

Hillsborough County Public Schools

Barrington Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Barrington Middle School

5925 VILLAGE CENTER DR, Lithia, FL 33547

[no web address on file]

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Barrington Middle School will create a climate of responsibility and exploration as it enables adolescents to demonstrate academic and social growth.

Provide the school's vision statement.

Barrington Middle School will create a collegiate atmosphere and prepare all students to reach their highest potential.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Whitman, Andrea	Principal	<p>SPECIFIC DUTIES & RESPONSIBILITIES:</p> <ul style="list-style-type: none"> ? Makes or shares in the making of decisions in a timely manner, using appropriate levels of involvement so that actions may be taken and commitments made by self and others. ? Acts in accordance with the shared vision and mission of the district and school; cares about the organization's reputation and is aware of the effect his/her decisions make on the organization. ? Influences the school stakeholders by a variety of means, such as persuasive argument, setting examples, or using expertise; is able to present ideas to others in an open, informative, and non-evaluative manner; is able to write clearly and concisely. ? Uses data to implement curriculum and instructional supervision; gathers, analyzes and uses data from varied and multiple sources to build relationships, form concepts, and create hypotheses; analyzes alternatives and perspectives when solving a problem or making a decision. ? Demonstrates readiness to initiate action and takes responsibility for leading and enabling others to improve the circumstances being faced or anticipated. ? Organizes cooperatively with staff and other stakeholders to design and implement ways to reach the goals and mission of the school. ? Skillfully facilitates others working together effectively; shows concern for diverse perspectives, as well as empathy for other's feelings; is adaptable. ? Discovers, understands, verbalizes accurately, and responds empathetically to perspectives, thoughts, ideas, and feelings of others. ? Establishes systematic processes to receive and provide feedback about the progress of work being done. ? Leads by example, setting goals that encourage self and others to reach higher standards. ? Holds high and positive expectations for the growth and development of all stakeholders, including self. ? Understands the effects of his/her behavior and decisions on all stakeholders, both inside and outside the organization. ? Entrusts routine and non-routine assignments to others, giving them authority and responsibility for accomplishment. ? Assists with oversight of and responsibility for the school's instructional program and its results. ? Assists with oversight of and responsibility for the safety and discipline of

Name	Position Title	Job Duties and Responsibilities
		<p>school's students.</p> <p>? Assists with oversight of and responsibility for the school's human resources selections, management, and development.</p> <p>? Assists with oversight of and responsibility for the school's business and research efforts.</p> <p>? Assists with oversight of and responsibility for the accuracy and timeliness of the school's records and reports.</p> <p>? Assists with oversight of and responsibility for the school's administration and operation.</p> <p>? Assists with oversight of and responsibility for the school's property and physical plant.</p> <p>? Assists with the provision of leadership in the development or revision and implementation of the School Improvement Plan.</p> <p>? Performs any other duties as assigned.</p>
Richman, Paula	Other	<p>? Provides instructional coaching to all classroom teachers to improve instruction.</p> <p>? Plans, models, and co-teaches standards-based lessons.</p> <p>? Conducts non-evaluative observations, and provides feedback to instructional personnel.</p> <p>? Provides follow-up and implementation support to site-based professional development activities.</p> <p>? Conducts data conferences with classroom teachers to interpret data and plan instruction.</p> <p>? Develops and delivers professional development on topics such as instructional strategies, pedagogy, technology integration, and content curriculums.</p> <p>? Provides support in the areas of classroom management, curriculum, instructional strategies, school and district routines and expectations, reflection on practice, and other areas needed.</p> <p>? Establishes and maintains positive, collaborative relationships with administration and personnel.</p> <p>? Attends scheduled district meetings and trainings.</p> <p>? Engages in continuous improvement and professional development.</p> <p>? Models effective teaching techniques when presenting to groups and other professionals.</p> <p>? Meets regularly with building administrators regarding professional development trends and needs.</p> <p>? Maintains an efficient calendar, accurate records, and timely schedules.</p> <p>? Performs any other duties as assigned.</p>

