learning gains will improve by a minimum of 4 points, moving from a 50% to 54% proficiency.<br>By the end of the 2020-2021 school year students performance as measure by the iReady reading diagnostic will increase from 68% on grade level to 81% on grade level. |
| <b>Person responsible for monitoring outcome:</b> | Laurie Breslin (laurie.breslin@sarasotacountyschools.net)  |
| <b>Evidence-based Strategy:</b>                   | In order to meet the needs of the diverse learners at Sarasota Middle School, administration, teachers and staff will implement High Expertise Teaching Strategies and Visible Learning, as supported by The Sarasota County School District. On going progress monitoring will be continued using data to drive instruction and identify supports. Additionally, utilizing strategies for social-emotional learning at all levels. Finally, teachers are utilizing best practices for distance learning to support students learning off campus within collaborating planning teams. Identified resources and support are provided for SWD to close the achievements gaps.                      |
| <b>Rationale for Evidence-based Strategy:</b>     | High Expertise Teaching Strategies encompasses the research and work of John Hattie, Douglas Fisher and Nancy Frey with a proven positive effect on teaching and learning, including practices for engagement and impact in any setting, including distance learning. SWD have a history of academic struggle and low attendance. Resources and support designed for SWD will bolster the learning environment. On going progress monitoring will identify areas of concern and needs for interventions.   |

**Action Steps to Implement**

Continued focus on disciplinary literacy - Professional development opportunities for all contact areas in the area of disciplinary literacy strategies. Intentional teaming within the master schedule designed for collaborative planning time. Teacher led and directed planning walks. Specific professional development designed for teaching students remotely. Special emphasis on how to use tools to support literacy including Nearpod, IXL, vocabulary.com, and digital textbook resources, and the Rewards program will be strategically implemented.

**Person Responsible** Laurie Breslin (laurie.breslin@sarasotacountyschools.net)

Standards Based Lesson Planning - District and school based learning opportunities for faculty. Intentional teaming within the master schedule designed for collaborative planning time. Teacher led and directed planning walks. Technology integration to meet the needs of individual learners. Common platform configuration within the learning management system for remote and in person learning to increase clarity.

**Person Responsible** Laurie Breslin (laurie.breslin@sarasotacountyschools.net)

Targeted Interventions - Level 1 students are provided an Intensive Language Arts program with Tier 3 interventions. Level 1 students are provided Tier 2 interventions in their ELA Classroom. Level 2 students are provided Tier 2 interventions in their ELA classroom. Common planning time for ILA and ELA teachers. LAFS supplemental resource used in ILA classrooms. Critical Thinking classes are used to support targeted interventions. SWD are supported through ESE Certified teachers that provide classroom support. Finally, the Rewards Program is used for small group instruction for struggling readers multiple years below grade level.

**Person Responsible** Laurie Breslin (laurie.breslin@sarasotacountyschools.net)

Progress Monitoring - Classroom summative and formative assessments to monitor progress. District iReady Data Chats, Data chats with students and teachers. IXL and vocabulary.com implementation in ELA classrooms. Data analysis in professional learning communities during common planning time. SWST team focus. Extended Pawsome Tutoring Hours are available beginning quarter 2 to virtually assist students.

**Person Responsible** Laurie Breslin (laurie.breslin@sarasotacountyschools.net)

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

Sarasota Middle School places a priority in advancing all students' conceptual understanding and holds the belief that all students can perform at grade level or above in mathematics, given appropriate supports. Teachers are committed to ensuring all students demonstrate annual growth. Purposeful collaboration allows for the development of collective teacher efficacy and to maximize student growth. Students who have previously scored in the lowest quartile are provided specific interventions in order to close the achievement gaps and prepare students for high school and college and career. An additional focus will be added this year to support distance learning students.

**Measurable Outcome:**

By the end of the 2020-2021 school year, Sarasota Middle School Math Achievement as measured by the State FSA Math test and the Algebra and Geometry end of course exams, will improve by a minimum of 2 points moving from a 86% to 88% proficiency. The overall math learning gains will increase from 76% to 80%. The lower quartile learning gains will increase from 60% to 64%. Both the Algebra and Geometry achievement levels for students will stay at 100%. On grade level performance on the iReady Math Diagnostic will increase from 59% on level to 88% on level.

