Mcintosh Middle School

2023-24

Schoolwide Improvement Plan (SIP)

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Mcintosh Middle School

701 MCINTOSH RD, Sarasota, FL 34232

www.sarasotacountyschools.net/mcintosh

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 ensure that every student is college and career bound.

Provide the school's vision statement.

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

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
Lerebours, McHenry	Principal	To provide visionary leadership necessary to administer a comprehensive program of instructional and support services to establish and maintain a safe, caring, and enriching environment to promote student success. Develop, implement and assess the academic program leading to student success. Facilitate data-based decisions to increase learning gains and student proficiency. Engage staff in professional learning to enhance teacher capacity with instructional delivery.
Bassett, Maureen	Assistant Principal	*PDAP Assistant Principal Assist in the development, implementation and evaluation of the instructional program, including the use of technology. Assist with ensuring strong tier 1 instruction within the general education environment. Help to develop the master schedule and develop intervention blocks for students who need additional academic support. Design professional development on the implementation of instructional strategies that assist with Tier 1 and Tier 2 interventions within the classroom.
Cover, Daniel	Assistant Principal	*PBIS/MTSS Assistant Principal To assist with the administrative and instructional functions to meet the educational needs of students and carry out the mission and goals of the school and the district. To assist with ensuring that the MTSS process is implemented with fidelity and that the educational needs of all students are satisfied. Assist in the development, implementation and evaluation of the school's PBIS program.
Proch-Moore, Amy	Teacher, K-12	Algebra 1 and Geometry Teacher. Department Chair for Math Lead Math teachers with establishing unified department to ensure high levels of learning for all students. Responsibilities include meeting three times a month with content area department PLC to develop plans and goals that align with essential state standards. Meet regularly with administration to determine appropriate placement of students as determined by the master schedule. Collaborate with the other content area teachers to infuse mathematical concepts into their daily lessons.
Sockness, David	Teacher, K-12	Social Studies (Civics) Teacher & Department Chair for Social Studies Lead the Social teachers with establishing a unified department to ensure high levels of learning for all students. Responsibilities include meeting three times a month with content area department PLC to develop plans and goals that align with essential state standards. Meet regularly with administration to determine appropriate placement of students as determined by the master schedule. Collaborate with the other content area teachers to infuse social studies concepts into their daily lessons.

Name	Position Title	Job Duties and Responsibilities
Sierra-McWeeney, Stephanie	Teacher, K-12	Life Science Teacher & Department Chair for Science Lead Science teachers with establishing a unified department to ensure high levels of learning for all students. Responsibilities include meeting three times a month with content area department PLC to develop plans and goals that align with essential state standards. Meet regularly with administration to determine appropriate placement of students as determined by the master schedule. Collaborate with the other content area teachers to infuse science concepts into their daily lessons.
Steere, Laura	Teacher, K-12	Serve as Local Education Agency (LEA) representative at ESE staffing. Provide services, coaching and technical assistance to regular staff members who work with mainstreamed ESE students. Provide assistance and information to parents of ESE students. Provide Crisis Intervention Services to all ESE staff and students as needed. Provide classroom observation for students being considered for ESE placement. Conduct the staffing process and ensure that required procedures related to evaluation, eligibility, and service delivery for students with disabilities are fulfilled. Provide training for ESE teachers on the computerized IEP system and IEP development including measurable goals.
McClenathen, Brent	Teacher, K-12	The role of the STEM Curriculum Coordinator encompasses the creation and facilitation of effective collaborative planning with content area teachers. This process requires guiding content area teaching and colleagues through ongoing planning, lesson development, and implementation of STEM best practices and integration of the NGSS.
Rieger, Dorothy	Teacher, K-12	Team Leader - Hawks Academy for Gifted and Advanced Studies Meet regularly with administration before or after school as determined by schedule. Meet regularly with the content area department to share information and plan content initiatives. Work with administration and staff in the development of department plans and goals that align with the district's strategic plan. Collaborate with the gifted and advanced team to track students who are in accelerated courses.
Martin, Indeah	Curriculum Resource Teacher	The Curriculum Leader will serve as the grade level content area teacher and assist with the collaborative planning and implementation of the PLC process. Content area teachers will focus on the four critical questions that will engage PLCs in the process of continuous improvement of student learning.
Fonte, Katherine	Teacher, K-12	Communicate and support implementation of state and district wide initiatives. Demonstrate high expectations and model effective strategies for continuous school improvement in areas such as instructional strategies and materials, classroom climate and organization, behavior management, and professional growth and development to ensure that instruction meets

Name	Position Title	Job Duties and Responsibilities
		student needs, grade level content standards, the goals of the schools' improvement plans and the goals of Sarasota County schools. Assist in accurate recording and proper maintenance of student records.
Sosnoski, Frederick	Behavior Specialist	Serve as a member of the SWST and MTSS team. Assist students with special needs. Assist in the development and implementation of Individual Education Plans (IEPs) for identified students. Work with administration to develop and maintain discipline and address students with significant behavior concerns. Develop Behavior Intervention Plans for students who need intensive supports with behavior. Tracks data to measure how students are responding to targeted interventions.

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.

Leadership team will develop a plan based on previous year's School Improvement Plan and Assessment Data (EOC, FAST, Attendance, Discipline, etc.). SIP will be shared with staff during Pre-Planning, where teachers will collaborate in content area departments and create individual and team goals for the school year. Departments will also establish their mission statement and collective commitments at the start of the year. School Improvement Plan will be shared at School Advisory Council meeting in which all members of the committee will provide feedback and changes will be made if necessary or will approve the SIP as written. The final draft of the School Improvement Plan will be shared with McIntosh staff during the first staff meeting.

