Brookside Middle School

2022-23 Schoolwide Improvement Plan

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Brookside Middle School

3636 S SHADE AVE, Sarasota, FL 34239

www.sarasotacountyschools.net/brookside

Demographics

Principal: Nathaniel Francis

Start Date for this Principal: 6/16/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
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 (60%) 2018-19: A (69%) 2017-18: A (64%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	[Lucinda Thompson](#)
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 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.](www.floridacims.org)

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	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	54%

School Grades History

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

School Board Approval

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SIP Authority

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

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

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

Brookside Theme:
All in for Brookside

Provide the school's vision statement.

Vision:

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

School Leadership Team

Membership
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
Chase, Ryan	Principal	To provide the visionary leadership necessary to administer an instructional program and support service to establish and maintain a safe, caring, and enriching environment to promote student success.
Fuesy, Jessica	Assistant Principal	To assist the Principal with administrative and instructional functions to meet the educational needs of the students.
Rojas, Amanda	Assistant Principal	To assist the Principal with administrative and instructional functions to meet the educational needs of the students.
TACHENY, SARAH	Instructional Coach	To support teachers with instructional implementation, supports for students, and implementation of the PLC process.
Serino, Paul	Behavior Specialist	To support students and groups of students through services and interventions across campus, coordinate PBIS initiatives, and assist with behavior data and progress monitoring.
Mims, Ginger	Other	To support student and families with IEP services, EPs, and evaluations, as well as, supporting teachers in the MTSS process and the writing and implementation of services.
Sims, Nicole	School Counselor	To assist students on campus with challenges related to academics/ learning, organization, peer interactions, mental health, and behaviors.
Dewitt, Holly	Other	To support Brookside in implementation of the the IB Programme.
Harvilla, Lauren	Behavior Specialist	To support students and groups of students through services and interventions across campus, coordinate PBIS initiatives, and assist with behavior data and progress monitoring.
Cheek, Kristi	Other	To support student and families with IEP services, EPs, and evaluations, as well as, supporting teachers in the MTSS process and the writing and implementation of services.
Cardinale, Joan	ELL Compliance Specialist	To support students and families develop a plan to support ELL students and track their progress.
Duttweiler, Melissa	School Counselor	To assist students on campus with challenges related to academics/ learning, organization, peer interactions, mental health, and behaviors.
Varlas, Melissa	Teacher, K-12	To support school while with the master schedule and testing.

Demographic Information

Principal start date

Tuesday 6/16/2020, Nathaniel Francis

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.*

0

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.*

0

Total number of teacher positions allocated to the school

52

Total number of students enrolled at the school

739

Identify the number of instructional staff who left the school during the 2021-22 school year.
10

Identify the number of instructional staff who joined the school during the 2022-23 school year.
8

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	201	266	268	0	0	0	0	735
Attendance below 90 percent	0	0	0	0	0	0	51	50	47	0	0	0	0	148
One or more suspensions	0	0	0	0	0	0	37	30	32	0	0	0	0	99
Course failure in ELA	0	0	0	0	0	0	1	1	1	0	0	0	0	3
Course failure in Math	0	0	0	0	0	0	1	0	1	0	0	0	0	2
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	49	67	57	0	0	0	0	173
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	44	29	40	0	0	0	0	113
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	123	82	108	0	0	0	0	313

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

Date this data was collected or last updated

Tuesday 9/20/2022

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	12	24	28	0	0	0	0	64

The number of students identified as retainees:

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	12	24	28	0	0	0	0	64

The number of students identified as retainees:

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

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	55%	57%	50%				63%	64%	54%
ELA Learning Gains	51%						57%	58%	54%
ELA Lowest 25th Percentile	45%						54%	50%	47%
Math Achievement	65%	38%	36%				77%	74%	58%
Math Learning Gains	60%						69%	66%	57%
Math Lowest 25th Percentile	60%						68%	56%	51%
Science Achievement	52%	64%	53%				71%	61%	51%
Social Studies Achievement	80%	60%	58%				87%	85%	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	54%	63%	-9%	54%	0%
Cohort Comparison						
07	2022					
	2019	56%	64%	-8%	52%	4%
Cohort Comparison		-54%				
08	2022					
	2019	67%	66%	1%	56%	11%
Cohort Comparison		-56%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	59%	67%	-8%	55%	4%
Cohort Comparison						
07	2022					
	2019	74%	73%	1%	54%	20%
Cohort Comparison		-59%				
08	2022					
	2019	67%	65%	2%	46%	21%
Cohort Comparison		-74%				