**Person responsible for monitoring outcome:**

Kira Walsh (kira.walsh@sarasotacountyschools.net)

**Evidence-based Strategy:**

In order to meet the needs of the diverse learners at Sarasota Middle School, we will implement High Expertise Teaching Strategies and Visible learning. PLC groups will continue the focus on transparent learning intentions and success criteria. This year, teams will pursue cultural proficiency supports by social emotional learning and building collective teacher efficacy to support high expectations for student performance. An additional focus on distance learning, teaching and assessment strategies will be implemented to support student success.

**Rationale for Evidence-based Strategy:**

High Expertise Teaching Strategies encompasses the research and work of Hattie, Fisher, and Frey with a proven positive effect on teaching and learning. Further, Fisher and Frey in conjunction with John Almodine and Karen Flores have worked to provide specific strategies for teaching remote students relying on the components of Visible Learning as outlined by Hattie.

**Action Steps to Implement**

High Quality Professional Development:

- \*iReady Data Chats/Professional Development by Curriculum Associates
- \*District Algebra and Geometry professional development to support the content and rigor of the high school course. PD focus on standards-based planning, teacher clarity, tiered interventions
- \*Algebra teachers to collaborate with all math teachers in order to make a school-wide impact
- \*School grade professional development to support understanding of calculations and subcategories
- \*ESE Aides are provided with professional development to increase impact on math student achievement
- \*Professional learning opportunities around content standards and item specifications to focus on instructional decision making
- \*Specific professional development on the USA Test Prep Resource for math formative and summative assessments
- \*Professional development targeted to support the needs of remote learners

**Person Responsible**

Kira Walsh (kira.walsh@sarasotacountyschools.net)

### Technology and Curriculum Rich Classrooms

- \*Instructional Focus Guides to classroom pacing and progression decision making
- \*IXL online supplemental resource to practice and use for remediation skills. Utilized for on grade level and below grade level students
- \*iReady data chats
- \*Standards mastery utilized to vary student exposure to varying depths of knowledge and FSA style questions.
- \*Toolbox resources utilized in the math classroom to differentiated learning activities
- \*ESE inclusion model used to support exceptional students in the least restrictive environment
- \*Big Ideas standards aligned textbook and online resources
- \*Implementation of USA Test Prep and Math Nation to support student learning

**Person Responsible** Kira Walsh (kira.walsh@sarasotacountyschools.net)

### Formative Assessments and Progress Monitoring:

- \*District benchmarks for Algebra and geometry utilized and results analyzed for instructional direction
- \*iReady data utilized to create instructional groups for lowest quartile students
- \*iReady data reviewed weekly by classroom teachers and admin with a focus on instructional alerts, time of task, and individual lesson pass rate
- \*MAFS and Teacher Toolbox lessons used to support grade level standards
- \*Tier 3 interventions provided in Math Labs and/or Critical Thinking classrooms
- \*Lowest quartile student information provided to staff and data reviewed at School Leadership Team meetings
- \*Problem solving conversations focused on lowest quartile students during SWST, core team, teacher conferences, and Principal/Assistant Principal Meetings.
- \*Extended Pawsome Tutoring Hours are available to assist students virtually beginning quarter 2.

**Person Responsible** Kira Walsh (kira.walsh@sarasotacountyschools.net)

### Collaborative Planning/Professional Learning Communities:

- \*SMS teachers engage in weekly PLCs facilitated by a School Leadership Team leader. During these sessions, teachers collaborate on a mathematical best practice, grade level student data, and differentiated lesson planning to meet the needs of all learners.
- \*Teachers collaborate with ESE and ELL personnel to ensure student success.
- \*Intentional content area planning built into master schedule.

