2013-2014 SCHOOL IMPROVEMENT PLAN

Brookside Middle School

3636 S SHADE AVE

Sarasota, FL 34239

941-361-6472

www.sarasotacountyschools.net/brookside

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	No	64%

Alternative/ESE Center	Charter School	Minority Rate
No	No	45%

School Grades History

2013-14	2012-13	2011-12	2010-11
B	A	B	A

SIP Authority and Template

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

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Brookside Middle School

Principal
Kristine Lawrence

School Advisory Council chair
Joan Cardinale

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Eric Idoyaga	Assistant Principal

District-Level Information

District
Sarasota

Superintendent
Mrs. Lori White

Date of school board approval of SIP
Pending

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Kristine Lawrence, Principal of Brookside Middle School
Joan Cardinale, Chairperson, Community Member, and not a school board employee
Emmie Annetta, Classified Employee at Brookside Middle School
Todd Goodman, Parent, and not a school board employee
Linda Ohnsta, Citizen, and not a school board employee
Stephanie Cordone, Teacher at Brookside Middle
Karen Chester, Teacher at Brookside Middle
Ida Jones, Citizen, and not a teacher at Brookside Middle School

Involvement of the SAC in the development of the SIP

The purpose of the School Advisory Council is to enhance school site decision making, to serve in an advisory capacity to the principal regarding school improvement, to assist in the preparation and evaluation of the school improvement plan, and to provide input on the budget and use of school improvement funds.

Activities of the SAC for the upcoming school year

The SAC committee will meet monthly to review any proposals by students, staff, parents, and or community members that directly impact student learning. As a group the committee is charged with approving and allocating funds for the programs that best target our SIP goals.

Projected use of school improvement funds, including the amount allocated to each project

Current projects approved by SAC for 2013 include; Homework Help, and various professional development activities.
The SAC budget has a balance of $14,513 dollars. Projects that have been approved to date are as follows:
• Homework Help - $4000.00
• Professional Development - $500.00
• Future Projects - $500.00

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Kristine Lawrence		
Principal	Years as Administrator: 5	Years at Current School: 2

Credentials	BA Spanish & German Ball State University; MS Sec. Ed. Teaching Life License Indiana University; Administrative Leadership Indiana University; Administrative Leadership Renewal Butler University Professional Educators Certificate: K-12
Performance Record	2011-present as Principal at Brookside Middle School 2012-2013: School Grade A; Reading Proficiency of 63%, Math Proficiency of 60%, Writing Proficiency of 65%, and Science Proficiency of 53%, Learning Gains for Reading 68%, Learning Gains for Math 72%, Reading Learning Gains for Lower 25% = 69%, Math Learning Gains for Lower 25% = 64% 2011-2012: School Grade B; Reading Proficiency of 61%, Math Proficiency of 62%, Writing Proficiency of 79%, and Science Proficiency of 48%, Learning Gains for Reading 61%, Learning Gains for Math 69%, Reading Learning Gains for Lower 25% = 60%, Math Learning Gains for Lower 25% = 62% 2008 – 2011 as Principal at Woodland Middle School WMS achieved a school rating of "A" for all three years of service

Eric Idoyaga		
Asst Principal	Years as Administrator: 2	Years at Current School: 2

Credentials	BA Business & Finance from Florida International University MS in Math Education form Nova Southeastern University Plus 45 form Connected University Ed Leadership Certification course work from Phoenix University Florida Education Certification in: Ed Leadership K-12 and Math Education 5-9
Performance Record	2011-present as Assistant Principal at Brookside Middle School 2012-2013: School Grade A; Reading Proficiency of 63%, Math Proficiency of 60%, Writing Proficiency of 65%, and Science Proficiency of 53%, Learning Gains for Reading 68%, Learning Gains for Math 72%, Reading Learning Gains for Lower 25% = 69%, Math Learning Gains for Lower 25% = 64% 2011-2012: School Grade B; Reading Proficiency of 61%, Math Proficiency of 62%, Writing Proficiency of 79%, and Science Proficiency of 48%, Learning Gains for Reading 61%, Learning Gains for Math 69%, Reading Learning Gains for Lower 25% = 60%, Math Learning Gains for Lower 25% = 62%

