Sarasota County Schools

Brookside Middle School

2021-22 Schoolwide Improvement Plan

Table of Contents

Brookside Middle School

3636 S SHADE AVE, Sarasota, FL 34239

www.sarasotacountyschools.net/brookside

Demographics

Principal: Nathaniel Francis

Start Date for this Principal: 6/15/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	71%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (69%) 2017-18: A (64%) 2016-17: B (55%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	56%

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

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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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.

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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.

Mission Statement:
Brookside Middle School places the child at the center of its learning activities to enable all learners to lead productive, responsible and healthful lives. Brookside prepares students to achieve the highest learning standards by engaging high-quality staff, involved parents and a supportive community.

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

At Brookside, our students are held accountable for following the Cuda Code.
• Cudas are committed
• Cudas are understanding
• Cudas are determined
• Cudas are appropriate
• Cudas are successful

Brookside Theme:
Believe in Brookside

Provide the school's vision statement.

Vision:

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

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Chase, Ryan	Principal	Provides leadership to the administrative team and the school campus. Oversees the instructional programs and support services on Brookside's campus to establish and maintain a safe, caring, and enriching environment to promote student success. The principal also builds the leadership team and ensures the school complies with district and state expectations.
Fuesy, Jessica	Assistant Principal	Professional Development Assistant Principal- Assists the Principal with administrative and instructional functions to meet the educational needs of students. Oversees the curriculum support and professional development.
Rojas, Amanda	Assistant Principal	ESE/PBIS Assistant Principal- assists the Principal with administrative and instructional functions to meet the educational needs of students. Oversees ESE support, and positive behavior supports on campus.
Davis-Cokley, Pamela	School Counselor	School Counselor for students A-L.The goal of the school counselor is to provide assistance to students, teachers and families enabling the student to reach his / her fullest potential.
Sims, Nicole	School Counselor	School Counselor for students M-Z. The goal of the school counselor is to provide assistance to students, teachers and families enabling the student to reach his / her fullest potential.
Serino, Paul	Behavior Specialist	Student support services and interventions for students across campus. Coordinates PBIS initiatives (with PBIS AP) and provides assistance with behavioral data and progress monitoring.
Varlas, Melissa	Teacher, K-12	Teacher on Special Assignment: Master Scheduler, Testing Coordinator and ESOL and APEX Support.
Mims, Ginger	Administrative Support	ESE Liaison- Provides supports to ESE teachers and case managers in writing IEPs and implementing supports for students in both academics and behavior.
Dewitt, Holly	Magnet Coordinator	IB (International Baccalaureate) Coordinator- Assists staff in implementing the IB programme across campus.

Demographic Information

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

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

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
20

Total number of teacher positions allocated to the school
50

Total number of students enrolled at the school
761

Identify the number of instructional staff who left the school during the 2020-21 school year.
5

Identify the number of instructional staff who joined the school during the 2021-22 school year.
6

Demographic Data

Early Warning Systems

2021-22

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	219	267	275	0	0	0	0	761
Attendance below 90 percent	0	0	0	0	0	0	53	69	80	0	0	0	0	202
One or more suspensions	0	0	0	0	0	0	12	28	39	0	0	0	0	79
Course failure in ELA	0	0	0	0	0	0	0	3	5	0	0	0	0	8
Course failure in Math	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	36	59	51	0	0	0	0	146
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	47	57	39	0	0	0	0	143
Number of students with a substantial reading deficiency	0	0	0	0	0	0	60	72	68	0	0	0	0	200

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	12	24	28	0	0	0	0	64

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	1	1	2	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	4	0	0	0	0	0	0	4

Date this data was collected or last updated

Monday 8/23/2021

2020-21 - 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	235	273	244	0	0	0	0	752
Attendance below 90 percent	0	0	0	0	0	0	42	50	59	0	0	0	0	151
One or more suspensions	0	0	0	0	0	0	12	18	14	0	0	0	0	44
Course failure in ELA	0	0	0	0	0	0	1	1	0	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	36	27	36	0	0	0	0	99
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	48	39	26	0	0	0	0	113

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	45	38	40	0	0	0	0	123

The number of students identified as retainees:

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

2020-21 - 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	239	269	237	0	0	0	0	745
Attendance below 90 percent	0	0	0	0	0	0	17	31	35	0	0	0	0	83
One or more suspensions	0	0	0	0	0	0	7	20	16	0	0	0	0	43
Course failure in ELA	0	0	0	0	0	0	1	1	0	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	36	27	36	0	0	0	0	99
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	48	39	26	0	0	0	0	113

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	43	36	35	0	0	0	0	114

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	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	2	3	0	0	0	0	5

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				63%	64%	54%	59%	63%	53%
ELA Learning Gains				57%	58%	54%	56%	57%	54%
ELA Lowest 25th Percentile				54%	50%	47%	47%	48%	47%
Math Achievement				77%	74%	58%	73%	74%	58%
Math Learning Gains				69%	66%	57%	73%	67%	57%
Math Lowest 25th Percentile				68%	56%	51%	64%	61%	51%
Science Achievement				71%	61%	51%	59%	62%	52%
Social Studies Achievement				87%	85%	72%	66%	78%	72%

Grade Level Data Review - State Assessments
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	2021					
	2019	54%	63%	-9%	54%	0%
Cohort Comparison						
07	2021					
	2019	56%	64%	-8%	52%	4%
Cohort Comparison		-54%				
08	2021					
	2019	67%	66%	1%	56%	11%
Cohort Comparison		-56%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	59%	67%	-8%	55%	4%
Cohort Comparison						
07	2021					
	2019	74%	73%	1%	54%	20%
Cohort Comparison		-59%				
08	2021					
	2019	67%	65%	2%	46%	21%
Cohort Comparison		-74%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	67%	62%	5%	48%	19%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	84%	85%	-1%	71%	13%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	95%	73%	22%	61%	34%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	69%	31%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Sarasota County schools utilizes iReady throughout the school year for both English Language Arts and Math. There are three diagnostics taken during the school year (Fall, Winter, and Spring). As a school district, we have also began benchmark assessments in 8th grade Civics and 8th grade Science.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	33%	34%	36%
	Economically Disadvantaged	39%	40%	45%
	Students With Disabilities	11%	15%	15%
	English Language Learners	0%	8%	12%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	27%	36%	42%
	Economically Disadvantaged	31%	43%	62%
	Students With Disabilities	8%	9%	11%
	English Language Learners	4%	11%	19%

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	34%	38%	47%
	Economically Disadvantaged	29%	28%	29%
	Students With Disabilities	6%	12%	20%
	English Language Learners	0%	7%	7%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	27%	36%	46%
	Economically Disadvantaged	26%	31%	39%
	Students With Disabilities	6%	14%	22%
	English Language Learners	0%	7%	20%
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	87%
	Economically Disadvantaged	0	0	100%
	Students With Disabilities	0	0	63%
	English Language Learners	0	0	86%

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	39%	44%	50%
	Economically Disadvantaged	26%	35%	43%
	Students With Disabilities	12%	18%	22%
	English Language Learners	27%	27%	18%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	32%	33%	37%
	Economically Disadvantaged	24%	33%	48% (Alg. 1 100%)
	Students With Disabilities	10%	10%	13%
	English Language Learners	9%	9%	18%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	62%
	Economically Disadvantaged	0	0	55%
	Students With Disabilities	0	0	67%
	English Language Learners	0	0	36%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	23	28	27	37	48	59	34	63	33		
ELL	40	46	49	52	55	57	37	82			
ASN	88	73		94	60						
BLK	31	39	37	32	36	45	25	83	60		
HSP	49	48	43	60	57	59	55	81	79		
MUL	53	55	30	58	52		64	90			
WHT	64	52	45	72	53	60	76	92	82		
FRL	45	44	39	52	48	50	54	84	72		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	30	50	51	47	61	62	48	51	21		
ELL	28	55	48	44	59	57	45	50	30		