**Person Responsible** Kira Walsh (kira.walsh@sarasotacountyschools.net)

### Provide High Quality Resources Enhance Curriculum:

- Implementation of vetted and approved Curriculum Associates materials in the core curriculum
- IXL diagnostic and online learning and practice utilized in core classroom and math labs
- iReady Online instruction 2 days per week
- Math Nation incorporated into intervention time targeted to Algebra and Geometry students
- Math Nation On-ramp for Pre-algebra students as preparation for Algebra
- Khan Academy for standards-based reteach
- USA Test Prep for Algebra and Geometry

**Person Responsible** Kira Walsh (kira.walsh@sarasotacountyschools.net)

**#3. Instructional Practice specifically relating to Science**

**Area of Focus Description and Rationale:** Students in the State of Florida are assessed on their understanding of the science standards and curriculum in grades 5, 8, and 10. Sarasota Middle School teachers understand the importance of supporting all students to reach proficiency on the 8th grade science standards in order to be high school ready, and ultimately college/career ready.

**Measurable Outcome:** By the end of the 2020-2021 school year, Sarasota Middle School performance on the Science 8th Grade State Assessment will increase by a minimum of 3 points, moving from a 77% to a 80% proficiency rate.

**Person responsible for monitoring outcome:** Kira Walsh (kira.walsh@sarasotacountyschools.net)

**Evidence-based Strategy:** In order to meet the needs of the diverse learners at Sarasota Middle School, we will implement High Expertise Teaching Strategies and Visible learning. PLC groups will continue the focus on transparent learning intentions and success criteria. This year, teams will pursue cultural proficiency supports by social emotional learning and building collective teacher efficacy to support high expectations for student performance. An additional focus on distance learning teaching and assessment strategies will be implemented to support student success.

**Rationale for Evidence-based Strategy:** High Expertise Teaching Strategies encompasses the research and work of Hattie, Fisher, and Frey with a proven positive effect on teaching and learning. Further, Fisher and Frey in conjunction with John Almodine and Karen Flores have worked to provide specific strategies for teaching remote students relying on the components of Visible Learning as outlined by Hattie.

**Action Steps to Implement**

Focus on engaging students in 21st Century technology in the science classroom.

- Utilize district provided Discovery Techbook to engage learners
- Professional development focused on integration of Techbook into SMS classrooms
- Purposeful, PLC time to collaborate with other science content teachers
- Focused standards-based lesson plans
- District and school level professional development to include disciplinary literacy, instructional rounds, Teacher Clarity
- Disciplinary literacy strategies utilized in the science classroom

**Person Responsible** Kira Walsh (kira.walsh@sarasotacountyschools.net)

Ensure mastery of 6-8 grade standards using a spiraled curriculum review

- Teachers will utilize the SCSB IFG and the FLDOE Science Content Focus resources to prioritize and make connections in grade level content (Nature of Science, Earth Space, Physical Science and Life Science)
- Mini lesson and Assessment result review to identify areas of need to differentiate instruction
- Standards-based needs shared between grade level teachers

**Person Responsible** Kira Walsh (kira.walsh@sarasotacountyschools.net)

Ongoing standards-based progress monitoring:

- Classroom formative and summative assessments
- Common Summative Unit Assessment Data Chats

- Use of vocabulary.com for tier 3 content specific vocabulary, and Quizlet
- Common list of science expectations for vertical alignment between the grade levels
- Data driven discussions in PLC groups
- Common assessment implementation and data analysis

**Person Responsible** Kira Walsh (kira.walsh@sarasotacountyschools.net)

Targeted Intervention

- Lowest Quartile Bootcamps
- Tier 2 interventions in science classroom to support learners
- ESE aides are provided with Professional development to increase impact student achievement
- Extended Pawsome Tutoring Hours are available to assist students virtually as interventions are needed.

**Person Responsible** Kira Walsh (kira.walsh@sarasotacountyschools.net)



**#4. Culture & Environment specifically relating to Social Emotional Learning****Area of****Focus**

Ensuring a safe, healthy and supportive school environment in the foundation of student success. Social Emotional Learning Support at SMS will bolster student agency, growth mindset and overall achievement.

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

By the end of the 2020-2021 school year, all SMS staff will have attended a professional development opportunity in SEL, and will implement the strategies resulting in a supportive school environment for both brick and mortar and remote learners. Additionally, the SMS Admin team will read and collaborate on the book, Social Emotional Learning and the Brain in order to better assist students.

**Person responsible for monitoring outcome:**

Stacey Tinkis (stacey.tinkis@sarasotacountyschools.net)

**Evidence-based Strategy:**

Provide expectations of specific strategies to create supportive brick and mortar and remote classroom environments to support outcomes for all students. Teach students how to handle relationships, including with people whose backgrounds differ from their own. Guide students in making responsible decisions.

