

St. Lucie Public Schools

Southport Middle School



2022-23 Schoolwide Improvement Plan

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Southport Middle School

2420 SE MORNINGSIDE BLVD, Port St Lucie, FL 34952

<http://www.stlucie.k12.fl.us/spm/>

Demographics

Principal: Susan Seal

Start Date for this Principal: 7/1/2014

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	71%
2021-22 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	2021-22: B (55%) 2018-19: B (57%) 2017-18: B (57%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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 St. Lucie 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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Southport Middle School

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<http://www.stlucie.k12.fl.us/spm/>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	71%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	66%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		B	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.

Our mission is to inspire and empower compassionate, global learners who are committed to creating a better and more peaceful world.

Provide the school's vision statement.

In partnership with parents and community, Southport will become the premier center of knowledge that is organized around students and the work provided to them. Southport's name will be synonymous with continuously improving student achievement and the success of each individual. Our school's promise is to move from good to great, focusing on our core business, the creation of challenging, engaging and satisfying work for each student, every day. This is the St. Lucie Way!

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Seal, Susan	Principal	<ol style="list-style-type: none"> 1. Responsible for the total school program. 2. Establishes and maintains an effective learning climate in the school. 3. Participates in the selection, evaluation and supervision of all school personnel. 4. Establishes guides for proper student conduct and maintaining student discipline. 5. Supervises the school's teaching process. 6. Plans, organizes, delegates and monitors the implementation of all school activities. 7. Establishes and maintains favorable relationships with local community groups and individuals to foster understanding and solicit support for overall school objectives. Discusses and resolves individual student problems. 8. Assumes responsibility for all official school correspondence and news releases. 9. Serves as a member of such committees and attends such meetings as the Superintendent shall direct. 10. Serves as an ex-officio member of all committees and councils within school. 11. Keeps appropriate Executive Director informed of events and activities of an unusual nature. 12. Assumes responsibility for professional growth and development through membership and participation in the affairs of professional organizations, through attendance at appropriate meetings and conferences, and through enrollment in advanced courses. 13. Performs such other tasks and assumes such other responsibilities as the appropriate Executive Director may assign
Roy, Matthew	Assistant Principal	<ol style="list-style-type: none"> 1. Assumes the duties and responsibilities of the Principal in his/her absence or inability to function. 2. Assists in the development and monitoring of the instructional programs. 3. Assists in the observation and/or evaluation of assigned instructional and non-instructional school personnel. 4. Assists in the daily supervision of the school facilities for both academic and non-academic purposes to ensure the safety of students and faculty. 5. Informs the Principal of events and activities of an unusual nature as well as routine matters related to the Principal's accountability.