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ASN	81	71		95	88		91	90	100		
BLK	49	55	73	56	56	61	57	90	62		
HSP	54	53	46	69	70	70	56	76	65		
MUL	63	46		77	71						
WHT	69	61	55	85	69	66	79	91	77		
FRL	57	56	56	72	66	66	67	83	66		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	25	35	29	37	55	51	19	41			
ELL	27	44	48	54	74	63	14	38			
ASN	86	81		95	90				100		
BLK	39	43	30	50	56	32	45	55			
HSP	50	51	45	67	71	66	42	61	84		
MUL	54	56		75	74		62	70	73		
WHT	66	60	51	79	76	70	68	69	77		
FRL	52	51	45	68	70	59	46	60	76		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	52
Total Points Earned for the Federal Index	599
Total Components for the Federal Index	10
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	52
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	79
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	59
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	57
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	66
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Comparing 2018-2019 School Grade Data to 2020-2021 School Grade Data: Across each of the ELA and Math categories (percent of students at or above grade level, percent of students earning a year's worth of growth, and percent of students in the lowest quartile demonstrating learning gains), Brookside Middle School has declined. With students attending in-person and remotely during the 2020-2021 school year, consistency was difficult to maintain. Two areas that remained steady or improved from the 2018-2019 school year were Civics (87% of students scored a three or above) and Brookside's Acceleration Rate (79% an increase from 74%).

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The data components that show the greatest need for improvement were learning gains in ELA and learning gains for the lowest quartile for ELA. ELA students earning a year's worth of growth decreased from 57% to 50%. For ELA students in the lowest quartile, there was a decrease from 54% to 42%.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

With students all being home the fourth quarter of the 2019-2020 school year, teachers and staff knew it would be challenging to begin the 2020-2021 school year. When the 2020-2021 school year began, over 200 (approx. 27%) of Brookside's students were remote. In March 2021, there were still over 100 (approx. 15%) Brookside students remote and working from home. Teachers worked diligently to connect with students both in person and through Zoom. This school year, students are all back face-to-face in the classroom. A focus on standards and accelerating learning this year are key. To increase reading achievement for quarter one, the Brookside team will focus on the MTSS process. Additional diagnositcs are being implemented to determine student need and identify the appropriate programs in intensive reading to address needs.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Comparing 2018-2019 School Grade Data to 2020-2021 School Grade Data: Two areas that remained steady or improved from the 2018-2019 school year were Civics (87% of students scored a three or above) and Brookside's Acceleration Rate (79% an increase from 74%).

What were the contributing factors to this improvement? What new actions did your school take in this area?

For Civics, the Social Studies team collaborated on a consistent basis regarding standards, focus guides, and monitoring student performance. The teachers monitored benchmark progress and areas that needed remediation based on assessments. The Social Studies Curriculum Specialist also worked closely with the team to provide support with data analysis, breaking down standards, and remediation strategies for students.

For the improved Acceleration Rate, students scoring at or above grade level in 7th grade math, were enrolled in Algebra. These students were supported throughout the year through support classes, Thursday Night School and Saturday School to understand concepts and successfully complete the course. The Algebra and Geometry teachers were also consistent throughout the school year. That was not the case during the 2018-2019 school year. The Math Curriculum Specialist supported the Algebra and Geometry teachers during the school year with targeted instructional support, data chats, and small group remediation.

What strategies will need to be implemented in order to accelerate learning?

This school year the focus will be on accelerating learning and assisting students to fill in gaps from the past year and a half. Students will be teamed with common teachers to assist with building team culture and supporting academic success. Students that scored a Level 1 on the FSA in reading and some Level 2 students will be enrolled in an Intensive Reading class. Students will have opportunities Tuesdays and Thursdays to stay after school for academic assistance. There will also be Quarantine Coordinators at each grade level supporting students who are quarantined to continue their work from home.

In ELA, a new StudySync textbook series will be implemented. Teachers will have access to utilize additional remediation and advancement opportunities, strategies, and scaffolds provided in the curriculum.

In addition to academic support, students will have access on campus to a variety of social/emotional supports. There will be mentoring during lunches, a Student Assistance Program, Mental Health Counselors, and additional outside agency support for students. The Sarasota County school district will also be supporting schools with the addition of a Reading Program Manager, ESOL Program Manager and a PBIS Program Manager. Combining academic support and social/emotional support, students will be able to improve their overall learning this school year.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

2021-2022 Professional Development Opportunities:
- Data Support (Teacher Dashboards)
- MTSS: Supporting All Students
- Textbook Training for ELA Teachers (StudySync)
- IB Training (Unit Planners, Approaches to Learning Skills, Learning Profile Attribute Skills)
- Kagan Training
- Book Study: The Happiness Advantage (Shawn Achor)
- PLC Team Planning Time
- Reading Strategies
- BEST Standards

