Mcintosh Middle School

2022-23 Schoolwide Improvement Plan

Table of Contents

Mcintosh Middle School

701 MCINTOSH RD, Sarasota, FL 34232

www.sarasotacountyschools.net/mcintosh

Demographics

Principal: Mchenry Lerebours

Start Date for this Principal: 5/13/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	67%
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 (57%) 2018-19: A (62%) 2017-18: B (56%)
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.

Purpose and Outline of the SIP

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

Table of Contents

Mcintosh Middle School

701 MCINTOSH RD, Sarasota, FL 34232

www.sarasotacountyschools.net/mcintosh

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	67%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	53%

School Grades History

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

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To ensure that every student is college and career bound.

Provide the school's vision statement.

To create a culture of learning and belonging in which all students and staff are empowered.

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
Lerebours, McHenry	Principal	To provide visionary leadership necessary to administer a comprehensive program of instructional and support services to establish and maintain a safe, caring, and enriching environment to promote student success. Develop, implement and assess the academic program leading to student success. * Develop and implement an annual School Improvement Plan. * Coordinate program planning with District staff. * Interview and select qualified employees to be recommended for employment. * Monitor and conduct personnel evaluations and take appropriate action. * Develop an annual assessment for inservice needs leading to faculty improvement. * Provide leadership and vision to the School Improvement Process and changes leading to improvement. * Develop a positive teaching / learning environment leading to teacher and student success. * Develop and implement a safe and orderly school plan. * Develop and implement a successful discipline plan promoting a safe teaching / learning environment. * Promote a positive school image through appropriate communication and community involvement. * Develop high expectations for teachers and students and promote this vision to the community. * Develop and maintain the school budget by involving appropriate input and by meeting local and state guidelines. * Establish a role model conducive to hard work, caring and consistency for the entire staff. * Utilize managerial skills to design and organize activities to achieve goals. * Oversee the development of the extracurricular activities program and maintain an up-to-date activities calendar. * Facilitate the resolution of problems and tasks through problem-solving techniques. * Utilize critical thinking skills in analyzing data and reaching conclusions. * Possess an ability to anticipate problems and to react to them prior to conclusion. * Direct the development of the master schedule. * Manage and assign the administration of the school testing program. * Establish job assignments for administrators, teachers and support staff personnel. * Assist in developing short- and long-range facility needs. * Coordinate the completion of plant safety and facility inspections. * Coordinate the school transportation services as required. * Establish procedures for student accounting and attendance

Name	Position Title	Job Duties and Responsibilities
		procedures. * Establish procedures for property inventory records. * Establish a program leading to the secure closure of the school and proper school opening each day. * Supervise the preparation of accurate and timely reports and records. * Assume responsibility for all official correspondence and news releases. * Manage the ordering of textbooks, materials and equipment. * Maintain visibility and accessibility on the school campus. * Assume responsibility for all student suspensions and expulsions in accordance with School Board policies and state law. * Participate in District management meetings and other meetings appropriate for professional development. * Maintain a close working relationship with District staff. * Develop and monitor an articulation program with feeder schools and community agencies. * Perform other incidental tasks consistent with the goals and objectives of this position.
Bassett, Maureen	Assistant Principal	*Assist in the development, implementation and evaluation of the instructional program, including the use of technology. *PDAP Assistant Principal/ESE Assistant Principal * Supervise curricular and extracurricular activities as assigned. * Provide recommendations to the Principal regarding curriculum improvement. * Supervise textbook and equipment selection, acquisition and inventory. * Assist the Principal in the administration of the summer school program. * Assist with coordinating student field trips. * Assist in developing the master schedule and assignment of students and staff. * Assist in the administration of the testing program. * Assist in gathering, analyzing and interpreting data related to student performance. * Assist in coordinating the School Accreditation Program and School Improvement Program. * Assist with the supervision of personnel, including orientation of new employees as assigned. * Assist the Principal in developing personnel assignments and duty rosters. * Assist in implementing and administering negotiated employee contracts. * Assist in the coordination of the school's inservice program. * Assist teachers in developing professional development plans and activities.

Name	Position Title	Job Duties and Responsibilities
		* Assist in monitoring and assisting substitute teachers. * Assist the Principal with the daily operation of the school. * Assist in supervising and monitoring the accurate and timely completion of data collection and reporting requirements. * Assist in the supervision of the maintenance and care of the physical plant. * Assist in developing and monitoring the school budget. * Assist in maintaining property inventories. * Assist in supervising school transportation services. * Assist in identifying maintenance or facility needs. * Assist in monitoring student attendance. * Assist in ensuring that the school's discipline policy is consistently and fairly administered. * Assist with student supervision and discipline. * Assist in interpreting and implementing the Pupil Progression Plan. * Assist in developing, implementing and evaluating the school's guidance program. * Confer with students, parents and teachers to resolve problems and facilitate learning. * Assist in coordinating schedules for extracurricular activities. * Seek to improve skills and knowledge through participation. * Model and maintain high standards of professional conduct. * Demonstrate initiative in identifying needs or potential for improvement and take appropriate action. * Promote and support professional development for self and others. * Maintain visibility and accessibility. * Keep the Principal informed about potential problems, unusual events or possible opportunities for school improvement. * Support goals and priorities of the District and school. * Provide leadership in developing and implementing goals and priorities of the District and school. * Assume duties and responsibilities of the Principal in his / her absence. * Assist in planning and implementing the school's public relations program. * Conduct faculty meetings when requested by the Principal. * Serve on advisory committees as requested by the Principal. * Support and attend community functions. * Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment. * Set high standards of performance for self, others and the school. * Perform other incidental tasks consistent with the goals and objectives of this position. * Every Sarasota County Schools employee has emergency response responsibilities, though not every position will require routine assignments during an emergency event. All employees

Name	Position Title	Job Duties and Responsibilities
		are subject to recall around the clock for emergency response operations, which may require irregular work hours, work at locations other than the normal work location, and may include duties other than those specified in the employee's official job description. Assignments in support of emergency operations may be extensive in nature, with little advance notice, and may require employees to relocate to emergency sites with physically and operationally challenging conditions
McGuckin, Michael	Assistant Principal	To assist the Principal with the administrative and instructional functions to meet the educational needs of students and carry out the mission and goals of the school and the District. To assist the Principal with the administrative and instructional functions to meet the educational needs of students and carry out the mission and goals of the school and the District. *Assist in the development, implementation and evaluation of the instructional program, including the use of technology. *PBIS/MTSS Assistant Principal * Supervise curricular and extracurricular activities as assigned. * Provide recommendations to the Principal regarding curriculum improvement. * Supervise textbook and equipment selection, acquisition and inventory. * Assist the Principal in the administration of the summer school program. * Assist with coordinating student field trips. * Assist in developing the master schedule and assignment of students and staff. * Assist in the administration of the testing program. * Assist in gathering, analyzing and interpreting data related to student performance. * Assist in coordinating the School Accreditation Program and School Improvement Program. * Assist with the supervision of personnel, including orientation of new employees as assigned. * Assist the Principal in developing personnel assignments and duty rosters. * Assist in implementing and administering negotiated employee contracts. * Assist in the coordination of the school's inservice program. * Assist teachers in developing professional development plans and activities. * Assist in monitoring and assisting substitute teachers. * Assist the Principal with the daily operation of the school. * Assist in supervising and monitoring the accurate and timely completion of data collection and reporting requirements. * Assist in the supervision of the maintenance and care of the physical plant.

