

Sarasota County Schools

Sarasota Middle School



2021-22 Schoolwide Improvement Plan

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Sarasota Middle School

4826 ASHTON RD, Sarasota, FL 34233

www.sarasotacountyschools.net/sarasotamiddle

Demographics

Principal: Jennifer Nzeza

Start Date for this Principal: 7/1/2021

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)	29%
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 (75%) 2017-18: A (75%) 2016-17: A (68%)
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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Sarasota Middle School

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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	23%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	29%

School Grades History

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

School Board Approval

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SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Nzeza, Jennifer	Principal	<p>Develop, implement and assess the academic program leading to student success.</p> <p>Develop and implement an annual School Improvement Plan.</p> <p>Coordinate program planning with District staff.</p> <p>Interview and select qualified employees to be recommended for employment.</p> <p>Monitor and conduct personnel evaluations and take appropriate action.</p> <p>Develop an annual assessment for in-service needs leading to faculty improvement.</p> <p>Provide leadership and vision to the School Improvement Process and changes leading to improvement. Develop a positive teaching / learning environment leading to teacher and student success.</p> <p>Develop and implement a safe and orderly school plan.</p> <p>Develop and implement a successful discipline plan promoting a safe teaching / learning environment.</p> <p>Promote a positive school image through appropriate communication and community involvement.</p> <p>Develop high expectations for teachers and students and promote this vision to the community.</p> <p>Develop and maintain the school budget by involving appropriate input and by meeting local and state guidelines.</p> <p>Establish a role model conducive to hard work, caring and consistency for the entire staff. Utilize managerial skills to design and organize activities to achieve goals.</p> <p>Oversee the development of the extracurricular activities program and maintain an up-to-date activities calendar.</p> <p>Direct the development of the master schedule.</p> <p>Manage and assign the administration of the school testing program.</p> <p>Establish job assignments for administrators, teachers and support staff personnel.</p> <p>Assist in developing short- and long-range facility needs.</p> <p>Maintain visibility and accessibility on the school campus.</p> <p>Assume responsibility for all student suspensions and expulsions in accordance with School Board policies and state law.</p>
Walsh, Kira	Assistant Principal	<p>Assist in the development, implementation and evaluation of the instructional program, including the use of technology; Supervise curricular and extracurricular activities as assigned; Provide recommendations to the Principal regarding curriculum improvement; Supervise textbook and equipment selection, acquisition and inventory; Assist the Principal in the administration of the summer school program; Assist with coordinating student field trips; Assist in developing the master schedule and assignment of students and staff; Assist in gathering, analyzing and interpreting data related to student performance; Assist in coordinating the School Accreditation Program and School Improvement Program; Assist with the supervision of personnel, including orientation of new employees as assigned; Assist the Principal in developing personnel assignments and duty rosters;</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Assist teachers in developing professional development plans and activities; Assist in monitoring and assisting substitute teachers; Assist the Principal with the daily operation of the school; Assist in supervising and monitoring the accurate and timely completion of data collection and reporting requirements; Assist in developing and monitoring the school budget; Assist in supervising school transportation services; Assist in monitoring student attendance; Assist in ensuring that the school's discipline policy is consistently and fairly administered; Assist with student supervision and discipline; Assist in interpreting and implementing the Pupil Progression Plan; Assist in developing, implementing and evaluating the school's guidance program; Confer with students, parents and teachers to resolve problems and facilitate learning; Assist in coordinating schedules for extracurricular activities; Seek to improve skills and knowledge through participation in in-service and other professional development activities; Model and maintain high standards of professional conduct; Demonstrate initiative in identifying needs or potential for improvement and take appropriate action; Promote and support professional development for self and others; Maintain visibility and accessibility; Keep the Principal informed about potential problems, unusual events or possible opportunities for school improvement; Support goals and priorities of the District and school; Provide leadership in developing and implementing goals and priorities of the District and school. Assume duties and responsibilities of the Principal in his / her absence; Assist in planning and implementing the school's public relations program; Conduct faculty meetings when requested by the Principal.</p>
Lyon, Lisa	Assistant Principal	<p>Assist in the development, implementation and evaluation of the instructional program, including the use of technology; Supervise curricular and extracurricular activities; Provide recommendations to the Principal regarding curriculum improvement; Assist with coordinating student field trips; Assist in developing the master schedule and assignment of students and staff; Assist in the administration of the testing program; Assist in gathering, analyzing and interpreting data related to student performance; Assist in coordinating the School Accreditation Program and School Improvement Program; Assist with the supervision of personnel, including orientation of new employees as assigned; Assist the Principal in developing personnel assignments and duty rosters; Assist in monitoring and assisting substitute teachers; Assist the Principal with the daily operation of the school; Assist in supervising and monitoring the accurate and timely completion of data collection and reporting requirements; Assist in the supervision of the maintenance and care of the physical plant; Assist in identifying maintenance or facility needs; Assist in monitoring student attendance; Assist in ensuring that the school's discipline policy is consistently and fairly administered; Assist with student supervision and discipline; Assist in interpreting and implementing the Pupil</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Progression Plan; Assist in developing, implementing and evaluating the school's guidance program; Confer with students, parents and teachers to resolve problems and facilitate learning; Assist in coordinating schedules for extracurricular activities; Model and maintain high standards of professional conduct; Demonstrate initiative in identifying needs or potential for improvement and take appropriate action; Promote and support professional development for self and others; Maintain visibility and accessibility; Keep the Principal informed about potential problems, unusual events or possible opportunities for school improvement; Support goals and priorities of the District and school.</p>
Elsay, Charles	Behavior Specialist	<p>Serve as a member of the Student Study Team for staffings, assessment planning and placement of students with special needs; Assist in the development and implementation of Individual Education Plans (IEPs) for identified students; Serve as a member of the school-based crisis intervention team; Work with administration to develop and maintain discipline and handle discipline referrals; Meet with parents and guardians to implement specially designed Behavior Intervention Plans; Serve as leader of Behavior Assessment / Intervention Team to conduct functional behavior assessments as required by law; Communicate regularly with school administration regarding the needs of students, staff and parents; Serve as a resource for ESE and regular teachers; Serve as a member of the School Manifestation Team; Use appropriate technology to enhance record keeping and quick retrieval of student information; Assist staff in the development and application of behavior management techniques and strategies; Assist in the implementation and maintenance of District-wide behavior programs; Assist in campus security; Assist staff in the identification of students who are experiencing difficulty academically or behaviorally and assist in developing positive interventions to address specific problem areas; Implement a system of program accountability; Recognize overt indicators of student distress or abuse and take appropriate intervention, referral or reporting actions; Meet with instructional and support staff as needed to facilitate delivery of behavioral services for students with disabilities; Provide consultation and training to instructional staff; submit accurate reports in a timely manner and maintain all appropriate records; Maintain confidentiality of student records and information; Maintain effective interpersonal relationships and communication with students, parents, school personnel and the community; Ensure that student achievement is continuous and appropriate for programs and age group. Indicators may include: placement, case history and follow-up reports, standardized tests, documented parent participation, analysis reports, student study team reports and student academic and/or discipline records; Ensure that ESE students are placed in the least restrictive environment.</p>