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

This school year, Brookside Middle has a JumpStart grant to provide a variety of academic supports: Tuesday Night Homework Lab, Thursday Night School, Morning Math Help, and Saturday School. The goal of these supports is to help remediate students that are behind and support students improving their academic growth. The grant is also funding Kagan training for Brookside teachers to improve upon classroom instruction by gaining strategies to increase achievement, engagement, and participation in the classroom. In addition to the grant, the district has also hired Program Managers for ESOL, Reading, and PBIS to support teachers with progress monitoring and instruction. They will be supporting Brookside teachers with creating and implementing instructional interventions and scaffolds along with the Curriculum Specialists from the district. The goal this year is to assist teachers in improving their instruction for teachers to build on in the years to come.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Professional Learning Communities	
Area of Focus Description and Rationale:	Professional learning communities at Brookside meet weekly and the planning from these meetings are in action in classes each day. In both reading and math this past school year, there was a decline in the number of students demonstrating learning gains. With this, there is a need to focus on improving PLC time to progress monitor, focus on the MTSS process, and support learning in all curriculum areas.
	Through intentionally focused PLC time, teachers will deisgn lessons and interventions to close gaps in learning that have been identified through progress monitoring. With this targeted planning, the percent of students demonstrating learning gains among all students and with students in the lowest quartile will increase by 4% in both math and reading.
Measurable Outcome:	Percent of students demonstrating learning gains: Reading: 50% to 54% Math: 53% to 57% Percent of students in the lowest a quartile demonstrating learning gains: Reading: 42% to 46% Math: 57% to 61%
Monitoring:	- Weekly PLC meetings with teachers focused on quality instruction - Monthly PLC Meetings with PLC leads and administration - iReady Diagnostics (Fall, Winter, and Spring) -Formative Assessments (Classroom based) -FSA Scores - iReady Standards Mastery Assessment (SMA) Data (Four times a year in Math, Six times a year in ELA) - PLC Minutes - Weekly Intensive Reading Walk-Throughs
Person responsible for monitoring outcome:	Ryan Chase (ryan.chase@sarasotacountyschools.net)
Evidence-based Strategy:	- Weekly lesson planning based on state standards and utilizing district Instructional Focus Guides (IFGs) - Common planning for PLC groups and additional planning time for common team planning - Weekly Intensive Reading Walk-Throughs - Intensive Reading classes for all Level 1 students and some Level 2 students - Review iReady Diagnostic Data (Among departments {with district support}, teams, PLCs and with students) - iReady SMAs throughout the school year - IXL Standards-Based Online program - Weekly SWST Meetings to support students through the MTSS process - Tuesday Night and Thursday Night School for additional instruction and remediation. - Saturday School two weeks before the end of each quarter. - Quarterly Data Chats with teachers and administration - Rewards and Rewards Plus in Intensive Reading - Weekly Program Manager Support in Intensive Reading - LAFS Books in Intensive Reading - Rosetta Stone (First Year ESOL Students)

Rationale for Evidence-based Strategy:	As discussed in PLC+ by Fisher, Frey, Almarode, Flories & Nagel (2020), there are five questions that should guide PLC work: 1) Where are we going? 2) Where are we now? 3) How do we move learning forward? 4) What did we learn today? 5) Who benefited and who did not benefit? By intentionally focusing on the questions above, PLC work can lead to meaningful results for students. Teachers reviewing data, lesson planning, and determining appropriate strategies for students will lead to a growth in student learning.

Action Steps to Implement

Weekly PLC Meetings throughout the school year.

Person Responsible Ryan Chase (ryan.chase@sarasotacountyschools.net)

Monthly PLC Leads Meetings to discuss progress and next steps.

Person Responsible Ryan Chase (ryan.chase@sarasotacountyschools.net)

Professional development provided throughout the school year to support teacher needs regarding PD. - Data Support (Teacher Dashboards)
- MTSS: Supporting All Students
- Textbook Training for ELA Teachers (StudySync)
- Kagan Training
- PLC Team Planning Time
- Reading Strategies
- BEST Standards