Classroom Teachers

# of classroom teachers
61

 # receiving effective rating or higher
0, 0%

 # Highly Qualified Teachers
164%

 # certified in-field
100, 164%

 # ESOL endorsed
10, 16%

 # reading endorsed
5, 8%

 # with advanced degrees
44, 72%

 # National Board Certified
1, 2%

 # first-year teachers
10, 16%

 # with 1-5 years of experience
16, 26%

 # with 6-14 years of experience
15, 25%

 # with 15 or more years of experience
29, 48%

Education Paraprofessionals

# of paraprofessionals
10

 # Highly Qualified
10, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
7

 # receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Recruitment:
Sarasota County Public Schools, Human Resource Department is responsible for the recruitment of

highly qualified certified teachers for all district schools. School administrators have assisted in this process as job fair liaisons for the district.
Retention:
Our retention strategy has multiple layers which are, to provide ongoing instructional support and to acknowledge professional accomplishments and growth.
Teachers work in a collaborative environment called professional learning communities with other teachers in their subject area to address instructional issues and concerns. Support staff work alongside teachers to aide with the MTSS/RTI process. The district's professional development network affords our teachers opportunities for professional growth and provides options to target individual needs. Making available to our teachers opportunities to become teacher leaders, ie. Department Chairs, Curriculum Leaders, Book Study Facilitators, along with various school activity supervisor opportunities.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

SCIP Purpose:
The purpose of the Sarasota County Induction Program (SCIP) is to provide new School Board appointed instructional hires, (Category 1), with support for professional growth through mentorship. The intent of the School Board of Sarasota County to hire and retain quality teachers. Therefore, it is the Mentor's role to familiarize New Hires with the performance expectations on the PRIDE Rubric (Professional Rubrics Investing and Developing Educator Excellence) and the "Look Fors" that reinforce it.
SCIP Mentor Requirements: Mentor agrees to the following:
– Meet with Lead Mentor ASAP if any concerns arise regarding the mentoring relationship
– Discuss PRIDE in depth
– Review PRIDE forms prior to administrator's use for observation/evaluation
– Attend cohort meetings upon request of Administration and or Lead Mentor
– Schedule meeting dates in accordance with SCIP Requirements
– Maintain an accurate Meeting Log
– Observe New Hire teaching, complete and review Observation Form together
– Complete SCIP Mentor Video Reflection, Observation and Feedback Form
– Complete New Hire Video Reflection, Observation and Feedback Form
– Complete CATEGORY 1 (ONLY): PRIDE DOCUMENT CHECKLIST AND REVIEW FORM and ALL SCIP Requirements with fidelity

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

MTSS/RTI team meets weekly for 1 hour. The meetings are structured to address teacher needs, provide support, and offer recommendations for students in academic and or behavioral distress. The MTSS/RTI team member/s will also meet with the teachers individually to assist with the process, the collection of data, and to review outcomes to assure every student is receiving targeted effective core instruction .
An MTSS/RTI representative will attend PLC's, & Department Meetings to outline the process and assist

with the decision making process . Ongoing professional development opportunities are made available for the entire staff. This insures program responsibilities and expectations are effectively communicated to all instructional staff members. The information is disseminated during staff meeting, during PLCs., and via the use of e-mail.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Mrs. Lawrence (Principal) – Administrator responsible for implementation, support, and effectiveness of the MTSS/RTI program and the SIP to be utilized by the instructional staff.
Mr. Idoyaga (Assistant Principal) – Administrator responsible for the MTSS/RTI procedural process, monitor and evaluate program effectiveness, and to provide support and professional development for MTSS team members and the instructional staff.
Mr. Reichmann (Guidance) – MTSS/RTI Facilitator - Provides support to teachers with academic concerns related to the MTSS/RTI process as needed.
Ms. Sims (Guidance) – MTSS/RTI Time Keeper - Provides support to teachers with academic concerns related to the MTSS/RTI process are needed.
Mr. Serino (Behavior Specialist) - Provides support to teachers with behavioral concerns related to the MTSS/RTI process are needed.
Ms. Mims (ESE Liaison) – Provides guidance ,insight and recommendations related to the CARE process as needed.
Ms. Campbel (Physiologist) – Provides guidance, insight , and recommendations related to student evaluations.
Ms. Fuller (Attendance) – Provides guidance, insight, and recommendations related to any attendance concerns.
Ms. Adams (School Social Worker) - Provides guidance, insight, and recommendations related to social history, and related programs.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The response to intervention (RtI) model is a multi-tiered approach to providing services and interventions to students at increasing levels of intensity based on progress monitoring and data analysis. It also may be used to assist the school in identifying students who may require more intensive instructional services and/or be eligible for additional support.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Tier 1 is teacher based data which stems from formative & summative testing and observations. For Tier 1 teachers collect data and the data is kept by each individual teacher.
Tier 2 data is collected from Intensive Reading and Math teachers according to their formative and summative assessments. Behavior Data is collected and maintained by the Behavior Specialist & Administration through observations and discipline logs.
Tier 3 data is derived from the RtI Data Based Teams. Tier 3 information is then input onto the Sarasota County Schools Data Base.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Individual staff are trained by the MTSS/RtI Leadership Team on an as needed basis. Staff members also receive continued professional development throughout the school year at staff meetings and PLC's. There is also an ongoing dialog with staff to review data and track student progress. This data is

updating regularly in our data information system to assure students behavior, attendance, and academics concerns are accessible to all relevant instructional staff members

