

Martin County School District

Stuart Middle School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	19
Positive Culture & Environment	24
Budget to Support Goals	25

Stuart Middle School

575 SE GEORGIA AVE, Stuart, FL 34994

martinschools.org/o/sms

Demographics

Principal: Christopher Jones

Start Date for this Principal: 7/30/2021

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)	50%
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 (65%) 2017-18: A (65%) 2016-17: A (64%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
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 Martin 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	19
Title I Requirements	0
Budget to Support Goals	25

Stuart Middle School

575 SE GEORGIA AVE, Stuart, FL 34994

martinschools.org/o/sms

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	41%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	35%

School Grades History

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

School Board Approval

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

SIP Authority

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

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Stuart Middle School provides an environment that inspires, engages, and challenges all students.

Provide the school's vision statement.

All students will be prepared for the rigorous demands of high school.

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
Jarrett, Ebony	Principal	
Desreuisseau, Lori	Assistant Principal	
Mariano, Valerie	Other	
Pool, Monica	Reading Coach	
Mustafa, Courtney	Dean	
Dawedeit, Kelly	Other	
Johnson, Juanita	Other	

Demographic Information

Principal start date

Friday 7/30/2021, Christopher Jones

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.*

14

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.*

35

Total number of teacher positions allocated to the school

Total number of students enrolled at the school

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

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

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	271	292	290	0	0	0	0	853
Attendance below 90 percent	0	0	0	0	0	0	34	41	47	0	0	0	0	122
One or more suspensions	0	0	0	0	0	0	38	34	22	0	0	0	0	94
Course failure in ELA	0	0	0	0	0	0	14	40	31	0	0	0	0	85
Course failure in Math	0	0	0	0	0	0	23	57	27	0	0	0	0	107
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	62	57	27	0	0	0	0	146
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	66	69	68	0	0	0	0	203
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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	0	1	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	2	1	3	0	0	0	0	6

Date this data was collected or last updated

Sunday 9/5/2021

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	246	267	263	0	0	0	0	776
Attendance below 90 percent	0	0	0	0	0	0	21	30	24	0	0	0	0	75
One or more suspensions	0	0	0	0	0	0	3	4	1	0	0	0	0	8
Course failure in ELA	0	0	0	0	0	0	0	2	5	0	0	0	0	7
Course failure in Math	0	0	0	0	0	0	0	4	7	0	0	0	0	11
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	52	39	33	0	0	0	0	124
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	47	31	37	0	0	0	0	115

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	41	30	27	0	0	0	0	98

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	0	1	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	2	2	3	0	0	0	0	7

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	246	267	263	0	0	0	0	776
Attendance below 90 percent	0	0	0	0	0	0	21	30	24	0	0	0	0	75
One or more suspensions	0	0	0	0	0	0	3	4	1	0	0	0	0	8
Course failure in ELA	0	0	0	0	0	0	0	2	5	0	0	0	0	7
Course failure in Math	0	0	0	0	0	0	0	4	7	0	0	0	0	11
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	52	39	33	0	0	0	0	124
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	47	31	37	0	0	0	0	115

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	41	30	27	0	0	0	0	98

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	0	1	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	2	2	3	0	0	0	0	7

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				68%	62%	54%	65%	62%	53%
ELA Learning Gains				63%	58%	54%	62%	60%	54%
ELA Lowest 25th Percentile				54%	51%	47%	46%	48%	47%
Math Achievement				72%	74%	58%	73%	73%	58%
Math Learning Gains				61%	68%	57%	76%	70%	57%
Math Lowest 25th Percentile				43%	55%	51%	61%	57%	51%
Science Achievement				63%	64%	51%	60%	62%	52%
Social Studies Achievement				96%	87%	72%	89%	82%	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	66%	57%	9%	54%	12%
Cohort Comparison						
07	2021					
	2019	63%	53%	10%	52%	11%
Cohort Comparison		-66%				
08	2021					
	2019	74%	62%	12%	56%	18%
Cohort Comparison		-63%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	60%	64%	-4%	55%	5%
Cohort Comparison						
07	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	64%	60%	4%	54%	10%
Cohort Comparison		-60%				
08	2021					
	2019	72%	67%	5%	46%	26%
Cohort Comparison		-64%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	59%	58%	1%	48%	11%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	74%	-74%	67%	-67%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	96%	77%	19%	71%	25%