Name	Position Title	Job Duties and Responsibilities
Golumbeck, Kevin	Administrative Support	<p>Communicate and support implementation of state and district wide initiatives; Demonstrate high expectations and model effective strategies for continuous school improvement in areas such as instructional strategies and materials, classroom climate and organization, behavior management, and professional growth and development to ensure that instruction meets student needs, grade level content standards, the goals of the schools' improvement plans and the goals of Sarasota County schools; Demonstrate exemplary classroom practice, plan and conduct professional development, and collect, analyze and report school district data to administrators and others as needed and requested; Assist teachers in the development and use of formative, interim, and summative common assessments to improve student learning and inform instructional decisions in coordination with the RAE (Research, Assessment, and Evaluation) department; Facilitate communication about instructional practices and student achievement between and among teachers, within and across grade levels; Use computer technology efficiently to perform job duties and responsibilities (e.g. email, internet, power point, spreadsheets, and word processing). Use data management systems to access student data on the Student Information System (SIS) and to access assessment data (benchmark test data, school achievement reports; Effectively present information and respond to questions from district and school-based administrators, teachers, parents, Sarasota County school board members, and the general public; Participate in ongoing, regular department meetings, collaborative cross-department discussions, district and state level trainings, and all other duties, as assigned and required, in order to perform the above services; Represent the District in a positive and professional manner; Provide leadership for the assigned areas of responsibility; Demonstrate initiative in identifying potential problems or opportunities for improvement and take appropriate action.</p>
King, Cassandra	Other	<p>Serve as Local Education Agency (LEA) representative at ESE staffings; Provide services, coaching and technical assistance to regular staff members who work with mainstreamed ESE students; Provide assistance and information to parents of ESE students; Provide Crisis Intervention Services to all ESE staff and students as needed; Serve as a resource to the guidance department when needed; Provide classroom observation for students being considered for ESE placement; Conduct the staffing process and ensure that required procedures related to evaluation, eligibility, and service delivery for students with disabilities are fulfilled; Provide training for ESE teachers on the computerized IEP system and IEP development including measurable goals; Provide training for ESE teachers on the process of using assessment to guide the direct instruction of ESE students; Provide training for ESE teachers on the use of district selected research based materials; Coordinate articulation between departments, schools and/or agencies for ESE students; Coordinate</p>