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	67%	62%	5%	48%	19%
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	84%	85%	-1%	71%	13%

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	95%	73%	22%	61%	34%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	69%	31%	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	27	39	36	38	51	50	15	49	31		
ELL	38	46	48	52	57	59	27	70	59		
ASN	73	82		91	88				100		
BLK	33	38	38	35	43	34	32	63	82		
HSP	48	49	52	56	54	58	42	78	60		
MUL	60	47	9	72	71		64	79	90		
WHT	64	55	50	76	65	76	61	86	81		
FRL	43	45	44	56	56	56	39	73	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	23	28	27	37	48	59	34	63	33		
ELL	40	46	49	52	55	57	37	82			

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
ASN	88	73		94	60						
BLK	31	39	37	32	36	45	25	83	60		
HSP	49	48	43	60	57	59	55	81	79		
MUL	53	55	30	58	52		64	90			
WHT	64	52	45	72	53	60	76	92	82		
FRL	45	44	39	52	48	50	54	84	72		

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	30	50	51	47	61	62	48	51	21		
ELL	28	55	48	44	59	57	45	50	30		
ASN	81	71		95	88		91	90	100		
BLK	49	55	73	56	56	61	57	90	62		
HSP	54	53	46	69	70	70	56	76	65		
MUL	63	46		77	71						
WHT	69	61	55	85	69	66	79	91	77		
FRL	57	56	56	72	66	66	67	83	66		

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	61
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	63
Total Points Earned for the Federal Index	607
Total Components for the Federal Index	10
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
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	52
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	87
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	44
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	57
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	62
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	68
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	53
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?

Based on our school data over the past three years, Civics and Acceleration have been some of our highest performing areas. Grade seven mathematics and learning gains in math are also high performing areas for Brookside students.

Based on our school data over the past three years, grade six has had the lowest percent of proficient students in reading and math. Across all grade levels, the subgroup of ESE students has traditionally been one of the lowest performing groups.

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

Based on current progress monitoring and the 2022 FSA assessments, Brookside needs the most improvement in grade eight science proficiency and proficiency and growth in reading. Brookside's science score dropped 10% points from the prior year to a 52% and in reading Brookside maintained in proficiency and increased in both learning gains and lowest quartile growth. Brookside would like to improve at least 4% in science and 4% in each of the reading areas. Although we showed a 3% improvement in lowest quartile gains from the prior year, it is our lowest performing area.

Brookside would also like to see more growth for our students with disabilities. This is our only areas we did not meet our ESSA goal of 41% and we aim to gain 4% this school year, meeting the 41% mark for our students with disabilities.

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

During the 2021-2022 school year, one of the Brookside grade eight science teachers moved out of state. Students were assigned a substitute teacher for approximately two months before a new teacher was hired. This transition in staff contributed to the drop in test scores in science.

In language arts, a teacher went on leave in November and the majority of the year was taught by a substitute. This year, Brookside aims to retain teachers and ensure supports are in place if a situation arises. An instructional facilitator was brought on with duties to include supporting new teachers on campus. The instructional facilitator is a PLC leader on our campus, pushes in to support and co-teach with new teachers, provides feedback, coaching, as well as supports the data analysis and planning for the whole Language Art Department, including intensive language arts.

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

Brookside's math growth increased 7% points from the prior year. This is our largest area of growth on the 2022 FSA from the 2021 FSA.

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

Students were back on campus full time in the 2021-2022 school year. Throughout the two years prior, students were not fully on campus due to the Covid-19 pandemic. Having our students full time on campus allowed teachers the ability to provided in person interventions to support learning. The teachers assigned to the math courses were the same teachers as the prior year. This allowed teachers a deeper understand of the curriculum and what strategies and interventions were successful for students.