**Rationale for Evidence-based Strategy:**

Teachers face an increasingly difficult challenge to ensure a positive school experience for students. Many students carry the effects of adverse experiences that require increased guidance towards stress management, impulse control, and self-efficacy. By teaching and modeling empathy, students can better feel understood and to better understand others.

**Action Steps to Implement**

Create classroom and school-wide conditions that support positive social and emotional learning environments:

- School based professional development opportunities
- Positive and inspirational quotes over the daily morning announcements
- Positive Behavior Support utilized school wide
- Mental Health Counselor supporting campus
- Life Skills groups with behavior specialist
- Staff and students embrace the tenants of Civility Squad with highlighted monthly focus
- CHAMPS implementation school-wide to support high expectations for all
- SMS staff greet and welcome students daily at every entryway
- Clubs to promote acceptance and belonging on school campus
- 5 Hour training on Mental Health offered for all students
- PBIS Celebrations to promote positive behavior on campus
- Student support in HomeBase with NearPod SEL Module

**Person Responsible**

Stacey Tinkis (stacey.tinkis@sarasotacountyschools.net)

Integration of SEL in academic content areas:

- School Counselors to classroom visits and lessons
- Teachers participate in optional professional development focused on integration of SEL into content area
- School-based staff members to model integration into classrooms
- Panther Panther system used to acknowledge students modeling the Panther Pact

**Person Responsible**

Stacey Tinkis (stacey.tinkis@sarasotacountyschools.net)

Progress Monitoring:

- PBIS team collects and analysis ongoing discipline data to identify trends
- School-wide support team monitors academic progress
- CAPS and SWST teams monitor Duty to Inform and other mental heath data
- Quarterly meetings with pupil support specialist to review Gate Keeper, Mental Health Referrals, Threat Assessments

**Person Responsible** Stacey Tinkis (stacey.tinkis@sarasotacountyschools.net)



**#5. Instructional Practice specifically relating to Social Studies**

**Area of Focus Description and Rationale:** Sarasota Middle School teachers understand the importance of students knowledge of the US democracy and Constitution in order to support our students in being productive US Citizens. Teachers will take this understanding and use it to support student success of the 8th grade Civics End-of-Course State Assessment.

**Measurable Outcome:** By the end of the 2020-2021 school year, students assessed at Sarasota Middle School on the Civics End of Course exam will perform collectively at a 94% proficiency rate or higher to maintain, or increase, previous school-wide performance on the state EOC.

**Person responsible for monitoring outcome:** Stacey Tinkis (stacey.tinkis@sarasotacountyschools.net)

**Evidence-based Strategy:** In order to meet the needs of the diverse learners at Sarasota Middle School, administration, teachers and staff will implement high expertise teaching strategies (Saphier) and Visible Learning (Hattie), as supported by the Sarasota County School District. Additionally, teachers will implement specific strategies designed to support all students whether learning in person or remotely.

**Rationale for Evidence-based Strategy:** High Expertise Teaching Strategies encompasses the research and work of Hattie, Fisher, and Frey with a proven positive effect on teaching and learning. Further, Fisher and Frey in conjunction with John Almodine and Karen Flores have worked to provide specific strategies for teaching remote students relying on the components of Visible Learning as outlined by Hattie.

**Action Steps to Implement**

1. Focus on disciplinary literacy:
- Continued work in PLCs to determine interdisciplinary connections
  - Vertical planning with in department
  - Planning opportunities across programs (PGA and ATA) and grade levels
  - Continued time built in for collaboration for connection to the real-world
  - Focused standards-based lesson plans
  - Disciplinary literacy strategies utilized in the classroom

**Person Responsible** Stacey Tinkis (stacey.tinkis@sarasotacountyschools.net)

2. Ongoing standards-based progress monitoring:
- Classroom formative and summative assessments
  - Benchmark Assessment Data Chats
  - iReady data (ELA)
  - Progress monitoring of FSA Level 1 and low 2 students across curriculum
  - Use of vocabulary.com and data analysis
  - Common assessment implementation and data analysis
  - Academic Bootcamps Quarter 3 and 4 as data indicates the need
  - Extended Pawsome Tutoring Hours will be implemented starting Quarter 2 to virtually support student learning.