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 10,800

The school has put in place extended learning opportunities as a means to move more students toward performing at or above grade level. This is facilitated by two programs; Homework Help & Friday Night School. Homework help is available weekly, Monday through Thursday mornings, and is staffed with certified teachers. The core subject areas is the primary focus of the program, and is designed as an extended layer of support to ensure every student receives individualized instruction as needed. The second program, Friday Night School (FNS) is used to address our students that fall behind or have difficulties completing assignments. Parents are notified and the student is scheduled to attend FNS which is staffed using certified teachers. The core subject areas is the primary focus of the program, and the support is designed to ensure students are responsible for their learning, and to build accountability.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Student data is used to inform teachers when the opportunity to attend our extended learning programs might be beneficial. Continued progress monitoring once the student is participating in the programs allows teachers to determine if the support is sufficient or if additional support using the MTSS/RTI process might be needed.

Who is responsible for monitoring implementation of this strategy?

Mrs. Lawrence (Principal) & Mr. Idoyaga (Assistant Principal) are responsible for monitoring the program. Teachers provide data driven feedback related to the effectiveness of the programs, and administration reviews progress monitoring data to continue evaluating the program's effectiveness.

Strategy: Extended Day for All Students

Minutes added to school year:

Strategy Purpose(s)
""

How is data collected and analyzed to determine the effectiveness of this strategy?

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Kristine Lawrence	Principal
Eric Idoyaga	Assistant Principal
Stephanie Cordone	LA Department Chair & 7th Grade Language Arts PLC Leader
Beverly Horn	8th Grade Language Arts PLC Leader
Lisa Puleo	6th Grade Language Arts PLC Leader

How the school-based LLT functions

The LLT meets monthly regarding Literacy Based instruction, monthly literacy news of current literacy strategies, sending literacy strategies to all content areas to encompass reading and writing in the Core Content Area. Literacy strategies were discussed during Pre-School week and will continue throughout the school year. These decisions involve scheduling of classes, grade level curriculum, school-wide strategies, test data analyzing, common assessments, and countywide initiatives. These discussions will occur during staff meetings and PLC's weekly meetings at the content area grade level.

Major initiatives of the LLT

Brookside Middle School is implementing the following major initiatives:
• WOW school wide vocabulary strategies
• Providing on-going training related to the IEngage lesson design to the LA Cadre, SS Cadre, Science Cadre, and Math Cadre
• Continue the work of PLC's in developing and implementing common assessments
• iEngage model and Excellence in writing (Support from district personnel in writing & reading strategies).
• Continued integration of the Sunshine State Standards with the Common Core State Standards

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

All teachers work on school-wide literacy components in their content areas. Teachers incorporate reading, writing, listening and speaking skills in their classes aligned with Sushine State Standars and include the intergation of Common Core standards. Brookside Middle School utilizes a school-wide vocabulary program (WOW Words) which highlight Greek and Latin roots for vocabulary development and increased reading
comprehension. Students are provided with notebooks to maintain their WOW words and each core teacher teaches a segment of the word part, including using the words in sentences in their content area. The Administration Team supports the WOW words by introducing the word part each week on the morning news show. Reading performance data is provided and discussed with all content area teachers.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Through our Tech Active Classrooms of Tomorrow (TACOT), teachers foster teamwork and support hands-on learning activities that have real world relevance. The lessons and activities align the Sunshine State Standards to the Common Core State Standards which also are designed to promote college and career readiness. Instructionally teachers use the "iEngage" lesson design which promotes collaboration, accountable team task, along with guided instruction to uncover misconceptions and facilitate learning process.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Brookside participates with Junior Achievement (JA) twice per year both in the 7th and 8th grade classes. We partner with JA to visit a nearby college. Our Guidance Department assists our students with career planning and high school selections. During the past two years we have also strengthened our STEM curriculum to include clubs, programs, and community partnerships.