Name	Position Title	Job Duties and Responsibilities
		* Assist in developing and monitoring the school budget. * Assist in maintaining property inventories. * Assist in supervising school transportation services. * Assist in identifying maintenance or facility needs. * Assist in monitoring student attendance. * Assist in ensuring that the school's discipline policy is consistently and fairly administered. * Assist with student supervision and discipline. * Assist in interpreting and implementing the Pupil Progression Plan. * Assist in developing, implementing and evaluating the school's guidance program. * Confer with students, parents and teachers to resolve problems and facilitate learning. * Assist in coordinating schedules for extracurricular activities. * Seek to improve skills and knowledge through participation. * Model and maintain high standards of professional conduct. * Demonstrate initiative in identifying needs or potential for improvement and take appropriate action. * Promote and support professional development for self and others. * Maintain visibility and accessibility. * Keep the Principal informed about potential problems, unusual events or possible opportunities for school improvement. * Support goals and priorities of the District and school. * Provide leadership in developing and implementing goals and priorities of the District and school. * Assume duties and responsibilities of the Principal in his / her absence. * Assist in planning and implementing the school's public relations program. * Conduct faculty meetings when requested by the Principal. * Serve on advisory committees as requested by the Principal. * Support and attend community functions. * Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment. * Set high standards of performance for self, others and the school. * Perform other incidental tasks consistent with the goals and objectives of this position.
Proch-Moore, Amy	Teacher, K-12	Algebra 1 and Geometry Teacher. Department Chair for Math Responsibilities include: - Meet regularly with administration before or after school as determined by schedule. - Meet regularly with the content area department to share information and plan content initiatives. Organization:

Name	Position Title	Job Duties and Responsibilities
		- Work with administration and staff in the development of department plans and goals that align with the district's longrange planning. - Work with all teachers to establish a unified 6-8 department. - Conduct regularly scheduled department meetings and hold supplementary meetings as necessary. - Prepare and distribute agendas and minutes of those meetings. - Aid in the promotion of district staff development activities forthe department. Coordinate and facilitate planning in regard to resources and facilities. - Assist in the development of department budgets and monitor expenditures. - Assist in the procurement and maintenance of necessary materials and supplies to teach the curriculum. - Work with the media specialist and technology coordinator to meet specific content needs of the department. Curriculum: - Provide assistance for the identification, development and dissemination of instructional "best practices", per the iEngage lesson design and differentiated instruction. Work with teachers to develop long-range curriculum-plans based on the-district—curriculum. - Coordinate and assist in the implementation of new district curriculum: new standards, focus calendars, etc. - Maintain awareness and understanding of each grade level 's curriculum to facilitate flow of curriculum from grade to grade. - Identify gaps and overlaps in curriculum from grade to grade and plan adjustments in scope and sequence to address these. - Confer with teachers as often as possible to assure that they have access to their curriculum. - Address inquiries regarding department curriculum. - Gather and share performance data: FSA test scores,iReady, Math EOC's etc. - Respond to performance data by assisting in the planning of adjustment in instruction and scope and sequence across the grade levels. - Assist grade level curriculum leaders as they disseminate, review and reflect on learning outcomes. Communication: - Communicate and coordinate administrative directives regarding the department curriculum. - Disseminate information to all members of the department concerning important and upcoming events related to the department. - Communicate regularly with administrators and curriculum directors regarding district department business. - Participate in meetings, as needed, to represent the department (i.e. department chairperson meetings, system-wide committee meeting).

Name	Position Title	Job Duties and Responsibilities
		- Participate in interviews of candidates for positions in the department, if requested. Encourage and stimulate enrollment in professional groups and attendance at professional development meetings.
Sockness, David	Teacher, K-12	Social Studies (Civics) Teacher & Department Chair for Social Studies Responsibilities include: - Meet regularly with administration before or after school as determined by schedule. - Meet regularly with the content area department to share information and plan content initiatives. Organization: - Work with administration and staff in the development of department plans and goals that align with the district's planning. - Work with all teachers to establish a unified 6-8 department. - Conduct regularly scheduled department meetings and hold supplementary meetings as necessary. - Prepare and distribute agendas and minutes of those meetings. - Aid in the promotion of district staff development activities for the department. Coordinate and facilitate planning in regard to resources and facilities. - Assist in the development of department budgets and monitor expenditures. - Assist in the procurement and maintenance of necessary materials and supplies to teach the curriculum. - Work with the media specialist and technology coordinator to meet specific content needs of the department. Curriculum: - Provide assistance for the identification, development and dissemination of instructional "best practices", per the iEngage lesson design and differentiated instruction. Work with teachers to develop long-range curriculum-plans based on the-district—curriculum. - Coordinate and assist in the implementation of new district curriculum: new standards, focus calendars, etc. - Maintain awareness and understanding of each grade level 's curriculum to facilitate flow of curriculum from grade to grade. - Identify gaps and overlaps in curriculum from grade to grade and plan adjustments in scope and sequence to address these. - Confer with teachers as often as possible to assure that they have access to their curriculum. - Address inquiries regarding department curriculum. - Gather and share performance data: FCAT test scores, FAIR, FOCUS, etc. - Respond to performance data by assisting in the planning of adjustment in instruction and scope and sequence across the

Name	Position Title	Job Duties and Responsibilities
		grade levels. - Assist grade level curriculum leaders as they disseminate, review and reflect on learning outcomes. Communication: - Communicate and coordinate administrative directives regarding the department curriculum. - Disseminate information to all members of the department concerning important and upcoming events related to the department. - Communicate regularly with administrators and curriculum directors regarding district department business. - Participate in meetings, as needed, to represent the department (i.e. department chairperson meetings, system-wide committee meeting). - Participate in interviews of candidates for positions in the department, if requested. Encourage and stimulate enrollment in professional groups and attendance at professional development meetings.
Sierra-McWeeney, Stephanie	Teacher, K-12	Life Science Teacher & Department Chair for Science Responsibilities include: - Meet regularly with administration before or after school as determined by schedule. - Meet regularly with the content area department to share information and plan content initiatives. Organization: - Work with administration and staff in the development of department plans and goals that align with the district's longrange planning. - Work with all teachers to establish a unified 6-8 department. - Conduct regularly scheduled department meetings and hold supplementary meetings as necessary. - Prepare and distribute agendas and minutes of those meetings. - Aid in the promotion of district staff development activities for the department. Coordinate and facilitate planning in regard to resources and facilities. - Assist in the development of department budgets and monitor expenditures. - Assist in the procurement and maintenance of necessary materials and supplies to teach the curriculum. - Work with the media specialist and technology coordinator to meet specific content needs of the department. - Provide assistance for the identification, development and dissemination of instructional "best practices", per the iEngage lesson design and differentiated instruction. Work with teachers to develop long-range curriculum-plans based on the-district—curriculum. - Coordinate and assist in the implementation of new district

Name	Position Title	Job Duties and Responsibilities
		curriculum: new standards, focus calendars, etc. - Maintain awareness and understanding of each grade level 's curriculum to facilitate flow of curriculum from grade to grade. - Identify gaps and overlaps in curriculum from grade to grade and plan adjustments in scope and sequence to address these. - Confer with teachers as often as possible to assure that they have access to their curriculum. - Address inquiries regarding department curriculum. - Gather and share performance data: FSA, iReady data etc. - Respond to performance data by assisting in the planning of adjustment in instruction and scope and sequence across the grade levels. - Assist grade level curriculum leaders as they disseminate, review and reflect on learning outcomes. Communication: - Communicate and coordinate administrative directives regarding the department curriculum. - Disseminate information to all members of the department concerning important and upcoming events related to the department. - Communicate regularly with administrators and curriculum directors regarding district department business. - Participate in meetings, as needed, to represent the department (i.e. department chairperson meetings, system-wide committee meeting). - Participate in interviews of candidates for positions in the department, if requested. Encourage and stimulate enrollment in professional groups and attendance at professional development meetings.
Steere, Laura	Teacher, K-12	Serve as Local Education Agency (LEA) representative at ESE staffing. * Provide services, coaching and technical assistance to regular staff members who work with mainstreamed ESE students. * Provide assistance and information to parents of ESE students. * Provide Crisis Intervention Services to all ESE staff and students as needed. * Serve as a resource to the guidance department when needed. * Provide classroom observation for students being considered for ESE placement. * Conduct the staffing process and ensure that required procedures related to evaluation, eligibility, and service delivery for students with disabilities are fulfilled. * Provide training for ESE teachers on the computerized IEP system and IEP development including measurable goals. * Provide training for ESE teachers on the process of using assessment to guide the direct instruction of