Name	Position Title	Job Duties and Responsibilities
Essig, Victoria	Teacher, K-12	<p>SPECIFIC DUTIES & RESPONSIBILITIES:</p> <ul style="list-style-type: none"> ? Promotes the shared vision, mission, and goals of the department, school, and district. ? Serves as the instructional liaison between the content supervisor and the school. ? Attends content area leadership meetings for professional development and updates to program requirements. ? Plans and conducts effective and timely departmental team meetings. ? Presents information and ideas in an open, informative manner and facilitates communication at all levels of the organization. ? Facilitates a collegial and collaborative culture within the departmental team. ? Reviews and analyzes student performance data to inform the departmental and school leadership teams. ? Facilitates a data-driven, continuous improvement model to identify content-specific instructional priorities and develop a plan of action; evaluates effectiveness. ? Facilitates effective professional learning communities and professional development opportunities within the department. ? Differentiates teacher support to ensure standards-aligned lesson planning and instruction. ? Orients new teachers to routines, procedures, and resources, and assists with the induction process to increase teacher retention. ? Coordinates interns and substitute assignments, and provides support as needed. ? Demonstrates ethnic and cultural sensitivity, and responds thoughtfully to diverse perspectives. Models culturally responsive instructional best practices. ? Maintains appropriate confidentiality, and cultivates trust and rapport with stakeholders. ? Promotes departmental participation in curriculum initiatives, activities, and competitions to enrich the academic program. ? Serves on the Instructional Leadership Team, as assigned by the principal or designee. ? Participates in instructional walk-throughs to provide departmental feedback and support. ? Contributes to the safe and orderly function of the department and school. ? Assists with the development of the master schedule. ? Assists with the preparation and implementation of required assessments. ? Manages budgets appropriately and responsibly. ? Assists in acquisition and inventory of textbooks, instructional materials, equipment, and supplies. ? Responds in a professional and timely manner to questions, requests, and

Name	Position Title	Job Duties and Responsibilities
		<p>concerns.</p> <ul style="list-style-type: none"> ? Updates skills and knowledge in instructional content and pedagogy. ? Fosters positive results in the overall departmental program. ? Performs any other duties as assigned by the principal.
Hough, Jed	Teacher, K-12	<p>SPECIFIC DUTIES & RESPONSIBILITIES:</p> <ul style="list-style-type: none"> ? Promotes the shared vision, mission, and goals of the department, school, and district. ? Serves as the instructional liaison between the content supervisor and the school. ? Attends content area leadership meetings for professional development and updates to program requirements. ? Plans and conducts effective and timely departmental team meetings. ? Presents information and ideas in an open, informative manner and facilitates communication at all levels of the organization. ? Facilitates a collegial and collaborative culture within the departmental team. ? Reviews and analyzes student performance data to inform the departmental and school leadership teams. ? Facilitates a data-driven, continuous improvement model to identify content-specific instructional priorities and develop a plan of action; evaluates effectiveness. ? Facilitates effective professional learning communities and professional development opportunities within the department. ? Differentiates teacher support to ensure standards-aligned lesson planning and instruction. ? Orients new teachers to routines, procedures, and resources, and assists with the induction process to increase teacher retention. ? Coordinates interns and substitute assignments, and provides support as needed. ? Demonstrates ethnic and cultural sensitivity, and responds thoughtfully to diverse perspectives. Models culturally responsive instructional best practices. ? Maintains appropriate confidentiality, and cultivates trust and rapport with stakeholders. ? Promotes departmental participation in curriculum initiatives, activities, and competitions to enrich the academic program. ? Serves on the Instructional Leadership Team, as assigned by the principal or designee. ? Participates in instructional walk-throughs to provide departmental feedback and support. ? Contributes to the safe and orderly function of the department and school. ? Assists with the development of the master schedule.