Name	Position Title	Job Duties and Responsibilities
		<p>6. Responds to written and oral requests for information.</p> <p>7. Serves as a member of committees and attends meetings as the Principal shall direct.</p> <p>8. Purchases, receives, distributes and maintains inventory for supplies (textbooks, etc.), equipment, and furniture as needed for instructional and non-instructional personnel.</p> <p>9. Maintains relationships with staff, students and parents to create a positive school climate.</p> <p>10. Prepares and maintains required records and reports for data analysis.</p> <p>11. Assists in establishing guides for proper student conduct and maintaining student discipline.</p> <p>Discusses and resolves individual student problems.</p> <p>12. Establishes and maintains favorable relationships with local community groups and individuals to foster understanding and solicit support for overall school objectives and programs.</p> <p>13. Assists in establishing and maintaining an effective learning climate in the school.</p> <p>14. Follow district policies and procedures related to human resources, finances, curriculum initiatives.</p> <p>15. Performs other duties as designated by the Principal</p>
Alvarez, Kristin	School Counselor	<p>1. To serve as a liaison for special services that students may require.</p> <p>2. To provide counseling to meet individual and group needs.</p> <p>3. To provide guidance activities within the classroom.</p> <p>4. To assist parents and faculty to understand individual pupil's growth and development.</p> <p>5. To provide an orientation program for new students and their parents.</p> <p>6. To maintain and interpret comprehensive information about each student.</p> <p>7. To coordinate with ESE personnel referrals for services.</p> <p>8. To develop the opportunity for open rapport between school and home.</p> <p>9. To administer standardized tests to individuals and groups of students and interpret these test data to students, parents, teachers and administrators.</p> <p>10. To assist students to obtain personal, social, educational and occupational information.</p> <p>11. To maintain and promptly submit accurate, complete, and correct records as required by law, District policy, and administrative regulations.</p> <p>12. To perform assigned tasks in a timely and efficient manner.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>13. To perform assigned tasks with a high standard of quality.</p> <p>14. To perform other duties as assigned by the Principal or Superintendent.</p>
Bernard, Mildred	School Counselor	<p>1. To serve as a liaison for special services that students may require.</p> <p>2. To provide counseling to meet individual and group needs.</p> <p>3. To provide guidance activities within the classroom.</p> <p>4. To assist parents and faculty to understand individual pupil's growth and development.</p> <p>5. To provide an orientation program for new students and their parents.</p> <p>6. To maintain and interpret comprehensive information about each student.</p> <p>7. To coordinate with ESE personnel referrals for services.</p> <p>8. To develop the opportunity for open rapport between school and home.</p> <p>9. To administer standardized tests to individuals and groups of students and interpret these test data to students, parents, teachers and administrators.</p> <p>10. To assist students to obtain personal, social, educational and occupational information.</p> <p>11. To maintain and promptly submit accurate, complete, and correct records as required by law, District policy, and administrative regulations.</p> <p>12. To perform assigned tasks in a timely and efficient manner.</p> <p>13. To perform assigned tasks with a high standard of quality.</p> <p>14. To perform other duties as assigned by the Principal or Superintendent.</p>
Carey, Nicholas	Dean	<p>1. To assist the principal in protecting the health and welfare of students.</p> <p>2. To assist the principal in administering and interpreting school board rules, policies and procedures relating to student conduct.</p> <p>3. To provide social skills instruction within the classroom.</p> <p>4. To assist parents and faculty to utilize effective behavior modification techniques.</p> <p>5. To counsel individuals s and/or groups, and, when necessary, make appropriate referrals for testing, guidance, or psychological counseling.</p> <p>6. To supervise before and after school activities as assigned by the Principal.</p> <p>7. To collaborate/coordinate with ESE personnel and guidance personnel when appropriate.</p> <p>8. As appropriate, to negotiate and monitor contracts with students and to recommend disciplinary action as warranted for infractions of school rules.</p>

Name	Position Title	Job Duties and Responsibilities
		9. To maintain and promptly submit accurate, complete, and correct records as required by law, District policy, and administrative regulations. 10. To assist the principal in providing necessary services which will give the optimal education for students. 11. To perform assigned tasks in a timely and efficient manner. 12. To perform assigned tasks with a high standard of quality
Parks, Yolanda	Dean	1. To assist the principal in protecting the health and welfare of students. 2. To assist the principal in administering and interpreting school board rules, policies and procedures relating to student conduct. 3. To provide social skills instruction within the classroom. 4. To assist parents and faculty to utilize effective behavior modification techniques. 5. To counsel individuals and/or groups, and, when necessary, make appropriate referrals for testing, guidance, or psychological counseling. 6. To supervise before and after school activities as assigned by the Principal. 7. To collaborate/coordinate with ESE personnel and guidance personnel when appropriate. 8. As appropriate, to negotiate and monitor contracts with students and to recommend disciplinary action as warranted for infractions of school rules. 9. To maintain and promptly submit accurate, complete, and correct records as required by law, District policy, and administrative regulations. 10. To assist the principal in providing necessary services which will give the optimal education for students. 11. To perform assigned tasks in a timely and efficient manner. 12. To perform assigned tasks with a high standard of quality
Hawkey, Patricia	Other	1. Coordinates all aspects of the School's Test Administration Program for Local, State, and National tests with collaboration with school administrator. 2. Develops and implements the school's computer-based testing plan to meet federal, state, and local assessment requirements. 3. Plans and conducts training workshops on the administration of tests, test security, utilization of results and ethical requirements. 4. Consults with District and School personnel on selection, administration, scoring, and interpretation of standardized tests. 5. Monitors student achievement and contribute to the MTSS