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

PLC at Work framework will be used campus wide to support teacher and student growth. PLCs on campus will meet weekly and focus on the four questions.
1. What do we want students to know and be able to do? - Teachers will focus on the essential standards for their course within their PLCs and strategically plan lessons to ensure all students master the essential standards.
2. How will we know if students have learned it? - Teachers will work in PLC teams to develop common formative assessments to guide their instruction. The formative assessments will be used to determine which students have mastered the standards and which students need further intervention. The common assessment data will help drive the PLC conversation on lesson planning and strategies.
3. What will we do if they have not learned it? - Based on the common formative assessments, PLC teams will develop tier II and tier III strategies and interventions to implement in the classroom. Teachers will utilize first period, CCR, as well as class time with co-teachers and the instructional facilitator to implement interventions based on essential standards.
4. What will we do if they already know it? - Based on the common formative assessments, PLC teams will develop extension activities to provide further challenge and deepen learning to students who have mastered the essential standards.

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.

Capturing Kids Hearts (CKH)
CHAMPS Refresher
PLC at Work
Gradual Release of Responsibility (GRR) Book Study
New Teacher Ongoing Support
Intensive Reading Trainings
Document Based Question (DBQ) Training
Focus 5 Reading Strategies (specific to content area)

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

Brookside began the year off with trainings for teachers consisting of Capturing Kids Hearts, PLC at Work as well as Focus 5 Reading Strategies. Continued trainings will occur throughout the year to ensure teachers have clarity on the implementation of programs being implemented to support student growth. CHK session two will take place around the mid term. Focus 5 and DBQ trainings will be developed and implemented during semester one for teachers to support students in reading and

thinking specific to content areas.

Brookside will work with students through first period classes to implement further interventions and provide opportunities before and after school for students to receive tutoring and homework help.

In addition, Brookside will utilize supports for students emotional well-being to include, First Step Mental Health Counseling and Student Assistance Program (SAP), Kearney Conditioning, Lean on Me, as well as, community resources and programs.

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

:

#1. Instructional Practice specifically relating to ELA
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Historically, Brookside Middle School has increased in each area of reading proficiency, but took a significant fall during the COVID-19 pandemic. Brookside works to continue to increase student performance and growth in reading.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Brookside Middle School students will increase four percent in each of the ELA components: achievement, learning gains, and lowest quartile learning gains. Achievement: 55% to 59% Learning Gains: 51% to 55% Lowest Quartile Gains: 45% to 49%
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Student growth in reading will be monitored using the following tools: - FAST data - i-Ready Diagnostics - WriteScore - StudySync Assessments - Teacher created common assessments - Reading Walk through tracking Form In addition, administration will conduct observations throughout the year and provide feedback and coaching to teachers. Brookside added an instructional facilitator, with a background and certification in ELA, to provide classroom support and implement targeted interventions.
Person responsible for monitoring outcome:	Jessica Fuesy (jessica.fuesy@sarasotacountyschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	- Common planning for teachers based on grade level and content area - Response to Intervention: PLC at Work framework to identify essential standards and develop tier II and tier III interventions for students - Instructional Facilitator with Reading Certification to support teachers in assessing data, planning intervention and extensions, and implementation of RTI - Intensive Reading Trainings led by district specialist - Document Based Question (DBQ) Training for Social Studies Teachers - Focus 5 Reading Strategies (specific to content area) - WriteScore lessons & assessment - i-Ready (diagnostics, assigned lessons, pathway lessons, and Standard Mastery Assessments) - Ready Books, CommonLit 360, Rewards, & Rewards+ in Intensive Reading Classrooms - StudySync Textbooks
Rationale for Evidence-based Strategy: Explain the rationale	Brookside will work to continue to increase student reading proficiency and growth, which had a significant fall during the Covid-19 pandemic. The strategies listed above will help teachers improve their instructional practices to focus on the standards and how to best support student learning and growth. Data from these

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

programs will be used to track student progress and implement intervention to continue to grow our students reading skills.

Sarasota County School created a district committee to preview the work for a variety of programs and conduct research to determine the best program for PLC work. PLC at Work was the chosen program based on the research to best support our teachers and students.

