

Santa Rosa County School District

# Thomas L Sims Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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# Thomas L Sims Middle School

5500 EDUCATION DR, Pace, FL 32571

<http://www.santarosa.k12.fl.us/schools/sms/>

## School Board Approval

This plan was approved by the Santa Rosa County School Board on 10/12/2023.

## 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.**

To love, educate, and prepare all students for graduation and a successful future.

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

Santa Rosa County District Schools provides an environment that fosters each learner's potential, equips students for academic excellence, and promotes lifelong learning.

### 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
Donalson, Emily	Principal	<p>As the principal of Sims Middle School, Mrs. Donalson is the primary educational leader on campus. As part of this process, she leads professional development and shares professional development opportunities with staff. Mrs. Donalson performs classroom observations to see that classroom instruction is standards-based and rooted in best instructional practices. She monitors benchmark data and shares data with all stakeholders. Routinely, Mrs. Donalson shares with stakeholders the progress of students and the strategies being implemented to improve student performance. She seeks input from SAC, Grade Level Chairs and Department Chairs in creating goals for growth and areas of focus for improvement.</p> <p>Principal Donalson is also responsible for the safety of students and staff while on campus. In serving this role, she facilitates safety training on campus and ensures that state, district and the Department of Health safety requirements are met. As part of creating a safe environment, Mrs. Donalson works to foster positive relationships among students, between students and staff, and among staff members as part of the PBIS program on campus.</p> <p>In addition to safety and academic performance, Mrs. Donalson monitors student discipline to ensure that student's have the best environment possible for learning and that consequences are applied equitably and fairly with the goal of promoting positive behavior on campus and in the community.</p>
Stokes, Ryan	Assistant Principal	<p>As Assistant Principal, Ryan Stokes is tasked with being an instructional leader on campus. He shares with faculty and staff professional development opportunities and leads professional development when appropriate. Mr. Stokes monitors benchmark data and works with teachers to implement instructional strategies founded in best practice. He is charged with organizing multiple stakeholders on campus including SAC, grade levels, and departments. He works with these stakeholders in the creation of the School Improvement Plan and reports progress to these groups regularly.</p> <p>In addition to being an instructional leader, Mr. Stokes is also responsible for safety on campus including overseeing facilities maintenance requests, teacher safety training, and student safety education. Assistant Principal Stokes also conducts discipline investigations while ensuring that students are provided with due process as part of the discipline process. Mr. Stokes develops strong relationships with students and staff as part of the pursuit of student success.</p>
Moore, Penny	School Counselor	<p>Mrs. Moore serves as one of Sims Middle School's team of two guidance counselors. While Mrs. Moore is primarily responsible for students with last names beginning with letters "M" through "Z", she serves the entire student body and steps in to assist Ms. Godwin as needed.</p> <p>Primary duties and responsibilities of a certified school counselor include, but are not limited to:</p> <ul style="list-style-type: none"> <li>*Develop counseling services and establish priorities through short and long</li> </ul>

Name	Position Title	Job Duties and Responsibilities
		<p>range plans based on developmental needs of students, needs assessments, and school, district, and state priorities.</p> <ul style="list-style-type: none"> <li>*Communicate goals and services of the counseling programs to school administration, staff, students, parents, and community.</li> <li>*Review, evaluate, and select a variety of materials to support a well-balanced counseling program.</li> <li>*Establish, implement, coordinate, and monitor effective school-wide counseling services and activities. *Establish and follow procedures for appropriate intervention in accordance with school, district, state, and district guidelines.</li> <li>*Coordinate the proper maintenance, transfer, and acquisition of students' records as required by applicable regulations and policies.</li> <li>*Use technology resources effectively and assist in the maintenance of the automated student data systems. *Provide input in the development of curriculum and the master schedule.</li> <li>*Assist in the management and dissemination of the Emergency Health Care Plans to all appropriate school personnel. *Coordinate and/or assist with award presentations and 8th grade transition to high school activities. *Provide assistance in the screening, referral, identification, and placement of students with special needs. *Assess students using the Multi Tier Support System (MTSS) and provide assistance.</li> <li>*Monitor the 504 Plan process, including involving parents and school personnel, creating Plans, and maintaining compliance.</li> <li>*Coordinate, train, and administer a variety of standardized tests, maintain security, and interpret test results to parents, students, and school staff.</li> <li>*Provide personal/social, behavioral, career, and academic counseling activities including individual and/or group as needed to promote student success.</li> <li>*Recognize the special needs of individuals and families and make appropriate recommendations including appropriate referrals (i.e. homeless, Lakeview, etc.).</li> <li>*Recognize the overt indicators of student distress or abuse and take stipulated intervention, referral, or reporting action.</li> <li>*Provide crisis intervention including follow-up services as appropriate.</li> <li>*Provide intervention for at-risk students and those with special learning and behavioral needs including making appropriate plans and referrals, e.g. attendance and truancy intervention plans.</li> <li>*Assist in the registration and scheduling of students.</li> <li>*Assist students in their transition to and from feeder schools and out of district schools.</li> <li>*Consult effectively with students, parents, teachers, and other school staff to assist students toward success, providing a supportive and confidential atmosphere.</li> <li>*Serve as advocate for students.</li> <li>*Provide information and/or in-service for teachers, administrators, and other school staff.</li> <li>*Identify student/school issues; facilitate and follow established procedures.</li> </ul>