Name	Position Title	Job Duties and Responsibilities
		ESE students. * Provide training for ESE teachers on the use of district selected research based materials. * Coordinate articulation between departments, schools and/or agencies for ESE students. * Coordinate ESE transportation for the school site. * Maintain accurate ESE records for auditing purposes. * Schedule and conduct student eligibility staffings. * Schedule and conduct initial IEP/placement meetings. * Assist with FTE process and data collection. * Assist with scheduling of ESE students. * Transition incoming ESE transfer students. * Serve as a Children at Risk in Education (CARE) team member for the school site. * Assist with parent-teacher conferences as requested. * Facilitate the referral of students for medical or psychiatric evaluation. * Orient new ESE teachers to ESE curriculum, classroom management and IEP development. * Be willing to serve as a SCIP mentor to new ESE teachers. * Demonstrate initiative in the performance of assigned responsibilities. * Provide for a safe and secure workplace. * Model and maintain high ethical standards. * Follow attendance, punctuality and proper dress rules. * Maintain confidentiality regarding school matters. * Maintain positive relationships with staff, students and parents. * Participate in workshops and training sessions as required. * Communicate effectively with staff, students and parents. * Keep supervisor informed of potential problems or unusual events. * Respond to inquiries and concerns in a timely manner. * Prepare all required reports and maintain all appropriate records.
McClenathen, Brent	Teacher, K-12	The role of the STEM Curriculum Coordinator encompasses the creation and facilitation of effective Collaborative Planning with Content area teachers. This process requires guiding content area teaching colleagues through ongoing planning, lesson development, and implementation of STEM best practices and integration of the NGSS. -The STEM Coordinator provides school wide support of the school's STEM program through the coordination and development of STEM initiatives -Serves on the Instructional Leadership Team -Solid working knowledge of standards-based curriculum and its connection to STEM and PLTW (Project Lead the Way) curriculum -The STEM Coordinator ensures that there is alignment with STEM activities and content area standards through Professional Learning and Development and teaching support in the classroom -Assist the School Principal and Instructional Leadership Team with designing Project Based Learning opportunities and activities on or off site that are aligned with State Standards

Name	Position Title	Job Duties and Responsibilities
		-Collaborate with Assistant Director for CTE and the School Career Advisor to organize learning opportunities for community outreach and business partnerships -Enhance and promote inclusion and equity in STEM -Collaborate with administration and guidance to hold STEM parent sessions to increase awareness and parental involvement with STEM education -Host a STEM college and career day that exposes students to the STEM career field -Assist in creating marketing plans to increase community and business interest in STEM programs at MMS -Oversee TSA club and coordinate registration for STEM competitions -Other curriculum job responsibilities may include the following: -Sharing performance data, product exemplars and learning outcomes -Spending group time identifying strengths and weaknesses in instruction as evidenced by this data -Gathering and reviewing student products, examples and non-examples, and grading rubrics in order to promote higher expectations for student learning -Tracking individual student performance -Maintaining vigilance on targeted groups (ESE, ESOL, High Risk, etc.) -Establish and maintain communication and support among PLC members between regularly scheduled meetings
Rieger, Dorothy	Teacher, K-12	Responsibilities include: Team Leader - Hawks Academy for Gifted and Advanced Studies - Meet regularly with administration before or after school as determined by schedule. - Meet regularly with the content area department to share information and plan content initiatives. Organization: - Work with administration and staff in the development of department plans and goals that align with the district's strategic plan. - Work with all teachers to establish a unified 6-8 department. - Conduct regularly scheduled department meetings and hold supplementary meetings as necessary. - Prepare and distribute agendas and minutes of those meetings. - Aid in the promotion of district staff development activities for the department. Coordinate and facilitate planning in regard to resources and facilities. - Assist in the development of department budgets and monitor expenditures. - Assist in the procurement and maintenance of necessary materials and supplies to teach the curriculum. - Work with the media specialist and technology coordinator to meet specific content needs of the department. Curriculum:

Name	Position Title	Job Duties and Responsibilities
		- Provide assistance for the identification, development and dissemination of instructional "best practices", per the iEngage lesson design and differentiated instruction. Work with teachers to develop long-range curriculum-plans based on the-district—curriculum. - Coordinate and assist in the implementation of new district curriculum: new standards, focus calendars, etc. - Maintain awareness and understanding of each grade level 's curriculum to facilitate flow of curriculum from grade to grade. - Identify gaps and overlaps in curriculum from grade to grade and plan adjustments in scope and sequence to address these. - Confer with teachers as often as possible to assure that they have access to their curriculum. - Address inquiries regarding department curriculum. - Gather and share performance data: FSA test scores, iReady, Physical Science Honors, EOC's etc. - Respond to performance data by assisting in the planning of adjustment in instruction and scope and sequence across the grade levels. - Assist grade level curriculum leaders as they disseminate, review and reflect on learning outcomes. Communication: - Communicate and coordinate administrative directives regarding the department curriculum. - Disseminate information to all members of the department concerning important and upcoming events related to the department. - Communicate regularly with administrators and curriculum directors regarding district department business. - Participate in meetings, as needed, to represent the department (i.e. department chairperson meetings, system-wide committee meeting). - Participate in interviews of candidates for positions in the department, if requested. Encourage and stimulate enrollment in professional groups and attendance at professional development meetings.
Martin, Indeah	Curriculum Resource Teacher	The Curriculum Leader (Math) is a grade level content area teacher. The role of Curriculum Leader encompasses the creation and facilitation of effective Collaborative Planning. This process requires guiding content area teaching colleagues through ongoing planning, lesson development, and analysis focused on the following four overarching questions. How do we focus our efforts on successful, individual student learning? In order to establish an effective PLC the Curriculum Leader should facilitate the accomplishment of the following: - Establish an environment characterized by mutual respect,

Name	Position Title	Job Duties and Responsibilities
		trust, rapport and support. - Develop shared lessons per the Instructional Indicators for Success which include daily teacher modeling, PGW, guided instruction, and independent practice. Exchange formative and summative data with an eye toward increasing learning for all students. - Guide iEngage infusion of rigor and relevance within daily instruction. - Identify, locate and make readily available materials and sources to make student learning authentic (Share Point). - Lead participation in relevant professional development, sharing with and coaching colleagues. - Encourage each member to share their knowledge, praise and recognize individual triumphs and provide support and encouragement for their struggles. - Maintain lines of communication and support among group members between regularly scheduled meetings. - Share concerns and questions, seek input from all. - Be sensitive to, and respond to, individual needs — individually. What do we want each student to learn? To maximize student achievement of curriculum goals the Curriculum Leader should focus group efforts to: - Maintain group focus and awareness of the Instructional Focus Calendar and common learning goals. - Reflect with the PLC on daily learning targets and PGW. - Establish methods of accessing prior learning and reinforcing new learning. - Build an in-depth working knowledge of curriculum standards within the group and review these standards and FCAT test item specifications prior to teaching them. - As a group, develop/review pre-assessments, formative assessments, summative assessments and re-assessments to focus attention on identified learning targets. - Review any district provided assessments prior to administering them to students (FAIR, FOCUS, etc.). How will we know what each student has learned? To ensure the success of each student the Curriculum Leader should facilitate the dissemination, review and reflection of learning outcomes by: - Involving PLC teachers in performing an in-depth review of all assessment results — formative and summative. - Sharing performance data, product exemplars and learning outcomes. - Spending group time identifying strengths and weaknesses in instruction as evidenced by this data. - Gathering and reviewing student products, examples and nonexamples, and grading rubrics in order to promote higher expectations for student learning. - Tracking individual student performance.

