

Martin County School District

# Stuart Middle School



## 2022-23 Schoolwide Improvement Plan

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# Stuart Middle School

575 SE GEORGIA AVE, Stuart, FL 34994

martinschools.org/o/sms

## Demographics

**Principal: Christopher Jones**

Start Date for this Principal: 7/1/2018

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	50%
<b>2021-22 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2021-22: B (56%) 2018-19: A (65%) 2017-18: A (65%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan is pending approval by the Martin 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](http://www.floridacims.org).

## Purpose and Outline of the SIP

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

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# Stuart Middle School

575 SE GEORGIA AVE, Stuart, FL 34994

[martinschools.org/o/sms](http://martinschools.org/o/sms)

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2021-22 Title I School</b>	<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Middle School 6-8	No	50%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	39%

## School Grades History

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

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

## Purpose and Outline of the SIP

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## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

Stuart Middle School provides an environment that inspires, engages, and challenges all students.

**Provide the school's vision statement.**

All students will be prepared for the rigorous demands of high school.

### 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
Jarrett, Ebony	Principal	
Desreuisseau, Lori	Assistant Principal	
Johnson, Juanita	Teacher, K-12	
Pool, Monica	Instructional Coach	
Mariano, Valerie	Other	
Dawedeit, Kelly	Teacher, K-12	
Wozny, Erica	Dean	
Moody, Charlie	Assistant Principal	
Davis-Chang, Stephanie	Teacher, K-12	
Hazlett, Heather	School Counselor	

### Demographic Information

**Principal start date**

Sunday 7/1/2018, Christopher Jones

**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.*

3

**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.*

40

**Total number of teacher positions allocated to the school**

53

**Total number of students enrolled at the school**

873

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

22

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

12

**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	315	282	306	0	0	0	0	903
Attendance below 90 percent	0	0	0	0	0	0	102	89	104	0	0	0	0	295
One or more suspensions	0	0	0	0	0	0	36	35	35	0	0	0	0	106
Course failure in ELA	0	0	0	0	0	0	7	31	49	0	0	0	0	87
Course failure in Math	0	0	0	0	0	0	9	27	28	0	0	0	0	64
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	56	72	66	0	0	0	0	194
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	73	70	60	0	0	0	0	203
Number of students with a substantial reading deficiency	0	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	69	91	85	0	0	0	0	245

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	2	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	2	2	0	0	0	0	0	4

**Date this data was collected or last updated**

Tuesday 8/23/2022

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



Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	271	292	290	0	0	0	0	853
Attendance below 90 percent	0	0	0	0	0	0	34	41	47	0	0	0	0	122
One or more suspensions	0	0	0	0	0	0	38	34	22	0	0	0	0	94
Course failure in ELA	0	0	0	0	0	0	14	40	31	0	0	0	0	85
Course failure in Math	0	0	0	0	0	0	23	57	27	0	0	0	0	107
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	62	57	27	0	0	0	0	146
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	66	69	68	0	0	0	0	203
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	1	0	1	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	2	1	3	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	271	292	290	0	0	0	0	853
Attendance below 90 percent	0	0	0	0	0	0	34	41	47	0	0	0	0	122
One or more suspensions	0	0	0	0	0	0	38	34	22	0	0	0	0	94
Course failure in ELA	0	0	0	0	0	0	14	40	31	0	0	0	0	85
Course failure in Math	0	0	0	0	0	0	23	57	27	0	0	0	0	107
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	62	57	27	0	0	0	0	146
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	66	69	68	0	0	0	0	203
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	1	0	1	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	2	1	3	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	54%	53%	50%				68%	62%	54%
ELA Learning Gains	47%						63%	58%	54%
ELA Lowest 25th Percentile	32%						54%	51%	47%
Math Achievement	58%	32%	36%				72%	74%	58%
Math Learning Gains	55%						61%	68%	57%
Math Lowest 25th Percentile	45%						43%	55%	51%
Science Achievement	56%	61%	53%				63%	64%	51%
Social Studies Achievement	88%	59%	58%				96%	87%	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	66%	57%	9%	54%	12%
Cohort Comparison						
07	2022					
	2019	63%	53%	10%	52%	11%
Cohort Comparison		-66%				
08	2022					
	2019	74%	62%	12%	56%	18%
Cohort Comparison		-63%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
06	2022					
	2019	60%	64%	-4%	55%	5%
Cohort Comparison						
07	2022					
	2019	64%	60%	4%	54%	10%
Cohort Comparison		-60%				
08	2022					
	2019	72%	67%	5%	46%	26%
Cohort Comparison		-64%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	59%	58%	1%	48%	11%
Cohort Comparison		0%				