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		<ul style="list-style-type: none"> ? Assists with the preparation and implementation of required assessments. ? Manages budgets appropriately and responsibly. ? Assists in acquisition and inventory of textbooks, instructional materials, equipment, and supplies. ? Responds in a professional and timely manner to questions, requests, and concerns. ? Updates skills and knowledge in instructional content and pedagogy. ? Fosters positive results in the overall departmental program. ? Performs any other duties as assigned by the principal.

Young, Darryl	Assistant Principal	<p>SPECIFIC DUTIES & RESPONSIBILITIES: Assistant Principal 1, Middle</p> <ul style="list-style-type: none"> ? Makes or shares in the making of decisions in a timely manner, using appropriate levels of involvement so that actions may be taken and commitments made by self and others. ? Acts in accordance with the shared vision and mission of the district and school; cares about the organization's reputation and is aware of the effect his/her decisions make on the organization. ? Influences the school stakeholders by a variety of means, such as persuasive argument, setting examples, or using expertise; is able to present ideas to others in an open, informative, and non?evaluative manner; is able to write clearly and concisely. ? Uses data to implement curriculum and instructional supervision; gathers, analyzes and uses data from varied and multiple sources to build relationships, form concepts, and create hypotheses; analyzes alternatives and perspectives when solving a problem or making a decision. ? Demonstrates readiness to initiate action and takes responsibility for leading and enabling others to improve the circumstances being faced or anticipated. ? Organizes cooperatively with staff and other stakeholders to design and implement ways to reach the goals and mission of the school. ? Skillfully facilitates others working together effectively; shows concern for diverse perspectives, as well as empathy for other's feelings; is adaptable. ? Discovers, understands, verbalizes accurately, and responds empathetically to perspectives, thoughts, ideas, and feelings of others. ? Establishes systematic processes to receive and provide feedback about the progress of work being done. ? Leads by example, setting goals that encourage self and others to reach higher standards.
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		<ul style="list-style-type: none"> ? Holds high and positive expectations for the growth and development of all stakeholders, including self. ? Understands the effects of his/her behavior and decisions on all stakeholders, both inside and outside the organization. ? Entrusts routine and non-routine assignments to others, giving them authority and responsibility for accomplishment. ? Assists with oversight of and responsibility for the school's instructional program and its results. ? Assists with oversight of and responsibility for the safety and discipline of school's students. ? Assists with oversight of and responsibility for the school's human resources selections, management, and development. ? Assists with oversight of and responsibility for the school's business and research efforts. ? Assists with oversight of and responsibility for the accuracy and timeliness of the school's records and reports. ? Assists with oversight of and responsibility for the school's administration and operation. ? Assists with oversight of and responsibility for the school's property and physical plant. ? Assists with the provision of leadership in the development or revision and implementation of the School Improvement Plan. ? Performs any other duties as assigned
Barone, Terry	Teacher, K-12	<p>SPECIFIC DUTIES & RESPONSIBILITIES (Subject Area Leader):</p> <ul style="list-style-type: none"> ? Promotes the shared vision, mission, and goals of the department, school, and district. ? Serves as the instructional liaison between the content supervisor and the school. ? Attends content area leadership meetings for professional development and updates to program requirements. ? Plans and conducts effective and timely departmental team meetings. ? Presents information and ideas in an open, informative manner and facilitates communication at all levels of the organization. ? Facilitates a collegial and collaborative culture within the departmental team. ? Reviews and analyzes student performance data to inform the departmental and school leadership teams. ? Facilitates a data-driven, continuous improvement model to identify content-specific