Name	Position Title	Job Duties and Responsibilities
		- Maintaining vigilance on targeted groups (ESE, ESOL, High Risk, etc.). How will we respond when a student has trouble learning? To aid students in overcoming difficulties in content mastery the Curriculum Leader should guide and encourage group members to: - Work proactively to guide lesson development that provides for differentiation to facilitate the learning of all students. - Share, support and celebrate efforts and end results of reteaching and reassessing. - Cultivate and be aware of outside resources for extra help (before/after school tutoring, student mentors, intervention programs, etc.). - Make available online resources for student use. - Encourage full utilization of students' accommodations/ modifications as applicable. - Emphasize and support the need to keep parents/family involved. How will the Curriculum Leader effectively utilize extended contractual time to optimize the effectiveness of PLC meetings? In order to move the practice of each member of a Professional Learning Community forward and to improve the craft of the entire group the Curriculum Leader will: - Meet with administration when asked and as needed. - Attend, put into practice and model relevant Professional Development identified by school administration. - Facilitate scheduling, data tabulation and dissemination of district common assessments (FAIR, etc,). - Gather, tabulate and analyze common assessment data. - Develop lesson exemplars and provide assistance to other PLC members with their lesson development. - Establish and maintain communication and support among PLC members between regularly scheduled meetings. - Effectively and responsibly lead the process delineated above. - Personally coordinate & communicate information to all grade level content area teachers unable to attend PLC meetings due to unavoidable schedule issues

Demographic Information

Principal start date

Thursday 5/13/2021, Mchenry Lerebours

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.*

4

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.*

16

Total number of teacher positions allocated to the school

60

Total number of students enrolled at the school

860

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

16

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

21

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	268	297	291	0	0	0	0	856
Attendance below 90 percent	0	0	0	0	0	0	62	102	99	0	0	0	0	263
One or more suspensions	0	0	0	0	0	0	16	42	60	0	0	0	0	118
Course failure in ELA	0	0	0	0	0	0	37	6	6	0	0	0	0	49
Course failure in Math	0	0	0	0	0	0	24	26	48	0	0	0	0	98
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	54	83	79	0	0	0	0	216
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	58	70	68	0	0	0	0	196
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	116	138	131	0	0	0	0	385

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	2	8	10	0	0	0	0	20

Date this data was collected or last updated

Tuesday 8/9/2022

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	9	23	20	0	0	0	0	52

The number of students identified as retainees:

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

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	292	289	275	0	0	0	0	856
Attendance below 90 percent	0	0	0	0	0	0	54	78	75	0	0	0	0	207
One or more suspensions	0	0	0	0	0	0	12	33	23	0	0	0	0	68
Course failure in ELA	0	0	0	0	0	0	34	18	32	0	0	0	0	84
Course failure in Math	0	0	0	0	0	0	13	39	38	0	0	0	0	90
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	18	41	39	0	0	0	0	98
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	23	40	37	0	0	0	0	100
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	9	23	20	0	0	0	0	52

The number of students identified as retainees:

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

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	47%	57%	50%				58%	64%	54%
ELA Learning Gains	48%						57%	58%	54%
ELA Lowest 25th Percentile	40%						45%	50%	47%
Math Achievement	61%	38%	36%				71%	74%	58%
Math Learning Gains	57%						66%	66%	57%
Math Lowest 25th Percentile	53%						45%	56%	51%
Science Achievement	47%	64%	53%				61%	61%	51%
Social Studies Achievement	80%	60%	58%				83%	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	53%	63%	-10%	54%	-1%
Cohort Comparison						
07	2022					
	2019	56%	64%	-8%	52%	4%
Cohort Comparison		-53%				
08	2022					
	2019	61%	66%	-5%	56%	5%
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	70%	73%	-3%	54%	16%
Cohort Comparison		-59%				
08	2022					
	2019	55%	65%	-10%	46%	9%
Cohort Comparison		-70%				

				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	61%	62%	-1%	48%	13%
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	82%	85%	-3%	71%	11%

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	96%	73%	23%	61%	35%

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	10	27	30	25	35	33	14	53	50		
ELL	32	48	47	48	54	55	24	76	78		
ASN	76	73		100	80						
BLK	18	34	34	24	45	39	9	58			
HSP	39	49	45	53	55	58	41	77	76		
MUL	32	40	36	51	48	38	38	63			
WHT	59	52	36	73	62	60	61	88	86		
FRL	40	47	39	52	55	47	37	72	76		
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	11	24	25	27	40	45	8	39			
ELL	31	33	30	45	41	46	20	57	54		

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	58			75							
BLK	31	40	30	35	44	53	29	58	67		
HSP	46	42	31	55	43	43	49	74	59		
MUL	50	53	33	52	42	38	40	60	58		
WHT	66	57	32	73	52	51	61	80	76		
FRL	43	43	31	51	46	48	41	69	61		

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	13	38	38	34	40	26	18	57	45		
ELL	30	58	64	48	55	38	33	58	55		
ASN	73	75		100	83						
BLK	36	45	30	48	49	37	40	65	54		
HSP	47	54	46	60	55	39	49	71	62		
MUL	64	45		64	67						
WHT	69	62	49	83	75	57	71	91	78		
FRL	48	50	40	62	58	38	54	79	64		

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	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	39
Total Points Earned for the Federal Index	555
Total Components for the Federal Index	10
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1

English Language Learners	
Federal Index - English Language Learners	50
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	82
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	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	54
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	43
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	64
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?

In ELA achievement grade 8 saw the largest decline from 60% to 45% with small dips in 6th (51% to 48%) and 7th (49% to 46%) and an overall school decline from 53% to 47%. Overall school learning gains in ELA decreased by 2%. The Learning gains of the lowest quartile increased by 8% from 32% to 40%. In math achievement levels in 8th saw the largest decline from 73% to 42%. 7th math achievement remained at 50%. 6th math achievement rose from 17% to 50%.

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

Within the ELA department the two biggest areas of concern are; ELA achievement level and ELA learning gains. ELA achievement level scores have continued to decrease each year since 2019 (from 58% to 55% and now 47%). The ELA learning gains have shown the same sort of continuous decrease over the same period (from 57% to 50% and now 47%). Within the math department, the achievement rate demonstrates a need as it has decreased each year since 2019 (from 71% to 62% and now 61%). When it comes to ESE students in both ELA and math students are not achieving at the same level as their peers. In ELA, over 60% of our ESE students are level 1, compared to the district average of 48% and state average of 53%. An overall pass rate for our ESE students on the ELA test is 10%. For math, only 25% of our ESE students are performing on level with 47% of our ESE students performing at a level 1, which is below the state average of 53%.

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

Based on our previous year's ELA plan using i-Ready toolbox lessons and standards mastery assessments to teach and monitor student instruction, we were able to identify the students needing additional intervention. Although we were able to identify students falling below the achievement threshold, we were not able to provide quantity and depth of the interventions required due to the Covid slide. Previously, we delivered isolated skills based instruction in ELA and this year with the new BEST standards and our new StudySync curriculum, we will present theme based instruction with an increased focus on the integration of ELA skills as well as writing. This will allow for skills to be retaught several times throughout the year through the horizontal alignment of the BEST standards and a more streamline intervention plan for ELA standards can be put in place. Starting last school year with two math unfilled was a contributing factor in the poor performance of the ESE students. There was less access to dedicated interventions during the school day without those two staff members. Filling all the positions on campus will help aid our improvement in these areas. The use of the ALEKS program within the newly adopted curriculum will help pinpoint the exact skills students need to have to master and objective and help teachers keep track of student progress on the standards in between FAST testing.