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

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	During the 2020-2021 school year, the percent of students scoring a Level 3 or higher declined. With students being both in-person and remote this past school year and all students working remotely during 4th quarter of the 2019-2020 school year, there is a critical need to focus on overall improvement in reading. Improving in overall reading scores, would also improve learning gains for students, and in particular, learning gains for our students in the lowest quartile.
Measurable Outcome:	The percentage of students scoring at or above grade level (Level 3 or above) in reading will increase 4% from 55% to 59%.
Monitoring:	- iReady Diagnostics (Fall, Winter, and Spring) - Formative Assessments (Classroom based) - FSA Scores - iReady Standards Mastery Assessment (SMA) Data (Six times a year in ELA) - Weekly Intensive Reading Walk-Throughs
Person responsible for monitoring outcome:	Jessica Fuesy (jessica.fuesy@sarasotacountyschools.net)
Evidence-based Strategy:	- Common planning for PLC groups and additional planning time for common team planning - Implementation of a new ELA textbook: StudySync - Intensive Reading classes for all Level 1 students and some Level 2 students - Weekly Intensive Reading Walk-Throughs - Review of iReady Diagnostic Data - DAR Assessment for students scoring at the K-3 grade levels for iReady to determine support (Rewards, Rewards Plus) - iReady Standards Mastery Assessments - iReady LAFS Workbooks for Intensive Reading Classes - IXL Online Program - Weekly SWST Meetings to support students through the MTSS process regarding attendance and grades - Quarterly Data Chats with teachers and administration - Collaboration within PLC groups to align curriculum with the ELA Best Standards and develop common assessments - Weekly Instructional Facilitator Support - Quarantine Coordinators for each grade level and ESE to support students (Zooms, phone call check-ins, and Blackboard support)
Rationale for Evidence-based Strategy:	The strategies above vary in method, curriculum, and support to meet students where they are and assist in their overall improvement in reading. The data shows that there are gaps in learning that have taken place over the past year and a half that need to be addressed. These strategies assist teachers with standard-based instruction and meeting students where they are. Data will be used to drive instruction and the above programs will assist teachers in teaching the content and addressing gaps in learning.

Action Steps to Implement

ELA and Intensive Reading (IR) support from the district Curriculum Specialist and IR Program Manager (Analyzing Data, Meeting with PLCs, pushing into classrooms)

Person Responsible	SARAH TACHENY (sarah.tacheny@sarasotacountyschools.net)

Data Chats with teachers, district curriculum support, and administration to identify gaps and strategies to support student growth.

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

iReady Diagnostic (and data review) to determine gaps and areas of success from the past year.

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

SWST Weekly Meetings: The Schoolwide Support Team will review students of concern each week and through the MTSS process support next steps as a problem solving team.

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

Monthly Literacy Team Meetings and PLC Lead Meetings to discuss effective instructional strategies.

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

#3. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	During the 2020-2021 school year, the percent of students scoring a Level 3 or higher declined. With students being both in-person and remote this past school year and all students working remotely during 4th quarter of the 2019-2020 school year, there is a critical need to focus on overall improvement in mathematics. Improving in overall scores in math, would also improve learning gains for all students, and in particular, learning gains for our students in the lowest quartile.
Measurable Outcome:	The percentage of students scoring at or above grade level (Level 3 or above) in math will increase 4% from 62% to 66%.
Monitoring:	- iReady Diagnostics (Fall, Winter, and Spring) - Formative Assessments (Classroom-Based) - FSA Scores - iReady Standards Mastery Assessment (SMA) Data (Four times a year in Math) - Algebra Benchmarks - Geometry Benchmarks
Person responsible for monitoring outcome:	Jessica Fuesy (jessica.fuesy@sarasotacountyschools.net)
Evidence-based Strategy:	- Common planning for PLC groups and additional planning time for common team planning - Review iReady Diagnostic Data (Among departments {with district support}, teams, PLCs and with students) - iReady Standards Mastery Assessments (four) throughout the school year - IXL Standards-Based Online program - USA Test Prep - KUTA Math Software - Weekly SWST Meetings to support students through the MTSS process regarding attendance and grades - Quarterly Data Chats with teachers and administration to support the needs of all learners - Collaboration within PLC groups to align curriculum with the Math State Standards and to develop common assessments to maintain a targeted focus of instruction - Morning Math Help - Big Ideas Support from District Math Specialists to implement interventions - Quarantine Coordinators for each grade level and ESE to support students while out of the classroom (Zooms, phone call check-ins, and Blackboard support)
Rationale for Evidence-based Strategy:	The strategies above vary in method, curriculum, and support to meet students where they are and assist in their overall improvement in math. The data shows that there are gaps in learning that have taken place over the past year and a half that need to be addressed. These strategies assist teachers with standard-based instruction and meeting students where they are. Data will be used to drive instruction and the above programs will assist teachers in teaching the content and addressing gaps in learning.

