

Sarasota County Schools

Mcintosh Middle School



2021-22 Schoolwide Improvement Plan

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McIntosh Middle School

701 MCINTOSH RD, Sarasota, FL 34232

www.sarasotacountyschools.net/mcintosh

Demographics

Principal: Mchenry Lerebours

Start Date for this Principal: 8/26/2021

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)	67%
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 (62%) 2017-18: B (56%) 2016-17: C (52%)
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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McIntosh Middle School

701 MCINTOSH RD, Sarasota, FL 34232

www.sarasotacountyschools.net/mcintosh

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	57%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	51%

School Grades History

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

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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.

To Ensure That Every Student is College and Career Bound!

Provide the school's vision statement.

“To create a culture of learning and belonging in which all students are empowered ”

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
Lerebours, McHenry	Principal	<p>To provide visionary leadership necessary to administer a comprehensive program of instructional and support services to establish and maintain a safe, caring, and enriching environment to promote student success.</p> <p>Develop, implement and assess the academic program leading to student success.</p> <ul style="list-style-type: none"> * Develop and implement an annual School Improvement Plan. * Coordinate program planning with District staff. * Interview and select qualified employees to be recommended for employment. * Monitor and conduct personnel evaluations and take appropriate action. * Develop an annual assessment for inservice needs leading to faculty improvement. * 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. * Develop and implement a safe and orderly school plan. * Develop and implement a successful discipline plan promoting a safe teaching / learning environment. * Promote a positive school image through appropriate communication and community involvement. * Develop high expectations for teachers and students and promote this vision to the community. * Develop and maintain the school budget by involving appropriate input and by meeting local and state guidelines. * 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. * Oversee the development of the extracurricular activities program and maintain an up-to-date activities calendar. * Facilitate the resolution of problems and tasks through problem-solving techniques. * Utilize critical thinking skills in analyzing data and reaching conclusions. * Possess an ability to anticipate problems and to react to them prior to conclusion. * Direct the development of the master schedule. * Manage and assign the administration of the school testing program. * Establish job assignments for administrators, teachers and support staff personnel. * Assist in developing short- and long-range facility needs. * Coordinate the completion of plant safety and facility inspections. * Coordinate the school transportation services as required. * Establish procedures for student accounting and attendance

Name	Position Title	Job Duties and Responsibilities
		<p>procedures.</p> <ul style="list-style-type: none"> * Establish procedures for property inventory records. * Establish a program leading to the secure closure of the school and proper school opening each day. * Supervise the preparation of accurate and timely reports and records. * Assume responsibility for all official correspondence and news releases. * Manage the ordering of textbooks, materials and equipment. * Maintain visibility and accessibility on the school campus. * Assume responsibility for all student suspensions and expulsions in accordance with School Board policies and state law. * Participate in District management meetings and other meetings appropriate for professional development. * Maintain a close working relationship with District staff. * Develop and monitor an articulation program with feeder schools and community agencies. * Perform other incidental tasks consistent with the goals and objectives of this position.
Bassett, Maureen	Assistant Principal	<p>To assist the Principal with the administrative and instructional functions to meet the educational needs of students and carry out the mission and goals of the school and the District.</p> <p>To assist the Principal with the administrative and instructional functions to meet the educational needs of students and carry out the mission and goals of the school and the District.</p> <ul style="list-style-type: none"> * Assist in the development, implementation and evaluation of the instructional program, including the use of technology. * PBIS/MTSS Assistant Principal * 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 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

Name	Position Title	Job Duties and Responsibilities
		<p>duty rosters.</p> <ul style="list-style-type: none"> * Assist in implementing and administering negotiated employee contracts. * Assist in the coordination of the school's inservice program. * 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 the supervision of the maintenance and care of the physical plant. * Assist in developing and monitoring the school budget. * Assist in maintaining property inventories. * Assist in supervising school transportation services. * 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 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. * 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. * Serve on advisory committees as requested by the Principal. * Support and attend community functions. * Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment. * Set high standards of performance for self, others and the

Name	Position Title	Job Duties and Responsibilities
		<p>school.</p> <ul style="list-style-type: none"> * Perform other incidental tasks consistent with the goals and objectives of this position.
Gardner , Cherilyn	Assistant Principal	<ul style="list-style-type: none"> * Assist in the development, implementation and evaluation of the instructional program, including the use of technology. * PDAP Assistant Principal * 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 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 implementing and administering negotiated employee contracts. * Assist in the coordination of the school's inservice program. * 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 the supervision of the maintenance and care of the physical plant. * Assist in developing and monitoring the school budget. * Assist in maintaining property inventories. * Assist in supervising school transportation services. * 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 Progression Plan. * Assist in developing, implementing and evaluating the school's

Name	Position Title	Job Duties and Responsibilities
		<p>guidance program.</p> <ul style="list-style-type: none"> * 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. * 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. * Serve on advisory committees as requested by the Principal. * Support and attend community functions. * Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment. * Set high standards of performance for self, others and the school. * Perform other incidental tasks consistent with the goals and objectives of this position. * Every Sarasota County Schools employee has emergency response responsibilities, though not every position will require routine assignments during an emergency event. All employees are subject to recall around the clock for emergency response operations, which may require irregular work hours, work at locations other than the normal work location, and may include duties other than those specified in the employee's official job description. Assignments in support of emergency operations may be extensive in nature, with little advance notice, and may require employees to relocate to emergency sites with physically and operationally challenging conditions
Panighetti, Deanne	Instructional Coach	<p>Ensuring that all testing takes place in an appropriate manner testing all students; Scheduling all students according to their requirements and educational needs; Coaching teachers to ensure all Level 1/2 readers receive appropriate reading strategies.</p>

Name	Position Title	Job Duties and Responsibilities
Schatz, David	School Counselor	<p>Work with PBIS Team; 7th and 8th grade students; Attendance *Peer Mediation Provide assistance to students through testing and interpretation. * Provide assistance to students in class selection and schedules. * Provide personal counseling to students. * Provide group counseling when need arises. * Identify and counsel potential dropouts. * Assist students who are experiencing attendance problems. * Assist in accurate recording and proper maintenance of student records. * Provide input into the development of master schedules in secondary schools. * Participate in workshops for personal and professional growth. * Assist in evaluating the guidance program. * Provide orientation of new students to the school. * Impart crises intervention skills when need arises. * Assist students with special needs according to LRE, IEP and 504 guidelines. * Assist teachers with intervention and recommendations. * Facilitate the Academic Plus Program and other post-secondary programs at high school level. * Serve as a Student Study Team member. * Assist in selecting a variety of materials for counseling program. * Exercise confidentiality in sharing test results and other student information. * Recognize and appreciate the cultural differences and special needs of students and families. * Recognize indicators of student distress or abuse and take appropriate steps. * Serve as an advocate for students. * Maintain professional and ethical standards as outlined by Code of Ethics and American School Counselor Association. * Keep updated on student / school legal issues and procedures. * Demonstrate initiative in the performance of assigned responsibilities. * Provide for a safe and secure workplace. * Follow attendance, punctuality and proper dress rules. * Maintain positive relationships with staff and vendors. * Participate in workshops and training sessions as required. * Communicate effectively with staff and vendors. * Keep supervisor informed of potential problems or unusual events. * Respond to inquiries and concerns in a timely manner. * Prepare all required reports and maintain all appropriate records. * Follow all School Board policies, rules and regulations.</p>

Name	Position Title	Job Duties and Responsibilities
Proch-Moore, Amy	Teacher, K-12	<p>* Exhibit interpersonal skills to work as an effective team member.</p> <p>* Demonstrate support for the School District and its goals and priorities.</p> <p>* Perform other incidental tasks consistent with the goals and objectives of this position</p> <p>Algebra 1 and Geometry Teacher. Department Chair for Math</p> <p>Responsibilities include:</p> <ul style="list-style-type: none"> - Meet regularly with administration before or after school as determined by schedule. - Meet regularly with the content area department to share information and plan content initiatives. <p>Organization:</p> <ul style="list-style-type: none"> - Work with administration and staff in the development of department plans and goals that align with the district's longrange planning. - Work with all teachers to establish a unified 6-8 department. - Conduct regularly scheduled department meetings and hold supplementary meetings as necessary. - Prepare and distribute agendas and minutes of those meetings. - Aid in the promotion of district staff development activities forthe department. Coordinate and facilitate planning in regard to resources and facilities. - Assist in the development of department budgets and monitor expenditures. - Assist in the procurement and maintenance of necessary materials and supplies to teach the curriculum. - Work with the media specialist and technology coordinator to meet specific content needs of the department. <p>Curriculum:</p> <ul style="list-style-type: none"> - Provide assistance for the identification, development and dissemination of instructional "best practices", per the iEngage lesson design and differentiated instruction. Work with teachers to develop long-range curriculum-plans based on the-district— curriculum. - Coordinate and assist in the implementation of new district curriculum: new standards, focus calendars, etc. - Maintain awareness and understanding of each grade level 's curriculum to facilitate flow of curriculum from grade to grade. - Identify gaps and overlaps in curriculum from grade to grade and plan adjustments in scope and sequence to address these. - Confer with teachers as often as possible to assure that they have access to their curriculum. - Address inquiries regarding department curriculum. - Gather and share performance data: FSA test scores,iReady, Math EOC's etc. - Respond to performance data by assisting in the planning of