Name	Position Title	Job Duties and Responsibilities
		<p>*Review student records and other indicators as deemed appropriate by the district guidelines to evaluate student needs.</p>
<p>Godwin, Danyette</p>	<p>School Counselor</p>	<p>Ms. Godwin serves as one of Sims Middle School's team of two guidance counselors. While Ms. Godwin is primarily responsible for students with last names beginning with letters "A" through "L", she serves the entire student body and steps in to assist Mrs. Moore as needed. Primary duties and responsibilities of a certified school counselor include, but are not limited to:</p> <ul style="list-style-type: none"> <li>*Develop counseling services and establish priorities through short and long range plans based on developmental needs of students, needs assessments, and school, district, and state priorities.</li> <li>*Communicate goals and services of the counseling programs to school administration, staff, students, parents, and community.</li> <li>*Review, evaluate, and select a variety of materials to support a well-balanced counseling program.</li> <li>*Establish, implement, coordinate, and monitor effective school-wide counseling services and activities.</li> <li>*Establish and follow procedures for appropriate intervention in accordance with school, district, state, and district guidelines.</li> <li>*Coordinate the proper maintenance, transfer, and acquisition of students' records as required by applicable regulations and policies.</li> <li>*Use technology resources effectively and assist in the maintenance of the automated student data systems.</li> <li>*Provide input in the development of curriculum and the master schedule.</li> <li>*Assist in the management and dissemination of the Emergency Health Care Plans to all appropriate school personnel. *Coordinate and/or assist with award presentations and 8th grade transition to high school activities.</li> <li>*Provide assistance in the screening, referral, identification, and placement of students with special needs.</li> <li>*Assess students using the Multi Tier Support System (MTSS) and provide assistance.</li> <li>*Monitor the 504 Plan process, including involving parents and school personnel, creating Plans, and maintaining compliance.</li> <li>*Coordinate, train, and administer a variety of standardized tests, maintain security, and interpret test results to parents, students, and school staff.</li> <li>*Provide personal/social, behavioral, career, and academic counseling activities including individual and/or group as needed to promote student success.</li> <li>*Recognize the special needs of individuals and families and make appropriate recommendations including appropriate referrals (i.e. homeless, Lakeview, etc.).</li> <li>*Recognize the overt indicators of student distress or abuse and take stipulated intervention, referral, or reporting action.</li> <li>*Provide crisis intervention including follow-up services as appropriate.</li> <li>*Provide intervention for at-risk students and those with special learning and behavioral needs including making appropriate plans and referrals, e.g. attendance and truancy intervention plans.</li> <li>*Assist in the registration and scheduling of students.</li> </ul>

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> <li>*Assist students in their transition to and from feeder schools and out of district schools.</li> <li>*Consult effectively with students, parents, teachers, and other school staff to assist students toward success, providing a supportive and confidential atmosphere.</li> <li>*Serve as advocate for students.</li> <li>*Provide information and/or in-service for teachers, administrators, and other school staff.</li> <li>*Identify student/school issues; facilitate and follow established procedures.</li> <li>*Review student records and other indicators as deemed appropriate by the district guidelines to evaluate student needs.</li> </ul>
Pitts, Jules	Dean	<p>Primary duties and responsibilities of the dean of students include the following:</p> <ul style="list-style-type: none"> <li>*Manage student supervision issues.</li> <li>*Enforce school and district behavioral expectations fairly and consistently.</li> <li>*Be knowledgeable of Santa Rosa County School Board Policies regarding safety and discipline.</li> <li>*Be knowledgeable of the Santa Rosa County Code of Student Conduct and the School Handbook.</li> <li>*Counsel students and parents concerning school and district policies.</li> <li>*Assist staff and parents in developing student behavioral expectations.</li> <li>*Assist in the planning, development and implementation of individual student behavior plans.</li> <li>*Serve as a resource to staff in dealing with classroom management issues.</li> <li>*Coordinate with staff and administration the development of the school's discipline plan/hierarchy.</li> <li>*Maintain and periodically review student discipline records.</li> <li>*Maintain confidentiality in all issues that require involvement.</li> <li>*Promote the welfare of students, faculty and staff; and set high expectations and articulate them to all stakeholders.</li> <li>*Facilitate cooperation among all stakeholders (administrators, teachers, parents, students) in the appropriate handling of student discipline issues.</li> <li>*Assist in the development of the school crisis plan and be an integral part of the plan.</li> <li>*Become an active member of the school leadership team.</li> <li>*Serve as the chair of our Positive Behavior Intervention and Support Program.</li> </ul> <p>In addition to these items, Mr. Pitts also continues to grow and strengthen in regards to his leadership skills and abilities in order to relate to all middle school students.</p>
Gullickson, Denise	Other	<p>Primary duties and responsibilities of the 6th Grade Department Chair include, but are not limited to the following:</p> <ul style="list-style-type: none"> <li>*Assist in determining strengths and weaknesses among 6th grade students and faculty.</li> <li>*Assist in determining learning goals and intervention strategies based upon both current and former performance data.</li> </ul>