Name	Position Title	Job Duties and Responsibilities
		<p>ESE transportation for the school site; Maintain accurate ESE records for auditing purposes; Schedule and conduct student eligibility staffings; Schedule and conduct initial IEP/placement meetings; Assist with FTE process and data collection; Assist with scheduling of ESE students; Transition incoming ESE transfer students; Serve as a Children at Risk in Education (CARE) team member for the school site; Assist with parent-teacher conferences as requested; Facilitate the referral of students for medical or psychiatric evaluation; Orient new ESE teachers to ESE curriculum, classroom management and IEP development; Be willing to serve as a SCIP mentor to new ESE teachers; Demonstrate initiative in the performance of assigned responsibilities; Provide for a safe and secure workplace; Model and maintain high ethical standards; Prepare all required reports and maintain all appropriate records.</p>
Robson, Judi	Other	<p>Assess and evaluate new students for placement eligibility for ESOL services; Initiate and maintain all ESOL files; Assist with scheduling of English Language Learner students; Monitor and assist in the in-school staffings of all ELL students; Assist schools in the collection of FTE and other required data; Provide training and assistance to ESOL teachers and bilingual paraprofessionals; Serve as the chairperson for the school-based ELL Committee; Coordinate parent leadership council meetings; Provide training and assistance to ESOL teachers and bilingual paraprofessionals; Survey and assess students for the purpose of reclassification and post-reclassification procedure; Complete appropriate monitoring reports for students exiting the ESOL program for two years; Monitor the students' cumulative records in preparation for audit documentation; Coordinate articulation between departments, schools and/or agencies for ELL students; Be willing to serve as a SCIP mentor to new ESOL teachers.</p>
Smith, Marjorie	Other	<p>Develop appropriate Gifted Educational Plans (EPs), including determining present levels of performance, measurable annual goals (with benchmarks or short-term objectives); Collect student performance data and report student progress toward EP goals; Support general education teachers in implementing appropriate enrichment/acceleration strategies; Schedule and conduct EP meetings with parents and appropriate school/agency personnel, including understanding and explaining Procedural Safeguards to parents and completion of Matrix of Services, as required; Participate in Eligibility meetings; Serve as Local Education Agency (LEA) Representative, if designated by administrator; Establish short and long-range goals based on student needs, District and state curriculum requirements.</p>
Jaso, Jennifer	Teacher, K-12	<p>Establish short and long-range goals based on student needs and District and state curriculum requirements; Plan and prepare lessons and strategies which support</p>

Name	Position Title	Job Duties and Responsibilities
		<p>the School Improvement Plan and District mission; Plan and prepare lessons which are meaningful and engaging; Plan and prepare instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences; Identify, select and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs; Assist in assessing changing curricular needs and plans for improvement; Maintain a positive, organized and safe learning environment; Manage time, materials and equipment effectively; Instruct and supervise the work of volunteers and aides when assigned; Establish and maintain effective and efficient record keeping procedures; Use effective student behavior management techniques; Assist in enforcement of school rules, administrative regulations and School Board policies; Participate in the development and implementation of IEP's, EP's & 504 Plans for exceptional education students, as appropriate; Develop effective assessment strategies to assist the continuous development of students; Interpret data for diagnosis, instructional planning and program evaluation; Establish appropriate testing environment and test security. Demonstrate knowledge and understanding of subject matter content; Apply principles of learning and effective teaching in instructional delivery; Use a multimedia approach utilizing a variety of materials and equipment to meet the needs of students; Use appropriate strategies and techniques to enhance critical thinking skills in students; Apply appropriate instructional modification for students with special needs; Provide quality work for students that is challenging and relevant to the goals and objectives of the class; Use appropriate materials, technology and resources to help meet learning needs of all students; Provide a positive environment in which students are encouraged to be actively engaged in the learning process; Communicate effectively, both orally and in writing, with other professionals, students, parents and the community; Collaborate with other professionals and parents after recognizing student distress or abuse.</p>
Boyle, Marta	Teacher, K-12	<p>Establish short and long-range goals based on student needs and District and state curriculum requirements; Plan and prepare lessons and strategies which support the School Improvement Plan and District mission; Plan and prepare lessons which are meaningful and engaging; Plan and prepare instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences; Identify, select and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs; Assist in assessing changing curricular needs and plans for improvement; Maintain a positive, organized and safe learning environment; Manage time, materials and equipment effectively; Instruct and supervise the work of volunteers and aides when assigned; Establish and maintain effective and efficient record</p>