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		<p>instructional priorities and develop a plan of action; evaluates effectiveness.</p> <p>? Facilitates effective professional learning communities and professional development opportunities within the department.</p> <p>? Differentiates teacher support to ensure standards-aligned lesson planning and instruction.</p> <p>? Orients new teachers to routines, procedures, and resources, and assists with the induction process to increase teacher retention.</p> <p>? Coordinates interns and substitute assignments, and provides support as needed.</p> <p>? Demonstrates ethnic and cultural sensitivity, and responds thoughtfully to diverse perspectives.</p> <p>Models culturally responsive instructional best practices.</p> <p>? Maintains appropriate confidentiality, and cultivates trust and rapport with stakeholders.</p> <p>? Promotes departmental participation in curriculum initiatives, activities, and competitions to enrich the academic program.</p> <p>? Serves on the Instructional Leadership Team, as assigned by the principal or designee.</p> <p>? Participates in instructional walk-throughs to provide departmental feedback and support.</p> <p>? Contributes to the safe and orderly function of the department and school.</p> <p>? Assists with the development of the master schedule.</p> <p>? Assists with the preparation and implementation of required assessments.</p> <p>? Manages budgets appropriately and responsibly.</p> <p>? Assists in acquisition and inventory of textbooks, instructional materials, equipment, and supplies.</p> <p>? Responds in a professional and timely manner to questions, requests, and concerns.</p> <p>? Updates skills and knowledge in instructional content and pedagogy.</p> <p>? Fosters positive results in the overall departmental program.</p> <p>? Performs any other duties as assigned by the principal.</p>
Evans, Michael	Other	<p>? Provides instructional coaching to all classroom teachers to improve instruction.</p> <p>? Plans, models, and co-teaches standards-based lessons.</p> <p>? Conducts non-evaluative observations, and provides feedback to instructional personnel.</p> <p>? Provides follow-up and implementation support to site-based professional development activities.</p> <p>? Conducts data conferences with classroom teachers to interpret data and plan instruction.</p> <p>? Develops and delivers professional development on topics such as instructional strategies,</p>

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		<p>pedagogy, technology integration, and content curriculums.</p> <p>? Provides support in the areas of classroom management, curriculum, instructional strategies, school and district routines and expectations, reflection on practice, and other areas needed.</p> <p>? Establishes and maintains positive, collaborative relationships with administration and personnel.</p> <p>? Attends scheduled district meetings and trainings.</p> <p>? Engages in continuous improvement and professional development.</p> <p>? Models effective teaching techniques when presenting to groups and other professionals.</p> <p>? Meets regularly with building administrators regarding professional development trends and needs.</p> <p>? Maintains an efficient calendar, accurate records, and timely schedules.</p> <p>? Performs any other duties as assigned.</p>
Stingone, Robert	Assistant Principal	<p>SPECIFIC DUTIES & RESPONSIBILITIES: Assistant Principal 1, Middle</p> <p>? Makes or shares in the making of decisions in a timely manner, using appropriate levels of involvement so that actions may be taken and commitments made by self and others.</p> <p>? Acts in accordance with the shared vision and mission of the district and school; cares about the organization's reputation and is aware of the effect his/her decisions make on the organization.</p> <p>? Influences the school stakeholders by a variety of means, such as persuasive argument, setting examples, or using expertise; is able to present ideas to others in an open, informative, and non-evaluative manner; is able to write clearly and concisely.</p> <p>? Uses data to implement curriculum and instructional supervision; gathers, analyzes and uses data from varied and multiple sources to build relationships, form concepts, and create hypotheses; analyzes alternatives and perspectives when solving a problem or making a decision.</p> <p>? Demonstrates readiness to initiate action and takes responsibility for leading and enabling others to improve the circumstances being faced or anticipated.</p> <p>? Organizes cooperatively with staff and other stakeholders to design and implement ways to reach the goals and mission of the school.</p> <p>? Skillfully facilitates others working together effectively; shows concern for diverse perspectives, as well as empathy for other's feelings; is adaptable.</p> <p>? Discovers, understands, verbalizes accurately, and responds empathetically</p>