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))

Leadership team will meet quarterly to review our progress toward our SIP goals and revise as needed. During the next staff and SAC meetings, if any changes were made those will be presented. Grade level and content area teams will also review progress towards SIP goals by analyzing data from common formative assessments and student work to determine mastery of student standards. Students who are in need of additional support will go through the MTSS process to receive targeted interventions based on specific skill deficits. Teachers will serve as academic interventionist and instruct students during specific times during the day. For example, teachers will conduct small group instruction with students who are in need of tier 2 interventions. Students who need individual help will be pulled out of class during advisory time, lunch time, or scheduled ENCORE classes, once to twice a week. Interventionists will communicate with the teacher of record of their student's progress and skills that they are focusing on during their sessions. Content area teams will evaluate if students are responding to interventions in the general education setting based on common formative assessments and other data points.

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	67%
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: B
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	63	72	101	236
One or more suspensions	0	0	0	0	0	0	17	55	64	136
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	3	19	14	36
Course failure in Math	0	0	0	0	0	0	23	38	19	80
Level 1 on statewide ELA assessment	0	0	0	0	0	0	55	78	96	229
Level 1 on statewide Math assessment	0	0	0	0	0	0	57	60	59	176
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	132	243	279	654

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	2	1	3
Students retained two or more times	0	0	0	0	0	0	2	0	6	8

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	62	102	99	263
One or more suspensions	0	0	0	0	0	0	16	42	60	118
Course failure in ELA	0	0	0	0	0	0	37	6	6	49
Course failure in Math	0	0	0	0	0	0	24	26	48	98
Level 1 on statewide ELA assessment	0	0	0	0	0	0	54	83	79	216
Level 1 on statewide Math assessment	0	0	0	0	0	0	58	70	68	196
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	

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	116	138	131	385

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	2	8	10	20

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	62	102	99	263
One or more suspensions	0	0	0	0	0	0	16	42	60	118
Course failure in ELA	0	0	0	0	0	0	37	6	6	49
Course failure in Math	0	0	0	0	0	0	24	26	48	98
Level 1 on statewide ELA assessment	0	0	0	0	0	0	54	83	79	216
Level 1 on statewide Math assessment	0	0	0	0	0	0	58	70	68	196
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	

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	116	138	131	385

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	2	8	10	20

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*	48	57	49	47	57	50	55		
ELA Learning Gains				48			50		
ELA Lowest 25th Percentile				40			32		
Math Achievement*	53	64	56	61	38	36	62		
Math Learning Gains				57			48		
Math Lowest 25th Percentile				53			47		
Science Achievement*	47	56	49	47	64	53	53		
Social Studies Achievement*	75	81	68	80	60	58	74		
Middle School Acceleration	75	73	73	83	51	49	70		
Graduation Rate					55	49			
College and Career Acceleration					83	70			
ELP Progress	44	57	40	39	76	76	70		

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	57
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	342
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	56

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	555
Total Components for the Federal Index	10
Percent Tested	100
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	28	Yes	4	2
ELL	49			
AMI				
ASN	88			
BLK	25	Yes	2	1
HSP	48			
MUL	60			
PAC				
WHT	70			
FRL	52			

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	31	Yes	3	1
ELL	50			
AMI				
ASN	82			
BLK	33	Yes	1	
HSP	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%
MUL	43			
PAC				
WHT	64			
FRL	50			

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	48			53			47	75	75			44
SWD	15			23			12	52	40		5	
ELL	35			43			33	68	72		6	44
AMI												
ASN	85			90							2	
BLK	24			28			9	38			4	
HSP	39			45			31	70	66		6	36
MUL	44			43			44	88	82		5	
PAC												
WHT	59			65			64	84	76		5	
FRL	42			46			36	68	73		6	44

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	47	48	40	61	57	53	47	80	83			39
SWD	10	27	30	25	35	33	14	53	50			
ELL	32	48	47	48	54	55	24	76	78			39
AMI												
ASN	76	73		100	80							

						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	18	34	34	24	45	39	9	58				
HSP	39	49	45	53	55	58	41	77	76			48
MUL	32	40	36	51	48	38	38	63				
PAC												
WHT	59	52	36	73	62	60	61	88	86			
FRL	40	47	39	52	55	47	37	72	76			30

						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	55	50	32	62	48	47	53	74	70			70
SWD	11	24	25	27	40	45	8	39				
ELL	31	33	30	45	41	46	20	57	54			70
AMI												
ASN	58			75								
BLK	31	40	30	35	44	53	29	58	67			
HSP	46	42	31	55	43	43	49	74	59			65
MUL	50	53	33	52	42	38	40	60	58			
PAC												
WHT	66	57	32	73	52	51	61	80	76			
FRL	43	43	31	51	46	48	41	69	61			67

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	43%	55%	-12%	47%	-4%
08	2023 - Spring	42%	55%	-13%	47%	-5%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	39%	54%	-15%	47%	-8%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	51%	61%	-10%	54%	-3%
07	2023 - Spring	60%	67%	-7%	48%	12%
08	2023 - Spring	17%	54%	-37%	55%	-38%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	43%	55%	-12%	44%	-1%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	76%	65%	11%	50%	26%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	59%	41%	48%	52%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	72%	79%	-7%	66%	6%

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.