We also have an ESE math and ESE ELA teacher at each grade level which will help with targeting interventions.

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

The data components based off progress monitoring and 2022 state assessments that showed the most improvement are; Algebra, Geometry, math learning gains, Acceleration and Civics. Algebra EOC achievement rose from 90% to 93% and the Geometry EOC rose from 93% to 100%. The overall school learning gains in math rose 9% (from 48% to 57%). Learning gains of the lowest quartile in math increased 6% (from 47% to 53%). The Acceleration rate increased 13% (from 70% to 83%) due to our increased EOC passage rate and our increased CTE enrollment and passage rate. Our Civics EOC achievement increased by 6% from 74% to 80%.

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

For Civics, the Social Studies team collaborated on a consistent basis regarding standards, focus guides, and monitoring student performance. The teachers monitored benchmark progress and areas that needed remediation based on assessments. Based on the need for remediation the Civics teachers created intervention groups. The district Middle School Social Studies Program Specialist also worked closely with the team to provide support with data analysis, breaking down standards, and remediation strategies for students.

For math learning gains, direct support for at-risk and ESE students by the implementation of the co-teach model for students in mathematics classrooms as well as the before and after school tutoring support for students. The use of spiral review.

The improved Acceleration Rate was due to our increased EOC passage rate and our increased CTE enrollment and passage rate as well as students scoring at or above grade level in 7th grade math, were enrolled in Algebra. These students were supported throughout the year through support classes, and Algebra Bootcamps to understand concepts and successfully complete the course. Our Math Department Chair supported the Algebra teachers and students during the school year with targeted instructional support, data chats, and small group remediation.

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

This school year students will be teamed with common teachers to assist with building team culture and supporting academic success. Students that scored a Level 1 on the FSA in reading will be enrolled in an Intensive Reading class. ESE and ESOL students will have the opportunity to stay after school on Mondays and Tuesdays for academic assistance. All students will have the opportunity to come to before school instructional lab on Wednesdays and Thursdays and stay after school on Wednesdays and Thursdays for academic assistance.

In ELA, teachers will continue to implement StudySync textbook series. Our Literacy Academic Interventionist will work with our ELA teachers in creating additional remediation and enrichment opportunities, strategies, and scaffolds to our ELA curriculum.

In math, a new math textbook series will be implemented. Our math department chair will work with our math teachers in creating additional remediation and enrichment opportunities, strategies, and scaffolds to our math curriculum.

In addition to academic supports, McIntosh will offer a variety of social/emotional supports. There will be both a boy's and girl's mentoring group that we partner with outside agencies for and will meet weekly.

We also partnered with Lean on Me Mentoring that mentors students weekly during lunches.

Core content area teachers and Encore teachers will implement reading strategies to support content reading school-wide. Our Literacy Academic Interventionist will share with these teachers the highest growth potential strategies and standards to focus on.

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.

Our Professional Development Assistant Principal and our Literacy Academic Interventionist will provide a monthly PD based on the Learning By Doing book and the district-wide PLC initiative. Our school offers Focus Fridays once a month and will focus on the following topics: ESE/ELL, Reading Strategies for all content areas, Focus Five, Behavior Management (CHAMPS), Co-Teaching, Gradual Release of Reasonability, Accountable Team Tasks and Kagan Training.

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

Our Literacy Academic Interventionist will provide interventions, professional learning, resource recommendations, data chats, and instructional coaching centered on literacy. She will support ELA teachers on implementing with fidelity the StudySync textbook and the BEST standards. Our math department chair will provide interventions, professional learning, resource recommendations, data chats, and instructional coaching centered on math. She will support math teachers on implementing with fidelity the new math textbook and the BEST standards.

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.	In ELA achievement grade 8 saw the largest decline from 60% to 45% with small dips in 6th (51% to 48%) and 7th grade (49%-46%) and an overall school decline from 53% to 47%. Overall school learning gains in ELA decreased by 2%. Learning Gains of our Lowest Quartile did increase by 8% from 32% to 40%. In addition, 33% of 6, 7, 8 grade students were on or above grade level and 67% were below grade level for the FAST PM 1 ELA Reading.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By the end of the 2022-2023 school year 58% of students will show proficiency in reading on the Florida Assessment of Student Thinking. There will be a minimum of an 11 point increase in proficiency when compared to the percentage of students who scored proficient on the 2022 FSA test. By the end of the year 2023, there will be a minimum 5 percentage point increase in the number of students demonstrating a learning gain in the lowest quartile from 40% to 45% and a 5 percentage point increase of students demonstrating a learning gain from 48% to 53%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	How will we know if they learn it? Teachers will meet in PLC grade level meetings to analyze student work. Students will be assigned a quiz at the end of each story. Teachers will analyze the results of formative and End of Unit Summative Assessments to drive instruction and interventions. Teachers will follow the Study Sync curriculum and pacing guide using the First Read Quiz and Close Read in each unit to gather formative assessment data and implementation of the BEST standards. Reading teachers will provide supplemental instruction to students who are below proficiency by using i-Ready tool box lessons and Common lit., Rewards and Rewards +, and reading passages.
Person responsible for monitoring outcome:	McHenry Lerebours (mchenry.lerebours@sarasotacountyschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	What do we want all students to know and be able to do? ELA teachers will implement the new BEST standards with fidelity using the StudySync Curriculum for grades 6, 7, and 8. The Study Sync Pacing Guide will be followed by stories taught in order. Teachers will use the Scope and Sequence to assist in implementation of the standards/benchmark unit by unit. Teachers will use Skills Map to provide information about coverage for each standard. Extended writing project for each unit will be assigned to students, as teachers integrate writing throughout the lessons. Academic vocabulary will be posted on the board and teachers will use vocabulary in the context of the Study Sync

implemented for this Area of Focus.	text book. Guiding Coalition will support departments and grade level teams with professional development on the implementation of PLCs.
Rationale for Evidence-based Strategy:	
Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	What do we want all students to know and be able to do? With the new BEST standards, there are five strands and within each strand there are Benchmarks. The strands are Foundations, Reading, Communication, Vocabulary, and ELA Expectations. After examining the test specifications for the F.A.S.T. in Reading, the ELA Dept. determined that teachers should focus their instruction on the following benchmarks: Literary Elements, Theme, Purpose and Perspective, Interpreting Figurative Language, Context and Connotation, Comparative Reading Central idea.

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.

How will we respond when some students do not learn?
Create a Literacy Academic Interventionist (LAI) position that will provide support to students with literacy by providing small group tier 2 and tier 3 instruction which is established through communication and collaboration with the classroom teacher. They will create and teach interventions based on learning needs of students. They will collaborate with professional learning communities to support cross curricular integration of literacy.

Students will be re-taught benchmarks and standards and retested. Teachers will use graphic organizers, curriculum scaffolding lessons, and other re-teaching tools to conduct targeted interventions.

The ELA teachers will conduct ELA pull outs for targeted tier 2 and tier 3 interventions.
Students will be recommended for they Keys to Success afterschool program to provide remediation.

ESE Inclusion teachers will work with ELA teachers to ensure ESE students are receiving adequate services to address their specific academic needs.