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> <li>*Assist in monitoring performance data.</li> <li>*Assist in communicating information and expectations from administration to faculty/staff members</li> <li>*Develop and deliver Professional Development.</li> <li>*Provide input and feedback concerning student performance and overall wellbeing during MTSS meetings.</li> <li>*Serve as a liaison between the grade level and various school/community stakeholders.</li> </ul>
Runyon, Jeannie	Other	<p>Primary duties and responsibilities of the 8th Grade Department Chair include, but are not limited to the following:</p> <ul style="list-style-type: none"> <li>*Assist in determining strengths and weaknesses among 8th grade students and faculty.</li> <li>*Assist in determining learning goals and intervention strategies based upon both current and former performance data.</li> <li>*Assist in monitoring performance data.</li> <li>*Assist in communicating information and expectations from administration to faculty/staff members</li> <li>*Develop and deliver Professional Development.</li> <li>*Provide input and feedback concerning student performance and overall wellbeing during MTSS meetings.</li> <li>*Serve as a liaison between the grade level and various school/community stakeholders.</li> </ul>
Cody, Melissa	Other	<p>Primary duties and responsibilities of the Math Department Chair include, but are not limited to the following:</p> <ul style="list-style-type: none"> <li>*Assist in determining strengths and weaknesses among math students and math instructors.</li> <li>*Assist in determining learning goals and intervention strategies based upon both current and former performance data.</li> <li>*Assist in monitoring performance data.</li> <li>*Assist in communicating information and expectations from administration to faculty/staff members</li> <li>*Develop and deliver Professional Development.</li> <li>*Provide input and feedback concerning student performance and overall wellbeing during MTSS meetings.</li> </ul>
Specht, Leslie	Other	<p>Primary duties and responsibilities of the ELA Department Chair include, but are not limited to the following:</p> <ul style="list-style-type: none"> <li>*Assist in determining strengths and weaknesses among ELA students and ELA instructors.</li> <li>*Assist in determining learning goals and intervention strategies based upon both current and former performance data.</li> <li>*Assist in monitoring performance data.</li> <li>*Assist in communicating information and expectations from administration to faculty/staff members</li> <li>*Develop and deliver Professional Development.</li> </ul>

Name	Position Title	Job Duties and Responsibilities
		<p>*Provide input and feedback concerning student performance and overall wellbeing during MTSS meetings.</p>
Melton, Jordan	Other	<p>Primary duties and responsibilities of the Social Studies Department Chair include, but are not limited to the following:                      *Assist in determining strengths and weaknesses among Social Studies students and math instructors.                      *Assist in determining learning goals and intervention strategies based upon both current and former performance data.                      *Assist in monitoring performance data.                      *Assist in communicating information and expectations from administration to faculty/staff members                      *Develop and deliver Professional Development.                      *Provide input and feedback concerning student performance and overall wellbeing during MTSS meetings.</p>
Vermillion, Sherry	Other	<p>Primary duties and responsibilities of the Science Department Chair include, but are not limited to the following:                      *Assist in determining strengths and weaknesses among science students and science instructors.                      *Assist in determining learning goals and intervention strategies based upon both current and former performance data.                      *Assist in monitoring performance data.                      *Assist in communicating information and expectations from administration to faculty/staff members                      *Develop and deliver Professional Development.                      *Provide input and feedback concerning student performance and overall wellbeing during MTSS meetings.</p>
Wieczorek, Ryan	Other	<p>Primary duties and responsibilities of the 7th Grade Department Chair include, but are not limited to the following:                      *Assist in determining strengths and weaknesses among 7th grade students and faculty.                      *Assist in determining learning goals and intervention strategies based upon both current and former performance data.                      *Assist in monitoring performance data.                      *Assist in communicating information and expectations from administration to faculty/staff members.                      *Develop and deliver Professional Development.                      *Provide input and feedback concerning student performance and overall wellbeing during MTSS meetings.                      *Serve as a liaison between the grade level and various school/community stakeholders.</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.

When creating the SIP, Sims Middle School stakeholders work together to analyze data and apply interventions for improvement. As soon as state and district data are available, school leadership team members including administration, department chairs, and intervention teachers review school, grade level and individual student data. Data used to create the SIP includes FAST scores, EOC scores, teacher evaluation data, attendance data for students/staff and Stakeholder Engagement Survey.