Strategies for improving student readiness for the public postsecondary level

Students receive information, support, and guidance from staff, community members, and administrators on a daily basis related to the importance of higher learning leading towards college career path or other post secondary opportunities.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	70%	62%	No	73%
American Indian				
Asian	83%	71%	No	85%
Black/African American	47%	30%	No	52%
Hispanic	65%	55%	No	69%
White	75%	72%	No	78%
English language learners	44%	24%	No	50%
Students with disabilities	49%	20%	No	54%
Economically disadvantaged	62%	54%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	266	32%	34%
Students scoring at or above Achievement Level 4	241	29%	31%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		47%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		53%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	558	68%	72%
Students in lowest 25% making learning gains (FCAT 2.0)	142	69%	73%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	29	66%	79%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		65%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	13	30%	63%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	180	64%	68%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		100%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	65%	58%	No	69%
American Indian				
Asian	88%	93%	Yes	89%
Black/African American	43%	35%	No	48%
Hispanic	59%	44%	No	63%
White	71%	69%	No	74%
English language learners	48%		No	54%
Students with disabilities	36%	12%	No	42%
Economically disadvantaged	56%	48%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	238	29%	31%
Students scoring at or above Achievement Level 4	240	29%	31%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	13	77%	77%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		23%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	591	72%	76%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	131	64%	68%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	108	13%	100%
Middle school performance on high school EOC and industry certifications	108	13%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		8%
Students scoring at or above Achievement Level 4	91	92%	92%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		100%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	89	31%	33%
Students scoring at or above Achievement Level 4	69	24%	26%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		100%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		4
Participation in STEM-related experiences provided for students	30	100%	100%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	301	36%	40%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	15	1%	3%
Completion rate (%) for CTE students enrolled in *accelerated* courses		100%	100%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	51	9%	5%
Students who fail a mathematics course	13	1%	1%
Students who fail an English Language Arts course	4	0%	0%
Students who fail two or more courses in any subject	5	0%	0%
Students who receive two or more behavior referrals	109	19%	16%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	179	31%	26%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Increase participation hours by parents, high school students, and community members from less than 1000 hours for the 2012-13 school year to 2500 hours for 2012-13. An active PTSO organization assisting with daily activities which include the Positive Behavior Support rewards program, Literacy Night, Chapter Chats Program, Renaissance, school book store, classroom assistance, ESOL Night, Texcellence program, & with extra circular activities.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Positive Behavior Support Rewards Program (bi-weekly)	3	100%	100%
Literacy Night	12	100%	100%
Chapter Chats (weekly)	8	100%	100%
Renaissance Day (3 times per year)	10	100%	100%
School Book Store	3	100%	100%
Classroom Assistance (on-going)	5	100%	100%
ESOL Night	15	100%	100%
Texcellence	65	100%	100%

Goals Summary

G1. By the end of the 2013-14 school year, 70% of Brookside Middle School students' will be at level 3 or above, and make appropriate learning gains as outlined by the Florida Department of Education in Reading.

G2. By the end of the 2013-14 school year, 70% of Brookside Middle School students' will be at level 3 or above, and make appropriate learning gains as outlined by the Florida Department of Education in Math.

G3. By the end of the 2013-14 school year, 70% of Brookside Middle School students' will be at level 3.5 or above in writing.

G4. By the end of the 2013-14 school year, 60% of Brookside Middle School 8th grade science students' will be at level 3 or above in science.

Goals Detail

G1. By the end of the 2013-14 school year, 70% of Brookside Middle School students' will be at level 3 or above, and make appropriate learning gains as outlined by the Florida Department of Education in Reading.

Targets Supported

- Reading (FCAT2.0, Learning Gains)
- Writing

Resources Available to Support the Goal

- iEngage instructinal model, Instructional Indicators for Success, iEngage reflective lesson plan, FAIR Tool Kit, Wow Words vocabulary program, FCAT Explorer, Common School assessments, professional learning communities, and District Benchmark Assessments

Targeted Barriers to Achieving the Goal

- Implementing the Instructional Focus Calendar/Standards with fidelity while still attaining desired student results.

Plan to Monitor Progress Toward the Goal

Teachers will participate and implement the professional development content related to iEngage lesson design, continue to utilize the school wide vocabulary development program to promote literacy across content areas, and work with curriculum leaders to create and evaluate instructional lessons to ensure effectiveness.