Name	Position Title	Job Duties and Responsibilities
		<p>to perspectives, thoughts, ideas, and feelings of others.</p> <p>? Establishes systematic processes to receive and provide feedback about the progress of work being done.</p> <p>? Leads by example, setting goals that encourage self and others to reach higher standards.</p> <p>? Holds high and positive expectations for the growth and development of all stakeholders, including self.</p> <p>? Understands the effects of his/her behavior and decisions on all stakeholders, both inside and outside the organization.</p> <p>? Entrusts routine and non-routine assignments to others, giving them authority and responsibility for accomplishment.</p> <p>? Assists with oversight of and responsibility for the school's instructional program and its results.</p> <p>? Assists with oversight of and responsibility for the safety and discipline of school's students.</p> <p>? Assists with oversight of and responsibility for the school's human resources selections, management, and development.</p> <p>? Assists with oversight of and responsibility for the school's business and research efforts.</p> <p>? Assists with oversight of and responsibility for the accuracy and timeliness of the school's records and reports.</p> <p>? Assists with oversight of and responsibility for the school's administration and operation.</p> <p>? Assists with oversight of and responsibility for the school's property and physical plant.</p> <p>? Assists with the provision of leadership in the development or revision and implementation of the School Improvement Plan.</p> <p>? Performs any other duties as assigned</p>

McGuin, Lisa Teacher, K-12

SPECIFIC DUTIES & RESPONSIBILITIES: Middle School Team Leader

- Plans and conducts all team meetings.
- Involves all team members in discussions.
- Provides team-building activities.
- Assists substitute teachers.
- Facilitates the correlation and integration of course content and skills.
- Facilitates team record keeping.
- Serves as liaison between the team and the administration.
- Submits any report required of the team.
- Facilitates consensus decision-making by the team.
- Communicates and helps coordinate team activities with special area and

Name	Position Title	Job Duties and Responsibilities
		<p>resource teachers.</p> <ul style="list-style-type: none"> • Helps team members implement the middle school philosophy. • Monitors the effectiveness of team planning and decision-making, substitute management, and team record keeping. • Coordinates planning of special events/activities with the team and administration. <ul style="list-style-type: none"> • Facilitates and coordinates team scheduling for students and for special activities. • Encourages honest exchange and a spirit of acceptance among team members to reduce divisiveness. • Assists in acquisition and inventory of textbooks, instructional materials, and equipment for team. • Assists in coordinating parent/teacher, parent/team, and student/team conferences. • Performs any other duties as assigned.
Attalla, Kristin	Teacher, K-12	<p>SPECIFIC DUTIES & RESPONSIBILITIES. (Subject Area Leader):</p> <ul style="list-style-type: none"> ? Promotes the shared vision, mission, and goals of the department, school, and district. ? Serves as the instructional liaison between the content supervisor and the school. ? Attends content area leadership meetings for professional development and updates to program requirements. ? Plans and conducts effective and timely departmental team meetings. ? Presents information and ideas in an open, informative manner and facilitates communication at all levels of the organization. ? Facilitates a collegial and collaborative culture within the departmental team. ? Reviews and analyzes student performance data to inform the departmental and school leadership teams. ? Facilitates a data-driven, continuous improvement model to identify content-specific instructional priorities and develop a plan of action; evaluates effectiveness. ? Facilitates effective professional learning communities and professional development opportunities within the department. ? Differentiates teacher support to ensure standards-aligned lesson planning and instruction. ? Orients new teachers to routines, procedures, and resources, and assists with the induction process to increase teacher retention. ? Coordinates interns and substitute assignments, and provides support as