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019	0%	74%	-74%	67%	-67%
<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019	96%	77%	19%	71%	25%
<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	99%	75%	24%	61%	38%

  

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	65%	35%	57%	43%

**Subgroup Data Review**

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	27	35	30	31	40	31	16	59	20		
ELL	24	29	30	41	48	33	25	75			
ASN	60	59		80	59						
BLK	22	34	38	24	34	31	19	73			
HSP	42	40	35	44	48	39	41	88	50		
MUL	43	50		41	55	90		73			
WHT	62	50	27	66	59	48	64	90	70		
FRL	39	39	31	42	49	43	38	82	53		

  

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	24	38	33	22	29	31	8	46			
ELL	33	48	54	36	44	38	19	64			
ASN	65	43		59	43						
BLK	28	39	33	17	22	19	19	55			
HSP	51	53	55	46	45	36	38	74	55		
MUL	45	42		35	30						
WHT	61	53	38	64	51	38	55	82	72		
FRL	43	42	36	37	36	31	36	71	44		

  

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	28	48	50	36	37	27	21		23		
ELL	24	33	39	38	37	35					
ASN	87	40		80	60						
BLK	39	54	52	44	39	32	33				
HSP	57	50	30	67	53	39	53		47		
MUL	72	65		66	58	60	73		62		
WHT	74	68	63	78	66	47	67	95	72		
FRL	53	55	50	57	51	40	49		48		

**ESSA Data Review**

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

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	17
Total Points Earned for the Federal Index	520
Total Components for the Federal Index	10
Percent Tested	97%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
<b>English Language Learners</b>	
Federal Index - English Language Learners	36
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Native American Students</b>	
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
<b>Asian Students</b>	
Federal Index - Asian Students	65
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	34
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	45
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	59
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	44
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?**

Due to our students struggling with foundational reading skills and proficiency in reading our ELA proficiency and Science Achievement has significantly declined. Based on this decline, additional classes of SPIRE were added in the ESE classroom and delivered by trained teachers and another ESE teacher has been trained in Sound Sensible, which is another multi-sensory approach to instruction. The following subgroups ELL, BLK, HSP, FRL remain the lowest achieving in the 3 year period.

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

According to our FSA data and progress monitoring data, ELA is the area, across all sub groups, that demonstrates the greatest need for improvement. This is due to gaps in the foundational reading knowledge. Our ELA teachers meet weekly in a Collaborative Learning Team to review common formative assessments, backwards plan, analyze data, discuss strategies, and monitor students to determine where to reteach or enrich instruction. Our literacy coach works closely with the school district and A key factor in working towards reducing the gap is that the majority of our ELA teachers have been trained in Project CRISS. Utilizing strategies in the form of notetaking, annotations, graphic organizers, and charts will increase student usage of metacognitive strategies in ELA. In addition, L1 and L2 students are receiving intervention support through a tier 2 course Critical Thinking focusing on the Science of reading, specifically strands in reading comprehension, morphology, and writing. Furthermore, L1 students are receiving tier 3 intervention in Lexia Power Up. Additional support and practice materials are provided in small group instruction with the concepts that students are struggling with. The literacy coach is providing reading strategies professional development to content areas and new teachers bimonthly.

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

According to FSA and progress monitoring, students entered with a large deficiency in reading. The current middle school students did not receive foundational instruction in the science of reading as a core curriculum in K-2. This has caused a deficit in reading for some students. We are strategically working to fill in gaps with appropriate interventions. An extended block of ELA was used for tier 2 instruction based on the BEST Standards and adopted SAVVAS curriculum. This intervention did not seem to be specific enough to show the gains needed for student success. A shift has been made towards science of reading for tier 2. Additionally, tier 3 support is using Lexia which is a science of reading based program. Students made growth in the program, but it didn't always show the gains on the State assessment or progress monitoring due to Lexia meeting students at their level versus at the grade level of the assessment. Furthermore, SPIRE phonics based instruction is continuing to be used for all ESE students that show a deficit in reading foundational skills. (Transition) the literacy coach is providing professional development focused on effective reading strategies for all class instruction. In addition, she continues coaching teachers.