Person Responsible	McHenry Lerebours (mchenry.lerebours@sarasotacountyschools.net)

How will we extend the learning for students who are already proficient?
Adjust proficiency level in Study Sync for high achieving students
Extend writing projects
Assign Advanced Unit Assessments
Assign Book Studies and Projects

Person Responsible	McHenry Lerebours (mchenry.lerebours@sarasotacountyschools.net)

#2. 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.	Math achievement levels in 8th grade saw the largest decline from 73% to 42%. 7th grade Math achievement remained flat at 50%. 6th grade Math Achievement rose from 17% to 50%. School learning gains in Math rose 9% (from 58% to 57%), and the school wide Learning Gains of the Lowest Quartile in Math increased 6% from 47% to 53%. 19% of 6, 7, 8 grade students were on or above grade level and 80% are below grade level for the FAST PM 1 Math (This does not include Alg. 1 and Geometry students).
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By the end of the 2022-2023 school year, 65% of students will show proficiency in Math on the F.A.S.T. There will be a minimum 4-percentage point increase in proficiency when compared to the percentage of students who scored proficient on the 2022 FSA which was 61%. There will be a minimum of a 4 percentage point increase in the number of students demonstrating a learning gain in the lowest quartile from 53% to 57% and overall learning gains from 57% to 61%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	How will we know if they learn it? Student increased performance on FAST assessments. Based on the identified essential standards and created success criteria, common assessments will be built by grade level content PLC groups using ALEKS (submitted to the mathematics leadership team) for markers of students progress on Essential Standards. Review and reassessments will be made available for practice or use during the intervention cycle, and then ultimately the effectiveness of the intervention cycle.
Person responsible for monitoring outcome:	Amy Proch-Moore (amy.proch-moore@sarasotacountyschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	What do we want all students to know and be able to do? All students will be taught the B.E.S.T. standards tied with their state course description with fidelity. Teachers will use and encourage the use of four function or scientific calculator for all standards in which calculators are allowed. The use of the ALEKS program will help with identifying the exact skills students need to master, especially with our Students with Disabilities and lower quartile students. This will allow teachers to track student progress on the standards in between F.A.S.T. testing and be more efficient with providing interventions by targeting the precise skills each student needs to learn for specific topics. Guiding Coalition will support departments and grade level teams with professional development on the implementation of PLCs.

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

At the start of the last school year, there were two math positions that were unfilled, which contributed to the poor performance of ESE students and caused limited access to dedicated interventions during the school day. Filling all the positions and implementing the inclusion model on campus will help aid our improvements in these areas. Using the BEST standards, Big -M documents, Test Design Summary, and vertical planning notes, a small group of teachers will meet to propose the Essential Standards for each math course. Essential Standards will be reviewed by the grade level PLC for feedback, revision, and consensus.

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.

How will we respond when some students do not learn?
Develop the following goals:
Identify and provide interventions to Accelerated/Struggling students.
Analyze students' response to intervention and determine if a change in course placement is required.
Maintain at least 90% of all state identified (or pre-identified) accelerated students in the required course.

Students enter the intervention cycle through:
Low Common Assessment Scores
Low Formative Assessment Scores
Low FAST Scores
Low ALEKS Scores
Teacher or Parent or Student recommendation

Person Responsible   Amy Proch-Moore (amy.proch-moore@sarasotacountyschools.net)

Intervention Cycle:
Hypothesize the skill(s) the student needs to learn to be successful on coursework.
Teacher provides small group or 1-1 instruction within the class period. (This step can continue to happen daily throughout the intervention cycle.)
Teacher provides 1-1 instruction outside of class period (without distractions).
Parent contact is made to alert to the student's struggle and recommendation to KEYS or Instructional Lab.
A different teacher provides additional 1-1 instruction.
Math team and SWST discuss student data and interventions to provide additional interventions.
Additional parent & student contact is made to address any new interventions from SWST.
Intervention team alerts administration to a lack of progress towards standards for possible consultation of outside campus staff/expertise.

Person Responsible   Amy Proch-Moore (amy.proch-moore@sarasotacountyschools.net)

How will we extend the learning for students who are already proficient?
Rich real-world application of the skill possible in a project-based format
Instruction on Secondary standards with the same domain or related benchmark
Instruction in a horizontally aligned benchmark with explicit use of essential standards

Circle back to essential or secondary standards that were previously taught at a theoretical or below theoretical level and move towards application level mastery

Person Responsible   Amy Proch-Moore (amy.proch-moore@sarasotacountyschools.net)

#3. 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.	In Science achievement, grade 8 saw a decline of 6 percent from 53% to 47% We have seen a downward trend in Science achievement for the last two years.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Overall achievement on the State Science Assessment will increase 4 percentage points from 47% to 51%. MMS Science students' proficiency in Nature of Science skills will increase by 4% on NGSSS Science SSA assessment. Scheduled to be given between 05/8-05/19 MMS Science students' proficiency in Earth and Space Science skills will increase by 4% on NGSSS Science SSA assessment. Scheduled to be given between 05/8-05/19/23. MMS Science students' proficiency in Life Science will increase by 4% on NGSSS Science SSA assessment. Scheduled to be given between 05/8-05/19/23. MMS Science students' proficiency in Physical Science skills will increase by 4% on NGSSS Science SSA assessment. Scheduled to be given between 05/8-05/19/23.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	How will we know when students have already learned the content? Teachers will be able to identify student's proficiency in content by formative assessments (e.g., discussion, informal quiz, survey, or a quick write up) and summative assessments (e.g., district provided unit assessments, projects & portfolios). Teachers have been provided with various SSA/FCAT materials for weekly classroom use with students such as released tests, DOE test prep materials, and DOE test specs. Teachers will continue to model how to answer SSA/FCAT test questions weekly at all grade levels to teach the test taking strategies that will help students be successful. Guiding Coalition will support departments and grade level teams with professional development on the implementation of PLCs.
Person responsible for monitoring outcome:	Stephanie Sierra-McWeeney (stephanie.sierra-mcweeney@sarasotacountyschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	What do we want all students to know and be able to do? Be proficient in content standards being taught. Display proficiency in formative and summative assessments. Teachers will meet with their grade level teams and content department to utilize the data collected on student achievement through the county dashboard, unit science assessments, as well as teacher-created formative and summative assessments, to continually evaluate student academic achievements. PLCs and department meetings will review this data to develop a strategic plan on ways to ensure continued success, as well as, ways on how to reinforce content when needed.

Teachers will meet to have targeted conversations regarding the differentiation of instruction where needed. Instructional aides will be utilized to assist with this differentiation.

Teachers will utilize the various technological resources such as microscopes, Logger Pro/Vernier interfaces, as well as utilize Penda to review content standards for all grade levels.

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

The Science Department has experienced inconsistency with instruction due to the high turnover rate with teachers in life science. This has caused 8th grade students to have major gaps in their prior learning of Science. Since the SSA includes 6th, 7th, and 8th grade content, students who are missing essential skills have difficulty achieving proficiency on the assessment. This year we have that position filled by a third year science teacher, which will help current 7th grade students receive the appropriate instruction on grade level standards. Therefore, collaborative work among Science teachers will be more fluid and consistent across grade levels.

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.

Continue to utilize district wide platforms such as Blackboard Learn, and TEAMS.
Continue to write lessons plans using the iEngage model.
Department meetings and PLC's will emphasize and model various aspects of the lesson plan.
Learning Intentions and Success Criteria will be written on the board and Blackboard Learn daily and include domain-specific vocabulary.
Assign lessons on PENDA to monitor student progress during core instruction.
Teachers will increase number of times they refer to each student in a class, each period.
Teachers will use data to drive instruction with pre-assessments in each unit followed by post assessments.
Guiding Coalition will support departments and grade level teams with professional development on the implementation of PLCs.

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

What will we do when students haven't learned the content?
Teacher will evaluate what standards need to be retaught and re-teach to class.
Teacher will meet with individual students and check in on how they can aid that particular student to achieve academic goals/expectations.
Students would also be encouraged to attend Keys to Success/Instructional Lab afterschool program.

What will we do when students learned it?
Student will be provided the opportunity for more rigorous learning extensions of the content already learned.
Student will also be encouraged to assist struggling students.