Name	Position Title	Job Duties and Responsibilities
		<p>processes on the campus.</p> <p>6. Assists with data analysis plans and the dissemination of related information.</p> <p>7. Develops testing schedule.</p> <p>8. Takes responsibility for the security of all tests, and maintains all testing records both current and historical.</p> <p>10. Analyzes test results, prepares reports, maintains longitudinal student achievement data, and provides other information as necessary to assist school staff and others in the documentation of student learning gains.</p> <p>11. Performs assigned tasks in a timely and efficient manner.</p> <p>12. Performs assigned tasks with a high standard of quality.</p> <p>13. Performs other duties as assigned by the Principal.</p>
Barger, Carla	Instructional Coach	<p>1. To be a learner and practitioner of pertinent research in the areas of reading and writing.</p> <p>2. To assist students with reading and writing deficiencies within the RtI (Response to Intervention) model.</p> <p>3. To coach teachers in the fidelity of implementation of district literacy initiative.</p> <p>4. To model for teachers proven techniques of in teaching reading and writing.</p> <p>5. To facilitate the sharing among faculty members of information regarding successful teaching strategies in literacy instruction.</p> <p>6. To facilitate relevant profession development to build teachers' instructional quality.</p> <p>7. To assist teachers in analyzing testing, analyzing, and using diagnostics and progress monitoring test data to identify "root cause" for poor performance, to foster improve students' reading and writing performance, and to suggest strategies for remediation or acceleration.</p> <p>8. To review outcome measures (FCAT and/or STA-10) reading and writing scores to identify students needing special intervention.</p> <p>9. To help teachers plan and identify effective resources for literacy instruction.</p> <p>10. To meet on a regular basis with the other site-based literacy coaches in a network to receive professional development and to share effective literacy practice.</p> <p>11. To work with identified students in order to recognize factors contributing to diminished progress.</p> <p>12. To demonstrate interpersonal skills as member of an academic</p>

Name	Position Title	Job Duties and Responsibilities
		<p>coaching team and build trust with teachers and school leadership.</p> <p>13. To perform assigned tasks in a timely and efficient manner.</p> <p>14. To perform assigned tasks with a high standard of quality.</p> <p>15. To perform other duties as directed by the principal.</p>
Cusa, Anthony	Teacher, K-12	<p>1. Meets and instructs assigned classes in the locations and at the times designated.</p> <p>2. Plans a program of study that, as much as possible, meets the individual needs, interests and abilities of the students.</p> <p>3. Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of the students.</p> <p>4. Prepares for classes assigned and shows written evidence of preparation upon request of immediate superior.</p> <p>5. Encourages students to set and maintain standards of classroom behavior.</p> <p>6. Guides the learning process toward the achievement of curriculum goals and – in harmony with the goals – establishes clear objectives for all lessons, units, projects and the like to communicate these objectives to students.</p> <p>7. Employs a variety of instructional techniques and instructional media, consistent with the physical limitations of the location provided and the needs and capabilities of the individuals or student groups involved.</p> <p>8. Strives to implement by instruction and action the district's philosophy of education and instructional goals and objectives.</p> <p>9. Assesses the accomplishments of students on a regular basis and provides progress reports as required.</p> <p>10. Diagnoses the learning disabilities of students on a regular basis, seeking the assistance of district specialists as required.</p> <p>11. Takes all necessary and reasonable precautions to protect students, equipment, materials and facilities.</p> <p>12. Maintains accurate, complete and correct records as required by law, district policy and administrative regulation.</p> <p>13. Assists the administration in implementing all policies and/or rules governing student life and conduct and for the classroom, develops reasonable rules of classroom behavior and procedure, and maintains order in the classroom in a fair and just</p>