Name	Position Title	Job Duties and Responsibilities
		<p>adjustment in instruction and scope and sequence across the grade levels.</p> <ul style="list-style-type: none"> - Assist grade level curriculum leaders as they disseminate, review and reflect on learning outcomes. <p>Communication:</p> <ul style="list-style-type: none"> - Communicate and coordinate administrative directives regarding the department curriculum. - Disseminate information to all members of the department concerning important and upcoming events related to the department. - Communicate regularly with administrators and curriculum directors regarding district department business. - Participate in meetings, as needed, to represent the department (i.e. department chairperson meetings, system-wide committee meeting). - Participate in interviews of candidates for positions in the department, if requested. Encourage and stimulate enrollment in professional groups and attendance at professional development meetings.
Steere, Laura	Teacher, ESE	<p>Serve as Local Education Agency (LEA) representative at ESE staffings.</p> <ul style="list-style-type: none"> * 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 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.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> * 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. * Follow attendance, punctuality and proper dress rules. * Maintain confidentiality regarding school matters. * Maintain positive relationships with staff, students and parents. * Participate in workshops and training sessions as required. * Communicate effectively with staff, students and parents. * Keep supervisor informed of potential problems or unusual events. * Respond to inquiries and concerns in a timely manner. * Prepare all required reports and maintain all appropriate records.
Davis, Matthew	Behavior Specialist	<p>Behavior Specialist works with the PBIS Assistant Principal to ensure that School-Wide Expectations are met by students - School-wide; to facilitate Social Skills course, and work with ESE students, as well as students with behavioral concerns. To monitor students on a BIP, Behavior Contract, and a Second Chance Agreement. To work with the PBIS Team to ensure that CHAMP and Civility Squad strategies are fully implemented within the culture of the school. To act as a mentor, and liaison for students and teachers. To proactively address discipline, and ensure that it is kept at a minimum and students are taught appropriate coping strategies and skills.</p> <p>Work with PDAP/ Take Stock in Children; Attendance</p> <ul style="list-style-type: none"> *Peer Mediation. *Provide assistance to students through testing and interpretation. * Provide assistance to students in class selection and schedules. * Provide personal counseling to students. * Provide group counseling when need arises. * Identify and counsel potential dropouts. * Assist students who are experiencing attendance problems. * Assist in accurate recording and proper maintenance of student records. * Provide input into the development of master schedules in secondary schools. * Participate in workshops for personal and professional growth. * Assist in evaluating the guidance program.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> * Provide orientation of new students to the school. * Impart crises intervention skills when need arises. * Assist students with special needs according to LRE, IEP and 504 guidelines. * Assist teachers with intervention and recommendations. * Facilitate the Academic Plus Program and other post-secondary programs at high school level. * Serve as a Student Study Team member.
Hales, Lisa	School Counselor	<ul style="list-style-type: none"> *Counselor for the Hawks Team and 6th grade *Assist in selecting a variety of materials for counseling program. * Exercise confidentiality in sharing test results and other student information. * Recognize and appreciate the cultural differences and special needs of students and families. * Recognize indicators of student distress or abuse and take appropriate steps. * Serve as an advocate for students. * Maintain professional and ethical standards as outlined by Code of Ethics and American School Counselor Association. * Keep updated on student / school legal issues and procedures. * Demonstrate initiative in the performance of assigned responsibilities. * Provide for a safe and secure workplace. * Follow attendance, punctuality and proper dress rules. * Maintain positive relationships with staff and vendors. * Participate in workshops and training sessions as required. * Communicate effectively with staff and vendors. * Keep supervisor informed of potential problems or unusual events. * Respond to inquiries and concerns in a timely manner. * Prepare all required reports and maintain all appropriate records * Follow all School Board policies, rules and regulations. * Exhibit interpersonal skills to work as an effective team member * Demonstrate support for the School District and its goals and priorities * Perform other incidental tasks consistent with the goals and objectives of this position
Rieger, Dorothy	Teacher, K-12	<p>Responsibilities include: Team Leader - Hawks Academy for Gifted and Advanced Studies</p> <ul style="list-style-type: none"> - Meet regularly with administration before or after school as determined by schedule. - Meet regularly with the content area department to share information and plan content initiatives. <p>Organization:</p> <ul style="list-style-type: none"> - Work with administration and staff in the development of department plans and goals that align with the district's longrange

Name	Position Title	Job Duties and Responsibilities
		<p>planning.</p> <ul style="list-style-type: none"> - Work with all teachers to establish a unified 6-8 department. - Conduct regularly scheduled department meetings and hold supplementary meetings as necessary. - Prepare and distribute agendas and minutes of those meetings. - Aid in the promotion of district staff development activities for the department. Coordinate and facilitate planning in regard to resources and facilities. - Assist in the development of department budgets and monitor expenditures. - Assist in the procurement and maintenance of necessary materials and supplies to teach the curriculum. - Work with the media specialist and technology coordinator to meet specific content needs of the department. <p>Curriculum:</p> <ul style="list-style-type: none"> - Provide assistance for the identification, development and dissemination of instructional "best practices", per the iEngage lesson design and differentiated instruction. Work with teachers to develop long-range curriculum-plans based on the-district—curriculum. - Coordinate and assist in the implementation of new district curriculum: new standards, focus calendars, etc. - Maintain awareness and understanding of each grade level 's curriculum to facilitate flow of curriculum from grade to grade. - Identify gaps and overlaps in curriculum from grade to grade and plan adjustments in scope and sequence to address these. - Confer with teachers as often as possible to assure that they have access to their curriculum. - Address inquiries regarding department curriculum. - Gather and share performance data: FSA test scores, iReady, Physical Science Honors, EOC's etc. - Respond to performance data by assisting in the planning of adjustment in instruction and scope and sequence across the grade levels. - Assist grade level curriculum leaders as they disseminate, review and reflect on learning outcomes. <p>Communication:</p> <ul style="list-style-type: none"> - Communicate and coordinate administrative directives regarding the department curriculum. - Disseminate information to all members of the department concerning important and upcoming events related to the department. - Communicate regularly with administrators and curriculum directors regarding district department business. - Participate in meetings, as needed, to represent the department (i.e. department chairperson meetings, system-wide committee meeting). - Participate in interviews of candidates for positions in the department, if requested. Encourage and stimulate enrollment in

Name	Position Title	Job Duties and Responsibilities
		professional groups and attendance at professional development meetings.
	Teacher, K-12	<p>The Curriculum Leader (ELA) is a grade level content area teacher. The role of Curriculum Leader encompasses the creation and facilitation of effective Collaborative Planning. This process requires guiding content area teaching colleagues through ongoing planning, lesson development, and analysis focused on the following four overarching questions.</p> <p>How do we focus our efforts on successful, individual student learning? In order to establish an effective PLC the Curriculum Leader should facilitate the accomplishment of the following:</p> <ul style="list-style-type: none"> - Establish an environment characterized by mutual respect, trust, rapport and support. - Develop shared lessons per the Instructional Indicators for Success which include daily teacher modeling, PGW, guided instruction, and independent practice. Exchange formative and summative data with an eye toward increasing learning for all students. - Guide iEngage infusion of rigor and relevance within daily instruction. - Identify, locate and make readily available materials and sources to make student learning authentic (Share Point). - Lead participation in relevant professional development, sharing with and coaching colleagues. - Encourage each member to share their knowledge, praise and recognize individual triumphs and provide support and encouragement for their struggles. - Maintain lines of communication and support among group members between regularly scheduled meetings. - Share concerns and questions, seek input from all. - Be sensitive to, and respond to, individual needs <p>To maximize student achievement of curriculum goals the Curriculum Leader should focus group efforts to:</p> <ul style="list-style-type: none"> - Maintain group focus and awareness of the Instructional Focus Calendar and common learning goals. - Reflect with the PLC on daily learning targets and PGW. - Establish methods of accessing prior learning and reinforcing new learning. - Build an in-depth working knowledge of curriculum standards within the group and review these standards and FCAT test item specifications prior to teaching them. - As a group, develop/review pre-assessments, formative assessments, summative assessments and re-assessments to focus attention on identified learning targets. - Review any district provided assessments prior to