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

Math showed the most improvement on the FSA and progress monitoring with an increase in the proficiency, learning gains, and lowest 25. SMS ELA, Math, Civics exceed state averages; Algebra and Geometry exceed state averages.

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

Creating strong Math collaborative Learning teams which included the support facilitator in the collaboration of instruction. The support facilitators work in a co-teaching model with the Math teachers to assist students in being proficient in the standards. Math teachers and support facilitators utilized strategies and hands-on learning. In addition, when analyzing the progress monitoring data it was determined we needed to strategize how to increase our math scores for state testing. The administration team and team leaders determined that 3 weeks of a 30 minute test prep/intervention would benefit ALL of our students. This shift to test prep/intervention was strategically designed with 3 days dedicated toward math and 2 days dedicated to ELA. During this test prep we subdivided our L25 math students into smaller groups, with highly effective teachers, to focus on key strategies for the entire 3 weeks. We contributed to positive school culture with prize drawings, recognition of hard work, and continuing to praise student effort. All instructional staff members on campus were assigned to support a

specific group of students. Due to the collective efficacy of our school, this shift in instruction and push towards success was one of the main contributing factors for this improvement.

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

Students who show data indicating that intervention and support is needed in addition to the Core are receiving those interventions strategically to increase the opportunity for the students to show growth. Tier 2 and Tier 3 students in ELA receive an additional 50 minute period with an ELA teacher to work on reading comprehension, morphology, and writing focusing on grade level text with scaffolds and strategies centered in the science of reading. Tier 3 students in ELA are receiving a 50 minute period of foundational reading instruction using Lexia Power Up and/or SPIRE depending on the needs of the student. Focus on vocabulary instruction to increase classroom academic dialogue and improve their foundational language skills (reading, writing, listening, speaking). Continue to support students to maximize their academic, behavioral, and communication skills/abilities through PBIS, implementation of restorative/reflective conversations, equipping Paraprofessionals to work closely with our subgroups with the greatest needs. Tier 1 math students are receiving an additional 50 minute period in Math to work on foundational math skills, build mathematical fluency, and complete missing or incomplete assignments, every other day.

### **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.**

Teachers will receive professional development in professional learning teams with monitoring of their collaborative learning teams artifacts. In addition, teachers will be provided the opportunity to do learning walks to other teachers' classrooms to see best practices and strategies to support all learners. At Stuart Middle School, we will continue to provide professional development in metacognition, content area reading strategies and provide Coaching support. We currently have 3 Martin Mentors working with all of our new teachers to support them and assist them in growing professionally. SMS is providing intentional planning time for teachers to seek the best student resources and collaborate with colleagues regarding best practices (sharing lessons, providing feedback, encouraging informal and formal student progress checks/updates), increasing academic and behavioral achievements and accountability through the Student Services department—After School Detention, Friday School, Saturday School further embed practices that align with MTSS, PBIS initiatives, ample amount of co-teaching/mentoring/leadership opportunities provided campus-wide, providing students with additional positive academic/behavioral support and building relationships by selecting on campus state certified teachers to lead After School Detention, Friday School, Saturday School.

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

Stuart Middle School will offer free after school tutoring to all students to provide additional opportunities for learning. Funds from SAC and CARES money will pay for the tutoring to close foundational gaps and strengthen students' knowledge of the standards. Strong PTA supportive group, positive behavior reinforcement (Roar cards), increasing the organizational/study skills/academic/behavioral support via detention expectations through Student Services campus wide.

### **Areas of Focus**

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

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**#1. ESSA Subgroup specifically relating to Students with Disabilities**

**Area of Focus**

**Description and Rationale:**

Stuart Middle School will offer free after school tutoring to all students to provide additional opportunities for learning. Funds from SAC and CARES money will pay for the tutoring to close foundational gaps and strengthen students' knowledge of the standards. Strong PTA supportive group, positive behavior reinforcement (Roar cards), increasing the organizational/study skills/academic/behavioral support via detention expectations through Student Services campus wide.