Name	Position Title	Job Duties and Responsibilities
		<p>manner. Reviewed: 8/31/20 14. Makes provisions for being available to students and parents for education-related purposes outside the instructional day when required or requested to do so under reasonable terms. 15. Plans and supervises purposeful assignments for teacher aide(s) and/or volunteer(s) and cooperatively with department heads, evaluates their job performance. 16. Strives to maintain and improve professional competence. 17. Attends staff meetings and serves on staff committees as required. 18. To perform other duties as assigned by the principal.</p>
Johnson, Eric	Teacher, K-12	<ol style="list-style-type: none"> 1. Meets and instructs assigned classes in the locations and at the times designated. 2. Plans a program of study that, as much as possible, meets the individual needs, interests and abilities of the students. 3. Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of the students. 4. Prepares for classes assigned and shows written evidence of preparation upon request of immediate superior. 5. Encourages students to set and maintain standards of classroom behavior. 6. Guides the learning process toward the achievement of curriculum goals and – in harmony with the goals – establishes clear objectives for all lessons, units, projects and the like to communicate these objectives to students. 7. Employs a variety of instructional techniques and instructional media, consistent with the physical limitations of the location provided and the needs and capabilities of the individuals or student groups involved. 8. Strives to implement by instruction and action the district's philosophy of education and instructional goals and objectives. 9. Assesses the accomplishments of students on a regular basis and provides progress reports as required. 10. Diagnoses the learning disabilities of students on a regular basis, seeking the assistance of district specialists as required. 11. Takes all necessary and reasonable precautions to protect

Name	Position Title	Job Duties and Responsibilities
		<p>students, equipment, materials and facilities.</p> <p>12. Maintains accurate, complete and correct records as required by law, district policy and administrative regulation.</p> <p>13. Assists the administration in implementing all policies and/or rules governing student life and conduct and for the classroom, develops reasonable rules of classroom behavior and procedure, and maintains order in the classroom in a fair and just manner.</p> <p>Reviewed: 8/31/20</p> <p>14. Makes provisions for being available to students and parents for education-related purposes outside the instructional day when required or requested to do so under reasonable terms.</p> <p>15. Plans and supervises purposeful assignments for teacher aide(s) and/or volunteer(s) and cooperatively with department heads, evaluates their job performance.</p> <p>16. Strives to maintain and improve professional competence.</p> <p>17. Attends staff meetings and serves on staff committees as required.</p> <p>18. To perform other duties as assigned by the principal.</p>
Mananowski, Vivana	Administrative Support	

Demographic Information

Principal start date

Tuesday 7/1/2014, Susan Seal

Number of teachers with a 2022 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.*

8

Number of teachers with a 2022 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.*

26

Total number of teacher positions allocated to the school

51

Total number of students enrolled at the school

821

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

17

Identify the number of instructional staff who joined the school during the 2022-23 school year.

13

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	251	271	275	0	0	0	0	797
Attendance below 90 percent	0	0	0	0	0	0	84	87	79	0	0	0	0	250
One or more suspensions	0	0	0	0	0	0	69	77	58	0	0	0	0	204
Course failure in ELA	0	0	0	0	0	0	10	23	0	0	0	0	0	33
Course failure in Math	0	0	0	0	0	0	39	26	0	0	0	0	0	65
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	60	81	59	0	0	0	0	200
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	83	75	59	0	0	0	0	217
Number of students with a substantial reading deficiency	0	0	0	0	0	0	107	78	125	0	0	0	0	310

Using the table above, complete the table below with the number of students by current grade level who have 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	122	126	109	0	0	0	0	357

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Tuesday 8/23/2022

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	254	286	294	0	0	0	0	834
Attendance below 90 percent	0	0	0	0	0	0	51	60	57	0	0	0	0	168
One or more suspensions	0	0	0	0	0	0	36	47	50	0	0	0	0	133
Course failure in ELA	0	0	0	0	0	0	15	19	23	0	0	0	0	57
Course failure in Math	0	0	0	0	0	0	14	25	17	0	0	0	0	56
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	43	71	53	0	0	0	0	167
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	77	63	78	0	0	0	0	218
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	0	0	0	0	0	0	0	

The number of students identified as retainees:

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

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	254	286	294	0	0	0	0	834
Attendance below 90 percent	0	0	0	0	0	0	51	60	57	0	0	0	0	168
One or more suspensions	0	0	0	0	0	0	36	47	50	0	0	0	0	133
Course failure in ELA	0	0	0	0	0	0	15	19	23	0	0	0	0	57
Course failure in Math	0	0	0	0	0	0	14	25	17	0	0	0	0	56
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	43	71	53	0	0	0	0	167
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	77	63	78	0	0	0	0	218
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	0	0	0	0	0	0	0	

The number of students identified as retainees:

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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	48%	39%	50%				50%	44%	54%
ELA Learning Gains	50%						52%	51%	54%
ELA Lowest 25th Percentile	47%						48%	45%	47%
Math Achievement	47%	37%	36%				56%	45%	58%
Math Learning Gains	59%						57%	51%	57%
Math Lowest 25th Percentile	60%						48%	51%	51%
Science Achievement	52%	39%	53%				51%	41%	51%
Social Studies Achievement	59%	52%	58%				69%	64%	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	2022					
	2019	55%	51%	4%	54%	1%
Cohort Comparison						
07	2022					
	2019	47%	49%	-2%	52%	-5%
Cohort Comparison		-55%				
08	2022					
	2019	45%	54%	-9%	56%	-11%
Cohort Comparison		-47%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	50%	47%	3%	55%	-5%
Cohort Comparison						
07	2022					
	2019	46%	50%	-4%	54%	-8%
Cohort Comparison		-50%				
08	2022					
	2019	37%	34%	3%	46%	-9%
Cohort Comparison		-46%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	50%	48%	2%	48%	2%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	68%	67%	1%	71%	-3%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	82%	51%	31%	61%	21%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	55%	45%	57%	43%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	18	34	31	26	51	58	19	36			
ELL	39	48	39	44	69	70	37	57			
ASN	64	50		55	60						
BLK	38	48	43	39	57	64	45	48	68		
HSP	47	53	47	48	62	60	47	61	76		
MUL	42	42	17	36	57	46	45	44			
WHT	57	50	64	52	56	64	62	67	66		
FRL	42	48	50	42	58	61	50	53	68		
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	19	39	39	23	35	35	23	50			
ELL	38	43	43	34	35	24	19	40	40		
ASN	40			70							
BLK	37	38	33	34	31	30	40	55	56		
HSP	51	45	36	43	38	41	52	56	57		
MUL	41	36	20	30	32	30	43	70			
WHT	56	48	35	51	44	44	55	74	76		
FRL	46	45	35	38	36	32	45	61	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
SWD	13	33	39	22	42	38	17	50			
ELL	33	57	57	45	55	40	20	50			
ASN	75	67		75	83						
BLK	45	52	47	48	53	37	39	64	81		
HSP	52	55	46	55	56	54	46	64	86		
MUL	48	45		55	55	50	57	67			
WHT	51	50	47	60	59	50	61	76	78		
FRL	45	50	46	50	55	45	43	64	80		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	52
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	24
Total Points Earned for the Federal Index	516
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	47
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	57
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	50
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	41
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
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%	0

Part III: Planning for Improvement

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?

One major trend that emerges is that grades 6th, 7th, and 8th grade math achievement falls below the State's average for all grade levels. 8th grade math achievement was 9 points below the State's average, 7th grade math was 8 points below the State's average, and 6th grade math achievement was 5 points below the State's average. Grades 7 and 8 students also demonstrated ELA achievement below the State's averages: 8th grade ELA was 11 points below the State's average, and 7th grade ELA was 5 points below the State's average. 7th grade Civics was 3 points below the State's average. Based on our ESSA data, we also see a trend of our SWD underperforming in ELA and Math Achievement, 19% proficient in ELA and 23% proficient in Math. SWD actually decreased in performance in ELA from 2021 - 2022 in all ELA cells, but they increased in performance in all Math cells. In ELA, our SWD in particular

will be an area for focused improvement, as that subgroup has underperformed when compared to the other subgroups.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Our greatest need for improvement is our SWD, which shows a Federal index of 34%, which is below 41% for the current year. We see a trend of our SWD underperforming in all areas: ELA Achievement is 18%, Math Achievement is 26%, Science Achievement is 19%, and Social Studies Achievement is 36%.