Person or Persons Responsible

Administrative Team, Department Chairs, and Curriculum Leaders Chairs

Target Dates or Schedule:

Scheduled Professional Development Days, Monthly Curriculum Leader/Department Meetings, & Quarterly Assessment Data

Evidence of Completion:

Scheduled Professional Development Days, Monthly Curriculum Leader/Department Meetings, & Review Quarterly Assessment Data

G2. By the end of the 2013-14 school year, 70% of Brookside Middle School students' will be at level 3 or above, and make appropriate learning gains as outlined by the Florida Department of Education in Math.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- iEngage instructinal model, Instructional Indicators for Success, iEngage reflective lesson plan, FAIR Tool Kit, Wow Words vocabulary program, FCAT Explorer, Common School assessments, professional learning communities, and District Benchmark Assessments

Targeted Barriers to Achieving the Goal

- Implementing the Instructional Focus Calendar/Standards with fidelity while still attaining desired student results.

Plan to Monitor Progress Toward the Goal

Teachers will participate and implement the professional development content related to iEngage lesson design, continue to utilize the school wide math basic skills development program "Green Test", and work with curriculum leaders to create and evaluate instructional lessons to ensure effectiveness.

Person or Persons Responsible

Administrative Team, Department Chairs, and Curriculum Leaders Chairs

Target Dates or Schedule:

Scheduled Professional Development Days, Monthly Curriculum Leader/Department Meetings, & Quarterly Assessment Data

Evidence of Completion:

Scheduled Professional Development Days, Monthly Curriculum Leader/Department Meetings, & Review Quarterly Assessment Data

G3. By the end of the 2013-14 school year, 70% of Brookside Middle School students' will be at level 3.5 or above in writing.

Targets Supported
- Writing

Resources Available to Support the Goal
- Instructional Indicators for Success, iEngage reflective lesson plan, District writing prompts, FCAT 2.0 writing rubric and samples, Safari Live Writing workshop, WOW words and notebooks

Targeted Barriers to Achieving the Goal
- Monitoring writing progress using the holistic writing scoring rubric.

Plan to Monitor Progress Toward the Goal

To incorporate writing lessons within content areas using grade level writing prompts to monitor the writing process, monitor how students organize and plan their their writing, and evaluate progress using the DOE writing scoring rubric.

Person or Persons Responsible
Administrative Team, LA Department Chairs, and LA Curriculum Leaders

Target Dates or Schedule:
Scheduled Professional Development Days, Monthly Curriculum Leader/Department Meetings, & Quarterly Assessment Data

Evidence of Completion:
Teacher on-going observations using the Instructional Information System, PLC Meeting logs, Data from writing prompts

G4. By the end of the 2013-14 school year, 60% of Brookside Middle School 8th grade science students' will be at level 3 or above in science.

Targets Supported
- Science

- Science - Middle School

Resources Available to Support the Goal
- iEngage instruction model, Instructional Indicators for Success, iEngage reflective lesson plan, FCAT Explorer, Common School Assessments, Professional Learning Communities, and District Benchmark Assessments

Targeted Barriers to Achieving the Goal
- Implementing the Instructional Focus Calendar/Standards with fidelity, insure mastery of previous grade level standards, and attain desired student results.

Plan to Monitor Progress Toward the Goal

Teachers will participate and implement the professional development content related to the iEngage lesson design, continue to utilize the school wide vocabulary development program to promote literacy across content areas, and work with curriculum leaders to create and evaluate instructional lessons to ensure effectiveness.

Person or Persons Responsible

Administrative Team, Science Department Chair, and Science Curriculum Leaders Chairs

Target Dates or Schedule:

Scheduled Professional Development Days, Monthly Curriculum Leader/Department Meetings, & Quarterly Assessment Data

Evidence of Completion:

Scheduled Professional Development Days, Monthly Curriculum Leader/Department Meetings, & Review Quarterly Assessment Data

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. By the end of the 2013-14 school year, 70% of Brookside Middle School students' will be at level 3 or above, and make appropriate learning gains as outlined by the Florida Department of Education in Reading.

G1.B1 Implementing the Instructional Focus Calendar/Standards with fidelity while still attaining desired student results.

G1.B1.S1 Continued the implementation of the iEngage instructional model, incorporate a school wide vocabulary development program "Wow Words", and use data to develop differentiated instructional lessons through PLCs

Action Step 1

Teachers will participate in professional development related to iEngage lesson design, continue to utilize the school wide vocabulary development program to promote literacy across content areas, and work with curriculum leaders to create and evaluate instructional lessons to ensure effectiveness.