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

**Measurable**

**Outcome:**

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

50% of students with disabilities will be proficient on the Math FAST Spring of 2023.  
60% of students with disabilities will be proficient on the ELA FAST in Spring of 2023.

**Monitoring:**

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

Stuart Middle School analyzes data and reflects in content area grade based collaborative learning teams and whole school professional development 3 times a year. This is done as soon as data is released from previous year's testing and FAST progress monitoring. CLTs use the ATLAS looking at Data protocol and complete google forms. Professional development is created based on data and teacher's input from the google form.

**Person responsible for monitoring outcome:**

Monica Pool (poolm@martin.k12.fl.us)

**Evidence-based**

**Strategy:**

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

Project CRISS Metacognition Strategies  
ATLAS Looking at Data (School Reform Initiative Protocol)  
Lexia Power Up Reading Intervention in Tier 3 Reading Courses  
SPIRE and Sound Sensible Intervention in Tier 3 ESE Reading Courses  
Structured Literacy Approach in Tier 2 & Tier 3 Reading Courses

**Rationale for Evidence-based Strategy:**

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

These evidence based strategies are selected from What Works Clearinghouse and research in the educational field.

**Action Steps to Implement**

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

1. Analyze and Present Reading & Math Diagnostic Data.
2. CLTs analyze data and set an action plan based on the ATLAS Looking at Data Protocol.

3. Analyze and Present ELA & Math Adequate Progress Monitoring Assessment Data
4. CLTs analyze data and revisit original action plan
5. Repeat steps 3 & 4 for the Second Adequate Progress Monitoring Assessment

**Person Responsible**                      Monica Pool (poolm@martin.k12.fl.us)

**#2. ESSA Subgroup specifically relating to English Language Learners**

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

Teachers and our ELL Paraprofessional are working with students to assist with core content instruction. We currently have an increase in enrollment in ELL students so we are working with the District to receive another allocation. Snap & Read has been implemented in all core content classes to provide students with access to the text in their native language. The program also provides options for students to listen to the text in English depending on their proficiency level. Students and teachers have the opportunity to change the reading speed, slowing down the pace if needed. This feature will help build reading fluency and support student comprehension as they work through processing the text. Students who are working on Imagine Learning weekly, receive a word-to-word dictionary and glossary. Additionally, students are receiving extra support in intervention for Math and ELA.

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

50% of English Language Learners will be proficient on the Math FAST Spring of 2023.  
45% of English Language Learners will be proficient on the ELA FAST in Spring of 2023.

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

Stuart Middle School analyzes data and reflects in content area grade based collaborative learning teams and whole school professional development 3 times a year. This is done as soon as data is released from previous year's testing and FAST progress monitoring. CLTs use the ATLAS looking at Data protocol and complete google forms. Professional development is created based on data and teacher's input from the google form.

**Person responsible for monitoring outcome:**

Monica Pool (poolm@martin.k12.fl.us)

**Evidence-based Strategy: Describe the evidence-based strategy being**

Metacognition Strategies  
ATLAS Looking at Data (School Reform Initiative Protocol)  
Lexia Power Up Reading Intervention in Tier 2 Reading Courses  
Structured Literacy Approach in Tier 2 & Tier 3 Reading Courses  
Snap & Read Adaptive Technology  
Imagine Learning Instructional Software

**implemented for this Area of Focus.**

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy.**

These evidence based strategies are selected from What Works Clearinghouse and research in the educational field.

**Describe the resources/ criteria 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.

1. Analyze and Present Reading & Math Diagnostic Data.
2. CLTs analyze data and set an action plan based on the ATLAS Looking at Data Protocol.
3. Analyze and Present ELA & Math Adequate Progress Monitoring Assessment Data
4. CLTs analyze data and revisit original action plan
5. Repeat steps 3 & 4 for the Second Adequate Progress Monitoring Assessment

**Person Responsible** Monica Pool (poolm@martin.k12.fl.us)

**#3. ESSA Subgroup specifically relating to Black/African-American**

**Area of Focus**

**Description and Rationale:**

To close the achievement gap we have strategically worked on developing appropriate, working relationships with our students and families. We are assigning adult mentors and reviewing academic and discipline data more frequently. We continue to work with parents and community organizations for student support. This year, in addition to mentoring, we also added before school supervision. We will continue the after school supervision program.