This data is then shared with the School Advisory Council at our Summer SIP planning meeting. School Advisory membership is comprised of parents, teachers, and community leaders who at this meeting review the data comprised by the school leadership team and move through the needs assessment review and move through the problem solving process to ensure that the both the leadership team and other stakeholders are identifying the same growth areas.

Once goals are established, the school level leadership works with district curriculum departments and the Office of Professional Learning (OPL) to ensure that Sims is providing teachers with the supports and development needed to achieve the school's objectives.

**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))

The school will use various approaches to monitor the implementation of the SIP to ensure that students are making progress toward set learning goals.

The MTSS team will meet twice a quarter to review school, grade level, and individual student data points (including but not limited to): grades, attendance, state PM results, and other factors to determine if the school is making progress toward its goals. School leadership will use the district adopted evaluation tool to pinpoint strengths and weaknesses in instruction and work with staff members to provide engaging rigorous standards based instruction.

This information will be shared at each School Advisory Council meeting so that all stakeholders have the opportunity to provide input into school progress. After reviewing data and progress, if the approach needs to be revised, the school leadership team will seek input from stakeholder groups and work with district curriculum departments to revise goals or implement new strategies.

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

<b>2023-24 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>2022-23 Title I School Status</b>	No
<b>2022-23 Minority Rate</b>	22%

<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	34%
<b>Charter School</b>	No
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	ATSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<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 (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)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

**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	33	28	48	109
One or more suspensions	0	0	0	0	0	0	50	24	32	106
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	6	2	0	8
Course failure in Math	0	0	0	0	0	0	14	1	0	15
Level 1 on statewide ELA assessment	0	0	0	0	0	0	32	50	55	137
Level 1 on statewide Math assessment	0	0	0	0	0	0	33	39	43	115
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	19	17	19	55
	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 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	25	23	36	84

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

**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								49	49	53	151
One or more suspensions								5	42	34	81
Course failure in ELA								8	3	1	12
Course failure in Math								9	1	3	13
Level 1 on statewide ELA assessment								38	44	56	138
Level 1 on statewide Math assessment								54	53	47	154
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.								24	21	19	64

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	31	37	31	99

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	2	1	0	3
Students retained two or more times	0	0	0	0	0	0	2	2	1	5

**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	49	49	53	151
One or more suspensions	0	0	0	0	0	0	5	42	34	81
Course failure in ELA	0	0	0	0	0	0	8	3	1	12
Course failure in Math	0	0	0	0	0	0	9	1	3	13
Level 1 on statewide ELA assessment	0	0	0	0	0	0	38	44	56	138
Level 1 on statewide Math assessment	0	0	0	0	0	0	54	53	47	154
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	24	21	19	64

**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	31	37	31	99

**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	2	1	0	3
Students retained two or more times	0	0	0	0	0	0	2	2	1	5

**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*	64	58	49	64	59	50	66		
ELA Learning Gains				53			59		
ELA Lowest 25th Percentile				40			44		
Math Achievement*	73	68	56	75	38	36	78		
Math Learning Gains				67			72		
Math Lowest 25th Percentile				49			56		



Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	71	61	49	66	69	53	67		
Social Studies Achievement*	75	74	68	83	66	58	81		
Middle School Acceleration	74	68	73	63	54	49	62		
Graduation Rate					64	49			
College and Career Acceleration					79	70			
ELP Progress		75	40		64	76			

\* 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	357
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	560
Total Components for the Federal Index	9
Percent Tested	100
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)**

<b>2022-23 ESSA SUBGROUP DATA SUMMARY</b>				
<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	38	Yes	2	
ELL	50			
AMI				
ASN	82			
BLK	70			
HSP	67			
MUL	72			
PAC				
WHT	72			
FRL	54			

<b>2021-22 ESSA SUBGROUP DATA SUMMARY</b>				
<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	34	Yes	1	
ELL	53			
AMI				
ASN	80			
BLK	67			
HSP	57			
MUL	58			
PAC				
WHT	63			
FRL	54			

**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	64			73			71	75	74			
SWD	33			42			37	47	33		5	
ELL	27			73							2	
AMI												
ASN	65			80					100		3	
BLK	70			63				75	73		4	
HSP	68			74			55	70	67		5	
MUL	63			74			74	77	72		5	
PAC												
WHT	64			74			72	75	74		5	
FRL	51			61			55	60	45		5	

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	64	53	40	75	67	49	66	83	63			
SWD	26	32	30	34	49	40	16	46				
ELL	42	64		42	64							
AMI												
ASN	94	75		88	63							
BLK	59	61		69	61		70	83				
HSP	59	49	36	75	70	43	57	80	48			
MUL	58	48	50	70	59	42	50	90	56			
PAC												
WHT	65	54	39	76	68	50	68	82	65			
FRL	52	46	37	64	62	51	47	73	51			