Person or Persons Responsible

Administrative Team, Department Chairs, and Curriculum Leaders

Target Dates or Schedule

Scheduled Professional Development Days/ Monthly Curriculum Leader/Department Meetings, & Quarterly Assessment Data

Evidence of Completion

Ongoing teacher observations using the Instructional Information System, curriculum leader meeting notes, and data from progress monitoring tools

Facilitator:

District Professional Development Network, Secondary Director of Middle Schools, Principals, Assistant principals, Curriculum leaders, and Teachers

Participants:

Instruction staff

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Assure that all teachers participate in professional development related to iEngage lesson design, continue to utilize the school wide vocabulary development program to promote literacy across content area, and work with curriculum leaders to create and evaluate instructional lessons to ensure effectiveness.

Person or Persons Responsible

Administrative Team, Department Chairs, and Curriculum Leaders

Target Dates or Schedule

Scheduled Professional Development Days, Monthly Curriculum Leader/Department Meetings, & Quarterly Assessment Data

Evidence of Completion

Ongoing teacher observations using the Instructional Information System, curriculum leader meeting notes/feedback, and data from progress monitoring tools

Plan to Monitor Effectiveness of G1.B1.S1

The effectiveness of Goal #1 will be determined based on FCAT performance data results. If 70% of Brookside Middle School students' are at a level 3 or above then our strategies would have been successful. If, however, desired outcomes are not attained then the administrative team, the curriculum team, and district support personnel will revisit the problem solving process outlined by the state to better address future needs.

Person or Persons Responsible

Administrative Team, Department Chairs, and Curriculum Leaders

Target Dates or Schedule

Monthly Curriculum Leader/Department meetings, quarterly summative and formative assessment data, and yearly State Assessment (FCAT) results including student growth and proficiency data.

Evidence of Completion

The final teacher evaluation using the Instructional Information System, curriculum leader meeting notes/feedback, student performance data (FCAT results), and student growth results will be used to determine effectiveness.

G2. By the end of the 2013-14 school year, 70% of Brookside Middle School students' will be at level 3 or above, and make appropriate learning gains as outlined by the Florida Department of Education in Math.

G2.B1 Implementing the Instructional Focus Calendar/Standards with fidelity while still attaining desired student results.

G2.B1.S1 Continue the implementation of the iEngage instructional model, incorporate a school wide math basic skills program "Green Test", and use data to develop differentiated instructional lessons through PLCs.

Action Step 1

Teachers will participate in professional development related to iEngage lesson design, continue to utilize the school wide math basic skils program to promote literacy across content areas, and work with curriculum leaders to create and evaluate instructional lessons to ensure effectiveness.

Person or Persons Responsible

Administrative Team, Department Chairs, and Curriculum Leaders

Target Dates or Schedule

Scheduled Professional Development Days, Monthly Curriculum Leader/Department Meetings, & Quarterly Assessment Data

Evidence of Completion

Ongoing teacher evaluations using the Instructional Information System, curriculum leader meeting notes, and data from progress monitoring tools

Facilitator:

District Professional Development Network, Secondary Director of Middle Schools, Principals, Assistant principals, Curriculum leaders, and Teachers

Participants:

Instruction staff

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Assure that all teachers participate in professional development related to iEngage lesson design, continue to utilize the school wide math basic skills development program "Green Test", and work with curriculum leaders to create and evaluate instructional lessons to ensure effectiveness.

Person or Persons Responsible

Administrative Team, Department Chairs, and Curriculum Leaders

Target Dates or Schedule

Scheduled Professional Development Days, Monthly Curriculum Leader/Department Meetings, & Quarterly Assessment Data

Evidence of Completion

Ongoing teacher observations using the Instructional Information System, curriculum leader meeting notes/feedback, and data from progress monitoring tools

Plan to Monitor Effectiveness of G2.B1.S1

The effectiveness of Goal #1 will be determined based on FCAT performance data results. If 70% of Brookside Middle School students' are at a level 3 or above in math then our strategies would have been successful. If, however, desired outcomes are not attained then the administrative team, the curriculum team, and district support personnel will revisit the problem solving process outlined by the state to better address future needs.

Person or Persons Responsible

Administrative Team, Department Chairs, and Curriculum Leaders

Target Dates or Schedule

Monthly Curriculum Leader/Department meetings, quarterly summative and formative assessment data, and yearly State Assessment (FCAT) results including student growth and proficiency data.

Evidence of Completion

The final teacher evaluation using the Instructional Information System, curriculum leader meeting notes/feedback, student performance data (FCAT results), and student growth results will be used to determine effectiveness.

G3. By the end of the 2013-14 school year, 70% of Brookside Middle School students' will be at level 3.5 or above in writing.

G3.B1 Monitoring writing progress using the holistic writing scoring rubric.