Action Steps to Implement

Math support from the district Curriculum Specialist (Analyzing Data, Meeting with PLCs, pushing into classrooms)

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

Data Chats with teachers, district curriculum support, and administration to identify gaps and strategies to support student growth.

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

SWST Weekly Meetings: The Schoolwide Support Team will review students of concern each week and through the MTSS process support next steps as a problem solving team.

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

Monthly PLC Lead Meetings to discuss effective instructional strategies.

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

#4. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale:	Brookside Middle School was recognized with a Positive Behavior Interventions and Support (PBIS) Resiliency Award during the 2020-2021 school year for our dedicated efforts to students making positive choices on campus. PBIS is a school-wide framework that enhances a student's positive experience on campus and reduces problem behaviors. Brookside Middle will continue to develop student skills, make changes to the school environment and use data to identify supports for our students. There is a continued need to lower the number of out of school suspensions and focus on improving attendance and positive school culture. We are committed to the effective implementation of PBIS and are seeking positive outcomes for all students.
Measurable Outcome:	Brookside Middle School will decrease the number of Out of School Suspension days by 10% (from 125 days during the 2020-2021 school year to 112 this school year).
Monitoring:	- Monthly PBIS Meetings with school staff (Discussing trends, data, and patterns across campus) - Monthly PBIS Assistant Principal Meetings (Data Review and Professional Developement) - Professional Development for School Staff - Behavior Specialist Support in classes based on discipline data - Quarterly Data Review - Bi-Weekly OSS Data Review
Person responsible for monitoring outcome:	Amanda Rojas (amanda.rojas@sarasotacountyschools.net)
Evidence-based Strategy:	- Increase Tier I interventions: Cuda Code, common behavior expectations across campus - Continue to implement CHAMPS and review classroom management routines and procedures - PBIS reward systems to encourage positive choices on campus - Increase the support for students with disabilities with Social Emotional goals by adding Unique Skills courses and supports - Three additional positions at Brookside through First Step (Student Assistance Program and Mental Health Counselor) to provide mentoring and check-ins for students - IB Lessons across campus related to the Learner Profile Attributes (ex. risk taker, caring, balanced) - Suite 360 Mental Health Lessons for all students - Weekly SWST meetings for MTSS monitoring - Behavior Specialist and Behavior Tech. support across campus - Staff support to push into classes needing behavior support - Restorative Circles with School Counselors - Equity Training for Adminstration - Staff Book Study - Parent Cafe (Resources Provided to Parents)
Rationale for Evidence-based Strategy:	Building positive school culture is crucial for students to feel part of the school community. By acknowledging appropriate student behavior versus negative beahvoirs, students are being celebrated and supported for their choices each day. This will in turn increase positive student behavioral outcomes. Increasing positive behavioral outcomes will increase the amount of time students are in the classroom and learning.
Action Steps to Implement	

PBIS rewards and interventions for all students.

Person Responsible Paul Serino (paul.serino@sarasotacountyschools.net)

First Step SAP (Student Assistance Program) to provided mentoring and Tier II supports for identified students across campus.

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

Weekly SWST and CARE meetings to identify targeted MTSS supports needed for students.

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

Continue the growth of the PBIS team at Brookside.

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

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Based on the discipline data from SafeSchoolsforAlex, two areas that Brookside Middle School will continue to monitor are Out of School suspensions and tobacco on campus.

Brookside has grown its PBIS team over the past two years. The PBIS team meets monthly to review trends and patterns on campus and brainstorm solutions. The team is focued on supporting students with education and restorative options. In addition to our Brookside staff, there will be a variety of additional supports on campus to help students. A few of those programs include: Lean On Me Mentoring, First Step Student Assistance Program, First Step Mental Health Counselors, and Girls Inc. Along with these supports, each month students will participate in lessons connected IB which will support students in learning about different cultures, goal setting, and becoming a well-rounded learner.

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.