Name	Position Title	Job Duties and Responsibilities
		<p>administering them to students (iReacy, Rewards program, etc.).</p> <p>How will we know what each student has learned?</p> <p>To ensure the success of each student the Curriculum Leader should facilitate the dissemination, review and reflection of learning outcomes by:</p> <ul style="list-style-type: none"> - Involving PLC teachers in performing an in-depth review of all assessment results — formative and summative. - Sharing performance data, product exemplars and learning outcomes. - Spending group time identifying strengths and weaknesses in instruction as evidenced by this data. - Gathering and reviewing student products, examples and nonexamples, and grading rubrics in order to promote higher expectations for student learning. - Tracking individual student performance. - Maintaining vigilance on targeted groups (ESE, ESOL, High Risk, etc.). <p>How will we respond when a student has trouble learning?</p> <p>To aid students in overcoming difficulties in content mastery the Curriculum Leader should guide and encourage group members to:</p> <ul style="list-style-type: none"> - Work proactively to guide lesson development that provides for differentiation to facilitate the learning of all students. - Share, support and celebrate efforts and end results of reteaching and reassessing. - Cultivate and be aware of outside resources for extra help (before/after school tutoring, student mentors, intervention programs, etc.). - Make available online resources for student use. - Encourage full utilization of students' accommodations/modifications as applicable. - Emphasize and support the need to keep parents/family involved. <p>How will the Curriculum Leader effectively utilize extended contractual time to optimize the effectiveness of PLC meetings?</p> <p>In order to move the practice of each member of a Professional Learning Community forward and to improve the craft of the entire group the Curriculum Leader will:</p> <ul style="list-style-type: none"> - Meet with administration when asked and as needed. - Attend, put into practice and model relevant Professional Development identified by school administration. - Facilitate scheduling, data tabulation and dissemination of district common assessments (FAIR, etc.). - Gather, tabulate and analyze common assessment data. - Develop lesson exemplars and provide assistance to other PLC members with their lesson development. - Establish and maintain communication and support among PLC members between regularly scheduled meetings. - Effectively and responsibly lead the process delineated above. - Personally coordinate & communicate information to all grade

Name	Position Title	Job Duties and Responsibilities
		level content area teachers unable to attend PLC meetings due to unavoidable schedule issues
Martin, Indeah	Teacher, K-12	<p>The Curriculum Leader (Math) is a grade level content area teacher. The role of Curriculum Leader encompasses the creation and facilitation of effective Collaborative Planning. This process requires guiding content area teaching colleagues through ongoing planning, lesson development, and analysis focused on the following four overarching questions.</p> <p>How do we focus our efforts on successful, individual student learning? In order to establish an effective PLC the Curriculum Leader should facilitate the accomplishment of the following:</p> <ul style="list-style-type: none"> - Establish an environment characterized by mutual respect, trust, rapport and support. - Develop shared lessons per the Instructional Indicators for Success which include daily teacher modeling, PGW, guided instruction, and independent practice. Exchange formative and summative data with an eye toward increasing learning for all students. - Guide iEngage infusion of rigor and relevance within daily instruction. - Identify, locate and make readily available materials and sources to make student learning authentic (Share Point). - Lead participation in relevant professional development, sharing with and coaching colleagues. - Encourage each member to share their knowledge, praise and recognize individual triumphs and provide support and encouragement for their struggles. - Maintain lines of communication and support among group members between regularly scheduled meetings. - Share concerns and questions, seek input from all. - Be sensitive to, and respond to, individual needs — individually. <p>What do we want each student to learn?</p> <p>To maximize student achievement of curriculum goals the Curriculum Leader should focus group efforts to:</p> <ul style="list-style-type: none"> - Maintain group focus and awareness of the Instructional Focus Calendar and common learning goals. - Reflect with the PLC on daily learning targets and PGW. - Establish methods of accessing prior learning and reinforcing new learning. - Build an in-depth working knowledge of curriculum standards within the group and review these standards and FCAT test item specifications prior to teaching them. - As a group, develop/review pre-assessments, formative assessments, summative assessments and re-assessments to focus attention on identified learning targets. - Review any district provided assessments prior to

Name	Position Title	Job Duties and Responsibilities
		<p>administering them to students (FAIR, FOCUS, etc.).</p> <p>How will we know what each student has learned?</p> <p>To ensure the success of each student the Curriculum Leader should facilitate the dissemination, review and reflection of learning outcomes by:</p> <ul style="list-style-type: none"> - Involving PLC teachers in performing an in-depth review of all assessment results — formative and summative. - Sharing performance data, product exemplars and learning outcomes. - Spending group time identifying strengths and weaknesses in instruction as evidenced by this data. - Gathering and reviewing student products, examples and nonexamples, and grading rubrics in order to promote higher expectations for student learning. - Tracking individual student performance. - Maintaining vigilance on targeted groups (ESE, ESOL, High Risk, etc.). <p>How will we respond when a student has trouble learning?</p> <p>To aid students in overcoming difficulties in content mastery the Curriculum Leader should guide and encourage group members to:</p> <ul style="list-style-type: none"> - Work proactively to guide lesson development that provides for differentiation to facilitate the learning of all students. - Share, support and celebrate efforts and end results of reteaching and reassessing. - Cultivate and be aware of outside resources for extra help (before/after school tutoring, student mentors, intervention programs, etc.). - Make available online resources for student use. - Encourage full utilization of students' accommodations/modifications as applicable. - Emphasize and support the need to keep parents/family involved. <p>How will the Curriculum Leader effectively utilize extended contractual time to optimize the effectiveness of PLC meetings?</p> <p>In order to move the practice of each member of a Professional Learning Community forward and to improve the craft of the entire group the Curriculum Leader will:</p> <ul style="list-style-type: none"> - Meet with administration when asked and as needed. - Attend, put into practice and model relevant Professional Development identified by school administration. - Facilitate scheduling, data tabulation and dissemination of district common assessments (FAIR, etc.). - Gather, tabulate and analyze common assessment data. - Develop lesson exemplars and provide assistance to other PLC members with their lesson development. - Establish and maintain communication and support among PLC members between regularly scheduled meetings. - Effectively and responsibly lead the process delineated above.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> - Personally coordinate & communicate information to all grade level content area teachers unable to attend PLC meetings due to unavoidable schedule issues
Driza, Paige	Teacher, K-12	<p>Responsibilities include: Department Chair - ELA</p> <ul style="list-style-type: none"> - Meet regularly with administration before or after school as determined by schedule. - Meet regularly with the content area department to share information and plan content initiatives. <p>Organization:</p> <ul style="list-style-type: none"> - Work with administration and staff in the development of department plans and goals that align with the district's longrange planning. - Work with all teachers to establish a unified 6-8 department. - Conduct regularly scheduled department meetings and hold supplementary meetings as necessary. - Prepare and distribute agendas and minutes of those meetings. - Aid in the promotion of district staff development activities for the department. Coordinate and facilitate planning in regard to resources and facilities. - Assist in the development of department budgets and monitor expenditures. - Assist in the procurement and maintenance of necessary materials and supplies to teach the curriculum. - Work with the media specialist and technology coordinator to meet specific content needs of the department. <p>Curriculum:</p> <ul style="list-style-type: none"> - Provide assistance for the identification, development and dissemination of instructional "best practices", per the iEngage lesson design and differentiated instruction. Work with teachers to develop long-range curriculum-plans based on the-district—curriculum. - Coordinate and assist in the implementation of new district curriculum: new standards, focus calendars, etc. - Maintain awareness and understanding of each grade level 's curriculum to facilitate flow of curriculum from grade to grade. - Identify gaps and overlaps in curriculum from grade to grade and plan adjustments in scope and sequence to address these. - Confer with teachers as often as possible to assure that they have access to their curriculum. - Address inquiries regarding department curriculum. - Gather and share performance data: FSA test scores, iReady, etc. - Respond to performance data by assisting in the planning of adjustment in instruction and scope and sequence across the grade levels. - Assist grade level curriculum leaders as they disseminate, review and reflect on learning outcomes.