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

There are many complexity factors that contribute to this, as many students come to us from elementary school with significant existing discrepancy between their level of performance and the expectations of their grades. In addition to the existing performance deficits, many of these students did virtual learning for close to two years, which was a detriment to their growth.

New actions that will be taken to address improvement will be new BEST Standards with SAVVAS text books, targeted small-group differentiated instruction in Math at an increased frequency (all students are scheduled for a 90-minute math class each day), along with supplemental instruction using iReady. For ELA, students with a need for improvement will be given an additional differentiation period for ELA and will be supplemented with iReady instruction to improve fluency, vocabulary, and overall comprehension. These students will receive targeted small-group instruction at an increased frequency.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Our ELA Learning Gains (+5), ELA Bottom Quartile Learning Gains (+12), Math Achievement (+3), Math Learning Gains (+20), Math Learning Gains of the Bottom Quartile (+22), and Science Achievement (+9) showed the most improvement in 2022.

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

We increased the amount of instructional time for math, increased the instructional time for ELA, and implemented targeted small group instruction.

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

We will focus on improving the quality of our targeted small-group instruction and monitor efficacy. In addition, we will focus on self-regulated strategy development (SRSD), which has a high effect size with SWD.

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.

Book Studies:

- How to Differentiate Instruction in Mixed-ability Classrooms
- Visible Learning for Mathematics
- Teaching Students with Learning Disabilities
- Strategy Instruction for Students with Learning Disabilities
- CHAMPS

Pre-school PD:

- PBiS
- CHAMPS

Ongoing PD:

- Collaborative Planning for Standards-based Instruction
- Engagement Strategies/Kagan Cooperative Learning Structures
- Framework for Quality Teaching and Learning
- Get Better Faster

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

New Educator Support Team, Teaming Structure with Team Leaders on all teams to support effective classroom management practices and life-skills lessons.

Collaborative planning and learning (PLCs).

Interventionists in reading.

Extended time for math enrichment and intervention.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our greatest need for improvement is our SWD, which shows a Federal index of 34%, which is below 41% for the current year. We see a trend of our SWD underperforming in all areas: ELA Achievement is 18%, Math Achievement is 26%, Science Achievement is 19%, and Social Studies Achievement is 36%.

Measurable

Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We will increase our SWD achievement in all subject areas by 2% points.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

ESE Support sections will have weekly walkthroughs to see efficacy of implementation. Small groups will be monitored through plans and observations. SRSD will be communicated "look for" in each classroom. Teachers and administrators will engage in collaborative data chats based on progress monitoring data, such as iReady, unit assessments, and standards-based formative assessments.

Person

responsible for monitoring outcome:

Diana Brugnone (diana.brugnone@stlucieschools.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

We will increase effectiveness of our small group differentiated instruction and supplement with computer-based instruction. In addition, we will lead teachers through professional development for Self-regulated Strategy Development (SRSD) and help teachers and students develop efficacy through regular strategy instruction.

Rationale for Evidence-based

Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Our school improvement data indicates that our efforts with small-group differentiated instruction were effective in improving our math achievement, ELA learning gains, and science achievement, which was an area of focus last school year. In addition to small-group differentiated instruction, we will implement SRSD because of its documented effect size and success in the professional literature. SRSD is a highly promoted and researched approach by scholars in the field of Exceptional Student Education.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Implement extended time for math instruction.

Person Responsible Matthew Roy (matthew.roy@stlucieschools.org)

Implement small-group differentiated instruction for math.

Person Responsible Carla Barger (carla.barger@stlucieschools.org)

Provide professional development for all faculty and staff for Self-regulated Strategy Development (SRSD).

Person Responsible Matthew Roy (matthew.roy@stlucieschools.org)

Implement extended time for math instruction.

Person Responsible Matthew Roy (matthew.roy@stlucieschools.org)

Implement small-group differentiated instruction for math.

Person Responsible Carla Barger (carla.barger@stlucieschools.org)

Provide professional development for all faculty and staff for Self-regulated Strategy Development (SRSD).

Person Responsible Matthew Roy (matthew.roy@stlucieschools.org)

Implement extended time for math instruction.