Name	Position Title	Job Duties and Responsibilities
		<p>needed.</p> <p>? Demonstrates ethnic and cultural sensitivity, and responds thoughtfully to diverse perspectives.</p> <p>Models culturally responsive instructional best practices.</p> <p>? Maintains appropriate confidentiality, and cultivates trust and rapport with stakeholders.</p> <p>? Promotes departmental participation in curriculum initiatives, activities, and competitions to enrich the academic program.</p> <p>? Serves on the Instructional Leadership Team, as assigned by the principal or designee.</p> <p>? Participates in instructional walk-throughs to provide departmental feedback and support.</p> <p>? Contributes to the safe and orderly function of the department and school.</p> <p>? Assists with the development of the master schedule.</p> <p>? Assists with the preparation and implementation of required assessments.</p> <p>? Manages budgets appropriately and responsibly.</p> <p>? Assists in acquisition and inventory of textbooks, instructional materials, equipment, and supplies.</p> <p>? Responds in a professional and timely manner to questions, requests, and concerns.</p> <p>? Updates skills and knowledge in instructional content and pedagogy.</p> <p>? Fosters positive results in the overall departmental program.</p> <p>? Performs any other duties as assigned by the principal.</p>

SPECIFIC DUTIES & RESPONSIBILITIES:

Daniels, Kathleen	Instructional Media	<p>? Plans and implements the library media center program.</p> <p>? Creates and maintains the library media center environment.</p> <p>? Delivers library media services by providing resources and instruction so that both students and teachers become independent users of information.</p> <p>? Adheres to professional responsibilities in accordance with the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.</p> <p>? Plans, prepares, and provides instruction in the skills necessary to access, evaluate, analyze, and organize information in all formats to ensure optimal student achievement.</p> <p>Implements instruction large group, small group, and individual settings.</p> <p>? Plans, prepares, and provides literature activities to promote a love of reading and lifelong learning for students.</p> <p>? Establishes and maintains an environment for learning, which includes areas designated and equipped for various functions, such as leisure reading, classroom activities, individual inquiry, and computer use. Maintains standards for acceptable student behavior using</p>
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Name	Position Title	Job Duties and Responsibilities
		<p>appropriate techniques.</p> <p>? Demonstrates an understanding of best practice elements, including a research model, digital literacy, and knowledge of population-appropriate literature. Engages in professional development activities that enhance this knowledge.</p> <p>? Establishes and maintains a positive, collaborative relationship with all stakeholders, including school and district staff, students, and parents and community members to ensure an environment that supports learning.</p> <p>? Develops and maintains a balanced comprehensive collection of print, non-print, and digital resources to support classroom curriculum and the reading interests of students. Assists staff in the selection of resources to support student achievement.</p> <p>? Uses, models, and assists stakeholders with instructional applications and the use of technology for academic engagement.</p> <p>? Understands copyright, Fair Use, and licensing of intellectual property, and assists users with their understanding and observance of the same within district policies and procedures.</p> <p>? Performs any other duties as assigned.</p>

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Over the summer members of the leadership teams met to collaborate on planning the processes for Barrington in the 23-24 school year. Our SAC members shared feedback at the end of the 22-23 school year, which contributed to some of the decisions made for the 23-24 school year. We used feedback from our Panorama survey to develop our cultural priorities.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Our SAC will meet monthly on the second Thursday of every month. Mrs. Whitman, our principal will share the data collected from all assessments during the timeframe. We will be monitoring the growth of our students through state, district, and school level assessments. The data will also be shared during PLCs and members will develop plans for reteaching and reaching our underperforming students.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	53%
2022-23 Economically Disadvantaged (FRL) Rate	37%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL)* Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	0	0	0	0	0	74	72	88	234	
One or more suspensions	0	0	0	0	0	0	17	36	55	108	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	12	13	25	
Course failure in Math	0	0	0	0	0	0	0	18	27	45	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	67	100	0	167	
Level 1 on statewide Math assessment	0	0	0	0	0	0	34	56	0	90	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	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 that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	48	43	74	165