8th grade Math achievement saw the largest decline from 43% to 17% on the Math FAST. 7th grade saw the largest increase of 10 percentage points from 50% to 60% proficiency. 6th grade Math only had a one percentage point increase. One contributing factor that impacted student achievement was 8th grade math classes were stacked with students who were one or two grades below level. These students had significant gaps in their understanding of mathematical concepts and struggled to learn new topics without having essential foundational knowledge. The teacher assigned to the class was hired out of field and continued to struggle with the content and classroom management throughout the year. This impacted student performance on all three progress monitoring assessments. Although a few students were able to make gains, their learning had minimal impact in achieving proficiency.

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

ELA achievement in 6th grade saw the largest decline from 48% to 39% with small dips in 7th and 8th grade. Overall learning proficiency in ELA continued to decline this year in all grade levels. 6th grade proficiency decreased from 48% on the FSA to 39% on the FAST. 7th grade decreased from 46% to 43%, while 8th grade decreased from 45% to 42%. Although the rate of student achievement was lower this year than in the previous year, we did see improvement from PM1 to PM3. For example, there was a 54% decrease in level 1 students from PM 1 to PM 3 and a 50% increase of level 3 students. Another factor that contributed to this decline was the minimal movement that level 2 students had with each subsequent assessment, which resulted in 26% or 212 students below grade level.

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.

8th grade Math and 6th grade ELA had the greatest gaps when compared to the state average. Based on our ELA plan of using the Study Sync curriculum with fidelity and providing tier two interventions, we could have done more in gathering quantitative data that would help explain the depth of interventions required to increase mastery of the standards. Common formative assessments were inconsistently used, unit assessments were too long, leading to student frustration and lack of motivation. However, teachers did ensure that Study Sync lessons were assigned and tracked to determine mastery of skills. All students were exposed to grade level text and were taught literacy skills to increase their level of comprehension. ELA teachers pulled small groups for tier 2 interventions during their planning time to remediate instruction. We noticed that some of the skills were learned in isolation making it difficult for students to transfer their knowledge to core instruction. Again, 8th grade Pre-Algebra students struggled the most, as they lacked foundational skills and were not provided high quality instruction to ensure mastery of standards and adequate readiness for the FAST.

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

The data component that showed the most improvement was 7th grade Math and Geometry. 7th grade math scores rose from 51% to 60% and 100% of Geometry students passed the EOC exam. We were also able to increase our acceleration enrollment in Algebra and Geometry from 84% to 95%. Students were supported throughout the year with interventions such as, Algebra and Geometry Bootcamps, targeted instructional support, data chats, and small group remediation.

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

This school year students will be teamed with common teachers to assist with building team culture and supporting academic success. Students that scored a Level 1 on the FAST in reading will be enrolled in an Intensive Reading class. Students with Disabilities and ESOL students will receive additional accommodations and interventions in their core classrooms and extra support during our morning and after school tutoring programs. For example, Intensive reading teachers will utilize the I-Ready toolbox

scaffolding lessons, and Common Lit to develop fluency and comprehension skills of striving readers. Teacher teams and Administrative Support staff will implement social, emotional, and academic supports for targeted groups, such as African American students and students with behavioral and attendance challenges. Each school counselor will hold social skills classes that instruct students on anger management/coping skills, peer/friendship issues, grief and loss, and other related needs. Students with Disabilities and African American students ranked the highest in total number of out of school suspension incidents and days. Our goal is to create a common language and shared mission with creating a culture that is focused on improving behavior, academics, student engagement, instruction, curriculum, and student achievement.

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

*Creating a shared vision and mission
*Establishing a positive culture that empowers, students, staff, and families.
*Improving academic, social, and emotional student engagement
*Increasing ELA and Math passing rate on the FAST with our students with disabilities and African American students.
*Increasing student daily attendance percentage

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

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

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.

This area of focus is for our subgroup of Black/African American students as identified by our Every Student Success Act (ESSA) because they fell below 41% federal index and we will focus on improving this area.

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

By the end of the 2023-2024 school year there will be a minimum of four percentage point increase for Black/African American students in ELA passing from 18% to 22%. By the end of the year 2023, 45% of African American students will show learning gains on the ELA PM 3.

By the end of the 2023-2024 school year there will be a minimum of four percentage point increase for Black/African American students in math passing from 28% to 32%. By the end of the year 2023, 53% of African American students will show learning gains on the Math PM 3.

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

How will we know if they learned it?
They will learn it by their increased performance on FAST assessments. Data will be collected/analyzed to monitor/measure the academic progress being made by students as well as to adjust instruction to meet students at their academic gaps. Teachers will focus on rigorous standards-based instruction. For example, ELA teachers will assign I-Ready lessons and provide ongoing progress monitoring and personalized instruction for students. Students will complete a minimum of 45 minutes per week time on task and pass two or more lessons. Teachers will identify essential standards, develop lesson plans and create common formative assessments with their grade level and content PLC. Teachers will scaffold instruction and implement tier II interventions in the classroom using i-Ready toolbox, Study Sync Spotlight lessons, ALEKS and other markers for student progress. Review and reassessments will be made available for practice to measure the effectiveness of the interventions.

Person responsible for monitoring outcome:

Maureen Bassett (maureen.bassett@sarasotacountyschools.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.)