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	99%	75%	24%	61%	38%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	65%	35%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

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

The progress monitoring tools for ELA and Math grades 6th-8th was the use of the adaptive progress monitoring assessment provided by the State. The progress monitoring tools for Civics and Science was the use of District created Common Quarterly Assessments based on the standards taught in that quarter.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	49.36	0	49.60
	Economically Disadvantaged	38.62	0	38.61
	Students With Disabilities	49.68	0	53.59
	English Language Learners	28.30	0	18.87
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	30.96	0	37.94
	Economically Disadvantaged	18.36	0	25.82
	Students With Disabilities	30.83	0	35.65
	English Language Learners	13.46	0	21.15

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	49.84	0	49.16
	Economically Disadvantaged	39.93	0	38.31
	Students With Disabilities	50.65	0	53.64
	English Language Learners	32.30	0	20.69
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	31.29	0	38.69
	Economically Disadvantaged	19.34	0	38.69
	Students With Disabilities	31.67	0	36.94
	English Language Learners	18.52	0	26.32
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	70.04	65.68	59.00
	Economically Disadvantaged	55.67	58.06	48.94
	Students With Disabilities	71.43	57.69	58.82
	English Language Learners	30.77	46.15	60.00

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	52.56	0	55.08
	Economically Disadvantaged	40.72	0	45.09
	Students With Disabilities	54.65	0	54.90
	English Language Learners	39.39	0	32.35
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	37.75	0	37.59
	Economically Disadvantaged	23.91	0	26.52
	Students With Disabilities	34.29	0	32.30
	English Language Learners	22.58	0	36.67
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	31.91	49.34	33.91
	Economically Disadvantaged	22.34	40.08	36.73
	Students With Disabilities	39.22	48.08	36.73
	English Language Learners	23.08	33.33	25.00

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	24	38	33	22	29	31	8	46			
ELL	33	48	54	36	44	38	19	64			
ASN	65	43		59	43						
BLK	28	39	33	17	22	19	19	55			
HSP	51	53	55	46	45	36	38	74	55		
MUL	45	42		35	30						
WHT	61	53	38	64	51	38	55	82	72		
FRL	43	42	36	37	36	31	36	71	44		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	28	48	50	36	37	27	21		23		
ELL	24	33	39	38	37	35					

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	87	40		80	60						
BLK	39	54	52	44	39	32	33				
HSP	57	50	30	67	53	39	53		47		
MUL	72	65		66	58	60	73		62		
WHT	74	68	63	78	66	47	67	95	72		
FRL	53	55	50	57	51	40	49		48		

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	27	43	37	44	59	50	24	59	21		
ELL	29	42	38	42	68	76	36				
ASN	67	67		80	87						
BLK	35	49	30	43	64	57	26	79			
HSP	63	56	47	69	72	54	57	83	46		
MUL	76	76	60	70	74		30	100			
WHT	69	64	50	79	79	64	68	90	57		
FRL	51	56	42	62	71	59	41	85	39		

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	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	54
Total Points Earned for the Federal Index	526
Total Components for the Federal Index	10
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
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	43
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	53
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	29
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	51
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	38
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	57
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	43
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?