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	60	49	49	57	50	50	64		
ELA Learning Gains				46			56		
ELA Lowest 25th Percentile				33			38		
Math Achievement*	73	57	56	64	36	36	71		
Math Learning Gains				57			63		
Math Lowest 25th Percentile				54			55		
Science Achievement*	57	44	49	60	52	53	62		
Social Studies Achievement*	75	66	68	79	58	58	74		
Middle School Acceleration	86	84	73	85	51	49	76		
Graduation Rate					46	49			
College and Career Acceleration					74	70			
ELP Progress	73	39	40	38	86	76	42		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	71
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	424
Total Components for the Federal Index	6
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	57

2021-22 ESSA Federal Index

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	573
Total Components for the Federal Index	10
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	35	Yes	1	
ELL	53			
AMI				
ASN	90			
BLK	58			
HSP	59			
MUL	74			
PAC				
WHT	77			
FRL	54			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	42			
ELL	40	Yes	1	
AMI				
ASN	82			
BLK	54			
HSP	49			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	56			
PAC				
WHT	65			
FRL	45			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	60			73			57	75	86			73
SWD	25			38			29	35	50		5	
ELL	34			47			34	58	69		6	73
AMI												
ASN	86			98			76	91	100		5	
BLK	46			56			38	53	95		5	
HSP	48			58			42	63	77		6	65
MUL	59			83			68	72	88		5	
PAC												
WHT	67			82			66	83	86		5	
FRL	42			54			40	56	73		6	57

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	57	46	33	64	57	54	60	79	85			38
SWD	26	39	28	30	43	36	34	55	83			
ELL	33	37	29	38	41	28	33	59	63			38
AMI												
ASN	76	76		84	74		76	100	89			

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK	49	38	31	53	58	62	48	73	75			
HSP	46	41	30	53	50	42	49	68	82			29
MUL	57	35	9	63	58	62	56	80	86			
PAC												
WHT	65	50	36	73	60	61	69	83	87			
FRL	42	38	30	48	47	44	43	67	76			19

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	64	56	38	71	63	55	62	74	76			42
SWD	27	44	38	31	46	42	29	45	57			
ELL	38	42	32	42	55	49	10	57	50			42
AMI												
ASN	74	58		91	67		70	85	100			
BLK	55	48	45	64	61	67	45	75	72			
HSP	53	50	32	61	60	57	51	66	73			39
MUL	60	57	42	78	78	62	74	75	75			
PAC												
WHT	71	60	42	76	63	48	68	79	77			
FRL	46	45	34	56	58	52	40	60	61			43

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	57%	47%	10%	47%	10%
08	2023 - Spring	53%	44%	9%	47%	6%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	62%	47%	15%	47%	15%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	75%	53%	22%	54%	21%
07	2023 - Spring	31%	36%	-5%	48%	-17%
08	2023 - Spring	74%	57%	17%	55%	19%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	55%	41%	14%	44%	11%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	91%	55%	36%	50%	41%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	94%	49%	45%	48%	46%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	73%	64%	9%	66%	7%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Science had the lowest performance. One third of the 8th graders had a long-term substitute teacher for the majority of the second semester, while their teacher was on a leave. This timing was critical because the students did not have as much review of 6th and 7th grade content as would normally occur. In addition, one third of the 8th graders had no science teacher for the second semester while they were in 7th grade due to a teacher resigning. Those students sometimes had a substitute teacher, but often were dispersed into other classes including ones in other content areas. While we did not go back and match the rosters up between the 7th grade teacher out in 21-22 with the one out in 22-23, due to the way scheduling works, there were inevitably students who would have lost instruction two years in a row.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Science had the greatest decline, from 60% level 3 and above to 55% level 3 and above. One third of the 8th graders had a long-term substitute teacher for the majority of the second semester, while their teacher was on a leave. This timing was critical because the students did not have as much review of 6th and 7th grade content as would normally occur. In addition, one third of the 8th graders had no science teacher for the second semester while they were in 7th grade due to a teacher resigning. Those students sometimes had a substitute teacher, but often were dispersed into other classes including ones in other content areas. While we did not go back and match the rosters up between the 7th grade teacher out in 21-22 with the one out in 22-23, due to the way scheduling works, there were inevitably students who would have lost instruction two years in a row.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

ELA and Civics were closest to the state at both being 10% above the state average. Civics was anticipating being higher than they were based on preliminary data. ELA was adjusting to changes in the curriculum and in staffing at the school site. One 8th grade teacher went on leave mid-year.