G3.B1.S1 Using the writing process daily in all content areas, monitoring writing growth and implementing writing coaching sessions with students after each district formative assessment.

Action Step 1

Incorporate writing lessons within content areas, utilize grade level writing prompts to monitor the writing process, and monitor how students organize and plan their their writing.

Person or Persons Responsible

Administrative Team, Department Chairs, and Curriculum Leaders

Target Dates or Schedule

Scheduled Professional Development Days/ Monthly Curriculum Leader/Department Meetings, & Quarterly Assessment Data

Evidence of Completion

Writing progress between baseline writing data and quarterly check writing prompts.

Facilitator:

District Professional Development Network, , Principals, Assistant principals, and Curriculum leaders

Participants:

Instructional Staff (content area teachers)

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Administrative team will insure teachers are incorporating writing lessons within content areas. Grade level writing prompts will be used to develop the writing process to monitor how students organize and plan their their writing. Teachers will receive related on-going professional development that will consolidate school wide writing strategies and expectations .

Person or Persons Responsible

Administrative Team, Language Arts Department Chair, and Language Arts Curriculum Leaders

Target Dates or Schedule

Weekly CWT, PLC, quarterly writing prompts

Evidence of Completion

Teacher on-going evaluation using the Instructional Information System, PLC Meeting logs, and district/state assessment data

Plan to Monitor Effectiveness of G3.B1.S1

The effectiveness of Goal #3 will be determined based on FCAT performance data results. If 70% of Brookside Middle School students scored a 3.5 or above then action plan strategies would have been successful. If, however, desired outcomes are not attained then the administrative team, the LA curriculum team, and district support personnel will revisit the problem solving process outlined by the state to better address future needs.

Person or Persons Responsible

Administrative Team, LA Department Chairs, and LA Curriculum Leaders

Target Dates or Schedule

Monthly Curriculum Leader/Department meetings, weekly CWT, quarterly formative assessment writing prompt data, and yearly State Assessment (FCAT) writing proficiency data.

Evidence of Completion

The final teacher evaluation using the Instructional Information System, LA curriculum leader meeting notes/feedback, and student writing performance data (FCAT results) will be used to determine effectiveness.

G4. By the end of the 2013-14 school year, 60% of Brookside Middle School 8th grade science students' will be at level 3 or above in science.

G4.B1 Implementing the Instructional Focus Calendar/Standards with fidelity, insure mastery of previous grade level standards, and attain desired student results.

G4.B1.S1 Continued the implementation of the iEngage instructional model, incorporate a school wide vocabulary development program "Wow Words", and use data to develop differentiated instructional lessons through PLCs

Action Step 1

Teachers will participate in professional development related to iEngage lesson design, continue to utilize the school wide vocabulary development program to promote literacy across content areas, and work with Science curriculum leaders to create and evaluate instructional lessons to ensure effectiveness.

Person or Persons Responsible

Administrative Team, Department Chairs, and Curriculum Leaders

Target Dates or Schedule

Scheduled Professional Development Days/ Monthly Curriculum Leader/Department Meetings, & Quarterly Formative Assessment Data

Evidence of Completion

Ongoing teacher observations using the Instructional Information System, curriculum leader meeting notes, and data from progress monitoring tools

Facilitator:

District Professional Development Network, Secondary Director of Middle Schools, Principals, Assistant Principals, and Science Curriculum leaders.

Participants:

Science Teachers

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Assure that all teachers participate in professional development related to iEngage lesson design, continue to utilize the school wide vocabulary development program to promote literacy across the content area, and work with science curriculum leaders to create and evaluate instructional lessons to ensure effectiveness.

Person or Persons Responsible

Administrative Team, Science Department Chairs, and Science Curriculum Leaders

Target Dates or Schedule

Scheduled Professional Development Days, Monthly Curriculum Leader/Department Meetings, & Quarterly Formative Assessment Data

Evidence of Completion

Ongoing teacher observations using the Instructional Information System, curriculum leader meeting notes/feedback, and data from progress monitoring tools

Plan to Monitor Effectiveness of G4.B1.S1

The effectiveness of Goal #4 will be determined based on FCAT performance data results. If 60% of Brookside Middle School students are at a level 3 or above, then our strategies would have been successful. If, however, desired outcomes are not attained then the administrative team, the curriculum team, and district support personnel will revisit the problem solving process outlined by the state to better address future needs.

Person or Persons Responsible

Administrative Team, Science Department Chair, and Science Curriculum Leaders

Target Dates or Schedule

Monthly Curriculum Leader/Department meetings, quarterly summative and formative assessment data, and yearly State Assessment (FCAT) results including student growth and proficiency data.