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

#4. Instructional Practice specifically relating to Social Studies	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The 21-22 Civics achievement increased 6% from 74% to 80%, however, we are 3% lower than the 18-19 achievement score of 83%. Our Civics EOC score was 11% higher for the state, however, we were 3% lower than the district.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By the end of the 2022-2023 school year there will be a minimum of a three percentage point increase in students demonstrating proficiency on the Civics EOC from 80% to 83%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	How will we know if they learn it? Three times a month teachers will meet in grade level content PLC meetings to analyze student data based on district common unit assessments, as well as teacher's own formative and summative assessments (that are developed in PLC meetings). Teachers will analyze this data to drive instruction and intervention groups.
Person responsible for monitoring outcome:	Maureen Bassett (maureen.bassett@sarasotacountyschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	What do we want all students to know and be able to do? After careful reflection based upon the 2021-2022 EOC score, emphasizing vocabulary is critical in civics. Reviewing standards allowed civics teachers to determine which vocabulary words were essential to their success on the EOC. As part of the MTSS framework of data analysis, identification of students and their targeted needs, the teachers will provide intervention days with groups of no more than 6 students that will focus on test spec questions to reinforce standards. Also, they will use a variety of review activities such as quizzes, Kahoot, i-Civics.org, Nearpod, vocabulary games and other resources to build confidence and skills to perform well on assessments. Students will be introduced to test specific questions to familiarize them with EOC type questions. Students will also participate in State mandated required Social Studies topics as noted in Florida State Statute 1003.42(2).
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria	These strategies were selected based on Benchmark/Unit Assessments, and teacher formative assessment data. By engaging students in more complex tasks, teachers will create an environment with high expectations of students with a high complexity of questioning. Having teachers focus on differentiation with the correct amount of scaffolding will help meet students where they are and move them forward. Focus on content area vocabulary instruction will increase comprehension of informational text and understanding of concepts.

**used for selecting
this strategy.**

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.

How will we respond when some students do not learn?
Teachers will analyze data and pull students to work in interventions inside the classroom with ESE paraprofessional support, as well as outside the classroom during Civics intervention days. Teachers will use test spec questions to reinforce standards. They will use a variety of review activities such as quizzes, kahoot, vocabulary games and other resources. Students will be introduced to test specific questions to familarize them with EOC type questions. Interdisciplinary work with the ELA department

Person Responsible   Maureen Bassett (maureen.bassett@sarasotacountyschools.net)

What will we do when students already know it?
Teachers will provide those students who have mastered the content with enrichment activities such as; gimkits, escape rooms, and other activities from the middle school IFG in addition to teacher created assignments to expand the thinking of the students.

Person Responsible   Maureen Bassett (maureen.bassett@sarasotacountyschools.net)

#5. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	This area of focus is for our subgroups of Students with Disabilities and Black/African Americans as identified by our Every Student and Success Act (ESSA) data which makes up McIntosh's two Targeted Support & Improvement students (TS&I) . In ELA, over 60% of our ESE students are level 1, compared to the district average of 48% and the state average of 53%. An overall pass rate of ESE students on the ELA test is only 10%. For math, only 25% of ESE students are performing on level, with 47% of the ESE students performing at a level 1, which is below the state average of 53%. In ELA, there was an overall pass rate of 18% for our Black/African Americans students compared to overall pass rate of 35% for the district and state. In math, there was an overall pass rate of 23% for our Black/African Americans students compared to overall pass rate of 34% for the district and 33% for the state.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By the end of the 2022-2023 school year there will be a minimum of a ten percentage point increase for ESE students in ELA passing rate from 10% to 20%. By the end of the 2022-2023 school year there will be a minimum of a ten percentage point increase for Black/African Americans students in ELA passing rate from 18% to 28%. By the end of the 2022-2023 school year there will be a minimum of a five percentage point increase for ESE students in math passing rate from 25% to 30%. By the end of the 2022-2023 school year there will be a minimum of a seven percentage point increase for Black/African Americans students in math passing rate from 23% to 30%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	How will we know if they learn it? By the increased performance on FAST assessments. Data will be collected/analyzed to monitor/measure the academic progress being made by students as well as to adjust instruction to meet students at their academic gaps and IEP goals. Frequent observations of both ESE and general education teachers will be conducted and specific feedback will be used for collaborative planning and progress monitoring.
Person responsible for monitoring outcome:	Maureen Bassett (maureen.bassett@sarasotacountyschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	What do we want all students to know and be able to do? Students will be provided additional supports in the classrooms with the co-teaching model in ELA and Math classes and Instructional Aides in science and social studies classes. Students will also be provided additional supports through math pull-outs; before and after school tutoring; Reading pull-outs; Strategic Tier 2 and Tier 3 interventions (Common Lit, Just Words; Rewards: Rewards Plus Reading Programs); iReady reading and math with diagnostics, standards mastery, differentiated instructional lessons and iReady Teacher

implemented for this Area of Focus.	Toolbox lessons.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.**	Co-teaching has widespread support in much of the special education literature (e.g., Friend et al., 2010; Friend, 2015). Finally, the school data indicates that students who have participated consistently in the reading and math strategies with fidelity have shown academic growth and learning gains. Tutoring programs are an extremely effective way to provide students with more learning opportunities, whether that means scaffolding the non-academic skills students may need for school success or closing opportunity and learning gaps.

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.

How will we respond when students do not learn?
Students will be scheduled in ELA and math co-taught classes where the student to teacher ratio is 22 to 2, and one of the teachers is a certified ESE teacher.

Person Responsible	Maureen Bassett (maureen.bassett@sarasotacountyschools.net)

How will we respond when students do not learn?
Targeted support by reading endorsed staff to provide scaffolded lessons and specific strategies to students scoring a Level 1 on FSA by the use of Common Lit; Just Words; Rewards: Rewards Plus Reading Programs; iReady reading and math teacher toolbox lessons and standards mastery lessons.

Person Responsible	Maureen Bassett (maureen.bassett@sarasotacountyschools.net)

How will we respond when students do not learn?
After school Keys to Success Program for SWDs for academic support with certified teachers.

Person Responsible	Maureen Bassett (maureen.bassett@sarasotacountyschools.net)

How will we respond when students do not learn?
Before school and after school instructional lab for academic support with certified teachers.

Person Responsible	Maureen Bassett (maureen.bassett@sarasotacountyschools.net)

How will we respond when students do not learn?
Provide differentiated strategies from Study Sync and materials for those who need further scaffolding.

Person Responsible	McHenry Lerebours (mchenry.lerebours@sarasotacountyschools.net)

How will we respond when students do not learn?
Students participate in weekly ELA and math pull-outs (during Encores) based on Math/ELA/iReady data and ALEKS data.

Person Responsible Maureen Bassett (maureen.bassett@sarasotacountyschools.net)

Staff will be trained in co-teaching model and other ESE teaching strategies throughout the 22/23 SY during Focus Friday PD.