According to our progress monitoring data, our English Language Learners performed the lowest in ELA, Math, and Science. Students are being provided one-to-one dictionaries, Snap & Read, a web browser extension that offers translations, and support from our EL Para. Also, last year we started after school tutoring in January and our EL Para provided small group tutoring for our EL students that attended. We will continue tutoring starting in October. This tutoring program is provided for free with use of our SAC funds and CARES funds. Teachers have also been given professional development in the WIDA I Can Do Descriptors. We will keep teachers up-to-date and build on their knowledge in a follow up professional development. In addition, our EL students receive instruction in Imagine Learning and Lexia Power Up to increase their knowledge of English as a second language.

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

According to our progress monitoring data, Math is the area across all sub groups that demonstrates the greatest need for improvement. This is due to the gaps in the foundational math knowledge and virtual teaching during the COVID pandemic. Our Math teachers meet weekly in a Collaborative Learning Team to analyze data, discuss strategies, and monitor students to drive instruction. We have a partnership with the District Math Instructional Coach to continue to support our Math teachers. In addition, L1 students are receiving intervention support in a Math intervention class that focuses on reinforcing and enhancing what is being taught in the grade level math classes. Additional support and practice materials are provided in small group instruction with the concepts that students are struggling with. Teachers used multiple strategies (one to one, small group, Prodigy, etc...) to close the gaps and reinforce current math concepts.

In addition Science is an area of concern. Teachers are working together in collaborative teams to unwrap standards, share best practices, and ensuring that the district frameworks are being implemented with fidelity. The Assistant Principal of Curriculum and the District Coordinator of Science are working with teachers to make sure that instruction is differentiated and engaging by sharing best practices, remediation activities, labs, and computer based activities. In addition, the team will look closely at data from target standards CFAs as well as data from CQAs to determine what impact the best strategy practices are having on assessment results.

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

According to progress monitoring, math students in all subgroups are performing below peers. This is due to the gaps in the foundational math knowledge and virtual teaching during the COVID pandemic. In addition, administrators and leadership will be contacting parents of tier 1 & tier 2 students to

update them on their progress monitoring data, grades, and suggest after school tutoring when necessary.

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

Students with disabilities either performed alongside their peers or out-performed their peers based on the ELA adaptive progress monitoring assessment 1 and 2. ELA teachers utilized a guaranteed and viable curriculum throughout the school year. Additionally, teachers worked during collaborative learning teams (CLTs) to examine and break down standards. After developing learning goals, teachers proceeded to plan out which standards to teach and selected resources and texts that they would use in all of their classes. Teachers also created common assessments to monitor student progress. The common assessments proved to be vital as teachers were able to return to CLTs with a clear purpose. Teachers examined their respective data, discussed their noticings with their teams, and discussed ways to spiral in standards when students showed that they were developing a specific skill but needed further practice. Furthermore, teachers worked together to brainstorm ways that they could implement additional practice and reteaching in small groups when necessary, which provided students with differentiated instruction based on their needs.

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

Creating strong ELA collaborative Learning teams which included the support facilitator in the collaboration of instruction. The support facilitators work in a co-teaching model with the ELA teachers to assist students in being proficient in the standards. ELA teachers and support facilitators utilized strategies such as annotating longer texts in chunks, teaching students how to identify key details, and helping students to be metacognitive about their learning through the use of graphic organizers and self-reflections.

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

Students who show data indicating that intervention and support is needed in addition to the Core are receiving those interventions strategically to increase the opportunity for the students to show growth. Tier 2 and Tier 3 students in ELA receive an additional 50 minute period with their ELA teacher to work on grade level texts with scaffolding and strategies. Tier 3 students in ELA are receiving a 50 minute period of foundational reading instruction using Lexia Power Up and/or SPIRE depending on the needs of the student. Tier 1 math students are receiving an additional 50 minute period in Math to work on foundational math skills, every other day.

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.

Teachers will receive professional development in professional learning teams with monitoring of their collaborative learning teams artifacts. In addition, teachers will be provided the opportunity to do learning walks to other teachers' classrooms to see best practices and strategies to support all learners. At Stuart Middle School, we will continue to train new teachers in Project CRISS and provide Coaching support.