What do we want all students to know and be able to do?
Students will be provided additional supports in the classrooms with the co-teaching model in ELA and Math classes and Instructional Aides in intensive reading, science and social studies classes. Students will also be provided additional supports through intensive reading classes, math pull-outs; before and after school tutoring; and Strategic Tier 2 and Tier 3 interventions. For example, all instructional staff will be trained and implement the Focus 5 literacy strategy in their classroom (e.g, shared reading, think aloud, vocabulary, quick writes, and summarizing). All core and ENCORE teachers will be trained in the SQ3R Reading Strategy (Survey, Question, Read, Recite, Review). Staff will use the Visible Learning Framework when creating their lesson plans - Utilizing LISCs and high effect size strategies in every

lesson. In addition, teachers will utilize the Gradual Release of Responsibility Model of Instruction created by Douglas Fisher and Nancy Frey. "The gradual release of responsibility model of instruction suggests that cognitive work should shift slowly and intentionally from teacher modeling to joint responsibility between teachers and students, to independent practice and application by the learner (Pearson & Gallagher, 1983)." Additionally, iReady toolbox, common lit and reading and math standards mastery will be used differentiate instruction. We will also hold quarterly family involvement events to build a stronger partnership between home and school.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Co-teaching has widespread support in much of the special education literature (e.g., Friend et al., 2010; Friend, 2015). Finally, the school data indicates that students who have participated consistently in the reading and math strategies with fidelity have shown academic growth and learning gains. Tutoring programs are an extremely effective way to provide students with more learning opportunities, whether that means scaffolding the nonacademic skills students may need for school success or closing opportunity and learning gaps.
By getting the parent/guardians involved in their child's education we will achieve school and parent collaboration which will help our students to be more successful in school. According to the National Coalition for Parent Involvement in Education "no matter their income or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior and adapt well to school."

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.

How will we respond when students do not learn?
Students will be scheduled in ELA and math co-taught classes where the student to teacher ratio is 22 to 2, and one of the teachers is a certified ESE teacher. Tier 2 interventions in the classroom will be given 3 times a week in for 10 to 15 minutes. Conduct Administrative Reading Walk-Throughs 3 times a week.

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

By When: Beginning of the 2023-2024 school year and throughout the 23-24 school year.

How will we respond when students do not learn?
Targeted support by reading endorsed staff to provide scaffolded lessons and specific strategies to students scoring a Level 1 on FAST by the use of Common Lit; i-Ready teacher toolbox and i-Ready standards mastery lessons, as well as math teacher toolbox lessons and standards mastery lessons.

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

By When: Reading teachers will meet weekly to review data and make recommendations/revisions.

How will we respond when students do not learn?
ESE and ESOL students will participate in Keys to Success and before school or after school instructional lab for academic support with certified teachers. Teachers will utilize FAST, i-Ready and classroom data to develop specific strategic math and reading interventions to fill in academic gaps. Some tools teachers will utilize are: i-Ready toolbox, Common Lit, ALEKS.

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

By When: Keys to Success and Instructional lab are on-going for the entire 2023-2024 school year.

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

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

By When: Teachers will pull students weekly from Encore classes.

#2. Instructional Practice specifically relating to Math

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.

Math achievement levels in 8th grade saw the largest decline from 43% to 17%. 7th grade Math achievement increased 10 points from 50% to 60%. 6th grade Math achievement remained flat at 51%. African American and ESE students both saw an increase in learning gains with 16 percent and 13 percent decrease of students scoring below grade level.

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

By the end of the 2023-2024 school year, 65% of students will show proficiency in Math on the FAST PM3. There will be a minimum 6-percentage point increase in proficiency when compared to the percentage of students who scored proficient on the 2023 FAST PM3.

By the end of the school year 64% of students will show proficiency on the 7th grade Math FAST. There will be a minimum of a 13% increase on the FASTPM3 from the previous year's cohort of 6th grade students.

By the end of the school year 66% of students will show proficiency in Math on the 8th grade FAST. There will be a minimum of a 6-percentage increase from the previous year's cohort of 7th grade students.

Based on current state definition of learning gains, there will be a 6% increase in math learning gains, from 57% to 63% for all students and a 9% increase in math learning gains for the lowest quartile students from 53% to 62%.

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

How will we know if they learn it?
Students increased performance on FAST PM3
Teachers will identify essential standards, develop lesson plans, and create common formative assessments with their grade level content teams using the Big M standards. Teachers will scaffold instruction for ESE students by using the i-Ready toolbox, Standards Mastery, ALEKS and other markers for student progress. Review and reassessments will be made available for practice to measure the effectiveness of the intervention cycle.

All Math teachers will have a common planning period where they will plan, collaborate, and analyze the data of their students. Teachers will specifically focus on increasing achievement with high level 2 students. There are 24 7th grade students and 28 8th grade students who are in the level 2 high sub-bucket. Teachers will monitor students' progress on common formative assessments and other indicators to ensure mastery of topics.

Person responsible for monitoring outcome:

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

What do we want all students to know and be able to do?

All students will be taught the BEST standards aligned with their state course description.

Teachers will train students on the use of the four function or scientific calculator for assessments where calculators are allowed. Use of the ALEKS program will help to identify specific skills students will need to master. Small group instruction will be provided with tier 2 interventions for students with disabilities.

Teachers will use the Visible Learning Framework when creating their lesson plans - Utilizing LISCs and high effect size strategies in every lesson. In addition, teachers will utilize the Gradual Release of Responsibility Model of Instruction created by Douglas Fisher and Nancy Frey. "The gradual release of responsibility model of instruction suggests that cognitive work should shift slowly and intentionally from teacher modeling to joint responsibility between teachers and students, to independent practice and application by the learner (Pearson & Gallagher, 1983)."

Teachers will also gather data to track student progress and assist students with developing individual goals to monitor on their own. The Guiding Coalition will support departments and grade level teams with professional development on the PLC process.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

At the start of last school year, we were unable to fill a vacant math position with a certified math teacher. This caused us to hire a science teacher out of field, where she was assigned an 8th grade math class. Most of our students with disabilities and African American students struggled with understand mathematical concepts due to poor instruction. This year we are working on hiring a certified math teacher who will support our most vulnerable students with strong math core instruction and tier 2 interventions.