Person Responsible Matthew Roy (matthew.roy@stlucieschools.org)

Implement small-group differentiated instruction for math.

Person Responsible Carla Barger (carla.barger@stlucieschools.org)

Provide professional development for all faculty and staff for Self-regulated Strategy Development (SRSD).

Person Responsible Matthew Roy (matthew.roy@stlucieschools.org)

Implement extended time for math instruction.

Person Responsible Matthew Roy (matthew.roy@stlucieschools.org)

Implement small-group differentiated instruction for math.

Person Responsible Carla Barger (carla.barger@stlucieschools.org)

Provide professional development for all faculty and staff for Self-regulated Strategy Development (SRSD).

Person Responsible Matthew Roy (matthew.roy@stlucieschools.org)

Implement extended time for math instruction.

Person Responsible Matthew Roy (matthew.roy@stlucieschools.org)

Implement small-group differentiated instruction for math.

Person Responsible Carla Bargeron (carla.bargeron@stlucieschools.org)

Provide professional development for all faculty and staff for Self-regulated Strategy Development (SRSD).

Person Responsible Matthew Roy (matthew.roy@stlucieschools.org)

Implement extended time for math instruction.

Person Responsible Matthew Roy (matthew.roy@stlucieschools.org)

Implement small-group differentiated instruction for math.

Person Responsible Carla Bargeron (carla.bargeron@stlucieschools.org)

Provide professional development for all faculty and staff for Self-regulated Strategy Development (SRSD).

Person Responsible Matthew Roy (matthew.roy@stlucieschools.org)

#2. Positive Culture and Environment specifically relating to Student Discipline

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

As per survey data and EWS data, our students are lacking behavior self-regulation skills that will enable them to become successful rule-abiding members of society. These deficits have negative implications on overall achievement and will be pivotal to their success.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Reduce student disruption to instruction resulting in a reduction to discipline referrals by 15%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Monthly referral moderation meetings with discipline officers.
 Monthly Tier I, Tier II, and Tier III data analysis during PBiS meetings.
 Data analysis meetings with teaching teams.

Person responsible for monitoring outcome:

Matthew Roy (matthew.roy@stlucieschools.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Positive Behavior Intervention Supports (PBiS)
 CHAMPS approach to classroom management

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

There is a significant amount of research that suggests that implementing PBiS has the potential to reduce negative behaviors. In addition, proactively communicating expectations through the CHAMPS approach to classroom management has been heavily promoted by scholars at the University of Washington.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. School Discipline SWOT Analysis
2. CHAMPS PD
- 3.. Develop common CHAMPS expectations for all common areas and classrooms.
4. PBiS PD
5. Develop Cane Cash menus for campus wide positive rewards.
6. Ongoing Deans Moderation Meetings
7. Ongoing PBiS school token economy system
8. Ongoing menu of rewards/prizes to support token economy system.
9. PBiS Core Team Meetings with Tier I, Tier II, and Tier III data analysis
10. ALTOS
11. Ripple Effects

Person Responsible

Nicholas Carey (nicholas.carey@stlucieschools.org)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Southport Middle School strives to build positive relationships with parents, families, and other community stakeholders. We start from day one welcoming our new 6th grade students and families during our two-day 6th-grade transition camp where we welcome new students by engaging them in team building activities, helping them understand the mission and vision of the school, and adapting to middle school.

The first week of school, all teachers facilitate a school-based curriculum that helps teach students about the impact of mindset and effort on achievement. This curriculum is facilitated each period in all content areas and incorporates a variety of team-building, self-reflection, and goal-setting activities. We then provide routine life skills instruction using the Lion's Quest curriculum in all of our classes. On Monday of each school week, our math teachers facilitate a comprehensive lesson that focuses on one of the 5 core life skills competencies, then the literacy, science, and social studies teachers facilitate follow up mini-lessons during the remainder of the week to support the development of that same competency. Our guidance counselors meet with all students the third week of school by doing classroom visits and discussing services that are available. For students who need additional behavior supports, we offer a Check-in/Check-out Tier III intervention which allows a team of professionals to reinforce stated goals or targeted behaviors on a period-by-period basis. Further students who have been identified on our risk profile (potential at risk/drop out) are paired with adult mentors to provide them with encouragement and support. We also have an on-campus Data House counselor who is available for any student that exhibits need for additional support.