Name	Position Title	Job Duties and Responsibilities
		<p>keeping procedures; Use effective student behavior management techniques; Assist in enforcement of school rules, administrative regulations and School Board policies; Participate in the development and implementation of IEP's, EP's & 504 Plans for exceptional education students, as appropriate; Develop effective assessment strategies to assist the continuous development of students; Interpret data for diagnosis, instructional planning and program evaluation; Establish appropriate testing environment and test security. Demonstrate knowledge and understanding of subject matter content; Apply principles of learning and effective teaching in instructional delivery; Use a multimedia approach utilizing a variety of materials and equipment to meet the needs of students; Use appropriate strategies and techniques to enhance critical thinking skills in students; Apply appropriate instructional modification for students with special needs; Provide quality work for students that is challenging and relevant to the goals and objectives of the class; Use appropriate materials, technology and resources to help meet learning needs of all students; Provide a positive environment in which students are encouraged to be actively engaged in the learning process; Communicate effectively, both orally and in writing, with other professionals, students, parents and the community; Collaborate with other professionals and parents after recognizing student distress or abuse.</p>
Machenheimer, Nicole	Teacher, K-12	<p>Establish short and long-range goals based on student needs and District and state curriculum requirements; Plan and prepare lessons and strategies which support the School Improvement Plan and District mission; Plan and prepare lessons which are meaningful and engaging; Plan and prepare instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences; Identify, select and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs; Assist in assessing changing curricular needs and plans for improvement; Maintain a positive, organized and safe learning environment; Manage time, materials and equipment effectively; Instruct and supervise the work of volunteers and aides when assigned; Establish and maintain effective and efficient record keeping procedures; Use effective student behavior management techniques; Assist in enforcement of school rules, administrative regulations and School Board policies; Participate in the development and implementation of IEP's, EP's & 504 Plans for exceptional education students, as appropriate; Develop effective assessment strategies to assist the continuous development of students; Interpret data for diagnosis, instructional planning and program evaluation; Establish appropriate testing environment and test security. Demonstrate knowledge and understanding of subject matter content; Apply principles of learning and effective teaching in instructional delivery; Use a multimedia approach utilizing a variety of materials</p>

Name	Position Title	Job Duties and Responsibilities
		<p>and equipment to meet the needs of students; Use appropriate strategies and techniques to enhance critical thinking skills in students; Apply appropriate instructional modification for students with special needs; Provide quality work for students that is challenging and relevant to the goals and objectives of the class; Use appropriate materials, technology and resources to help meet learning needs of all students; Provide a positive environment in which students are encouraged to be actively engaged in the learning process; Communicate effectively, both orally and in writing, with other professionals, students, parents and the community; Collaborate with other professionals and parents after recognizing student distress or abuse.</p>
Golumbeck, Kerry	Teacher, K-12	<p>Establish short and long-range goals based on student needs and District and state curriculum requirements; Plan and prepare lessons and strategies which support the School Improvement Plan and District mission; Plan and prepare lessons which are meaningful and engaging; Plan and prepare instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences; Identify, select and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs; Assist in assessing changing curricular needs and plans for improvement; Maintain a positive, organized and safe learning environment; Manage time, materials and equipment effectively; Instruct and supervise the work of volunteers and aides when assigned; Establish and maintain effective and efficient record keeping procedures; Use effective student behavior management techniques; Assist in enforcement of school rules, administrative regulations and School Board policies; Participate in the development and implementation of IEP's, EP's & 504 Plans for exceptional education students, as appropriate; Develop effective assessment strategies to assist the continuous development of students; Interpret data for diagnosis, instructional planning and program evaluation; Establish appropriate testing environment and test security. Demonstrate knowledge and understanding of subject matter content; Apply principles of learning and effective teaching in instructional delivery; Use a multimedia approach utilizing a variety of materials and equipment to meet the needs of students; Use appropriate strategies and techniques to enhance critical thinking skills in students; Apply appropriate instructional modification for students with special needs; Provide quality work for students that is challenging and relevant to the goals and objectives of the class; Use appropriate materials, technology and resources to help meet learning needs of all students; Provide a positive environment in which students are encouraged to be actively engaged in the learning process; Communicate effectively, both orally and in writing, with other professionals, students, parents and the community; Collaborate with</p>

Name	Position Title	Job Duties and Responsibilities
		other professionals and parents after recognizing student distress or abuse.