Name	Position Title	Job Duties and Responsibilities
Sockness, David	Teacher, K-12	<p>Communication:</p> <ul style="list-style-type: none"> - Communicate and coordinate administrative directives regarding the department curriculum. - Disseminate information to all members of the department concerning important and upcoming events related to the department. - Communicate regularly with administrators and curriculum directors regarding district department business. - Participate in meetings, as needed, to represent the department (i.e. department chairperson meetings, system-wide committee meeting). - Participate in interviews of candidates for positions in the department, if requested. Encourage and stimulate enrollment in professional groups and attendance at professional development meetings.
		<p>Social Studies (Civics) Teacher & Department Chair for Social Studies</p> <p>Responsibilities include:</p> <ul style="list-style-type: none"> - Meet regularly with administration before or after school as determined by schedule. - Meet regularly with the content area department to share information and plan content initiatives. <p>Organization:</p> <ul style="list-style-type: none"> - Work with administration and staff in the development of department plans and goals that align with the district's longrange planning. - Work with all teachers to establish a unified 6-8 department. - Conduct regularly scheduled department meetings and hold supplementary meetings as necessary. - Prepare and distribute agendas and minutes of those meetings. - Aid in the promotion of district staff development activities for the department. Coordinate and facilitate planning in regard to resources and facilities. - Assist in the development of department budgets and monitor expenditures. - Assist in the procurement and maintenance of necessary materials and supplies to teach the curriculum. - Work with the media specialist and technology coordinator to meet specific content needs of the department. <p>Curriculum:</p> <ul style="list-style-type: none"> - Provide assistance for the identification, development and dissemination of instructional "best practices", per the iEngage lesson design and differentiated instruction. Work with teachers to develop long-range curriculum-plans based on the-district—curriculum. - Coordinate and assist in the implementation of new district curriculum: new standards, focus calendars, etc.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> - Maintain awareness and understanding of each grade level 's curriculum to facilitate flow of curriculum from grade to grade. - Identify gaps and overlaps in curriculum from grade to grade and plan adjustments in scope and sequence to address these. - Confer with teachers as often as possible to assure that they have access to their curriculum. - Address inquiries regarding department curriculum. - Gather and share performance data: FCAT test scores, FAIR, FOCUS, etc. - Respond to performance data by assisting in the planning of adjustment in instruction and scope and sequence across the grade levels. - Assist grade level curriculum leaders as they disseminate, review and reflect on learning outcomes. <p>Communication:</p> <ul style="list-style-type: none"> - Communicate and coordinate administrative directives regarding the department curriculum. - Disseminate information to all members of the department concerning important and upcoming events related to the department. - Communicate regularly with administrators and curriculum directors regarding district department business. - Participate in meetings, as needed, to represent the department (i.e. department chairperson meetings, system-wide committee meeting). - Participate in interviews of candidates for positions in the department, if requested. Encourage and stimulate enrollment in professional groups and attendance at professional development meetings.

Teacher, K-12	<p>Life Science Teacher & Department Chair for Science</p> <p>Responsibilities include:</p> <ul style="list-style-type: none"> - Meet regularly with administration before or after school as determined by schedule. - Meet regularly with the content area department to share information and plan content initiatives. <p>Organization:</p> <ul style="list-style-type: none"> - Work with administration and staff in the development of department plans and goals that align with the district's longrange planning. - Work with all teachers to establish a unified 6-8 department. - Conduct regularly scheduled department meetings and hold supplementary meetings as necessary. - Prepare and distribute agendas and minutes of those meetings. - Aid in the promotion of district staff development activities for the department. Coordinate and facilitate planning in regard to resources and facilities. - Assist in the development of department budgets and monitor
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Name	Position Title	Job Duties and Responsibilities
		<p>expenditures.</p> <ul style="list-style-type: none"> - Assist in the procurement and maintenance of necessary materials and supplies to teach the curriculum. - Work with the media specialist and technology coordinator to meet specific content needs of the department. - Provide assistance for the identification, development and dissemination of instructional "best practices", per the iEngage lesson design and differentiated instruction. Work with teachers to develop long-range curriculum-plans based on the-district—curriculum. - Coordinate and assist in the implementation of new district curriculum: new standards, focus calendars, etc. - Maintain awareness and understanding of each grade level 's curriculum to facilitate flow of curriculum from grade to grade. - Identify gaps and overlaps in curriculum from grade to grade and plan adjustments in scope and sequence to address these. - Confer with teachers as often as possible to assure that they have access to their curriculum. - Address inquiries regarding department curriculum. - Gather and share performance data: FSA, iReady data etc. - Respond to performance data by assisting in the planning of adjustment in instruction and scope and sequence across the grade levels. - Assist grade level curriculum leaders as they disseminate, review and reflect on learning outcomes. <p>Communication:</p> <ul style="list-style-type: none"> - Communicate and coordinate administrative directives regarding the department curriculum. - Disseminate information to all members of the department concerning important and upcoming events related to the department. - Communicate regularly with administrators and curriculum directors regarding district department business. - Participate in meetings, as needed, to represent the department (i.e. department chairperson meetings, system-wide committee meeting). - Participate in interviews of candidates for positions in the department, if requested. Encourage and stimulate enrollment in professional groups and attendance at professional development meetings.
McClenathen, Brent	Teacher, K-12	<p>The role of the STEM Curriculum Coordinator encompasses the creation and facilitation of effective Collaborative Planning with Content area teachers. This process requires guiding content area teaching colleagues through ongoing planning, lesson development, and implementation of STEM best practices and integration of the NGSS.</p> <ul style="list-style-type: none"> -The STEM Coordinator provides school wide support of the school's STEM program through the coordination and development of STEM

Name	Position Title	Job Duties and Responsibilities
		<p>initiatives</p> <ul style="list-style-type: none"> -Serves on the Instructional Leadership Team -Solid working knowledge of standards-based curriculum and its connection to STEM and PLTW (Project Lead the Way) curriculum -The STEM Coordinator ensures that there is alignment with STEM activities and content area standards through Professional Learning and Development and teaching support in the classroom -Assist the School Principal and Instructional Leadership Team with designing Project Based Learning opportunities and activities on or off site that are aligned with State Standards -Collaborate with Assistant Director for CTE and the School Career Advisor to organize learning opportunities for community outreach and business partnerships -Enhance and promote inclusion and equity in STEM -Collaborate with administration and guidance to hold STEM parent sessions to increase awareness and parental involvement with STEM education -Host a STEM college and career day that exposes students to the STEM career field -Assist in creating marketing plans to increase community and business interest in STEM programs at MMS -Oversee TSA club and coordinate registration for STEM competitions -Other curriculum job responsibilities may include the following: -Sharing performance data, product exemplars and learning outcomes -Spending group time identifying strengths and weaknesses in instruction as evidenced by this data -Gathering and reviewing student products, examples and non-examples, and grading rubrics in order to promote higher expectations for student learning -Tracking individual student performance -Maintaining vigilance on targeted groups (ESE, ESOL, High Risk, etc.) -Establish and maintain communication and support among PLC members between regularly scheduled meetings

Demographic Information

Principal start date

Thursday 8/26/2021, Mchenry Lerebours

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.*

17

Total number of teacher positions allocated to the school

52

Total number of students enrolled at the school

843

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

7

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

10

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	292	289	275	0	0	0	0	856	
Attendance below 90 percent	0	0	0	0	0	0	54	78	75	0	0	0	0	207	
One or more suspensions	0	0	0	0	0	0	12	33	23	0	0	0	0	68	
Course failure in ELA	0	0	0	0	0	0	34	18	32	0	0	0	0	84	
Course failure in Math	0	0	0	0	0	0	13	39	38	0	0	0	0	90	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	18	41	39	0	0	0	0	98	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	23	40	37	0	0	0	0	100	
Number of students with a substantial reading deficiency	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	23	20	0	0	0	0	52

The number of students identified as retainees:

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

Date this data was collected or last updated

Thursday 8/26/2021

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	292	259	244	0	0	0	0	795
Attendance below 90 percent	0	0	0	0	0	0	25	28	22	0	0	0	0	75
One or more suspensions	0	0	0	0	0	0	18	63	34	0	0	0	0	115
Course failure in ELA	0	0	0	0	0	0	9	5	7	0	0	0	0	21
Course failure in Math	0	0	0	0	0	0	8	6	20	0	0	0	0	34
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	39	40	40	0	0	0	0	119
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	45	39	38	0	0	0	0	122

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	50	55	40	0	0	0	0	145

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	1	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	5	2	1	0	0	0	0	8

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	277	269	240	0	0	0	0	786
Attendance below 90 percent	0	0	0	0	0	0	2	23	2	0	0	0	0	27
One or more suspensions	0	0	0	0	0	0	9	30	14	0	0	0	0	53
Course failure in ELA	0	0	0	0	0	0	9	5	7	0	0	0	0	21
Course failure in Math	0	0	0	0	0	0	8	6	20	0	0	0	0	34
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	36	37	39	0	0	0	0	112
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	40	38	35	0	0	0	0	113