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

Stuart Middle School will offer free after school tutoring to all students to provide additional opportunities for learning. Funds from SAC and CARES money will pay for the tutoring to close foundational gaps and strengthen students' knowledge of the standards.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

To close the achievement gap among our ESE students, we have utilized Project CRISS metacognitive strategies for each core content along with facilitator support in all tested core contents. In ELA, we have implemented a tier 3 SPIRE class for our students that are still deficient in phonemic awareness. For Math and ELA tier 2 support, we have implemented intervention classes. The goal is to support all Level 1 and Low Level 2 students by providing additional foundational and grade-level support for ELA and Math. We have continued using Snap and Read and Co-writer for students who would benefit from this specific accommodation. We also are incorporating more multisensory intervention support with manipulatives to close the gaps for our tier 2 students. Our grade-level content CLTs continue to meet twice a week, which includes the facilitator, to unwrap standards, intentionally plan, create CFAs, administer CFAs and analyze data for reteaching and enrichment. The CLT also implements the problem-solving process for district assessments and data analysis. SMS is continuing the collaborative teaching model to support ESE students in general education classes. Monitor Teachers will be invited to MTSS meetings to report on progress (parent communication, intervention results, etc.) For IEP meetings and documenting present levels of performance thoroughly, the ESE teachers will have multiple sources of data in the draft IEP (ie. teacher input, support logs, accommodations checklist, grades, F & P records, Freckle diagnostic, CQA scores, referral data, absences, etc). The ESE teachers will communicate with the Literacy Coach to help with interpretation of reading data.

Measurable Outcome:

50% of students with disabilities will be proficient on the Math Florida Standards Assessment in Spring of 2022.
60% of students with disabilities will be proficient on the ELA Florida Standards Assessment in Spring of 2022.

Monitoring:

This area of focus will be monitored by teachers and support facilitators reviewing student's grades, District Unit Assessments, District Common Quarterly Assessments, and the adaptive progress monitoring assessments. Teachers and support facilitators will discuss intervention needs and strategies in their collaborative learning teams. When students a student is not responding to intervention the MTSS team will problem solve and implement additional supports for the specific student.

Person responsible for monitoring outcome:

Monica Pool (poolm@martin.k12.fl.us)

Evidence-based Strategy:

Project CRISS Metacognition Strategies
Problem Solving Process (Adapted from National School Reform)
Extended time in ELA courses for Tier 2 & Tier 3 students.
Lexia Power Up Reading Intervention in Tier 2 & Tier 3 Reading Courses
Structured Literacy Approach in Tier 2 & Tier 3 Reading Courses

Rationale for Evidence-based Strategy:

These evidence based strategies are selected from what works clearing house and research in the educational field.

Action Steps to Implement

1. Analyze and Present Reading & Math Diagnostic Data.
2. CLTs analyze data and set an action plan based on the Problem Solving Process

3. Analyze and Present ELA & Math Adequate Progress Monitoring Assessment Data
4. CLTs analyze data and revisit original action plan
5. Repeat steps 3 & 4 for the Second Adequate Progress Monitoring Assessment

Person Responsible Monica Pool (poolm@martin.k12.fl.us)

#2. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale: Teachers and our ELL Paraprofessionals are working with students to assist with core content instruction. Snap & Read has been implemented in all core content classes to provide students with access to the text in their native language. The program also provides options for students to listen to the text in English depending on their proficiency level. Students and teachers have the opportunity to change the reading speed, slowing down the pace if needed. This feature will help build reading fluency and support student comprehension as they work through processing the text. Students who are working on Imagine Learning weekly, receive a word-to-word dictionary and glossary. Additionally, students are receiving extra support in intervention for Math and ELA.

Measurable Outcome: 50% of English Language Learners will be proficient on the Math Florida Standards Assessment in Spring of 2022.
45% of English Language Learners will be proficient on the ELA Florida Standards Assessment in Spring of 2022.