Demographic Information

Principal start date

Thursday 7/1/2021, Jennifer Nzeza

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

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.*

25

Total number of teacher positions allocated to the school

80

Total number of students enrolled at the school

1,218

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

4

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

5

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	398	416	427	0	0	0	0	1241
Attendance below 90 percent	0	0	0	0	0	0	31	74	80	0	0	0	0	185
One or more suspensions	0	0	0	0	0	0	3	4	10	0	0	0	0	17
Course failure in ELA	0	0	0	0	0	0	0	1	8	0	0	0	0	9
Course failure in Math	0	0	0	0	0	0	0	4	7	0	0	0	0	11
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	21	22	41	0	0	0	0	84
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	28	28	32	0	0	0	0	88
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	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	12	19	16	0	0	0	0	47

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	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 9/15/2021

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	9	14	23	0	0	0	0	46

The number of students identified as retainees:

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	9	14	23	0	0	0	0	46

The number of students identified as retainees:

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

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				79%	64%	54%	80%	63%	53%
ELA Learning Gains				64%	58%	54%	66%	57%	54%
ELA Lowest 25th Percentile				50%	50%	47%	57%	48%	47%
Math Achievement				86%	74%	58%	84%	74%	58%
Math Learning Gains				76%	66%	57%	73%	67%	57%
Math Lowest 25th Percentile				60%	56%	51%	61%	61%	51%
Science Achievement				78%	61%	51%	77%	62%	52%
Social Studies Achievement				94%	85%	72%	92%	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	76%	63%	13%	54%	22%
Cohort Comparison						
07	2021					
	2019	79%	64%	15%	52%	27%
Cohort Comparison		-76%				
08	2021					
	2019	80%	66%	14%	56%	24%
Cohort Comparison		-79%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	84%	67%	17%	55%	29%
Cohort Comparison						
07	2021					
	2019	84%	73%	11%	54%	30%
Cohort Comparison		-84%				
08	2021					
	2019	59%	65%	-6%	46%	13%
Cohort Comparison		-84%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	77%	62%	15%	48%	29%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	77%	-77%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	93%	85%	8%	71%	22%
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	100%	73%	27%	61%	39%
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.

We used iReady data and based the percent proficient on students scoring on level and above.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	66	63	74
	Economically Disadvantaged	46	64	70
	Students With Disabilities	26	27	45
	English Language Learners	6	6	6
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	64	74	81
	Economically Disadvantaged	40	53	70
	Students With Disabilities	23	27	46
	English Language Learners	18	20	44
Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	66	65	67
	Economically Disadvantaged	45	39	53
	Students With Disabilities	25	26	28
	English Language Learners	18	17	31
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	51	50	61
	Economically Disadvantaged	38	56	61
	Students With Disabilities	14	17	23
	English Language Learners	0	8	31
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	72	70	77
	Economically Disadvantaged	61	57	67
	Students With Disabilities	21	24	35
	English Language Learners	20	20	44
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	58	10	25
	Economically Disadvantaged	37	51	61
	Students With Disabilities	9	12	16
	English Language Learners	10	11	36
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			73
	Economically Disadvantaged			57.8
	Students With Disabilities			30
	English Language Learners			100

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	32	44	36	43	32	32	29	59	36		
ELL	55	73	68	64	54	50	47	68	67		
ASN	85	71		89	76		60	80	85		
BLK	53	73	80	58	53						
HSP	71	68	54	72	61	44	70	84	79		
MUL	94	85		94	71	70	93	100	100		
WHT	79	69	50	85	64	55	74	92	84		
FRL	64	61	52	71	53	49	58	83	66		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	28	42	36	42	47	43	40	68	75		
ELL	41	67	70	56	63	63					

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

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	73
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	78
Total Points Earned for the Federal Index	726
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
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	62
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	78
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	63
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	68
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	88
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	72
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	65
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?

When we examine our FSA Subgroup Data, the following trends appear: 1) Students in ALL subgroups declined in Math Learning Gains with the exception of Asian students who stayed at 76%. 2) Our ELL and Hispanic students declined in EVERY reporting category, as did our Black students with one exception - ELA Learning Gains.

Digging even deeper, our eighth graders took the biggest hit in math. They dropped from 67% MA Learning Gains for the lowest quartile in 2019 to 47% in 2021 (20 points). Additionally, their overall LG dropped 22 points, from 82% in 2019 to 60% in 2021.

On a positive note we noticed an upward trend in ELA for our SWD, Asian, Multi-racial, and White students.

