

Sarasota County Schools

Brookside Middle School



2018-19 School Improvement Plan

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Brookside Middle School

3636 S SHADE AVE, Sarasota, FL 34239

www.sarasotacountyschools.net/brookside

School Demographics

School Type and Grades Served (per MSID File) Middle School 6-8	2018-19 Title I School No	2018-19 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3) 67%
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Primary Service Type (per MSID File) K-12 General Education	Charter School No	2018-19 Minority Rate (Reported as Non-white on Survey 2) 46%
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School Grades History

Year Grade	2017-18	2016-17	2015-16	2014-15
	A	B	B	B*

School Board Approval

This plan is pending approval by the Sarasota County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and

using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

OUR MISSION

The mission of Brookside Middle School is to develop knowledgeable and caring young people to create a better and more peaceful world through intercultural understanding and respect.

At Brookside, our students are held accountable for following the Cuda Code.

- Cudas are committed.
- Cudas are prepared.
- Cudas are respectful.
- Cudas are appropriate.
- Cudas are prompt.

Provide the school's vision statement

OUR VISION

Brookside Middle School places the child at the center of its learning activities to enable all learners to lead productive, responsible and healthful lives. Brookside Middle School prepares students to achieve the highest learning standards by engaging a high quality staff, involved parents and a supportive community.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Gruhl, Matthew	Principal
Sims, Nicole	Guidance Counselor
Serino, Paul	Administrative Support
Fuesy, Jessica	Assistant Principal
Mims, Ginger	Administrative Support
Cameron, Christi	Administrative Support
Adams, Patricia	Attendance/Social Work
Rojas, Amanda	Assistant Principal
Varlas, Melissa	Teacher, K-12
Fournier, Elena	Psychologist
Davis-Cokley, Pamela	Guidance Counselor
Haney, Lauren	Administrative Support
Fuller, Bernice	Attendance/Social Work

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Administration: Responsible for the implementation, support and effectiveness of the SIP. Supports the teachers in implementation of best teaching practices in the classroom. Provides opportunities for teachers to grow with professional development. Helps to facilitate school-wide support team (SWST)/Children at Risk in Education (CARE) meetings. Supports needs of team/teacher/students/staff with interventions/parent contacts/student information. Responsible for instructional materials/programs (such as texts, i-Ready, IXL, Write Score). Monitors and evaluates student progress and the effectiveness of programs.

Guidance Counselors: Provides students with emotional support. Provides teachers with support through interventions. Guidance reviews students of concern. Facilitate meetings- Records notes (on SWST roster) and provides them via Sharepoint to SWST members. Both Guidance Counselors provide support to teachers for academic interventions through the MTSS process/parent contacts/student information. Guidance oversees attendance, retention prevention.

Behavior Specialist: Provides data regarding students, monitors Project Success students (grades and behavior), provides behavior support to teachers for interventions through the MTSS process/student information and manages the PBIS school wide.

School Psychologist: Provides support to team for interventions, observations, student information and evaluation – help support needs of students.

School Social Worker: Communicates with families as needed and makes home visits as requested during SWST meetings regarding supports and services. Provides support to teachers/team for interventions/parent contacts/student information and evaluations.

Truancy Case Worker: Attendance (Home visits as needed), provides support to team for parent contacts/student information.

ESE Liaison: Provides support to teachers/team for interventions/parent contacts/student information and observations of ESE and struggling students.

IB Coordinator: Plans with PLCs to incorporate best practices in teaching. Coordinates service opportunities for teachers. Success Advocate.

TOSA: Prepares the master schedule and tracks student data to assist teachers monitor data. Testing Coordinator.

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	49	65	60	0	0	0	0	174
One or more suspensions	0	0	0	0	0	0	25	25	39	0	0	0	0	89
Course failure in ELA or Math	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	0	0	0	65	48	62	0	0	0	0	175

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	29	29	33	0	0	0	0	91

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	3	0	0	0	0	3

Date this data was collected

Thursday 9/13/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	59	71	69	0	0	0	0	199
One or more suspensions	0	0	0	0	0	0	89	101	51	0	0	0	0	241
Course failure in ELA or Math	0	0	0	0	0	0	1	0	6	0	0	0	0	7
Level 1 on statewide assessment	0	0	0	0	0	0	64	79	64	0	0	0	0	207

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	34	48	32	0	0	0	0	114

Year 2016-17 - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	59	71	69	0	0	0	0	199
One or more suspensions	0	0	0	0	0	0	89	101	51	0	0	0	0	241
Course failure in ELA or Math	0	0	0	0	0	0	1	0	6	0	0	0	0	7
Level 1 on statewide assessment	0	0	0	0	0	0	64	79	64	0	0	0	0	207

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	34	48	32	0	0	0	0	114

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

At Brookside, the bottom quartile in reading performed the lowest. Reviewing prior year's data, Brookside has increased these categories over the last three year, but they have consistently been some of the lowest categories.

Which data component showed the greatest decline from prior year?

At Brookside, all categories increased, except for one category that remained the same. The category that remained the same was the percent of students earning a years worth of growth in reading.

Which data component had the biggest gap when compared to the state average?

The data component with the biggest (negative) gap when compared to the state averages for proficiency was in civics. Brookside scored 5 points below the state average in civics.

Which data component showed the most improvement? Is this a trend?