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	66	59	44	78	72	56	67	81	62			
SWD	24	41	33	36	49	40	24	56				
ELL												

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
AMI												
ASN	80	38		100	92				70			
BLK	52	46		81	77							
HSP	60	63	65	68	70	68	74	75	43			
MUL	59	61	47	74	73	61	59	81	56			
PAC												
WHT	67	59	41	78	71	54	68	81	63			
FRL	56	54	41	65	61	46	61	70	48			

**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	58%	54%	4%	47%	11%
08	2023 - Spring	66%	56%	10%	47%	19%
06	2023 - Spring	62%	55%	7%	47%	15%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	66%	63%	3%	54%	12%
07	2023 - Spring	55%	48%	7%	48%	7%
08	2023 - Spring	89%	76%	13%	55%	34%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	71%	58%	13%	44%	27%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	99%	58%	41%	50%	49%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	96%	55%	41%	48%	48%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	75%	71%	4%	66%	9%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	70%	*	63%	*

### 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.**

The lowest performance as reflected by the 2022-2023 Spring EOC and FAST assessments was in Civics. During the 2021-2022 school year 83% of students were proficient on the Civics assessment. This fell to 75% for the 2022-2023 assessment. Declining Civics performance is a multiyear trend that began in 2016-2017 school year. While we are still outperforming the state average, we are not meeting the expectations we have set for performance on this assessment.

Two major contributing factors are the low level to which this student cohort performed at the beginning of the year and their lower performance on other state and district assessments when compared to other cohort groups. At our first benchmark assessment only 35% of this group scored on track to be proficient at the end of the year. Additionally, this cohort of students was also our lowest performing group in math and ELA when compared to the other grade levels at the school. Despite not increasing our proficiency in this area, we did see gains in our Civics performance from the beginning to the end of the year.

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

The data component that showed the greatest decline from prior years was our student performance on the Civics EOC. During the 2021-2022 school year 83% of students were proficient on the Civics assessment. This fell to 75% for the 2022-2023 assessment. Declining Civics performance is a multiyear trend that began in 2016-2017 school year. While we are still outperforming the state average, we are not meeting the expectations we have set for performance on this assessment.

Two major contributing factors are the low level to which these students performed at the beginning of the year and their lower performance on other assessments as well. At our first benchmark assessment only 35% of this group scored on track to be proficient at the end of the year. Additionally, this cohort of students was also our lowest performing group in math and ELA when compared to the other grade levels at the school. Despite not increasing our proficiency in this area, we did see gains in our Civics performance from the beginning to the end of the year.

**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.**

While all of our areas of performance were higher than the state average, the smallest gap was in the performance of 7th grade students' proficiency in mathematics. This subgroup was 6% proficiency higher than the state average (Sims=54% & state ave=48%). Six percentage points may not appear to be a significant difference, but we are aware that all performance areas should be at, if not well above, 62% to help our school maintain an A-rating. During the 2017-2018 school year, 82% of our total population was proficient in math which was a significant number. Achieving such high rates of proficiency while addressing the needs of various subgroups, not just our 7th grade students, remains a challenge that we address each year. While we continue to address a decrease in our proficiency from previous years, we are proud of the performance this group has made.

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

The component that showed the most improvement for Sims Middle School is the State Science Assessment. This assessment is for all 8th grade students. 2021/2022 Science state assessment data for Sims Middle School was a proficiency level of 66%. For 2022/2023, our proficiency level was 71%, an overall increase of 5 percent.

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

While attendance and behavior are always a primary focus as they have a deep impact on school culture, we have seen improvement here over the last three years. Our two areas on the EWS chart that concern us the most are the number of students who have scored a level 1 on State ELA Assessment (16%/137 students) and the number of students with Substantial Reading Deficiencies (6%/ 55 students).

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

The highest priorities for the 2023-2024 school year are student ELA proficiency, ELA gains, Civics proficiency, proficiency and learning gains in all areas for our SWD population.

**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 ELA****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.

2022-2023 FAST ELA data indicates that only 62% of our students are proficient in ELA. Additional data indicates the 61% of 6th graders were proficient, 59% of 7th graders and 65% of 8th graders. 2021-2022 FSA ELA data indicated that only 64% of those tested in the spring scored satisfactory in reading. Focusing on learning gains in ELA will not only improve performance on state assessment, but will provide students with the tools necessary to be successful learnings throughout their formal education and beyond.

**Measurable Outcome:**

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

Short Term: Spring 2024 FAST data will reflect that a minimum of 68% of students will score proficient in ELA.

Long Term: At the end of three years, data will reflect that 75% of students are proficient as measured by the FAST ELA assessment.

**Monitoring:**

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

The school leadership team will collaborate with the SRCSD Literacy Department and Office of Professional Learning to facilitate a PLC (Professional Learning Community) for English teachers that focuses on standard-based planning and standards-based instruction. Desired outcomes will be monitored through classroom observations, MTSS, progress monitoring and data chats with English teachers.