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

The data components that demonstrate the greatest need for improvement are 1) Math achievement, Math Learning Gains, and Math Learning Gains for the lowest 25% for ALL subgroups. 2) ELA achievement, ELA Learning Gains and ELA Learning Gains for the lowest 25% for our ELL, Hispanic, and Black students specifically.

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

We believe the largest contributing factors are 1) students not getting a full year of direct instruction in 2019-2020 due to the pandemic, and 2) the disruptive nature of the hybrid and virtual teaching models in 2020-2021, and 3) the significant quarantining of students in both the 2019 and 2020 school years.

New actions to be taken include 1) identifying student gaps using all available data points, including: iReady data - encouraging teachers to use Teacher-Assigned Lessons; Benchmark assessment data; Study Sync assessments; and of course FSA data. 2) Provide ongoing professional development on high-impact teaching strategies and make them universal on campus: LISC, visible learning through collaborative discussion, small-group, standards-based instruction, and use of the MTSS process.

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

We improved in ELA Learning Gains overall and in ELA Learning Gains of the lowest 25%. The latter was one of our target areas in 2020-2021. Drilling down further, our SWD either increased or

maintained in each of the ELA categories and our multi-racial students increased in every Math and ELA category with the exception of Math Learning Gains.

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

As mentioned ELA overall and ELA Learning Gains of the lowest 25% were our areas of focus in 2020-2021. We believe that the ELA teachers' Collaborative Teacher-Led walkthroughs within their department in 2019-2020 and into the 2020-2021 school year contributed to this improvement. We also held targeted training on learning gains and how to identify bubble kids. Our ELA teachers used Write Score and met with students on a conference day to discuss their writing.

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

1) Refine our MTSS process at the classroom level for both academics and behavior. 2) Build collective efficacy regarding the belief that every student can and will learn given the appropriate supports both academic and social-emotional. 3) Provide professional development in: how to use the data dashboards; how to calculate a learning gain for data chats with students; high-impact teaching strategies such as LISC, collaborative discussion to make learning visible, using data to form small-group and provide targeted instruction; the MTSS process. We can do this by attending PLCs to discuss data, conduct collaborative walkthroughs and provide feedback to teachers, attend data chats, and utilize our SLT and ILT teams for support as instructional and school leaders.

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.

We need to provide our teachers with the following PD: how to use the data dashboards; how to calculate a learning gain for data chats with students; high-impact teaching strategies such as LISC, collaborative discussion to make learning visible, using data to form small-group and provide targeted instruction; the MTSS process; and Trauma Informed Care.

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

Additional services to ensure sustainability of improvement include continuing to implement our Instructional Continuity Plan to meet the needs of our quarantined students. This is communicated through my principal's newsletter, our website, and the classroom teachers. We also need to use our Jumpstart Funds. We created great opportunities for meeting the needs of the students in our lowest 25% and all of our subgroups through academic support before, during, and after school and through mentoring of our students who struggle with behavior. When students are out of the classroom for behavior issues, learning stops. We will continue to adjust schedules when students are in need of academic support - changing schedules for critical thinking classes in which students get academic intervention. Of course we will need to continue to utilize our MTSS process and our SWST and CARE Teams to help to funnel appropriate services to our neediest students.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus	Our data shows our Math Learning Gains and Math Lower Quartile Learning Gains dropped most significantly. Our Math Learning Gains dropped 12 points from 76% (2018-19) to 64% (2021-21).
Description and Rationale:	Math Learning Gains of our lowest 25% dropped 7 points from 60% to 53%. Significantly, 8th grade dropped 22 points from 82% to 60% in overall Math Learning Gains and 20 points in Math Learning Gains of our Lowest 25% from 67% to 47%. Students in ALL subgroups declined in Math Learning Gains with the exception of Asian students.
Measurable Outcome:	Math Learning Gains will improve by a minimum of 5 points growing from 64% to 69% by the end of the 2021-22 school year and Math Lower Quartile Gains will improve by a minimum of 5 points growing from 64% to 69% by the end of the 2021-22 school year.
Monitoring:	1) Monitor iReady diagnostic data and lesson completion; 2) Discuss iReady, Benchmark, IXL, Math Nation, USA Test Prep, and teacher assessment data during data chats 3) Complete classroom walkthroughs to monitor use of high-impact strategies, including LISC, collaborative discussion, and small-group instruction. 4) Attend Math PLCs to discuss implementation of high-impact strategies 5) Monitor mid-term and end-of-quarter grades. 6) Review critical thinking rosters regularly to pull in more students when necessary. 7) Review Jumpstart students, number of sessions attended, and specific areas of focus for each session by grade level. 7) Utilize the support of District Math Specialist to help us monitor student achievement.
Person responsible for monitoring outcome:	Jennifer Nzeza (jennifer.nzeza@sarasotacountyschools.net)
Evidence-based Strategy:	1) Use iReady data to target student needs directly tied to FSA standards and to progress monitor. 2) Use district, Benchmark, IXL, Math Nation, USA Test Prep, and teacher assessment data to discuss areas for improvement in data chats with students. 3) Use LISC to increase clarity in the classroom. 4) Use increased student dialogue and collaboration in math classes to make student thinking visible.
Rationale for Evidence-based Strategy:	Strategies 1 and 2 focus on using data to drive instructional decisions and directly target students' areas of needs. Strategies 3 and 4 define the high impact strategies teachers are to implement this school year to improve student learning. For all strategies, Math PLCs will collaborate during PLCs and with district specialists.