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	42	47	35	0	0	0	0	124

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	1	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	4	2	1	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				58%	64%	54%	56%	63%	53%
ELA Learning Gains				57%	58%	54%	52%	57%	54%
ELA Lowest 25th Percentile				45%	50%	47%	39%	48%	47%
Math Achievement				71%	74%	58%	72%	74%	58%
Math Learning Gains				66%	66%	57%	65%	67%	57%
Math Lowest 25th Percentile				45%	56%	51%	57%	61%	51%
Science Achievement				61%	61%	51%	51%	62%	52%
Social Studies Achievement				83%	85%	72%	57%	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	53%	63%	-10%	54%	-1%
Cohort Comparison						
07	2021					
	2019	56%	64%	-8%	52%	4%
Cohort Comparison		-53%				
08	2021					
	2019	61%	66%	-5%	56%	5%
Cohort Comparison		-56%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	59%	67%	-8%	55%	4%
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019	70%	73%	-3%	54%	16%
Cohort Comparison		-59%				
08	2021					
	2019	55%	65%	-10%	46%	9%
Cohort Comparison		-70%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	61%	62%	-1%	48%	13%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	82%	85%	-3%	71%	11%
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	96%	73%	23%	61%	35%
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.

iReady (Math and Reading, 6-8), Civics benchmark, Science benchmark

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	41	52	51
	Economically Disadvantaged	33	36	43
	Students With Disabilities	4	9	6
	English Language Learners	33	36	43
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	39	46	46
	Economically Disadvantaged	26	39	56
	Students With Disabilities	8	17	9
	English Language Learners	8	18	21

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	42	51	54
	Economically Disadvantaged	31	39	39
	Students With Disabilities	3	6	20
	English Language Learners	0	0	11
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	34	35	41
	Economically Disadvantaged	25	33	35
	Students With Disabilities	6	11	15
	English Language Learners	0	0	11
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	79	72	70
	Economically Disadvantaged	0	0	0
	Students With Disabilities			
	English Language Learners			

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	47	55	57
	Economically Disadvantaged	33	42	44
	Students With Disabilities	3	6	20
	English Language Learners	11	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	38	12	18
	Economically Disadvantaged	22	28	33
	Students With Disabilities	0	0	9
	English Language Learners	11	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			53
	Economically Disadvantaged	0	0	41
	Students With Disabilities	0	0	9
	English Language Learners	0	0	0

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	11	24	25	27	40	45	8	39			
ELL	31	33	30	45	41	46	20	57	54		
ASN	58			75							
BLK	31	40	30	35	44	53	29	58	67		
HSP	46	42	31	55	43	43	49	74	59		
MUL	50	53	33	52	42	38	40	60	58		
WHT	66	57	32	73	52	51	61	80	76		
FRL	43	43	31	51	46	48	41	69	61		
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	13	38	38	34	40	26	18	57	45		
ELL	30	58	64	48	55	38	33	58	55		

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	73	75		100	83						
BLK	36	45	30	48	49	37	40	65	54		
HSP	47	54	46	60	55	39	49	71	62		
MUL	64	45		64	67						
WHT	69	62	49	83	75	57	71	91	78		
FRL	48	50	40	62	58	38	54	79	64		
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	20	39	35	36	54	51	9	35	9		
ELL	25	43	47	56	72	75	22	33			
ASN	50	43		93	86						
BLK	28	36	29	49	56	42	20	38			
HSP	46	48	41	62	61	54	38	48	47		
MUL	53	55		71	54						
WHT	67	58	42	81	68	70	62	68	63		
FRL	46	49	39	66	64	55	41	50	43		

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	56
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	70
Total Points Earned for the Federal Index	561
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
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	67
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	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	47
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	61
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	50
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?

Math achievement levels in 6th grade saw the largest decline from 57% to 17%. 6th grade advanced students were placed in Pre-Algebra and took the 7th grade FSA, leaving our lower quartile students to take the 6th grade FSA. We also saw a 20-point decline from 70% proficiency to 50% in 7th grade. 8th grade students improved 11 points from 61% to 72%. In ELA, there was a slight decline in achievement across all grade levels with the greatest decline in 7th grade from 56% to 49%; however, we saw the largest decline among our lowest quartile from 45% to 33%.

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

There are two components of concern: Math achievement was 62%(Previous year 71%); The largest gap was in Math Learning gains at 48% (Previous year 66%). We increased in learning gains with the lowest quartile at 49% (Previous year 45%). The second component was the SWD group in math, 27% in math achievement (Previously 34%); Math learning gains 40% (Previously 40%); the learning gains for the lowest quartile of the SWD group was 45% (Previously 27%). We attribute this to the increased number of students placed into accelerated math classes, as well as an increase number of SWD students. The increases made in the ELA achievement and learning gains for our ELL and SWD from SY18 to SY19 fell dramatically in SY21. ELL learning gains dropped from 65% to 35% and SWD learning gains dropped from 39% to 24%. Although academic support was provided, many remote learners could not receive in person instruction in our before or after school academic support programs. Consistent direct instruction was disrupted by high number of quarantines and non-engaged remote learners. Acceleration points were down from 73% to 70% due to lag CTE data as well as reduced number of eligible students enrolled in Algebra.

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

Students had not taken the FSA in two years and schools were closed for remote learning for the entire 4th quarter for 19-20 school year. A significant number of students who were learning remotely struggled with keeping up with the pace of the lesson and direct instruction. Additionally, accommodations provided to in-person and remote SWD and ELL students were not what they usually were due to concurrent teaching, social distancing and overall reduced face-to-face learning experiences. Attendance among remote learners was sporadic and students who were quarantined lost continuity of instruction. To address the impact that COVID 19 has had on student learning we developed an Instructional Continuity Plan to ensure that quarantined students have access to content, resources, and academic support. We were recently awarded funds through our Jumpstart

Grant to fund our intervention programs. Students showing learning gaps in Math and ELA will participate in pullouts, after school, and morning tutoring. Certified teachers will provide individualized instruction to support the learning needs of students who fall in the lower quartile. In addition, we have added inclusion classes to support our SWD.

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

The iReady Diagnostics and Standards Mastery were used as progress monitoring tools to measure the academic growth of students during the 2020-2021 school year. We saw gains in our reading scores from the AP1 iReady Diagnostic to the AP2 Diagnostic. For example 6th and 7th grade students who scored above level saw a 9 point increase and 7th grade students saw a 5 point increase. In 2019 our ELA achievement was 58% compared to 56% the previous year. ELA learning gains for the lowest quartile increased from 39% to 45% from the previous year.

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

Students participated in reading contests, iReady contests, cross curricular units, intensive vocabulary instruction, writing instruction and other rigorous academic opportunities in order increase reading comprehension and writing proficiency. Additionally, English Language Arts students used reading and writing skills in all content areas. A data team was created to track the progress of students on iReady lessons and Standards Mastery Assessments. The ELA and the Math dept. chairs conducted data chats with PLCs and identified high impact standards that teachers should focus on to achieve the most growth based on the percentage points for specific questions on the FSA. Teachers also exposed students to FSA style questions to improve their reading comprehension. Teachers attended professional learning to provide strategies for remediating struggling learners, as well as meeting the needs of students who required more rigor. Intensive ELA teachers utilized the Rewards Curriculum for core instruction to work on fluency and comprehension with students.

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

Based on the data trends observed, the lowest quartile can make a learning gain by primarily focusing on key ideas and details, craft and structure, and writing standards. Teachers will spiral these standards throughout their lesson and incorporate bellwork activities as needed. Common assessments will primarily focus on the iReady Standards Mastery assessments and teachers will use supplemental lessons from the i-Ready tool box to scaffold instruction. Study Sync will be used as the main curriculum as students transition into the B.E.S.T standards. The ELA department will do a through cross walk of how the B.E.S.T. standards compare to the LAFS standards.

We will also implement the following actionable steps to address the decline in Math achievement and learning gains:

- *The master schedule includes a common planning time for the Math Department.
- *Students who are at-risk of failing will be assigned a Critical thinking class to receive academic support.
- *Nearpod will be available for practice and mastery for quarantined and face to face students.
- *Instructional Lab for ELL Students
- *Keys For Success After school Tutorial Program to assist remote and face-to-face learners
- *Academic Boot Camps will be scheduled prior to each Alg.1 Benchmark Assessment
- *ELA and Math teachers will schedule pullouts for lower quartile and bubble students
- *Teachers will receive training on the PLC+ Playbook.