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

**Measurable**

**Outcome:**

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

45% of Black/African American students will be proficient on the Math FAST Spring of 2023.  
45% of Black/African American students will be proficient on the ELA FAST in Spring of 2023.

**Monitoring:**

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

Stuart Middle School analyzes data and reflects in content area grade based collaborative learning teams and whole school professional development 3 times a year. This is done as soon as data is released from previous year's testing and FAST progress monitoring. CLTs use the ATLAS looking at Data protocol and complete google forms. Professional development is created based on data and teacher's input from the google form.

**Person responsible for monitoring outcome:**

Monica Pool (poolm@martin.k12.fl.us)

**Evidence-based**

**Strategy:**

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

Metacognition Strategies  
ATLAS Looking at Data (School Reform Initiative Protocol)  
Lexia Power Up Reading Intervention in Tier 2 Reading Courses  
Structured Literacy Approach in Tier 2 & Tier 3 Reading Courses  
Snap & Read Adaptive Technology

**Rationale for Evidence-based**

**Strategy:**

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

These evidence based strategies are selected from What Works Clearinghouse and research in the educational field.

**Action Steps to Implement**

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

1. Analyze and Present Reading & Math Diagnostic Data.
2. CLTs analyze data and set an action plan based on the ATLAS Looking at Data Protocol.
3. Analyze and Present ELA & Math Adequate Progress Monitoring Assessment Data

4. CLTs analyze data and revisit original action plan
5. Repeat steps 3 & 4 for the Second Adequate Progress Monitoring Assessment

**Person Responsible** Monica Pool (poolm@martin.k12.fl.us)

### **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.**

Stuart Middle School works closely with our Parent, Teacher, Student Association (PTSA) and School Advisory Council (SAC). These organizations offer opportunities for parents to volunteer and gain an understanding of school culture and the policies and procedures of the School Improvement Process. At SMS, parents participate in fundraising projects that financially support our Positive Behavior Interventions and Support (PBIS) initiatives. PBIS is designed to improve students' behavior and academic outcomes so students feel they have an equal opportunity to be successful. We create opportunities to motivate students and acknowledge them for meeting ROAR expectations through ROAR incentives. The students are rewarded for meeting expectations for being respectful, having on task behavior, and showing professionalism when they are appropriately dressed and showing responsibility. They can be rewarded by any staff member on campus with physical cards. The ROAR Card economy system provides students with various opportunities to earn rewards and redeem those ROAR cards in a variety of ways. This allows our school to give incentives for students who meet or exceed published School-Wide Expectations. In 2020-2021 Stuart Middle School was awarded the Resiliency Award from the Florida's Positive Behavioral Interventions & Support Project. Additionally, parents volunteer at The Scholastic Book Fair, in our ROAR store which is where students can spend the tickets they earn from meeting our PBIS expectations, PBIS sponsored events, and support Band, Chorus, and extracurricular activities. High expectations are communicated campus wide electronically and tangible/paper-based correspondence is visible (School Wide Roar Expectations campus wide postages and FB social media) We are always looking for ways to encourage parental involvement with their children in middle school years.

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

Also, the school has two guidance counselors, Heather Hazlett and Ellie Golden. They divide the student body into two groups by alpha. Each counselor supports and refers students to mental health counseling agencies in our area if needed. Mental health counseling is provided on-site through a partnership with Clearpath Health and Helping People Succeed. We have partnered with the Boys and Girls Club (AmeriCorps) to provide positive mentoring for our at-risk students on campus. In addition, our IPS Coach, Valerie Mariano and our Intervention Teacher, Erica Wozny, work with specific students on academic and behavioral interventions. They assist teachers and facilitators in supporting students who are at-risk. Communication is facilitated with parents and progress monitoring meetings scheduled as needed. To support the intervention needs of our students, teachers have received trauma-informed care professional development from our local Mental Health agency, who provided strategies on how to make positive

connections with all students.

Additionally, every Tuesday, our school has Academic Success. This class is a 30-minute course designed to help students with academic, character counts, and behavioral skills such as organization, empathy, and respect. Students participate in team-building activities, restorative circles, and discussions on social/emotional topics. During the class, teachers also give students time to check their grades, set goals, and reflect on their progress. This time allows students and teachers to build relationships and promote a positive culture within our school.