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.

Brookside will be working to training teachers on the implementation of the PLC at Work Process. Teachers will work as PLC teams to address the four questions and develop intentional interventions for students who need them.

Brookside's Teacher on Assignment, Melissa Varlas, will support teachers in collecting data from the FAST Testing. Brookside's Instructional facilitator, Sarah Tacheny, will support teachers in analyzing the data collected from FAST, i-Ready, WriteScore, and common formative assessments to determine next steps and tier II and tier III strategies to be implemented to ensure all students master the standards. Sarah will work with teachers in ELA and ILA to determine high impact strategies to utilize for specific standards.

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

#2. 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.**	Brookside has a specific sub group, students with disabilities (SWD), that has not met the 41% expectations. Brookside's SWD are currently at a 37%. Additional supports will be offered to support SWD in proficiency and growth.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Brookside Middle School will increase the ESSA subgroup data for students with disabilities by 4%. ESSA SWD: 37% to 41%
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Student growth will be monitored using the following tools: - FAST data - i-Ready Diagnostics - WriteScore - StudySync Assessments - ALEKS Math Data - McGraw Hill assessments - Teacher created common assessments - Reading Walk through tracking Form In addition, administration will conduct observations throughout the year and provide feedback and coaching to teachers. Brookside added an instructional facilitator, with a background and certification in ELA, to provide classroom support and implement targeted interventions.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	- Intensive Reading Trainings led by district specalists - Document Based Question (DBQ) Training for Social Studies Teachers - Focus 5 Reading Strategies (specific to content area) - WriteScore lessons & assessment - i-Ready (diagnostics, assigned lessons, pathway lessons, and Standard Mastery Assessments) - Ready Books, CommonLit 360, Rewards & Rewards+ - StudySync Textbooks and built in interventions - Additional ESE Liaison & Behavior Specialist to push into classes and provide support and implement tier II and tier III interventions - Common planning for teachers based on grade level and content area - Response to Intervention: PLC at Work framework to identify essential standards and develop tier II and tier III interventions for students - Instructional Facilitator with Reading Certification to support teachers in assessing data, planning intervention and extensions, and implementation of RTI - Gradual Release of Responsibility (GRR) Book Study
Rationale for Evidence-based Strategy: **Explain the rationale for**	SWD are currently an under performing group of students. Brookside will implement the programs and strategies listed to provide intervention and data to drive instruction based on individual student needs. The programs/

selecting this specific strategy. Describe the resources/criteria used for selecting this strategy. strategies listed will monitor student growth on grade level standards and provide teachers with ongoing data.

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.

Brookside will be working to training teachers on the implementation of the PLC at Work Process. Our Instructional Faciliator (Reading and ELA Certified), new Behavior Specialist (ELA & ESE Certified), and new ESE Liaison (Math & ESE Certified) with work with PLC teams of teachers to analyze data, identify deficiencies, as well as, plan and implement interventions based on student needs. Data will be collected at the start of the year through i-Ready diagnostics and FAST testing, at the midterm through WriteScore, Benchmarks, i-Ready lessons, common formative assessments and FAST testing.

Brookside's support team, including: the Instructional facilitator, Sarah Tacheny, the ESE Liaisons, Ginger Mims and Kristi Cheek, as well as, the behavior specialists, Paul Serino and Lauren Harvilla, will support teachers in analyzing the data to determine next steps and tier II and tier III strategies to be implemented to ensure all students master the standards.