Monitoring: This area of focus will be monitored by teachers reviewing student's grades, District Unit Assessments, District Common Quarterly Assessments, and the adaptive progress monitoring assessments. Teachers and support facilitators will discuss intervention needs and strategies in their collaborative learning teams. When students a student is not responding to intervention the MTSS team will problem solve and implement additional supports for the specific student.

Person responsible for monitoring outcome: Monica Pool (poolm@martin.k12.fl.us)

Evidence-based Strategy: Project CRISS Metacognition Strategies
Problem Solving Process (Adapted from National School Reform)
Extended time in ELA course for Tier 2 & Tier 3 students.
Lexia Power Up Reading Intervention in Tier 2 Reading Courses
Structured Literacy Approach in Tier 2 & Tier 3 Reading Courses
Snap & Read Adaptive Technology
Imagine Learning Instructional Software

Rationale for Evidence-based Strategy: These evidence based strategies are selected from what works clearing house and research in the educational field.

Action Steps to Implement

1. Analyze and Present Reading & Math Diagnostic Data.
2. CLTs analyze data and set an action plan based on the Problem Solving Process
3. Analyze and Present ELA & Math Adequate Progress Monitoring Assessment Data
4. CLTs analyze data and revisit original action plan
5. Repeat steps 3 & 4 for the Second Adequate Progress Monitoring Assessment

Person Responsible: Monica Pool (poolm@martin.k12.fl.us)

#3. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale: To close the achievement gap among our African American students, we have utilized Project CRISS metacognitive strategies for each core content. In ELA, we have implemented a tier 3 Lexia course for students that are Level 1 with phonics and comprehension deficiencies. For Math and ELA tier 2 support, we have implemented intervention classes. The goal is to support all Level 1 and Low Level 2 students by providing additional foundational and grade-level support for ELA and Math. We also are incorporating more multisensory intervention support with manipulatives to close the gaps for our tier 2 students. Our grade-level content CLTs continue to meet twice a week to unwrap standards, intentionally plan, create CFAs, administer CFAs and analyze data for reteaching and enrichment. The CLT also implements the problem-solving process for district assessments and data analysis. SMS strategically implements the MTSS process to support our students that are not responding to interventions or not being successful academically and/or behaviorally.

Measurable Outcome: 50% of African American students will be proficient on the Math Florida Standards Assessment in Spring of 2022.
50% of African American students will be proficient on the ELA Florida Standards Assessment in Spring of 2022.

Monitoring: This area of focus will be monitored by teachers reviewing student's grades, District Unit Assessments, District Common Quarterly Assessments, and the adaptive progress monitoring assessments. Teachers and support facilitators will discuss intervention needs and strategies in their collaborative learning teams. When students a student is not responding to intervention the MTSS team will problem solve and implement additional supports for the specific student.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy: Project CRISS Metacognition Strategies
Problem Solving Process (Adapted from National School Reform)
Extended time in ELA course for Tier 2 & Tier 3 students.
Lexia Power Up Reading Intervention in Tier 2 Reading Courses
Structured Literacy Approach in Tier 2 & Tier 3 Reading Courses
Snap & Read Adaptive Technology

Rationale for Evidence-based Strategy: These evidence based strategies are selected from what works clearing house and research in the educational field.

Action Steps to Implement

1. Analyze and Present Reading & Math Diagnostic Data.
2. CLTs analyze data and set an action plan based on the Problem Solving Process
3. Analyze and Present ELA & Math Adequate Progress Monitoring Assessment Data
4. CLTs analyze data and revisit original action plan
5. Repeat steps 3 & 4 for the Second Adequate Progress Monitoring Assessment

Person Responsible Monica Pool (poolm@martin.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.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.