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?

Yes

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

How will we respond when some students do not learn?
Develop the following goals:
Identify and provide interventions to accelerated/struggling students
Analyze students' response to intervention and determine if a change in course placement is required.
Maintain at least 90% of all state identified (pre-identified) accelerated students in the required course.
Students enter intervention cycle through:
Low Common Formative Assessment Scores
Low Summative Assessment Scores
Low course grades
Behavior/Attendance

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

By When: Teams will meet weekly to review assessment grades and work products for feedback, revision, and consensus.

Schedule before or after school algebra bootcamp for the lower quartile algebra students to receive additional support with algebraic concepts.
Utilize on-line Alg. Test-Prep tool for progress monitoring purposes.
Increase number of students in acceleration average. Monitor students who were placed in Alg. as result of scoring a level 3 on the FAST Math but are lacking foundational pre-algebraic knowledge. Determine placement after the first Alg. 1 Benchmark.

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

By When: Two times a week either in the morning or afternoon and will run the entire 2023-2024 school year.

#3. 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.

In ELA achievement grade 6 had the largest decline from 48% to 39%, which was a 9% decrease. Both the district and the state also saw a decline in 6th grade ELA achievement. The district had a 6% decrease going from 60% to 54% and the state had a 5% decrease going from 52% to 47% but we had a larger decrease compared to district and state. Grade 7 also had a decrease in ELA achievement going from 46% to 43%, which was a 3% decrease. The district had a 2% decrease going from 57% to 55% and the state had a 1% decrease from 48%-47%. Grade 8 also had a decrease of 3% in ELA achievement going from 45% to 43%. The district had a 5% decrease, from 60% to 55% and the state had a 2% decrease from 49%-47%. Our incoming 6th grade students had an ELA achievement of 57% on the 5th grade ELA FAST assessment.

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

By the end of the 2023-2024 school year there will be a minimum of four percentage point increase for our 6th grade students in ELA passing from 57%to 61%.

By the end of the 2023-2024 school year there will be a minimum of fourteen percentage point increase for our 7th grade students in ELA passing from 39% to 53%.

By the end of the 2023-2024 school year there will be a minimum of ten percentage point increase for our 8th grade students in ELA passing from 43% to 53%.

Based on current state definition of learning gains, there will be a 9% increase in ELA learning gains, from 48% to 57% for all students and a 13% increase in ELA learning gains for the lowest quartile students from 40% to 53%.

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

How will we know if they learn it?
Student increased performance on the ELA FAST assessments. Data will be collected/analyzed to monitor/measure the academic progress being made by students as well as adjust instruction to meet students at their academic gaps. Teachers will focus on rigorous standards-based instruction. Teachers will meet in PLC grade level meetings to analyze student work, identify essential standards, develop lesson plans and create common formative assessments. Students will be assigned a quiz at the end of each story. Teachers will analyze the results of formative and End of Unit Summative Assessments to drive instruction and interventions. Teachers will follow the Study Sync curriculum and pacing guide using the First Read Quiz and Close Read in each unit to gather formative assessment data and implementation of the BEST standards. Teachers will also assign i-Ready standards mastery and will review assessments data with their PLC and use the data to form tier II intervention groups. Reading teachers will provide supplemental instruction to students who are below proficiency by using i-Ready toolbox lessons, Common lit. and Study Sync Spotlight lessons.

Person responsible for monitoring outcome:

Maureen Bassett (maureen.bassett@sarasotacountyschools.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.)

What do we want all students to know and be able to do?
ELA teachers will implement the new BEST standards with fidelity using the StudySync Curriculum for grades 6, 7, and 8. The Study Sync Pacing Guide will be followed by stories taught in order. Teachers will use the Scope and Sequence to assist in implementation of the standards/benchmark unit by unit. Teachers will use Skills Map to provide information about coverage for each standard. Extended writing project for each unit will be assigned to students, as teachers integrate writing throughout the lessons. Academic vocabulary will be posted on the board and teachers will use vocabulary in the context of the Study Sync textbook. Teachers will use the Visible Learning Framework when creating their lesson plans - Utilizing LISCs and high effect size strategies in every lesson. In addition, teachers will utilize the Gradual Release of Responsibility Model of Instruction created by Douglas Fisher and Nancy Frey. "The gradual release of responsibility model of instruction suggests that cognitive work should shift slowly and intentionally from teacher modeling to joint responsibility between teachers and students, to independent practice and application by the learner (Pearson & Gallagher, 1983)."
Students will be provided additional supports in the classroom with the co-teaching model in the ELA classes. Students will also be provided additional supports through before and after school instructional lab; tier II interventions and tier III interventions; i-Ready standards mastery, differentiated instructional lessons.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Tier II instruction addresses the specific needs of students who do not make sufficient progress at the tier I level. Tier II instruction is systematic, explicit and aligns with the ongoing tier I instruction- it should match what is going on in the classroom. "Tier 2 has three characteristics that distinguish it from core instruction: 1) it is evidence-based, 2) it consists of small-group instruction, and 3) it involves a clearly articulated intervention implemented with fidelity (NCRTI, 2010)." Providing tier II interventions will increase student achievement and reduce behavior problems in the classroom.

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.