**Person responsible for monitoring outcome:**

Emily Donalson (donalsone@santarosa.k12.fl.us)

**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.)

Professional Learning Communities address this staff indicated desire for a “shared culture of excellence” and collective responsibility for all learners” (1). In order to increase standards-based planning and instruction, we will effectively implement Professional Learning Communities. This evidence-based strategy is designed to support teachers with learning and implementing standards-based planning and instruction(2).

1. Advancing Outcomes for All Learners: Standards for Professional Learning [www.learningforward.com](http://www.learningforward.com)
2. The Effective Implementation of Professional Learning Communities <https://files.eric.ed.gov/fulltext/EJ1194725.pdf>

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

The Standards Assessment Inventory provided to teachers indicated a need for growth in Creating a Culture of Collaboration and Inquiry. Standards-aligned instruction ensures students have the opportunity to access the targeted grade level expectations. Professional Learning Communities have been shown to increase students’ performance as well as improving teacher perception (1)

1. The Effective Implementation of Professional Learning Communities <https://files.eric.ed.gov/fulltext/EJ1194725.pdf>

**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.

The Sims Middle School leadership team will review individual student data with ELA teachers for PM1, PM2, and PM3. Teachers will be provided individual scores and the scale scores needed in order for students to meet proficiency (expected grade-level achievement level). Teachers are expected to have data chats with each student and communicate with parents when necessary. The expectations of student/teacher data chats are for the student to understand what is needed in order to meet proficiency in their English.

**Person Responsible:** Emily Donalson (donalsone@santarosa.k12.fl.us)

**By When:** This will occur quarterly throughout the year.

Through collaboration with PLCs, teachers will create a pacing guide to ensure ELA standards are taught throughout the school year at the required rigor. Teachers will also work together to ensure classroom scales/rubrics are utilized so that that students are able to identify what they should be learning and where they are in the individual progress toward the learning goal. By implementing a pacing guide and learning scales that are standards-based, students will receive high-rigorous instruction.

**Person Responsible:** Leslie Specht (spechtl@santarosa.k12.fl.us)

**By When:** This will occur at monthly PLC meetings.

Identified instructional personnel will attend professional development based on standards-based instruction and the 5 core components of instruction: Explicit instruction, Scaffolded instruction, Corrective Feedback, Systematic Instruction, and Differentiated Instruction presented by the district literacy department. These instructional personnel will then share standards-based instructional strategies within the PLC.

**Person Responsible:** Emily Donalson (donalsone@santarosa.k12.fl.us)

**By When:** Monthly as presented by the Literacy Department.

Teachers will be provided the opportunity to participate in multiple books studies aimed at integrating best practices including student teams, literacy strategies, and student engagement. Book for study include (but not limited to):

The Will to Learn by Dave Stuart, Jr.

The Power of Student Teams by Michael D. Toth and David A. Sousa

Visible Learning for Literacy by Douglas Fisher, Nancy Fry and John Hattie

The Energy Bus by Jon Gordon

**Person Responsible:** Ryan Stokes (stokesr@santarosa.k12.fl.us)

**By When:** Book study groups will meet weekly, beginning in late August. Book studies will meet during planning (1 hour) and last approximately ten weeks. Book study groups will meet until mid-April.



## #2. Positive Culture and Environment specifically relating to Teacher Attendance

### 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.

2022-2023 the student attendance rate at Sims Middle School was 95% while the faculty/staff attendance rate was 91%. Staff attendance data includes personal, sick, annual, and extended leave for all staff members. A student who is absent only impacts that students learning, but a teacher who is absent has an impact on an entire group of students which at the secondary level is upwards of 120 students on a given day. Increased teacher attendance has significant impact on student learning.

### Measurable Outcome:

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

Teacher overall attendance will increase to 95% when measured at the end of the 2023-2024 school year. FAST data will reflect an increase of 2% proficiency in each test area (math, science, ELA, and Civics) by the end of the school year as well.

### Monitoring:

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

The school leadership team will review staff attendance data monthly to identify staff who are excessively absent. If pertinent, these employees will be counseled regarding leave and its impact on student performance. Successful attendance will also be noted and acknowledged.

### Person responsible for monitoring outcome:

Emily Donalson (donalsone@santarosa.k12.fl.us)

### 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.)

In order to improve and recognize positive patterns of attendance, the school leadership team will review the number of PD days by teacher and reduce out of school PD for teachers who are chronically absent. School administration will follow the district policy on unpaid personal leave and ensure that all staff members are provided with this policy during preplanning. School leadership will also provide incentives for those staff members who have perfect attendance each month.

### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Improved teacher attendance has been shown to positively affect student performance (1). Ten days of absence from the classroom reduces a student's achievement score by around 3.3%, this may result in lower state proficiency rankings due to less consistent instruction and a reduction in instructional intensity. Additionally, studies indicate that that teacher absenteeism can cause staff turnover, low morale and resentment of colleagues. Other data suggests that just a 5% increase in teacher absence reduces learning by 4%-8% of average gains over the course of a year (2).

1. The Alarming Rise in Teacher Absenteeism <https://www.heritage.org/education/report/the-alarming-rise-teacher-absenteeism>
2. Reducing Teacher Absenteeism in Schools <https://www.gogreenva.org/reducing-teacher-absenteeism-in-schools/>

### 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.

During 2023-2024 Preplanning meeting, school administration will share data on the impact of teacher attendance on climate/culture and student learning. School leadership will review with all staff members the district policy on unpaid/unapproved leave.

**Person Responsible:** Emily Donalson (donalsone@santarosa.k12.fl.us)

**By When:** August 5, 2023

School administration will review monthly attendance reports and re-evaluate professional development that takes teachers out of the classroom for those employees who are chronically absent.

**Person Responsible:** Emily Donalson (donalsone@santarosa.k12.fl.us)

**By When:** Monthly throughout the school year.

Employees who have perfect attendance each month will be recognized at monthly faculty meetings or other schoolwide gatherings..

**Person Responsible:** Emily Donalson (donalsone@santarosa.k12.fl.us)

**By When:** Monthly throughout the school year.

### #3. ESSA Subgroup specifically relating to Students with Disabilities

#### Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a 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.

An ESSA subgroup of concern at Sims Middle School has been Students with Disabilities. Currently it is the only ESSA subgroup not meeting the Federal Index with performance at 34%. This decline is in line with overall ELA performance declines from Spring 2016 to Spring 2023 (76% to 62%). Benchmark-aligned instruction is a process for planning, delivering, monitoring, and improving expectations clearly defined in academic content standards which provide the basis for content in instruction and assessment. Targeting students with disabilities can occur through UDL lessons and ELA-SWD specific strategies. Teachers will conduct data chats with individual students, offering encouragement and guidance while building ownership of learning among the students.

#### Measurable Outcome:

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

Short Term: Spring 2024 FAST ELA data will reflect at minimum an increase in the Federal index from 34% to 38% for our SWD students.

Long Term: By Spring of 2025 SWD FAST ELA data will reflect at minimum an increase in the Federal index to 42% meaning that the SWD subgroup will meet the Federally required minimum.

#### Monitoring:

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

The school leadership team will establish book studies to provide instructional support and feedback to all teachers. Content teachers and ESE support will work together during common planning to support development of intentional, aligned instructional practices, including but not limited to the implementation and use of student led teams. The school leadership team will perform classroom walkthroughs to observe UDL instructional strategies and monitor PM data & mid-quarter MTSS data to review trends and make adjustments as necessary.

#### Person responsible for monitoring outcome:

Emily Donalson (donalsone@santarosa.k12.fl.us)

#### 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.)

In order to increase overall performance in the Students with Disabilities subgroup, we will intentionally implement book studies with faculty/staff members focusing on The Power of Student TEAMS (Toth & Sousa), The Will to Learn (Stuart, Jr.), Visible Learning for Literacy (Fisher, Frey & Hattie) & UDL NOW (Novak). In addition, teachers will lead students through self monitoring of learning progress & self reporting of grades.

#### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Focused UDL lessons ensures all students, especially SWDs, have the opportunity and support to successfully access grade level expectations. Self-Reported Grades (1.44) and the use of student led teams, or cooperative learning (0.54) are strategies which have been proven to produce positive impact on student learning (Visible Learning, by Hattie).

#### 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.

Identified instructional personnel will attend professional development based instructional strategies for students with disabilities presented by the district ESE department and FDLRS. These instructional personnel will then share standards-based instructional strategies within the PLC.

**Person Responsible:** Emily Donalson (donalsone@santarosa.k12.fl.us)

**By When:** Monthly as presented by the ESE & Literacy Departments.

The Sims Middle School leadership team will review individual student data with ESE teachers for PM1, PM2, and PM3. Teachers will be provided individual scores and the scaled scores that are needed in order for students to meet proficiency (expected grade-level achievement level). Teachers are expected to have data chats with each student and communicate with parents when necessary. The expectations of student/teacher data chats are for the student to understand what is needed in order to meet proficiency in all subject areas.

**Person Responsible:** Emily Donalson (donalsone@santarosa.k12.fl.us)

**By When:** This will occur quarterly throughout the year.

Teachers will be provided the opportunity to participate in multiple books studies aimed at integrating best practices including student teams, literacy strategies, and student engagement. Book for study include (but not limited to):

The Will to Learn by Dave Stuart, Jr.