We use a token economy system to recognize students individually when they meet behavioral expectations. In addition, we have team-based and school-wide PBiS events in which students can participate by purchasing a ticket through our token economy system (Cane Cash). Each event has a different Cane Cash price which is pre-determined and advertised to all students in advance.

We have implemented "Positive Office Referrals." This where a teacher can recognize students for following our school rules and expectations. The student is called up to administration, given a positive phone call home, and given a treat from our local business partner.

Southport Middle School establishes local business partnerships to support PBiS incentives (Students of the Month, Honor Roll, Carnival, March Madness, attendance incentives, etc.). In return, Southport advertises for these businesses on our Facebook page, school fencing, and yearbook. We also have Spirit Nights at local restaurants to promote their businesses and inspire a sense of community among parents, students, and local community organizations. In addition, local organizations are encouraged to attend our monthly SAC meetings to stay abreast of what is going on at the school level and provide them an opportunity to provide parents with information regarding what is going on in the local community.

For staff, we have a "Good News" channel on our school-wide communication system, Microsoft Teams. We also regularly recognize faculty with positive notes, Teacher of the Month, and special events with gifts to show appreciation for their continuous dedication to our students.

Life Skills Action Plan:

Teacher-led PD during pre-school on PBiS and CHAMPS

- First week school-wide curriculum (expectations, PBiS, CHAMPS, mindset, life skills, mission statement, vision statement)
- Maintain daily life skills schedule by content area - Monday (math), Tuesday (ELA), Wednesday (Science), Thursday (SS), and Friday (Electives)
- Community circles
- *Revisit training on our signature practices through our PD.
- Welcoming/inclusion activities tied to Establishing and Maintaining Effective Relationships in a Student-Centered Classroom
- Engaging strategies tied to Engagement Strategies & Organizing Students to Interact with New Content
- Optimistic Closure tied to Helping Students Revise Knowledge and Using Formative Assessment to Track Progress
- Incorporate Nearpod for Purposeful Talk
- Target Emotional Regulation by incorporating explicit instruction on identifying zones of regulation (red, blue, green, yellow).
- Target school climate by incorporating monthly life skills themes
- Target school climate by revisiting use of FAST procedures and ramping up implementation of restorative practices.
- Target Sense of Belonging by holding grade level assemblies and competitions, establishing a team of student ambassadors, and continuing with a large variety of interest-based clubs and service projects.

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

PBiS Core Team:

Susan Seal and Matthew Roy - Administration

Kristin Alvarez & Mildred Bernard - Guidance

Jessica Clark - School Psychologist

John Dlugosz - School Social Worker

Yolanda Parks & Nicholas Carey - Deans

Samantha DiGiacomo - Chair Person

Hoffman, Caissy, Schweitzer, Richards, Nicholas, Parks, Bonner - Teacher/Team Ambassadors

Life Skills Team:

Susan Seal & Matthew Roy - Admin

Rachel Van Order, 8th grade Math

Ocella Davis, 8th grade Algebra

Christine Richards, 6th grade ELA

Myron Varn, 7th grade Math

Colleen Schweitzer, 7th grade Math

Yessenia Nieves, 8th grade ELA

Samantha DiGiacomo, 6th grade Science

Solange Soledad - 7th grade Reading Intervention

Melody Flectcher - ELA Resource

Andrea Stephens, 7th grade Civics

Carla Barger, Literacy Coach

Leadership Team:

Susan Seal & Matthew Roy - Administration

Kristin Alvarez - Guidance
Nicholas Carey - Deans
Diana Brugnone - ESE Chair
Eric Johnson - Science Department Chair
Ocella Davis - Math Department Chair
Anthony Cusa - Social Studies Department Chair
Jennifer Kerstetter - English Department Chair
Solange Soledad - Reading Department Chair

SAC Team:

Susan Seal & Matthew Roy - Administration
Linda Nelson SAC Chair
Lisa Lima - Community Member