Which data component showed the most improvement? What new actions did your school take in this area?

Math grew the most in 22-23. The math department was lead by a new subject area leader who worked closely with the district to increase the effectiveness of the math PLCs.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The number of 8th graders with 2 or more indicators is much higher than the 6th and 7th graders. The other major concern is the number of 7th graders who earned either a course failure in ELA or a Level 1 on the ELA statewide assessment.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

We are focusing on building relationships with students which will help encourage students to come to school and do the right thing. We met with the 25 students with the most referrals from last year prior to the first day of school. We discussed with them the challenges they faced last year and created a contract with them to help them be successful this year. We found that those students with behavior issues also had attendance and academic concerns.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Instructional Coaching/Professional Learning**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our instructional priority for the 23-24 school year is using formative assessments to aggressively monitor and make instructional decisions.

Measurable Outcome:

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

During a typical lesson, teacher will use 2-3 formative assessments and make adjustments to the lesson based on the data collected.

Monitoring:

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

Our administrative team, teacher talent developers (TTDs), subject area leaders and district leadership team, will conduct ongoing walkthroughs. The TTDs will work with teachers in professional learning cycles and provide feedback to increase the effectiveness of and timely use of formative assessments.

Person responsible for monitoring outcome:

Andrea Whitman (andrea.whitman@hcps.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Incorporation of TTDs (Teacher Talent Developers) for the 23-24 school year. We added one unit of TTD to be split by two teachers. Both of the teachers will teach for half the day and serve as a TTD the other half. The TTDs serve as trainers, coaches, and mentors for the entire faculty and not just for the new teachers. All teachers work through professional learning cycles with the TTDs to improve their teaching skills.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

By increasing the amount of professional learning and incorporating it with complete cycles, teachers will have the skills to aggressively monitor student learning using formative assessments.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

TTDs were hired by principal in spring of 2023. TTDs will receive ongoing training and support from the district as well as monitoring at the school level. TTDs will provide training to the faculty on the third Monday of each month. Each training session will be followed up with a PLC and then follow up activities (observations, walkthroughs, coaching, etc.) as part of a professional learning cycle.

Person Responsible: Andrea Whitman (andrea.whitman@hcps.net)

By When: Schedule set by August 2023; first round of TTD training by August 2023; first faculty training conducted during preplanning in August 2023

#2. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our cultural priority for the 2023-2024 school year is building relationships between students and adults at Barrington Middle School. Rationale: The percentage of students who provided favorable ratings for teacher-student relationships, dropped from 51% in Spring 2021 to 42% in Spring 2023, highlights the weakened social connection between teachers and students that needs to be addressed. If teachers lack empathy or interest in their students as individuals, it could impact student engagement and academic performance.

Measurable Outcome:

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

By the Spring of 2024 survey, students indicating favorable ratings for teacher-student relationships will increase to 51%.

Monitoring:

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

Through quarterly Microsoft Office Forms, our students will provide feedback. We will then be able to act upon their responses.

Person responsible for monitoring outcome:

Paula Richman (paula.richman@hcps.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Barrington Middle School will be having club days twice a month. Each student will choose a club to belong to based on interests.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

One well evidenced strategy for building relationships with students is for them to have opportunities to interact with adults in settings outside of the regular class. By establishing interest-based clubs, the students and sponsor (teacher) of the club, will already have a common bond that can be built upon.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

The clubs will be held during the school day, two Fridays per month. No additional funding will be used for the clubs.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Instructional Coaching/Professional Learning	\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No