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

#3. Positive Culture and Environment specifically relating to Out of School Suspensions	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Creating a safe learning environment for all students is critical and a decrease in out of school suspensions will indicate an increasingly safe school environment and a decrease in unsafe incidents on campus.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Decrease the number of Out of School Suspensions (OSS) incidents by 10%. OSS: 182 incidents to 164 incidents
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Brookside will monitor progress on this goal utilizing: - Sarasota County Schools Dashboards - PBIS quarterly data review - Classroom walk-throughs with coaching and feedback related to implementation on CHAMPS and Capturing Kids Hearts
Person responsible for monitoring outcome:	Amanda Rojas (amanda.rojas@sarasotacountyschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	- Capturing Kids Hearts (CKH) - PLC at Work - Cuda Code - CHAMPS - Mental Health Counselors - Student Assistant Program (SAP) Mentors - Lean on Me Mentoring - Positive Behavior Intervention System (PBIS) - IB Learner Profile Lessons - Mental Health Lessons - Support staff push-in - Unique Skills: Social and Emotional - Kearney Conditioning - Weekly SWST/CARE Meetings - Additional ESE Liaison, Behavior Specialist, and Instructional Facilitator - Common planning for teachers based on grade level and content area - Additional planning for teachers on team to plan MTSS for SWD
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Brookside is working to increase the sense of community on campus. By implementing programs and strategies that support the creation of a safe learning environment for all, we hope this will decrease the number of incidents and days of out of school suspension.

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.

Brookside started the year off with a Capturing Kids Hearts (CKH) Training. This training provided teachers with strategies to implement in the classroom to create a safe, respectful learning environment

for all. In addition to providing strategies, the training provided time for our teachers to work together in new and collaborative ways creating collegial relationships among our staff. A part 2 CKH training will take place at the mid year.

Brookside's Positive Behavior Intervention System (PBIS) will continue to be implemented with connections to Character Strong and IB Learner Profile Attributes. Brookside will continue to reward students for exemplifying these traits through our PBIS system.

In addition, Brookside will utilize supports for individual students emotional well-being to include, First Step Mental Health Counseling and Student Assistance Program (SAP), Kearney Conditioning, Lean on Me, as well as, community resources and programs.

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

- Capturing Kids Hearts Training
- CHAMPS refresher
- Quarterly PBIS data review
- Quarterly Classroom Walk-throughs

Person Responsible   [no one identified]

#4. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Historically, Brookside Middle School has increased in each area of math proficiency, but took a significant fall during the COVID-19 pandemic. Brookside works to continue to increase student performance and growth in all areas of math.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Brookside Middle School students will increase four percent in each of the math components: achievement, learning gains, and lowest quartile learning gains, as well as 2% in acceleration Achievement: 65% to 69% Learning Gains: 60% to 64% Lowest Quartile Gains: 60% to 64% Acceleration: 76% to 78%
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Student growth in reading will be monitored using the following tools: - FAST data - i-Ready Diagnostics - McGraw Hill Assessments - ALEKS data - Teacher created common assessments In addition, administration will conduct observations throughout the year and provide feedback and coaching to teachers. Brookside added two positions to our staff to support progress on this goal, an instructional facilitator to provide classroom support and implement targeted interventions, as well as a ESE liaison with a background and certification in math.
Person responsible for monitoring outcome:	Jessica Fuesy (jessica.fuesy@sarasotacountyschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	- Common planning for teachers based on grade level and content area - Response to Intervention: PLC at Work framework to identify essential standards and develop tier II and tier III interventions for students - Gradual Release of Responsibility (GRR) Book Study - i-Ready (diagnostics, assigned lessons, pathway lessons, and Standard Mastery Assessments) - Ready Books - ALEKS & McGraw Hill Textbook & Resources
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Brookside will work to continue to increase student math proficiency and growth, which had a significant fall during the Covid-19 pandemic. The strategies listed above will help teachers improve their instructional practices to focus on the standards and how to best support student learning and growth. Data from these programs will be used to track student progress and implement intervention to continue to grow our students reading skills. Sarasota County School created a district committee to preview the work for a variety of programs and conduct research to determine the best program for PLC

work. PLC at Work was the chosen program based on the research to best support our teachers and students.

Brookside will be working to training teachers on the implementation of the PLC at Work Process. Teachers will work as PLC teams to address the four questions and develop intentional interventions for students who need them.

Brookside's Teacher on Assignment, Melissa Varlas, will support teachers in collecting data from the FAST Testing. Brookside's ESE Liaisons, Ginger Mims and Kristi Cheek, will support teachers in analyzing the data collected from FAST, i-Ready, WriteScore, and common formative assessments to determine next steps and tier II and tier III strategies to be implemented to ensure all students master the standards. Brookside will also have two teachers, Ms. Cosola and Mr. Moser, tutor students in math before school and provide tier II and tier III interventions.