Stuart Middle School has a very low rating in discipline data compared to other Middle Schools Across the State of Florida. During the upcoming school year, our primary concern is to reduce the number of incidents on campus, especially Drug/Public Order Incidents. A reduction in incidents will also positively impact our suspension rating because fewer students would be suspended for these offenses. This task can be achieved through promotion of our Positive Behavior Intervention and Support (PBIS) efforts, individualized behavior interventions, and collaboration with families and our community.

Our disciplinary data is monitored monthly, reviewed by the PBIS team, and the data is sent out to all staff. Areas of concern are targeted by the team for additional incentives, information, activities, and focus. In addition, informational posters encouraging students to make positive behavior choices are posted throughout the school.

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.

Stuart Middle School works closely with our Parent, Teacher, Student Association (PTSA) and School Advisory Council (SAC). These organizations offer opportunities for parents to volunteer and gain an understanding of school culture and the policies and procedures of the School Improvement Process. At SMS, parents participate in fundraising projects that financially support our Positive Behavior Interventions and Support (PBIS) initiatives. PBIS is designed to improve students' social-emotional and academic outcomes so students feel they have an equal opportunity to be successful. We create opportunities to motivate students and acknowledge them for meeting ROAR expectations through ROAR incentives. The students are rewarded for meeting expectations for respect, on task behavior, appropriately dressed and responsibility. They can be rewarded by every adult on campus digitally or with physical cards. The ROAR Card economy system is how students can earn rewards and redeem those ROAR cards in a variety of ways. This allows our school to give incentives for students who meet or exceed published School-Wide Expectations. In 2020-2021 Stuart Middle School was awarded the Resiliency Award from the Florida's Positive Behavioral Interventions & Support Project. Additionally, parents volunteer at The Scholastic Book Fair, PBIS sponsored events, and support Band, Chorus, and extracurricular activities. We are always looking for ways to encourage parental involvement with their students in middle school years.

Also, the school has two guidance counselors, Heather Hazlett and Ellie Golden. They divide the student body into two groups. Each counselor supports and refers students to mental health counseling agencies in our area if needed. Mental health counseling is provided on-site through a partnership with Tykes and Teens and Helping People Succeed. We have partnered with the Boys and Girls Club (AmeriCorps) to provide positive mentoring for our at-risk students on campus. In addition, our IPS coaches, Valerie Mariano and Melissa King and our Intervention Teacher, Courtney Mustafa, work with specific students on academic and behavioral interventions. They assist teachers and facilitators in supporting students who are at-risk. To support the intervention needs of our students, teachers have received trauma-informed care professional development from Tykes and Teens, our local Mental Health agency, who provided strategies on how to make positive connections with all students.

Additionally, every Tuesday, our school has Academic Success. This class is a 30-minute course designed to help students with academic, social, and behavioral skills such as organization, empathy, and respect. Students participate in team-building activities, restorative circles, and discussions on social/emotional topics. During the class, teachers also give students time to check their grades, set goals, and reflect on their progress. This time allows students and teachers to build relationships and promote a positive culture within our school.

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

We are fortunate to work with community partners who are dedicated to ensuring the success of our campus. Principal Jarrett sits on the Jensen Beach Chamber of Commerce Education Committee. This committee provides classroom adoptions to ensure that teachers have the tools they need to be successful in working with our students. The Chamber also recognizes a student and teacher of the month 2x a year. The teacher, student, and Principal are invited to a special luncheon where they are recognized and honored for their achievements. We have also been sponsored by Rocking Horse Foundation to provide awards and incentives for our students through the PBIS program. Students use their PBIS tickets to purchase a variety of high interest prizes. We also work with our highly engaged PTSA. They work side by side with our campus to provide snacks, awards, funding, and volunteer services for school events that support students and staff. We have a sunny social committee whose purpose is to promote positive school culture. We have several social events throughout the year. We also recognize important events that impact a staff members' life such as a death, wedding, or birth.

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
2	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners	\$0.00
3	III.A.	Areas of Focus: ESSA Subgroup: Black/African-American	\$0.00
Total:			\$0.00