Evidence of Completion

The final teacher evaluation using the Instructional Information System, curriculum leader meeting notes/feedback, student performance data (FCAT results), and student growth results will be used to determine effectiveness.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. By the end of the 2013-14 school year, 70% of Brookside Middle School students' will be at level 3 or above, and make appropriate learning gains as outlined by the Florida Department of Education in Reading.

G1.B1 Implementing the Instructional Focus Calendar/Standards with fidelity while still attaining desired student results.

G1.B1.S1 Continued the implementation of the iEngage instructional model, incorporate a school wide vocabulary development program "Wow Words", and use data to develop differentiated instructional lessons through PLCs

PD Opportunity 1

Teachers will participate in professional development related to iEngage lesson design, continue to utilize the school wide vocabulary development program to promote literacy across content areas, and work with curriculum leaders to create and evaluate instructional lessons to ensure effectiveness.

Facilitator

District Professional Development Network, Secondary Director of Middle Schools, Principals, Assistant principals, Curriculum leaders, and Teachers

Participants

Instruction staff

Target Dates or Schedule

Scheduled Professional Development Days/ Monthly Curriculum Leader/Department Meetings, & Quarterly Assessment Data

Evidence of Completion

Ongoing teacher observations using the Instructional Information System, curriculum leader meeting notes, and data from progress monitoring tools

G2. By the end of the 2013-14 school year, 70% of Brookside Middle School students' will be at level 3 or above, and make appropriate learning gains as outlined by the Florida Department of Education in Math.

G2.B1 Implementing the Instructional Focus Calendar/Standards with fidelity while still attaining desired student results.

G2.B1.S1 Continue the implementation of the iEngage instructional model, incorporate a school wide math basic skills program "Green Test", and use data to develop differentiated instructional lessons through PLCs.

PD Opportunity 1

Teachers will participate in professional development related to iEngage lesson design, continue to utilize the school wide math basic skils program to promote literacy across content areas, and work with curriculum leaders to create and evaluate instructional lessons to ensure effectiveness.

Facilitator

District Professional Development Network, Secondary Director of Middle Schools, Principals, Assistant principals, Curriculum leaders, and Teachers

Participants

Instruction staff

Target Dates or Schedule

Scheduled Professional Development Days, Monthly Curriculum Leader/Department Meetings, & Quarterly Assessment Data

Evidence of Completion

Ongoing teacher evaluations using the Instructional Information System, curriculum leader meeting notes, and data from progress monitoring tools

G3. By the end of the 2013-14 school year, 70% of Brookside Middle School students' will be at level 3.5 or above in writing.

G3.B1 Monitoring writing progress using the holistic writing scoring rubric.

G3.B1.S1 Using the writing process daily in all content areas, monitoring writing growth and implementing writing coaching sessions with students after each district formative assessment.

PD Opportunity 1

Incorporate writing lessons within content areas, utilize grade level writing prompts to monitor the writing process, and monitor how students organize and plan their their writing.

Facilitator

District Professional Development Network, , Principals, Assistant principals, and Curriculum leaders

Participants

Instructional Staff (content area teachers)

Target Dates or Schedule

Scheduled Professional Development Days/ Monthly Curriculum Leader/Department Meetings, & Quarterly Assessment Data

Evidence of Completion

Writing progress between baseline writing data and quarterly check writing prompts.

G4. By the end of the 2013-14 school year, 60% of Brookside Middle School 8th grade science students' will be at level 3 or above in science.

G4.B1 Implementing the Instructional Focus Calendar/Standards with fidelity, insure mastery of previous grade level standards, and attain desired student results.

G4.B1.S1 Continued the implementation of the iEngage instructional model, incorporate a school wide vocabulary development program "Wow Words", and use data to develop differentiated instructional lessons through PLCs

PD Opportunity 1

Teachers will participate in professional development related to iEngage lesson design, continue to utilize the school wide vocabulary development program to promote literacy across content areas, and work with Science curriculum leaders to create and evaluate instructional lessons to ensure effectiveness.

Facilitator

District Professional Development Network, Secondary Director of Middle Schools, Principals, Assistant Principals, and Science Curriculum leaders.

Participants

Science Teachers

Target Dates or Schedule

Scheduled Professional Development Days/ Monthly Curriculum Leader/Department Meetings, & Quarterly Formative Assessment Data

Evidence of Completion

Ongoing teacher observations using the Instructional Information System, curriculum leader meeting notes, and data from progress monitoring tools