The Power of Student Teams by Michael D. Toth and David A. Sousa

Visible Learning for Literacy by Douglas Fisher, Nancy Fry and John Hattie

The Energy Bus by Jon Gordon

**Person Responsible:** Ryan Stokes (stokesr@santarosa.k12.fl.us)

**By When:** Book study groups will meet regularly, beginning in late August. Groups will meet during planning (1 hour) and last approximately ten weeks. Book study groups will meet until mid-April.

#### #4. Instructional Practice specifically relating to Professional Learning Communities

##### Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a 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.

During the 2022-2023 school year, Sims Middle School teachers participated in the Standards Assessment Inventory as means to assess their professional development needs. Teachers responses indicate that Learning Design, Implementation and Resources for professional development "need attention." 2022-2023 teacher observation shows that the lowest scores under Standards Based Instruction are in Identifying Critical Content from Standards. Student performance data from 2022-2023 demonstrate the following proficiencies: ELA 62%, Math 73%, Science 71%, and Social Studies 75%. The effectiveness of Professional Learning Communities (PLC) stems from the shared value of improving student learning. The purpose becomes to determine what changes can be made in instruction to improve student achievement.

##### Measurable Outcome:

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

All PLCs will meet a minimum of once a month during the 2023-2024 school year and submit meeting minutes for review. All content areas will show improvement from progress monitoring test 1 to test 2. The following proficiencies will be demonstrated on the 2023-2024: ELA 68%, Math 77%, Science 75%, Social Studies 80%.

##### Monitoring:

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

The school leadership team will attend designated PLC meetings and review PLC minutes to provide support and feedback to PLC groups. The school leadership team will review benchmark data throughout the year to ensure that progress toward goals is being met.

##### Person responsible for monitoring outcome:

Emily Donalson (donalsone@santarosa.k12.fl.us)

##### 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.)

The Standards Assessment Inventory provided to teachers indicated a need for growth in Creating a Culture of Collaboration and Inquiry. Professional Learning Communities address this staff indicated desire for a "shared culture of excellence" and collective responsibility for all learners" (1). In order to increase standards-based planning and instruction, we will effectively implement Professional Learning Communities. This evidence-based strategy is designed to support teachers with learning and implementing standards-based planning and instruction(2).

1. Advancing Outcomes for All Learners: Standards for Professional Learning [www.learningforward.com](http://www.learningforward.com)
2. The Effective Implementation of Professional Learning Communities <https://files.eric.ed.gov/fulltext/EJ1194725.pdf>

##### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Standards-aligned instruction ensures students have the opportunity to access the targeted grade level expectations. Professional Learning Communities have been shown to increase students' performance as well as improving teacher perception (1)

1. The Effective Implementation of Professional Learning Communities <https://files.eric.ed.gov/fulltext/EJ1194725.pdf>

### 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.

Teachers will be trained in the PLC process and will form PLCs based on common needs and goals.

**Person Responsible:** Emily Donalson (donalsone@santarosa.k12.fl.us)

**By When:** This action will take place prior to the end of preplanning for the 2023-2024 school year.

Teachers will be provided with the following resources as options for integrating book studies into their PLC process (including but not limited to):

The Will to Learn by Dave Stuart, Jr.

The Power of Student Teams by Michael D. Toth and David A. Sousa

Visible Learning for Literacy by Douglas Fisher, Nancy Fry and John Hattie

The Energy Bus by Jon Gordon

**Person Responsible:** Ryan Stokes (stokesr@santarosa.k12.fl.us)

**By When:** Book study groups will meet weekly, beginning in late August. Groups will meet during common planning (1 hour) and last approximately ten weeks. Book study groups will meet until mid-April.

The school leadership team will attend month PLC meetings and provide facilitators feedback for improving the process as well as serving as a support for resources.

**Person Responsible:** Emily Donalson (donalsone@santarosa.k12.fl.us)

**By When:** This action will take place monthly during the 2023-2024 school year.

The school leadership team will review trends in observation data and benchmark assessments to provide support and guidance for learning communities

**Person Responsible:** Emily Donalson (donalsone@santarosa.k12.fl.us)

**By When:** This action will take place as needed but at minimum monthly.

## 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).

Sims Middle School has been identified as ATSI. The school is not a Title I school. We have not received new School improvement in several years. However, we review the remaining balance with the school leadership team, School Advisory Council, subject area and grade level chairs, and the bookkeeper to ensure resources are allocated based on student needs and success of interventions. In effort to be good stewards of our resources, we attempt to utilize only those interventions that have proven themselves successful in student instruction. Financial and instructional resources include, but are not limited to, per pupil expenditures, technology intervention, teacher quality, instructional time, facilities, course content, and instructional support personnel. FAST progress monitoring data is reviewed after PM1, PM2, and PM3 with the SAC to track the effectiveness of instruction and interventions. MTSS meetings are also held every quarter and mid-quarter and

compared with progress monitoring assessment data. In addition, administration meets quarterly with the school's Leadership Team to review progress monitoring data and gather staff input on resource implementation and needs.