How will we respond when students do not learn?
Targeted, systemic, and explicit small group instruction within the general education classroom as well as, targeted support by reading endorsed staff to provide scaffolded lessons and specific strategies to students scoring a Level 1 on FAST by the use of Common Lit; i-Ready teacher toolbox and i-Ready standards mastery lessons and math teacher toolbox lessons and standards mastery lessons.

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

By When: Teachers will meet weekly within their PLC groups to discuss data and create intervention groups.

How will we respond when students do not learn?
Students will participate in Keys to Success and before school or after school instructional lab for academic support with certified teachers. Our AM and PM instructional labs are used for students to get

assistance on current content and assignments being taught in class by certified instructors. Students may choose to attend instructional lab on their own or teachers may recommend students attend. Instructors can provide point of contact reteaching based on students' questions. Our Keys to Success program provides targeted additional instruction to ESE/ELL. Based on the analysis of test specifications and the identification of high impact standards, students are provided additional instruction based on their current deficiencies, so they can access the grade level content. Teachers will utilize FAST, i-Ready and classroom data to develop specific strategic reading interventions to fill in academic gaps. Some tools teachers will utilize are: i-Ready toolbox and Common Lit.

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

By When: Keys to Success and Instructional lab are on-going for the entire 2023-2024 school year.

How will we respond when students do not learn?
Students participate in weekly ELA pull-outs (during Encores) based on ELA and iReady data. Our ELA/ Math pullout program uses teacher formative and summative assessment data to identify students who are not showing success or progress on the high-impact standards. Teachers then provides one on one or small group reteaching of the standards or skills, including test taking strategies.

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

By When: Teachers will pull students weekly from Encore classes

#4. Instructional Practice specifically relating to Science

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.

Science achievement saw a decline of 4 percent from 47% to 43%. We continue to see a downward trend in Science achievement.

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

Overall achievement on the State Science Assessment will increase 8 percentage points from 43% to 51%.
Benchmark assessments in 6th, 7th, and 8th grade science will improve 4 percentage points with each unit of study.

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

How will we know when students have already learned the content?
Teachers will be able to measure mastery by analyzing formative assessments (e.g., discussion, informal quiz, Penda assignments, or quick write-ups).
Teachers are provided with various SSA/FCAT materials for weekly classroom lessons. Teachers will also model how to answer questions during bell-work activities to enhance test taking strategies. Guiding Coalition will support departments and grade level teams with professional on the PLC process.

Person responsible for monitoring outcome:

[no one identified]

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.)

We have experienced challenges with retaining certified teachers in 7th grade science. This has impacted students causing major gaps in their prior learning of science. Since the SSA includes all middle school science levels, students are underperforming in specific areas on the assessment. Our goal is to collaborate with the Program Curriculum Science Specialist to assist teachers will student engagement, experiential learning, scientific inquiry, literacy, and common formative assessments. Furthermore, admin will work the Science Dept. Chair to establish a culture of trust among science teachers as they analyze their data and collaborate within their PLCs.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Utilize district wide platforms, such as Schoology and Teams to assign and evaluate student work
Conduct frequent data chats with students to review their academic goals.
Share lesson plans to ensure alignment with essential standards
Utilize literacy strategies and strengthen vocabulary to enhance student comprehension of non-informational text.
Assign lessons on PENDA to monitor student progress on core and tier 2 instruction.
Utilize more common formative assessments to drive instruction.
Guiding Coalition will support departments and grade level teams with professional development on the PLC process.

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.

What will we do when students haven't learned the content?
Teacher will evaluate what standards need to be retaught to the class.
Teacher will check-in with students who are high-risk and assist them with developing goals and track their progress.
Provide opportunities to attend morning and afternoon tutoring.

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

By When: PLC Teams will meet weekly to review assessment grades and work products for feedback, revision, and consensus.

#5. Positive Culture and Environment specifically relating to Early Warning System

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.

Continued monitoring of the Early Warning Indicators shows the ongoing need to support and monitor suspensions and attendance. During the 2022-2023 school year, McIntosh Middle School had 196 days of out of school suspension and 251 days of in-school suspension. During the 2022-2023 school year, McIntosh Middle School was at 9.9% days absent.

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

By the end of the 2023-2024 school year, McIntosh Middle school will reduce the number of days of ISS and OSS by 25%.

By the end of the 2023-2024 school year, McIntosh Middle school will reduce absenteeism from 9.9% to the district average of 8.5%

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

Weekly MTSS meetings to review students that are having behavioral and attendance issues. Weekly Care/SWST meetings to monitor students in the MTSS process in regard to behavior and attendance. Monthly PBIS meetings. Quarterly Renaissance Award, PBIS and Attendance data board will be displayed in the cafeteria. Attendance letters will be sent, and parent meetings will be held after 5 days of absences by the school counselors. FBA/BIPS will be developed to address excessive behavior issues and will be monitored by behavior specialist. Utilize district dashboard data/SIS data. Truancy/Social worker home visits referrals. Wellness checks/address verifications.

Person responsible for monitoring outcome:

Katherine Fonte (katherine.fonte@sarasotacountyschools.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.)

Relationships building/mentoring/Check-in; Check-out
Daily point sheets
Attendance Contracts
Restorative Strategies
PBIS implementation
PBIS rewards
Quarterly PBIS incentive
Quarterly attendance reward
Quarterly Renaissance reward
Outside Referral Agencies
CAARS (Counseling As A Related Service)
Social Skills Groups
Mindset
Parent conferences- work as partners in educating and supporting students

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Students with specific trauma and behavioral issues impact not only their ability to perform and achieve academically, but also impact the environment, including the culture and climate of the school. They in fact, negatively impact the learning of other students, and the ability of teachers to facilitate lessons and foster learning in the classroom. In addition, in order to increase student achievement/learning gains, students need to be present for instruction.