Person Responsible Maureen Bassett (maureen.bassett@sarasotacountyschools.net)

#6. Instructional Practice specifically relating to Professional Learning Communities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Professional learning communities at McIntosh Middle School meet three times a month with content teams and one time a month with the grade level team. There was a decline in our ELA and Math Achievement levels. With this, there is a need to focus on improving PLC time to analyze data, identify essential standards, design lessons, develop common formative and summative assessments, share teaching and learning strategies, research best practices and share classroom experiences.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With effective PLCs that are focused on standards-based lesson planning, data analysis and planning for interventions, by the end of the 2022-2023 school year, there will be a 4% point increase on students showing proficiency on the math F.A.S.T test compared to last year's 2022 FSA results. With effective PLCs that are focused on standards-based lesson planning, data analysis and planning for interventions, by the end of the 2022-2023 school year, there will be an 11% point increase on students showing proficiency on the ELA F.A.S.T test compared to last year's 2022 FSA results.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitoring will consist of attendance at weekly PLC meetings with teachers focused on the four critical questions that should guide PLC work, review of PLC meeting notes, lesson plan review and feedback by administration, monitoring data (F.A.S.T. data, i-Ready diagnostics, standards mastery, weekly intensive reading walk-throughs).
Person responsible for monitoring outcome:	Maureen Bassett (maureen.bassett@sarasotacountyschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	During our weekly PLC meetings teachers will focus on the four critical questions that should guide PLC work discussed in Learning by Doing by Richard and Rebecca DuFour, Robert Eaker, Thomas Many and Mike Mattos. 1. What do we want all students to know and be able to do? 2. How will we know if they learn it? 3. How will we respond when some students do not learn? 4. How will we extend the learning for students who are already proficient? Teachers will collectively develop in the areas of teacher clarity (learning intentions, success criteria and learning progressions, standards-based lesson planning), data review and planning for interventions and evidence-based strategies.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this	By intentionally focusing on the four critical questions that should guide PLC work, PLC work can lead to meaningful results for students. Building teacher capacity through effective PLCs as it relates to Collective Teacher Efficacy, has an effect size of 1.57. This can translate to three years of growth for students. Actively engaging teachers in PLCs will increase their professional knowledge and enhance student learning (Vescio, Ross, & Adams, 2006). Through continuous inquiry and reflective

specific strategy. Describe the resources/ criteria used for selecting this strategy.	dialogue teachers discover solutions and address student needs (Hord, 1997; Stoll et al., 2006).

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.

Weekly PLC meetings. In these PLCs meetings the teachers will agree on priorities within the curriculum, identify standards that are prevalent on the F.A.S.T, clarify how the curriculum translates into student knowledge and skills, and collaboratively create lessons. Each PLC will submit weekly notes from their meeting.

Person Responsible	Maureen Bassett (maureen.bassett@sarasotacountyschools.net)

Monthly PD based on the Learning By Doing book and the district-wide PLC initiative.

Person Responsible	Maureen Bassett (maureen.bassett@sarasotacountyschools.net)

#7. Positive Culture and Environment specifically relating to Behavior	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	The last full school year prior to the pandemic, McIntosh had a total of 409 incident referrals. During the 21-22 SY, we had 1228. This included 53 Second Chance Agreements. Additionally, during the 21-22 school year, we had 126 OSS incidents with 213 OSS days.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By the end of the 22-23 SY, our goal is to reduce the amount of disciplinary referrals by 40%, the amount of second chance agreements by 30%, and the OSS incidents and days by 35%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	We will be conducting weekly data checks including OSS data, referral data, behavior tracking form data, and classroom behavioral assistance data. We will then find interventions for students of behavior concern weekly at our MTSS meetings.
Person responsible for monitoring outcome:	Michael McGuckin (michael.mcguckin@sarasotacountyschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	We are using a variety of evidence-based strategies including: mentoring groups, social skills groups, tier 1 PBIS programs, check-in/out, mental health counseling, refocus room, cool down passes, positive reinforcements, and professional development for teachers regarding classroom management.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	We are using a variety of different strategies to ensure we are meeting the needs of our diverse population. We are using these interventions to increase the opportunities our students have, to meet their social and emotional learning needs. "Research shows that SEL not only improves achievement by an average of 11 percentile points, but it also increases prosocial behaviors (such as kindness, sharing, and empathy), improves student attitudes toward school, and reduces depression and stress among students (Durlak et al., 2011)."

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.

Create and utilize our Tier 1 PBIS Pride Points app to promote positive behaviors on campus. Implement an ISR and detention program focused on reflection and restoring behaviors. Implement multiple opportunities for students to participate in character and leadership development through the Character Strong curriculum and our social skills and mentoring groups for tier 1 and tier 2 interventions. We will be piloting a digital hall pass system to formulate and analyze data as a means to reduce tardiness, passes issued, and increase student seat time.

Person Responsible   Michael McGuckin (michael.mcguckin@sarasotacountyschools.net)

#8. Positive Culture and Environment specifically relating to Attendance	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	In the 21-22 SY, McIntosh Middle School was at 92.3% days present.

Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Our goal for the 22-23 SY is to achieve 94% days present.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	We will monitor each grade level by pulling the average daily attendance weekly.
Person responsible for monitoring outcome:	Michael McGuckin (michael.mcguckin@sarasotacountyschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	We will host a school-wide attendance competition. In the lunch room, we will post 3 "roads". Each grade level has a car that starts at the beginning of the road. The previous week's attendance report will determine how far down the road the grade level car moves. At the end of the quarter, the grade level with the car the farthest down the road will earn a prize.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	We are encouraging students to come to school using positive reinforcement and holding all students accountable.

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.

No action steps were entered for this area of focus

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.

Our positive school culture begins with our vision: "To Create a Culture of learning and belonging in which all

students and staff are empowered". Incoming 6th grade students are welcomed into the school at our summer 6th grade "Eagle STEAM Camp" where administrators, counselors and other school staff help students learn the McIntosh PRIDE expectations and many skills that will help them with the transition to middle school as well as showcase some of the wonderful opportunities our ENCORE classes provide for students. Students are given the opportunity to meet new students and begin building positive relationships. At our 6th/7th/8th grade open house, administrators, school leadership and teachers welcome parents and students onto campus and provide

them with class and school-wide expectations and procedures. As a school, we are effectively utilizing our school's guiding coalition, instructional teams, grade-level teams, and various committees to collectively make decisions that are in line with our vision. We continue to utilize our P.R.I.D.E (Prepared, Respect, Independent, Dedicated, Empathetic) expectations to model success on campus and to be the foundation of our PBIS initiatives. Through a variety of tier 1 strategies including: student of the month, staff of the month, and our customized PRIDE Points app, staff are empowered to reward students for meeting and exceeding our expectations and students are able to recognize staff that have helped them grow in one or more of the P.R.I.D.E character traits. Students will also be taught positive character development through the use of the Character Strong curriculum twice monthly. Our school wide support team including administration, behavior specialist, ESE Liaison, Social worker, School Psychologist, Behavior Technicians, and counselors utilize the MTSS process to effectively determine tier 2 and tier 3 interventions for our students. A tier 2 intervention we have provided our students is an opportunity to participate social skills development and mentoring opportunities through our male and female mentoring groups through LEAD, Lean on Me, and Girls Inc. We also continue to provide positive and pertinent information to parent's and families using Blackboard Connect and ensure all families are invited to key events like athletics, performing arts, open house, meet the teacher, SAC meetings, and PTO. Finally, all teachers have an online presence through either Blackboard or Teams to provide students and families the ability to stay up to date on all requirements of the classroom.

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

All stakeholders including: students, staff, parents, and the community are involved in creating our culture of belonging and empowerment. Through our staff of the month program, each student gets an opportunity to show gratitude to the staff member that, to them, exemplifies what it means to be prepared, respectful, independent, dedicated, and empathetic. Teachers provide daily PRIDE points to students that are meeting/ exceeding the PRIDE expectations and have an opportunity to nominate one student that has gone above and beyond representing the PRIDE expectation for the month. We work with community partners Kearney Conditioning, Girls Inc., First Step, Big Brothers Big Sisters, Safe Children's Coalition and more to provide

collegiate and career advice, mental health support and mentoring opportunities. Additionally, teachers and parents serve on a variety of committees including: SAC, PTO, our school's guiding coalition, grade-level teams, SWST, and ILT to make decisions that positively impact our school climate and the academic success of our students. Finally, we continue to partner with Kiwanis, the Education Foundation, and the Community Foundation to provide support social and academic support to our students and families.