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.

Data tracking will be an essential part of implementing this plan and ensuring the success of the plan. PLCs will focus on the data that is pulled from the standards mastery assessments as well as FSA Reading assessment data. Training in the area of content vocabulary instruction will be provided to teachers outside of the ELA department. Focused vocabulary instruction, especially with informational texts, will improve students' overall ability to comprehend text.

The following action plan will address Math achievement and learning gains:

- *The master schedule includes a common planning time for the Math Department.

- *PDAP and Dept. Chairs will conduct Learning Walks for new teachers

- *Academic Boot Camps will be scheduled prior to each Alg.1 Benchmark Assessment

- *Math teachers will schedule Math pullouts for lower quartile and bubble students

- *Teachers will receive training on the PLC+ Playbook.

- *Regular data chats are scheduled during PLC time to disaggregate assessment data and identify areas for remediation; Dina Neyman, Math Program Specialist will hold iReady data chats with the Math and ELA department and provide guidance on how to scaffold instruction for struggling students and accelerate learning for high performing students.

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

In addition to providing high quality core instruction we will focus on three instructional priorities: Building Capacity of PLCs, Designing standards based lessons with a focus on teacher clarity, and imbedding literacy across all content areas.

A brochure/calendar has been developed for staff to engage in PD during Focus Fridays, PD Waiver days, during PLC's and in some faculty meetings (as agreed upon by staff). This will occur monthly and a team of teachers and administrators will facilitate the PD throughout the year. Collaborative discussions, feedback, and data regarding the outcome of the strategic implementation of the PLC+ Modules and other Professional Learning. This includes but is not limited to standards based lesson planning, and literacy strategies which will determine if we are meeting the target and seeing evidence of this work being effective. Before school, after school, and during school support for students, both face to face and quarantined students, will use Near Pod, Big Ideas, Gizmos, and iReady toolbox to focus on specific content skills where students are struggling. New adoption of ELA Study Sync textbook will serve as the main curriculum and scaffolding lesson will support struggling learners with acquiring key literacy skills. Progress monitoring of student data (classroom behaviors, common assessments, and iReady progress) will be reviewed every 3 weeks to gauge student progress. Instructional Continuity Plan will provide quarantined students with additional academic tutoring support before and after school.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale:	As a school, we are focusing our efforts on building capacity in our teachers through effective collaborative planning. We have had several staffing changes throughout departments, including those classes which serve our most at-risk students. With effective PLCs that are focused on standards-based lesson planning, data analysis and planning for interventions, we hope to see an increase of achievement and learning gains in all content areas. School-wide professional development centered on the PLC+ Playbook will lay the foundation for these practices.
Measurable Outcome:	We want to see an increase of achievement and learning gains school-wide and across all content areas. We will utilize data from iReady diagnostics, Big Ideas, US Test Prep Benchmark, Civics and Science benchmarks and Standards Mastery assessments for Reading and Math to measure growth in the area of building capacity in PLCs.
Monitoring:	Monitoring will consist of attendance at PLC+ professional development sessions, lesson plan review and feedback by administration, review of PLC meeting notes, and progress monitoring data (iReady diagnostics and Standards Mastery).
Person responsible for monitoring outcome:	Cherilyn Gardner (cherilyn.gardner@sarasotacountyschools.net)
Evidence-based Strategy:	Building teacher capacity through effective PLCs as it relates to Collective Teacher Efficacy, has an effect size of 1.57. This can translate to three years of growth for students. Teachers will collectively develop in the areas of teacher clarity (learning intentions, success criteria and learning progressions, standards-based lesson planning), data review and planning for interventions and evidence-based strategies.
Rationale for Evidence-based Strategy:	McIntosh Middle School has experienced regular teacher turnover, which has resulted in a lack of instructional continuity for students and cohesion of PLCs. We believe that this contributes to a low collective teacher efficacy, which impacts student learning and achievement. Teachers will participate in a professional development series centered on the PLC+ Playbook by Fisher and Frey. They will focus on the Five Guiding Questions of an effective PLC, while attending to the Four Cross-Cutting Values, which provide focus and problem-solving frameworks for PLC meetings.

Action Steps to Implement

PLC+ Playbook professional development series will consist of monthly trainings. Each training will be focused on one of the five guiding questions of an effective PLC. We will utilize the modules in the PLC+ Playbook as a framework for professional learning.

Person Responsible Cherilyn Gardner (cherilyn.gardner@sarasotacountyschools.net)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	<p>With a 51% ELA achievement in 6th grade, we were -1% from the State avg and -10% from the District avg. With a 49% ELA achievement in 7th grade, we were +1% from the State avg and -10% from the District avg. With a 60% ELA achievement in 8th grade, we were +8% from the State avg and -5% from the District avg. While we saw growth in ELA learning gains from SY18-SY19 (+5%) and lowest quartile gains from SY18-SY19 (+6%), we fell below the SY18 percentages for learning gains (-2%) and lowest quartile gains (-7%). It is clear that we need to focus on providing interventions and guided instruction for not only our lowest quartile students, but specifically our Level 2 through lower Level 3 students, to ensure that they see annual learning gains during the 2021-2022 school year.</p>
	<p>There will be a minimum of a five-percentage point increase in proficiency from 55% to 60% by the end of year 2022.</p>
Measurable Outcome:	<p>By the year 2022, there will be a minimum of a 13-percentage point increase in the number of students demonstrating a learning gain in the lowest quartile from a 32% to 45%.</p>
Monitoring:	<p>By the end of year 2022, there will be a minimum of a 5-percentage point increase in the number of students demonstrating a learning gain from a 52% to 57%.</p> <p>We will measure the success of the intervention by re-testing students on the content and/or their nearpod lesson results.</p> <p>Teachers may also utilize the interim assessments and/or the FSA practice tests within the iReady toolbox resource tab.</p> <p>The data team will work to support and review students' intervention progress and determine additional supports that need to be put into place for the students.</p>
Person responsible for monitoring outcome:	<p>Cherilyn Gardner (cherilyn.gardner@sarasotacountyschools.net)</p>
Evidence-based Strategy:	<p>Following the MTSS process, teachers will provide scaffolded, guided instruction to groups of 3-5 students that is focused on specific standards that progress monitoring data has indicated as a need for those specific students. These groups are fluid, as the groupings will change based on the focus standard and its assessment results (Standards Mastery). Each pullout intervention is focused on most recent data from Standards Mastery, which drives the identification of students and focus of scaffolded guided instruction. As we continue the MTSS process with tri-weekly data analysis, students will flow in and out of intervention groups as needed.</p>
Rationale for Evidence-based Strategy:	<p>The McIntosh Middle School curriculum team determined that students who have achieved below the score of a 3 on the FSA Reading assessment must earn 37 points on the assessment in order to achieve a score of a '3'. This will be achieved with a primary focus on key ideas and details, craft and structure, and writing standards.</p> <p>Based on the data trends observed, the lowest quartile can make a learning gain by primarily focusing on these standards.</p>

Action Steps to Implement

Teachers will conduct small group instruction for these students based on standards mastery data results. These results will be provided to the Department Chair to compile to send to administration for data tracking purposes. This data then be sent to the data team to further analyze the results of the data. The small group instruction will consist of 3-5 students to ensure that the intervention is targeted for students' direct needs.

Teachers will utilize scaffolding materials provided by the iReady toolbox to conduct targeted intervention. Teachers will use the standards mastery assessment to review the focus skill standard. Teachers will use this time to assist students with not just content knowledge, but also test taking strategies to assist them with testing.

A schedule will be created for teachers once the data has been compiled to show the average of two standards mastery assessments

Person Responsible Paige Driza (paige.driza@sarasotacountyschools.net)

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

Although the math achievement (62%) was slightly lower than the district (64%), it was higher than the state (50%). The district and the state fell in percentage points this year, and we were nine percentage points lower than 2019, pre-pandemic. The Math Learning gains were (49%) compared to the district (50%) and we were eighteen percentage points lower than 2019, pre-pandemic. The Lower quartile percentage went up from 45% to 47% compared to 2019. The district was 41%. Our math acceleration was 90%, which was one of the highest in the district. The score was 6 percentage points lower than 2019.

By the year 2022 there will be a minimum of a nine percentage point increase for all students demonstrating proficiency in Math from 62% to 71%.

Measurable Outcome:

By the year 2022, there will be a minimum of a 17 percentage point increase for all students demonstrating learning gains in Math from 49% to 66%.

Monitoring:

By the year 2022, there will be a minimum of a 4 percentage point increase for students in the lowest quartile demonstrating learning gains in Math from 49% to 55%.