Action Steps to Implement

1) Share data at SLT, ILT, SAC, PTSO, and faculty meetings. Share data in my weekly newsletter related to SIP.

Person Responsible Jennifer Nzeza (jennifer.nzeza@sarasotacountyschools.net)

2) Collaborate with teachers in PLCs to discuss iReady use, specifically targeting the use of Teacher-Assigned Lessons versus the instructional path, and weekly minutes. Discuss benchmark, IXL, Math Nation, USA Test Prep, and teacher assessment data.

Person Responsible Jennifer Nzeza (jennifer.nzeza@sarasotacountyschools.net)

3) Collaborate with teachers during district data chats 3X per year after iReady/Benchmark diagnostics. Teachers should focus on providing data related to our subgroups. Additional data chats are scheduled as needed.

Person Responsible Jennifer Nzeza (jennifer.nzeza@sarasotacountyschools.net)

4) Determine the specific students in our lowest quartile for math based on iReady and/or FSA Math data to invite to our before, during, and after-school/Saturday Jumpstart tutoring sessions. Reach out to families directly through a letter and/or phone call explaining the purpose and inviting them to participate.

Person Responsible Kevin Golumbeck (kevin.golumbeck@sarasotacountyschools.net)

5) Provide professional development on strategies 1-4 above. Use teacher-leaders and our Assistant Principal for Professional Development.

Person Responsible Jennifer Nzeza (jennifer.nzeza@sarasotacountyschools.net)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Our ELA achievement shows that while we saw some improvements in ELA overall for our SWD, Asian, and Multi-Racial Subgroups, our ELA Learning Gains and our ELA Lowest Quartile Learning Gains for our ELL, Hispanic, and Black students declined significantly. Our ELL students dropped 22, 4, and 3 points respectively for ELA reporting categories; our Hispanic student dropped 4 points in ELA overall and 10 points in ELA Lowest Quartile Learning Gains; while our Black students dropped 20 points in overall ELA achievement.
Measurable Outcome:	1) Sarasota Middle School overall ELA Achievement scores improve 3 points from 78% to 81% by the end of the 2021-2022 school year. 2) ELA overall learning gains will improve 3 points from 70% to 73% by the end of the 2021-2022 school year. 3) ELA Lowest Quartile learning gains will improve 3 points from 53% to 57% by the end of the 2021-2022 school year.
Monitoring:	1) Use, analyze, and discuss iReady Diagnostic Assessments in teacher-administrator data chats 3X per year. 2) Use, analyze, and discuss iReady Diagnostic Assessments in teacher-student data chats. 3) Monitor the use of our Jumpstart before, after, and during school tutoring for our lowest 25%, the number of sessions attended, and the specific areas of focus for each session by grade level. 4) Attend PLCs to discuss progress towards goals and professional development needs.
Person responsible for monitoring outcome:	Kira Walsh (kira.walsh@sarasotacountyschools.net)
Evidence-based Strategy:	1) Teachers will utilize high impact strategies, based on the work of Hattie, Fisher and Frey, such as making student's learning visible by utilizing clear Learning Intentions and Success Criteria, allowing students to track their own learning, feedback, and engagement/class interactions strategies. 2) Utilize Teacher-assigned lessons in iReady to focus on the individual student's instructional needs tied to FSA.
Rationale for Evidence-based Strategy:	Each of these strategies directly targets students' areas of needs.

Action Steps to Implement

1) Provide professional development in the use of high-impact instructional strategies through our Professional Development Committee - to include use of LISC, student self-monitoring, feedback, and student engagement strategies.