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

#5. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Brookside's science data had a significant drop from the prior year. Brookside aims to increase student proficiency and understanding of the science standards.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Brookside Middle School students will increase four percent in science achievement. Achievement: 52% to 56%
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Student growth in reading will be monitored using the following tools: - Benchmark Data - Teacher created common assessments In addition, administration will conduct observations throughout the year and provide feedback and coaching to teachers. Brookside a position to our staff to support progress on this goal, an instructional facilitator to provide classroom support and implement targeted interventions.
Person responsible for monitoring outcome:	Ryan Chase (ryan.chase@sarasotacountyschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	- Discovery Education Techbook & Resources - Penda - STEM Fair - PLC at Work
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Brookside will work to continue to increase student science proficiency, which had a significant fall over the past few years due to the COVID-19 pandemic and a change in staffing mid-year the prior year. The strategies listed above will help teachers improve their instructional practices to focus on the standards and how to best support student learning and growth. Data from these programs will be used to track student progress and implement intervention to continue to grow our students reading skills. Sarasota County School created a district committee to preview the work for a variety of programs and conduct research to determine the best program for PLC

work. PLC at Work was the chosen program based on the research to best support our teachers and students.

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.

Brookside will be working to training teachers on the implementation of the PLC at Work Process. Teachers will work as PLC teams to address the four questions and develop intentional interventions for students. Brookside's Teacher on Assignment, Melissa Varlas (Science Certified) will work with teams of teacher to analyze data from Benchmark Assessments and common formative assessments to determine level of student understanding and provide tier II and tier III interventions for students who have not mastered the essential standards. Brookside will utilize Penda as an additional data source to determine student level and depth of understanding on essential standards.

Brookside will increase the number of teachers and students who participate in the School and District STEM Fair.

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

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- ◦ The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- ◦ The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- ◦ Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- ◦ Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- ◦ Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- ◦ Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- ◦ Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- ◦ Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- ◦ Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring

N/A

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.

Brookside teachers and staff participated in Capturing Kids Hearts (CKH) training prior to the school year beginning. Teachers learned about the importance of creating a safe learning environment by growing social, emotion, and learning capacities of their students and strategies to implement campus wide to support a productive and safe learning environment for all. In all courses at all grade levels, teachers will implement social contracts, support chairs, the discipline ladder, the four questions, and the consequence chart.

In addition, Brookside builds a positive school environment by ensuring stakeholders are involved in a variety of activities, including, but not limited to:
- Positive Behavior Intervention System (PBIS): This school wide system provides opportunities for students

to be rewarded campus wide for making good choices on campus. Celebrations occur every two weeks.
- Academic Teams: Students are scheduled onto team to support consistency across courses and create a small community of learners.
- School Advisory Committee (SAC): Group of stakeholders who meet monthly to discuss Brookside's progress towards it's goals and makes decisions to supports Brookside in moving forward.
- Parent Teacher Student Organization (PTSO): Groups of stakeholders who meet monthly to support to goals of Brookside and to create a positive culture.
- IB Learner Profile Attributes Lessons
- Increased social and emotional support through on campus and community resources, including, but not limited to: School counselors, First Step Student Assistant Program (SAP), First Step Mental Health Counseling, Jewish Family and Children Services (JFCS), Safe Children's Coalition, Big Brothers Big Sister, Lean on Me Mentoring, Girls Inc., etc.
- Increased communication through Community Engagement, social media and the Brookside website
- Athletics & intramural sports
- Clubs (Art Club, National Honors Society, IB Ambassadors, Karate, Youth for Christ, Ukulele)
- Renaissance Celebration: Quarterly celebrations students who meet goals based on academics and behavior
- A/B Honor Roll: Quarterly celebrations to celebration students

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

Administration: Create a clear message and expectations, organize events to celebrate successes, provide feedback and coaching to teachers on implementation
Teachers: Work collaboratively with colleagues, students, and parents to ensure the highest level of success for students by setting clear expectations, modeling expectations and holding students accountable for meeting the expectations
Parents: Support students by assisting with monitoring student progress
Students: Meet the expectations outlined to create a productive and safe learning environment for all