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.

Mindset professional development for staff

Person Responsible: Frederick Sosnoski (frederick.sosnoski@sarasotacountyschools.net)

By When: During pre-week, prior to the beginning of the 2023-2024 school year .

School-wide classroom management Professional Development throughout the year (ex. Kagen, Mindset)

Person Responsible: Daniel Cover (daniel.cover@sarasotacountyschools.net)

By When: Throughout the school year.

School Counselor support (social skills groups, professional development, classroom support by doing intervention lessons (bullying, etc)).

Person Responsible: David Schatz (david.schatz@sarasotacountyschools.net)

By When: Throughout the school year

Attendance secretary- run attendance reports every week and notify school counselors as to which students have received letters. Keep and update attendance spreadsheet. All attendance documentation will be mailed home and will be filed in the office attendance binder.

Person Responsible: Lisa Hales (lisa.hales@sarasotacountyschools.net)

By When: Throughout the school year

After 3 days of unexcused/no contact- CP teacher will make a phone call home and begin/continue attendance interventions, document contact/attempt to contact on attendance conference form and contact school counselor. Attendance Secretary -will generate 3/5/10 day letter and mail home. School Counselor- will document attendance interventions and contacts and make sure attendance procedures are followed and contact Truancy Officer when procedures are complete.

Person Responsible: Lisa Hales (lisa.hales@sarasotacountyschools.net)

By When: Throughout the school year

School-Wide online PRIDE points. Teachers will reward students based on our PRIDE expectations and students will use their points for prizes on Fridays.

Person Responsible: Daniel Cover (daniel.cover@sarasotacountyschools.net)

By When: Throughout the school year

Teachers will collaborate with their team to develop a team-wide behavior management plan and a positive reward system. Procedures and process must reflect and align with school-wide expectations for behavior. The team plan will include a system for consequences, interventions and recognition.

Person Responsible: Daniel Cover (daniel.cover@sarasotacountyschools.net)

By When: During pre-week, before the 2023-2024 school year.

#6. 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.

This area of focus is for our subgroup of students with disabilities as identified by Every Student Success Act (ESSA) because they fell below the 41% federal index and we will focus on improving this area.

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

By the end of the 2023-2024 school year there will be a minimum of four percentage point increase for Students with Disabilities in ELA passing from 12% to 16%

By the end of the 2023-2024 school year there will be a minimum of four percentage point increase for Students with Disabilities in math passing from 24% to 28%

Based on current state definition of learning gains, there will be a 9% increase in ELA learning gains for Students with Disabilities, from 38% to 47% and a 9% increase in math learning gains for students with disabilities from 45% to 54%.

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

How will we know if they learned it?
By the increased performance on FAST assessments. Data will be collected/analyzed to monitor/measure the academic progress being made by students as well as to adjust instruction to meet students at their academic gaps and IEP goals. Frequent observations of both ESE and general education teachers will be conduct and specific feedback will be used for collaborative planning and progress monitoring. Teachers will focus on rigorous, standards-based instruction. Teachers will identify essential standards, develop lesson plans and create common formative assessments with their grade level and content PLC. Teachers will scaffold instruction and implement tier II interventions in the classroom using i-Ready toolbox, Study Sync Spotlight lessons, ALEKS and other markers for student progress. Review and reassessments will be made available for practice to measure the effectiveness of the interventions.

Person responsible for monitoring outcome:

Daniel Cover (daniel.cover@sarasotacountyschools.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.)

What do we want all students to know and be able to do?
Students will be provided additional supports in the classrooms with the co-teaching model in ELA and Math classes and Instructional Aides in intensive reading, science and social studies classes. Students will also be provided additional supports through math pull-outs; before and after school tutoring; Reading pull-outs; Strategic Tier 2 and Tier 3 interventions (Common, i-Ready teacher toolbox); iReady reading and math with diagnostics, standards mastery, differentiated instructional lessons. Teachers will use the Visible Learning Framework when creating their lesson plans - Utilizing LISCs and high effect size strategies in every lesson.
In addition, teachers will utilize the Gradual Release of Responsibility Model of Instruction created by Douglas Fisher and Nancy Frey. "The gradual release of responsibility model of instruction suggests that cognitive work should shift slowly and intentionally from teacher modeling to joint responsibility between teachers and students, to independent practice and application by the learner (Pearson & Gallagher,

1983)." Additionally, we will hold quarterly family involvement events to build a stronger partnership between home and school.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Co-teaching has widespread support in much of the special education literature (e.g., Friend et al., 2010; Friend, 2015). Finally, the school data indicates that students who have participated consistently in the reading and math strategies with fidelity have shown academic growth and learning gains. Tutoring programs are an extremely effective way to provide students with more learning opportunities, whether that means scaffolding the nonacademic skills students may need for school success or closing opportunity and learning gaps.

By getting the parent/guardians involved in their child's education we will achieve school and parent collaboration which will help our students to be more successful in school. According to the National Coalition for Parent Involvement in Education "no matter their income or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior and adapt well to school."

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.

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

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

By When: Beginning of the 2023-2024 school year.

How will we respond when students do not learn?
Targeted support by reading endorsed staff to provide scaffolded lessons and specific strategies to students scoring a Level 1 on FAST by the use of Common Lit; i-Ready teacher toolbox and i-Ready standards mastery lessons and math teacher toolbox lessons and standards mastery lessons.