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

2) Collaborate with teachers during PLCs regarding iReady Teacher-Assigned Lessons and weekly lessons and standards mastery assessment data. Teachers focus on specific subgroups.

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

3) Determine the specific students in our lowest quartile for ELA based on iReady and/or FSA ELA data to invite to our before, during, and after-school/Saturday Jumpstart tutoring sessions. Then, reach out to the families directly through a letter and/or phone call explaining the purpose and inviting them to participate.

Person Responsible Kevin Golumbeck (kevin.golumbeck@sarasotacountyschools.net)

4) Provide opportunities for half/whole day PLC with teams to analyze data and action plan to best support achievement and growth of all.

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

5) Utilize Intensive Reading classes and push-in support to ensure tier 2 and tier 3 interventions.

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

6) Share data at SLT, ILT, SAC, PTSO, and faculty meetings. Share data in principal's weekly newsletter related to SIP.

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

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.

According to SafeSchoolsforAlex.org, SMS reported 2.9 incidents per 100 students in 2019-2020. When compared to all middle/junior high schools statewide, it falls into the "moderate" category with total incidents at 36 and enrollment 1236. While this is less than the statewide middle/junior high school rate of 4.2 incidents per 100 students, we feel it is very important to focus on improving our discipline this school year.

Specifically, we want to focus on reducing the number of bullying, threat/intimidation, fighting incidents on campus this school year. While considered low with 15 total being reported in 2019-2020, we'd like to see that decline by 50% this school year.

School culture and environment will be positively impacted by the continued implementation of Positive Behavioral Interventions and Support at Sarasota Middle School. This will be monitored through the increased use of our Panther Paws and rewards for positive behavior. Student discipline and behavior data will be tracked and monitored on daily basis using our Notice of Concern Spreadsheet and our Event and Discipline data from the Student Information System. We are monitoring this data specifically for trends for problem-solving purposes.

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.

Sarasota Middle School understands the impact that a positive school culture and environment can have on student and teacher achievement, attendance, and engagement. We will continue to place great value and effort into this area. This begins by building and maintaining positive relationships with all stakeholders; students, staff, family, and community. We continue to place an emphasis on the importance and need for multi-directional and multi-modality communication. Examples of open communication include: weekly Principal's Newsletter, weekly and monthly school-based meetings, social media posts, Blackboard and Gradebook, PTSO and SAC meetings, Volunteer Recognition events, etc. In addition, we understand the need to celebrate success to support a positive school culture. Examples of celebrating success include: iReady Summer and Diagnostic celebrations, Renaissance grade celebration, highlighting school-based area experts, PBIS celebrations, in-class celebrations, school announcements, etc. We also understand the impact that a welcoming and inclusive environment. We will hosting a book study focused on creating and maintaining a culture of connection and belonging entitled, "Belonging Through a Culture of Dignity."

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

Stakeholders that are involved in creating a positive culture and environment in our school include:

- *Administration-Host school-wide celebrations, host SLT and ILT meetings, Principal's Newsletter, informal social gathering opportunities off-campus
- *Teachers-Communicate with administration through SLT and ILT meetings and Union Reps; communicate with students and families through Blackboard and maintain accurate and updated grades in Gradebook
- *Families-Attend SAC and PTSO meetings; read Principal's newsletters; communicate concerns with staff
- *Volunteers and Business partners-Participate through our PTSO to support student activities

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math				\$47,253.87
	Function	Object	Budget Focus	Funding Source	FTE	2021-22

	5100	120-Classroom Teachers	0031 - Sarasota Middle School	Other Federal		\$42,409.22
			<i>Notes: Jumpstart Funds for before, after, or on Saturday academic intervention for the students in our lowest quartile.</i>			
	5100	160-Other Support Personnel	0031 - Sarasota Middle School	Other Federal		\$4,844.65
			<i>Notes: Jumpstart Funds for Classified staff for intervention services (Panther Pals Mentoring opportunities)</i>			
	5000	120-Classroom Teachers	0031 - Sarasota Middle School	Other Federal		\$0.00
			<i>Notes: Quarantine Support for students on quarantine</i>			
2	III.A.	Areas of Focus: Instructional Practice: ELA				\$53,678.74
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	140-Substitute Teachers	0031 - Sarasota Middle School	Other Federal		\$29,253.73
			<i>Notes: Jumpstart Funds for substitutes to cover teachers so they can collaboration to analyze data and determine instructional steps for improvement.</i>			
	5100	120-Classroom Teachers	0031 - Sarasota Middle School	Other Federal		\$24,425.01
			<i>Notes: Extra Duty Hours for Academic Intervention during the School Day</i>			
					Total:	\$100,932.61