**Person Responsible** Stacey Tinkis (stacey.tinkis@sarasotacountyschools.net)

**Additional Schoolwide Improvement Priorities**

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

**Student attendance rate is important because students are more likely to be successful academically when they attend school on a consistent basis. It is often difficult for the teacher to build the student skills and progress if they are not participating in the classroom. During the last full school year, 10% of students had attendance below 90 percent. We are concerned that remote learners will have a higher rate of nonattendance. We will be working through feedback from teachers and attendance reports to monitor attendance of both remote and in-person students.**

**Student with frequent absences will be referred to our SWST team for intervention techniques. Some techniques that we will use include:**

- \*Daily phone calls to parents notifying them that their son or daughter has been absent**
- \*Contact with parents through phone call/conferences**
- \*Administrator follow up with students and parents**
- \*Notice mailed home to parents documenting the absences**
- \*Positive behavior support for students who have good attendance**
- \*Service referrals by Social Worker**
- \*Case Staffing**
- \*Second Change Agreements**
- \*Monthly/Quarterly/Semester attendance data analysis**

## 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.

Per Dr. Bridwell-Mitchell, "a culture will be strong or weak depending on the interactions between people in the organization. In a strong culture, there are many, overlapping, and cohesive interactions, so that knowledge about the organization's distinctive character — and what it takes to thrive in it — is widely spread."

We believe that a strong culture is built on a foundation of multiple-modality communication between all stakeholders. Shared values, high expectations, the school's overall vision and mission are the cornerstone of all decision making at Sarasota Middle School.

Communication with Teachers/Staff:

- \*We host a monthly staff meeting designed to provide support and information to all staff.**
- \*Every Friday an email is sent to all staff noting point of pride for the week.**
- \*Email is used for ongoing communication, along with Microsoft teams.**

- \*Monthly School Leadership Team meetings are held.
- \*Weekly PLCs are held to offer time for collaboration.
- \*Each administrator offers meetings as requested and each promotes an open door policy for staff support.

Communication with Students:

- \*Students receive daily announcements before school, including a positive quote and a reminder of the SMS Panther Pact: Be Prepared, Polite, Productive and Safe
- \*Students have access to the SMS School You Tube Channel
- \*Students have access to our website which posts announcements, has resources, and links to our Facebook feed.
- \*Students have access to Black Board for all course information.
- \*Student Tech Help Sessions implemented for virtual evening hours to support students
- \*Extended Pawsome Virtual Tutoring Hours Available

Communication with Families:

- \*Daily announcements are posted on our website, including a positive quote and a reminder of the SMS Panther Pact: Be Prepared, Polite, Productive and Safe
- \*Families have access to the SMS School You Tube Channel
- \*Use of Facebook and Instagram
- \*SMS Marquee
- \*Parents have access to Black Board for all course information.
- \*Monthly PTSO meetings
- \*Monthly SAC meetings
- \*Weekly announcements via Connect Ed
- \*Letters to families at the start of the year
- \*Open House in September
- \*SPIN Night in January
- \*School Tours for interested families
- \*Volunteer Recognition Programs
- \*Donuts with dad event
- \*Ongoing music concerts and athletic events

Communication with Volunteers and Business Partners:

- \*Use of Facebook and Instagram
- \*Monthly PTSO meetings
- \*Monthly SAC meetings
- \*Volunteer Recognition Programs
- \*Volunteer/Business Partner Annual Breakfast each Spring

**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.**

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|---|--------|--|--------|
| 1 | III.A. | Areas of Focus: Instructional Practice: ELA  | \$0.00 |
| 2 | III.A. | Areas of Focus: Instructional Practice: Math | \$0.00 |

|               |        |  |               |
|---------------|--------|--|---------------|
| 3             | III.A. | Areas of Focus: Instructional Practice: Science                  | \$0.00        |
| 4             | III.A. | Areas of Focus: Culture & Environment: Social Emotional Learning | \$0.00        |
| 5             | III.A. | Areas of Focus: Instructional Practice: Social Studies           | \$0.00        |
| <b>Total:</b> |        |  | <b>\$0.00</b> |