The Instructional Leadership team will meet monthly to conduct data reviews to monitor student progress. The Data Team will collect data and analyze trends and patterns among groups of students for academic support and interventions. The Math Dept. Chair will conduct data chats during department meetings to determine student mastery of mathematical topics. Math Pullout groups will be fluid as students are tested on targeted skills to determine mastery of the standard. As students achieve proficiency of the standard, they will transition out of their pull out group. Math teachers will continue to progress monitor their students during core instruction. Common Assessments on Big Ideas and US Test Prep will be used to analyze student data in accelerated math courses.

Person responsible for monitoring outcome:

McHenry Lerebours (mchenry.lerebours@sarasotacountyschools.net)

Evidence-based Strategy:

Utilizing our MTSS framework, students will be identified for interventions based on their FSA, iReady Diagnostic, and school- based assessments to determine their specific need. Students will be provided opportunities for support before, during and after school to increase their understanding of mathematical concepts. Weekly progress monitoring of students will occur. The Instructional Lab is offered before and after school, two days per week. The Keys for Success after school tutorial program is offered 2 days per week and students are "referred" to this program based on academic performance and need. Students will be pulled from encores during the school day for math intervention, as well as organizational skills. Students will practice with test specifications, and work in Big Ideas, Math Nation and iReady Toolbox to hone their skills. Students will also attend quarterly Math Boot Camps designed for both low performing and accelerated students.

Rationale for Evidence-based Strategy:

The strategies have been proven to be effective when used with fidelity. Students have met and exceeded academic expectations when the opportunities for practice, and additional support are in place. Big Ideas, iReady Toolbox, and exposing students to test specifications consistently helps students understand math concepts, and expectations on the state assessment. Accelerated students experiencing the boot camp, and those attending before and after school support made learning gains, and the majority passed the Algebra 1 EOC (90%) Geometry EOC (93%).

Action Steps to Implement

The students will be selected based on this sequence:

- a. Teachers will submit the names of students that meet the above criteria to the Department Chair.
- b. The schedule is based on student encores - for the student to receive the additional instruction/support by pulling students out during their encore class, during a designated teacher planning period 1x/week
- c. The designee will contact student, classroom teacher, math department chair, administrator, and encore teacher with a start and proposed end date of the additional instruction.
- d. Ideally, students would not come more than 1-3 times per week, allowing for 2-4 cohorts per instructor.

Student needs to determine Math Support will include the following:

Big Ideas, Reteach with varying resources. Instructor assists with iReady computer based lessons. Instructor uses print iReady resources from the Teacher Tool Kit.

Person Responsible Indeah Martin (indeah.martin@sarasotacountyschools.net)

#4. Instructional Practice specifically relating to Science

Area of Focus	Student performance was below the district (53%). There was also an 8 point decline from the previous year (61%) The goal is to develop and implement evidence based strategies to increase student achievement on the Science FCAT
Description and Rationale:	
Measurable Outcome:	By the year 2022 there will be an eight percentage point increase in students demonstrating proficiency on the NGSSS Science Assessment from 53% to 61%.
Monitoring:	Teachers have been provided with various SSA/FCAT materials for weekly classroom use with students such as, released tests, DOE test prep materials, and DOE test specs. Teachers will continue to model how to answer SSA/FCAT test questions weekly at all grade levels to teach the test taking strategies that will help students be successful. The Data tem will collect benchmark assessment data and conduct data monthly reviews with the Instructional Leadership Team. The Science Department Chair will collaborate with Science teachers and conduct data chats with her team.
Person responsible for monitoring outcome:	McHenry Lerebours (mchenry.lerebours@sarasotacountyschools.net)
Evidence-based Strategy:	Teachers will PLC with teams as well as content peers as part of our MTSS framework to utilize the data collected on student achievement through the county dashboard, unit science assessments, as well as teacher-created formative and summative assessments, in order to continually evaluate student academic achievement. PLCs and department meetings will review this data to provide targeted interventions and remediation as needed. Teachers will meet to have targeted conversations regarding the differentiation of instruction where needed. Instructional aides will be utilized to assist with this differentiation.
Rationale for Evidence-based Strategy:	Teachers will be trained on the PLC + frame work. It has been proven that when teachers create a structure for PLC meetings and a process for data analysis learning is enhanced and students are more engaged in the lesson. The PLC+ framework mirrors the MTSS framework of analyzing data, planning for standards-based instruction and targeted interventions for students who have been identified as needing an additional tier of support.

Action Steps to Implement

Continue utilizing district wide platforms such as Blackboard Learn, and TEAMS.

Continue to write lessons plans using the iEngage model.

Department meetings and PLC's will emphasize and model various aspects of the lesson plan.

Learning Intentions and Success Criteria will be written on the board and Blackboard Learn daily and include domain-specific vocabulary.

Teachers will use data to drive instruction with pre-assessments in each unit followed by post assessments.

A "Word Wall" will continued to be utilized in every science classroom on the wall or in Blackboard Learn. Greater focus will be given to activities which help students utilize domain-specific science terms.

Teachers will plan strategies/activities which emphasize increased vocabulary use.

Use of domain-specific vocabulary will be modeled by the teacher, fostering greater use and retention by the students.

Project-based learning will be adapted to all classrooms to enrich instruction and reinforce student comprehension.

Person Responsible Stephanie Sierra-McWeeney (stephanie.sierra-mcweeney@sarasotacountyschools.net)

#5. Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale:	The 20-21 Civics scores decreased from 83% (18/19 scores) to 75% (-8) . The goal is to again have an upward trend for student growth and achievement on the 21/22 Civics EOC test that we saw in the 18/19SY 57% to an 83% (+26). Our Civics EOC scores were +11 pts (75% vs. 64%) for the state, however we were -6 pts (75% vs. 81%) for the district.
Measurable Outcome:	By the year 2022 there will be a minimum of a nine percentage point increase in students demonstrating proficiency on the Civics EOC from 74% to 83%.
Monitoring:	The Social Studies team will meet monthly to conduct data reviews to monitor student progress. They will collect data and analyze trends and patterns among groups of students for academic support and interventions. The Social Studies Department Chair will conduct data chats during department meetings to determine student mastery of Civics topics. Civics intervention groups will be fluid because the groups will be based on unit-by-unit assessments. Civics teachers will continue to progress monitor their students during core instruction. Common Assessments and classroom assessments will be used to analyze student data.
Person responsible for monitoring outcome:	Maureen Bassett (maureen.bassett@sarasotacountyschools.net)
Evidence-based Strategy:	Civics teachers will PLC as a team as well as other Social Studies teachers to utilize the data collected on unit-by-unit assessments, as well as classroom assessments. As part of the MTSS framework of data analysis, identification of students and their targeted needs, the teachers will provide intervention days with groups of no more than 6 students that will focus on test spec questions to reinforce standards. Also, they will use a variety of review activities such as quizzes, Kahoot, i-Civics.org, Nearpod, vocabulary games and other resources to build confidence and skills to perform well on assessments. Students will be introduced to test specific questions to familiarize them with EOC type questions. Students will also participate in State mandated required Social Studies topics as noted in Florida State Statute 1003.42(2).
Rationale for Evidence-based Strategy:	Looking at the increase we made in the 18/19 school year, we want to again have that positive upward trend. These strategies were selected based on FSA, Benchmark/Unit Assessments, and teacher formative assessment data. By engaging students in more complex tasks, teachers will create an environment with high expectations of students with a high complexity of questioning. Having teachers focus on differentiation with the correct amount of scaffolding will help meet students where they are and move them forward. Focus on content area vocabulary instruction will increase comprehension of informational text and understanding of concepts.

Action Steps to Implement

1. Interdisciplinary work with the ELA Department.
2. PD training with district Program Specialist: provide support and training regarding common assessments, using data to plan and drive instruction; develop and implement remediation strategies with all teachers to increase student achievement on Civics EOC
3. Utilize Unit assessment data to progress monitor and identify students' areas of weakness. Based on the area of weakness, targeted intervention groups (6 students per group) will be created for students who need additional support. These groups will be fluid based on the unit-by-unit assessments.
4. The students will be introduced to test specific questions to familiarize them with EOC type questions. Teachers will use this time to assist students not just with content knowledge, but test taking strategies.
5. Teachers will use a variety of review activities such as quizzes, vocabulary games, i-Civics.org,

Nearpod, vocabulary games and other resources to build confidence and skills to perform well on assessments.