Brookside Middle School is a community of learners. As an IB World School, students and staff focus on a positive learning environment on our campus and becoming global citizens beyond our campus. There are a variety of ways we build a positive school culture to ensure all stakeholders are involved:

- Positive Behavior Interventions and Supports (PBIS) to celebrate students and provide interventions as needed. The PBIS team at Brookside meets monthly.
- Teaming of students across campus (Creative Arts Team, Marine Science Academy, Talented and Gifted Team) to build community
- A weekly email bulletin from the Principal to staff with social-emotional learning, praise/recognitions, reminders, humor, and opportunities for connection
- School Advisory Council for families, staff, students, and community members to take part in the decision-making procress to support the Brookside community
- PTSO meets monthly and supports activities on campus, PTSO has their own social media platforms to connect with families and the community
- Schedule pick up days for new incoming students. Tours of campus to welcome new families to Brookside.
- 6th Grade Cuda Camp: A welcome day for all 6th grade students the summer before school starts
- Communication to parents through the school website, Facebook, and the Community Engagement tool
- Blackboard Learn and Zoom are utilized to connect quarantined learners
- Social-Emotional Learning support from school counselors and behavior specialists as well as outside agencies (Lean on Me, Big Brother Big Sisters, First Step, Safe Children's Coalition, and JFCS)
- Student Assistance Program (SAP) to provide mentoring for students with a need for additional SEL supports
- Two full time Mental Health Counselors on campus for students needing Tier III SEL supports.
- Introduce the Parent Café for parents to talk, collaborate, and share wants and needs we can support
- IB Lessons throughout the school year focused on the ten Learner Profile Attributes (ex.caring, knowledgeable, inquirer)
- Athletics and Intramural Sports
- A/B Honor Roll, Renaissance, Student of the Month and School Socials
- Marine Science Academy: Creation of a Sea Lab and connections with Sarasota High School, Riverview High School and community groups to support learning about the Sarasota Bay and Marine Life
- Staff Book Study: The Happiness Advantage, focused on strategies that can increase happiness and productivity

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

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

> **Identify the stakeholders and their role in promoting a positive culture and environment at the school.**

Brookside Administration: Lead initiatives to connect staff, students, and families
Brookside Teachers: Teachers are teamed on campus to support approx. 80 students per team
Paul Serino: PBIS Coach/Behavior Specialist
School Advisory Council: Parents and families are regularly invited to attend Brookside Middle's School Advisory Council to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children
PTSO: Parent, Teacher, Student Organization to build community and support staff and students
Holly DeWitt: IB Coordinator, creates IB Lessons on campus and supports teachers with IB Learning
Nicole Sims: School Counselor, supports Social Emotional Learning
Pamela Davis-Cokley: School Counselor, supports Social Emotional Learning
Lean on Me Program- Campus Mentoring, Campus Beautification, Funding of SEL Support Positions

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Professional Learning Communities				$16,144.84
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	3376	239-Other	0111 - Brookside Middle School	Other		$7,189.00
			Notes: Kagan Training (Supporting Goal I, II, III, and IV)			
	2110	130-Other Certified Instructional Personnel	0111 - Brookside Middle School			$8,955.84
			Notes: ESE teachers will provide targeted instruction to ESE students during planning (Supporting Goal I, II, and III)			
2	III.A.	Areas of Focus: Instructional Practice: ELA				$9,077.82
	Function	Object	Budget Focus	Funding Source	FTE	2021-22

	2110	130-Other Certified Instructional Personnel	0111 - Brookside Middle School	Other		$2,392.32
		Notes: Thursday Night Student Support in Math and Language Arts (2 teachers) - targeted interventions based on student need related to the standards, Grade 6-8 (Supporting Goal I, II, and III)				
	1382	529-Technology-Related Textbooks	0111 - Brookside Middle School	Other		$6,685.50
		Notes: IXL (Supporting Goal I, II, and III)				
3	**III.A.**	**Areas of Focus: Instructional Practice: Math**				**$4,784.63**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	2110	130-Other Certified Instructional Personnel	0111 - Brookside Middle School	Other		$4,784.63
		Notes: Computer Lab and Homework Help - Time for all students to complete work on campus utilitizing the technology resources and individualized teacher support and interventions (Supporting Goal I, II, and III)				
4	**III.A.**	**Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports**				**$10,494.00**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	3354	239-Other	0111 - Brookside Middle School	Other		$10,494.00
		Notes: Transportation home from after school supports (Supporting Goal I, II, and III)				
					Total:	**$40,501.29**