Person Responsible: Daniel Cover (daniel.cover@sarasotacountyschools.net)

By When: Reading teachers will meet weekly to review data and make recommendations/revisions.

How will we respond when students do not learn?
Keys to Success and before school or after school instructional lab for academic support with certified teachers.

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

By When: Keys to Success and Instructional lab are on-going for the entire 2023-2024 school year.

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

Person Responsible: Daniel Cover (daniel.cover@sarasotacountyschools.net)

By When: Teachers will pull students weekly from Encore classes.

#7. Instructional Practice specifically relating to Social Studies

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.

The 22-23 Civics achievement decreased 8% from 80% to 72%. Our Civics EOC score was 6% higher than the state, however, we were 8% lower than the district.

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

By the end of the 2023-2024 school year there will be a minimum of an eight-percentage point increase in students demonstrating proficiency on the Civics EOC from 72% to 80%.

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

How will we know if they learn it?
Three times a month teachers will meet in grade level content PLC meetings to analyze student data based on district common unit assessments, as well as teacher's own formative and summative assessments (that are developed in PLC meetings). Teachers will analyze this data to drive instruction and intervention groups.

Person responsible for monitoring outcome:

Maureen Bassett (maureen.bassett@sarasotacountyschools.net)

Evidence-based 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.)

What do we want all students to know and be able to do?
After careful reflection based upon the 2022-2023 EOC score, emphasizing vocabulary is critical in civics. Reviewing standards allowed civics teachers to determine which vocabulary words were essential to their success on the EOC. As part of the MTSS framework of data analysis, identification of students and their targeted needs, the teachers will provide intervention days with groups of no more than 6 students that will focus on test spec questions to reinforce standards. Also, they will use a variety of review activities such as quizzes, Kahoot, i-Civics.org, Nearpod, vocabulary games and other resources to build confidence and skills to perform well on assessments. Students will be introduced to test specific questions to familiarize them with EOC type questions. Students will also participate in State mandated required Social Studies topics.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Last school year we lost a Civics teacher in December, and we were unable to fill the vacant position with a certified teacher and had several long-term substitutes fill the position. This year we hired a certified social studies teacher who has experience teaching Civics. These strategies were selected based on Benchmark/Unit Assessments, and teacher formative assessment data. By engaging students in more complex tasks, teachers will create an environment with high expectations of students with a high complexity of questioning. Having teachers focus on differentiation with the correct amount of scaffolding will help meet students where they are and move them forward. Focus on content area vocabulary instruction will increase comprehension of informational text and understanding of concepts.

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.

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

Person Responsible: David Sockness (david.sockness@sarasotacountyschools.net)

By When: Throughout the school year

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

Person Responsible: David Sockness (david.sockness@sarasotacountyschools.net)

By When: Throughout the school year

During Professional Learning Community (PLC), schedule on-going professional development with our district curriculum specialist. The related PDs will focus on the standards being assessed on district benchmarks and lesson development centered around those standards. Teachers will use the formative, summative, and district Benchmark assessments to track and ensure students are achieving mastery learning in the core area.
Using this data during PLC along with the MTSS/RTI Problem solving process to reevaluate instructional strategies and provide feedback and support as instruction moves into the more intensive levels of the tiered process.

Person Responsible: David Sockness (david.sockness@sarasotacountyschools.net)

By When: Throughout the school year

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 School Advisory Council meets monthly to discuss the School Improvement Plan, school wide initiatives and activities that align with student improvement goals. Members can request funding by completing a SAC Funds request form. Staff member must explain how their project supports school improvement goals, objectives, and how it correlates with the curriculum. The staff member must also demonstrate how the outcome of the project will improve student achievement. This year we were awarded ESSER (Elementary and Secondary School Emergency Relief) funds (Jump Start Funds) to use on programs and activities that provide targeted interventions for students who fall into the lower quartile group. Many of these students fall under the Federal Index, such as our students with disabilities and African American students. Students who have learning gaps and need additional support receive tier 2 instruction in addition to core instruction. Teachers are

paid a stipend and meet with students during their planning period or outside of their duty day to provide individual and small group instruction. For example, ESOL and ESE students receive academic support in Math and ELA twice a week from 4:30 to 6:00 pm on Mondays and Tuesdays. Certified ESOL and ESE instructors plan and design lessons that remediate and scaffold instruction. Teachers are also paid to train other teachers on best practices, such as classroom management, professional learning communities, lesson planning, and data driven instruction. This year, the Jumpstart grant made it possible for the ELA/Math departments to begin targeted interventions (pull outs) for students identified as needing additional support. In order to determine the progress of each student, the fluid small groups shift each week based upon the standards mastery testing results. These results are provided to the ELA department chair to compile and then sent to administration for data tracking purposes. The data is also sent to the Guiding Coalition to further analyze the results of the data and develop intervention plans and groups of students that are not meeting their developed and determined point of success. This year we have allocated funds to pay staff members for academic interventions twice a week for 1.5 hours each day, for 35 weeks. This includes interventions for tutoring, small group instruction, and course recovery. Instructional materials were purchased for ESOL students participating in our After School Keys to Success program. Ballard and Tighe Champion-of Ideas Program offers rigorous, research-based language development for middle school students. The program includes annotating tools, automating scoring, self-checks, and progress monitoring. Jumpstart funds will also compensate staff members for professional development activities on implementing literacy strategies and tier 2 interventions, as well as bi-weekly training on Schoology. Finally, we will increase parent and family engagement by organizing quarterly ESOL/Townhall parent nights, where parents will learn how to navigate online platforms, like the family portal, and receive information on attendance, discipline, grades, and standardized tests.