Person Responsible David Sockness (david.sockness@sarasotacountyschools.net)

#6. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	The 20/21 percentage of ESE students passing the ELA decreased from 23% (18/19 scores) to 10% (-13). The 20/21 percentage of ESE students passing math decreased from 37% (18/19 scores) to 28% (-9).
Measurable Outcome:	<p>By the year 2022 there will be a minimum of a ten percentage point increase in ELA passing rate from 10% to 20%.</p> <p>By the year 2022 there will be a minimum of a five percentage point increase in Math passing rate from 28% to 33%.</p>
Monitoring:	<p>ELA- We will measure the success of the intervention by re-testing students on the content and/or their nearpod results. Teachers may also utilize the interim assessments and/or the FSA practice tests within the iReady toolbox. The data team will work to support and review students' intervention progress and determine additional supports that need to be put into place for the students.</p> <p>Math- The Instructional Leadership team conduct data reviews to monitor student progress. The Data Team will collect data and analyze trends and patterns among our ESE students for academic support and interventions. The Math Dept. Chair will conduct data chats to determine student mastery of mathematical topics. Math Pullout groups will be fluid as students are tested on targeted skills to determine mastery of the standard. Math teachers will continue to progress monitor their students during core instruction.</p>
Person responsible for monitoring outcome:	Maureen Bassett (maureen.bassett@sarasotacountyschools.net)
Evidence-based Strategy:	<p>Students will be provided with the necessary academic and social emotional supports to assist them with learning and retaining information to increase academic achievement and proficiency. Students will be provided with: Additional supports in the classrooms with Instructional Paraprofessionals /ESE Inclusion Teachers; Math support as pull-outs; Reading support as pull-outs; before and after school tutoring; Strategic Tier 2 and Tier 3 interventions (Just Words; Rewards; Rewards Plus Reading Programs); iReady reading and math/with diagnostics, standards mastery, differentiated instructional lessons and iReady Teacher Toolbox lessons; Social Emotional Support; student led Peer Mediation groups; Social Skills groups; Mental Health partnerships. Through the MTSS framework and School Wide Support Team meetings, decisions regarding target interventions in the areas of academics, behavior and social-emotional wellness will be carefully implemented with students identified by teachers, administrative support staff and administration based on a collection of data from those respective domains.</p>
Rationale for Evidence-based Strategy:	<p>Fisher, Frye, Smith (2019) indicate that SEL focuses on a set of social emotional, behavioral, and character skills that support success in school, workplace, relationships, and the community. Research indicates that validating and affirming the home, culture, and language to bridge success in academia and mainstream society helps to increase student achievement. Co-teaching has widespread support in much of the special education literature (e.g., Friend et al., 2010; Friend, 2015). Finally, the school data indicates that students who have participated consistently in the reading and math strategies with fidelity have shown academic growth and learning gains.</p>

Action Steps to Implement

1. Students identified based on data and placed in appropriate Tier 2 or Tier 3 Reading Intervention class.
2. Students participate in weekly pull-outs (during Encores) based on Math/ELA/iReady data.
3. Inclusion Teachers/Instructional Paraprofessionals strategically placed in Math, ELA, Science and Social Studies classes.
4. Students Identified and recommended for Keys for Success After school Tutorial Program.
5. Students receive behavioral and mental health support.
6. Students, when necessary, will be placed in Social Skills class to teach self-regulation, and coping strategies.
7. All students will participate in the Social Emotional Learning (Suite 360) for 21/22 SY.
8. Character Strong curriculum will be piloted this year.
9. Staff will be trained in PLC+
10. Staff will be trained in co-teaching model and other ESE teaching strategies throughout the 21/22 SY during Focus Friday PD.
11. Staff will be trained in the MTSS Process.

Person Responsible Maureen Bassett (maureen.bassett@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.

Discipline- The effectiveness of the PBIS Plan will be monitored through the analysis of discipline referrals, Behavior Tracking Forms, classroom observations, PLC meeting notes and data discussions. Teachers and administrators will create and maintain an effective school culture that will allow all students to be successful. Students who require additional support will receive strategies to meet their specific needs. Social Skills groups will be designed around areas of need. Discipline referrals and Behavior Tracking Forms will be used as an information source to provide an indicator of the status of school-wide discipline and to improve the precision with which McIntosh Middle School can manage, monitor, and modify their universal interventions for all students. Targeted interventions will be implemented for students who exhibit the most severe problem behaviors. In addition, MMS will implement strategies to specifically target our ESSA groups by creating both a boys and girls mentoring group. While MMS is a PBIS Resilience Award school, we must address the needs of our ESSA population in order to be awarded either the Gold, Silver or Bronze PBIS Award for the 21/22 SY.

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.

McIntosh Middle School begins to build a positive school culture with incoming students before the start of the school year. Incoming 6th grade students are welcomed into the school at our summer 6th grade “Eagle Camp” where administrators, counselors and other school staff help students learn the McIntosh PRIDE expectations and many skills that will help them with the transition to middle school. Students are given the opportunity to meet new students and begin building positive relationships. At our 6th grade open house, administrators, school leadership and teachers welcome parents and students onto campus and provide them with class and school-wide expectations and procedures. Once school begins, grade levels meet with administration/school leadership to review school-wide PRIDE expectations and promote the school Positive Behavior Plan to reward students who exhibit the McIntosh expectations. In the first 10 days, targeted lessons are provided by School Based Leadership Team to help teachers teach the PRIDE expectations in the different areas of the school (cafeteria, hallway, bathrooms, etc). School staff utilize the PRIDE stamp cards to reward and re-enforce the expectations. Teachers are trained in and utilize culturally relevant teaching, restorative practices, and PBIS. Our school support team, including administration, counselors, the behavior specialist, the school psychologist, and the social worker, utilize the MTSS process to help identify and support students in need of additional and extra support. In addition, the principal utilizes Blackboard Connect to disseminate timely information and reminders to families. Parents are invited to Meet the Teacher, Open House, SAC Meetings, and PTO Meetings.

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

SAC, PTO, and SDMT work collaboratively with staff decisions that improve both the climate and academic success of students. Relationships with Kiwanis, the Education foundation, and the Community Foundation provide support for families and staff in an ongoing manner. Teachers are involved in school based decisions with respect to student progress, professional development, and strategies to ensure student academic growth and achievement. Teachers serve on leadership teams; ILT, SWILT in the capacity of Department Chairs, Curriculum Coordinators, Team Leaders, and PLC Leaders. Kiwanis, Rotary, Girls Inc and other organizations support our school and students by providing support for families and staff on an ongoing basis. Organizations that provide wraparound services for students include Kearny Conditioning/Boys Mentoring Group, Girls Inc./Girls Mentoring, First Step, JFCS, Take Stock in Children, Safe Children's Coalition, and Big Brothers/Big Sisters.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning				\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA				\$25,224.09
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	1140	100-Salaries	0141 - McIntosh Middle School	Other Federal	220.0	\$12,106.50
			Notes: The Jumpstart grant will fund the Afterschool Keys to Success program and Instructional Lab morning/afternoon programs provide support to our students who struggle in Math and Reading.			
	1140	100-Salaries	0141 - McIntosh Middle School	Other Federal	220.0	\$13,117.59
			Notes: The Jumpstart grant will fund Academic Intervention pullouts for students who are below proficiency in ELA.			
3	III.A.	Areas of Focus: Instructional Practice: Math				\$20,070.16
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	1140	100-Salaries	0141 - McIntosh Middle School	Other Federal	220.0	\$7,434.70
			Notes: Jumpstart grant will fund morning and afternoon instructional lab tutoring for students who below proficiency in Math.			
	1140	100-Salaries	0141 - McIntosh Middle School	Other Federal	220.0	\$12,635.46
			Notes: Jumpstart grant will fund Math Academic Intervention pull-outs for lower quartile students and bubble students.			
4	III.A.	Areas of Focus: Instructional Practice: Science				\$2,813.40
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	1140	100-Salaries	0141 - McIntosh Middle School	Other Federal	220.0	\$2,813.40
			Notes: Quarterly Science FCAT Bootcamps			
5	III.A.	Areas of Focus: Instructional Practice: Social Studies				\$2,798.58
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	1140	100-Salaries	0141 - McIntosh Middle School	Other Federal	220.0	\$2,798.58
			Notes: Quarterly Civics Bootcamps			
6	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$44,778.78
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	1140		0141 - McIntosh Middle School	Other Federal	220.0	\$44,778.78
			Notes: Jumpstart funds will be used to focus on targeted ESSA groups, such as ELL, ESE, and lower quartile students. The Afterschool Keys to Success program, Intervention Pull-Outs, and Instructional Lab morning/afternoon and other intervention programs provide support to our students who struggle in Math and Reading. Funding will also include programs for Social and Emotional Learning			

Total:	\$95,685.01
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