The middle school acceleration category improved by the most points in the 2017-18 school year. Brookside earned 23 more points than the year prior. From 2015-16 middle school acceleration dropped one point.

The following year, there was a three point increase.

Describe the actions or changes that led to the improvement in this area

Additional students that qualified based on their prior year's test scores were placed in algebra. In addition to adding students, there was an increase in support for students. A before school Algebra Club was started and daytime tutoring was provided to struggling students.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	59%	63%	53%	57%	62%	52%
ELA Learning Gains	56%	57%	54%	56%	59%	54%
ELA Lowest 25th Percentile	47%	48%	47%	45%	47%	44%
Math Achievement	73%	74%	58%	65%	71%	56%
Math Learning Gains	73%	67%	57%	63%	66%	57%
Math Lowest 25th Percentile	64%	61%	51%	48%	55%	50%
Science Achievement	59%	62%	52%	51%	59%	50%
Social Studies Achievement	66%	78%	72%	0%	91%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	49 (59)	65 (71)	60 (69)	174 (199)
One or more suspensions	25 (89)	25 (101)	39 (51)	89 (241)
Course failure in ELA or Math	0 (1)	0 (0)	1 (6)	1 (7)
Level 1 on statewide assessment	65 (64)	48 (79)	62 (64)	175 (207)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	54%	63%	-9%	52%	2%
	2017	59%	65%	-6%	52%	7%
Same Grade Comparison		-5%				
Cohort Comparison						
07	2018	58%	62%	-4%	51%	7%
	2017	51%	64%	-13%	52%	-1%
Same Grade Comparison		7%				
Cohort Comparison		-1%				
08	2018	59%	70%	-11%	58%	1%
	2017	57%	65%	-8%	55%	2%
Same Grade Comparison		2%				
Cohort Comparison		8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	53%	66%	-13%	52%	1%
	2017	53%	66%	-13%	51%	2%
Same Grade Comparison		0%				
Cohort Comparison						
07	2018	81%	73%	8%	54%	27%
	2017	40%	54%	-14%	53%	-13%
Same Grade Comparison		41%				
Cohort Comparison		28%				
08	2018	60%	63%	-3%	45%	15%
	2017	74%	75%	-1%	46%	28%
Same Grade Comparison		-14%				
Cohort Comparison		20%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017	100%	69%	31%	63%	37%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	65%	80%	-15%	71%	-6%
2017	0%	97%	-97%	69%	-69%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		65%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	97%	77%	20%	62%	35%
2017	100%	71%	29%	60%	40%
Compare		-3%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	100%	71%	29%	56%	44%
2017	100%	70%	30%	53%	47%
Compare		0%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	66	60	51	79	76	70	68	69	77		
BLK	39	43	30	50	56	32	45	55			
HSP	50	51	45	67	71	66	42	61	84		
ASN	86	81		95	90				100		
MUL	54	56		75	74		62	70	73		
SWD	25	35	29	37	55	51	19	41			
FRL	52	51	45	68	70	59	46	60	76		
ELL	27	44	48	54	74	63	14	38			

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	66	60	49	72	66	51	64		62		
BLK	32	40	34	49	62	51	19		36		
HSP	48	51	45	54	56	41	45		49		
ASN	91	71		91	85						
MUL	56	54	50	75	75	60	40		42		
SWD	18	39	36	21	43	37	13				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
FRL	49	51	41	57	59	46	46		47		
ELL	20	46	50	33	46	35	33				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title Reading Gains

Rationale Based on our prior year's data, ELA gains was the only area that did not increase from the prior year. Students in subgroups performed lower than the school average on the 2018 reading assessment, including ELL (12 points below school average), SWD (31 points below school average), and African American (13 points below the school average) populations.

Intended Outcome In the 2018-19 school year, Brookside intends to increase the percent of students making learning gains on the ELA FSA by 4%. Our Reading Gains will increase from 56% to 60%.

Point Person Jessica Fuesy (jessica.fuesy@sarasotacountyschools.net)

Action Step

Description

- IXL Language Arts will be used to support language arts curriculum.
- i-Ready Diagnostics, Standards Mastery Assessments, individual paths and extra lessons will be used in a 30 minute course at the beginning of each school day.
- Write Score writing assessments will be administered two times this year. Teachers will also have the Write Score resources and lessons.
- Reading classes for level 1 and 2 students will increase from a semester course to a yearlong course.
- Visible Learning professional development strategies will be presented to staff.
- High expectations teaching strategies will be presented to staff.

- Collections textbooks
- Thursday Night School
- Before school tutoring
- School-Wide Writing Expectations
- Sixth grade teachers in language arts, social studies, and science will participate in literacy training to infuse reading strategies and literacy into the content areas.
- All teachers will have an opportunity to participate in IB best practices training throughout the school year.
- Weekly check-ins with students in our lower quartile and low performing subgroups, such as ELL, SWD and African American during the second semester.

Person Responsible Jessica Fuesy (jessica.fuesy@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description

- Monitor i-Ready Diagnostic changes - administered beginning, middle and end of year
- Monitoring i-Ready Standards Mastery data - administered four times per year, monitoring students minutes, alerts and pass rates in i-Ready
- Reviewing write score data
- Instructional Direction Meetings (IDMs) with curriculum specialist & teachers will occur strategically throughout the year
- Social Studies and Science teachers will meet with Language Arts teachers on how best to support them through their content areas using reading and writing strategies.

- Monitor subgroups of students that performed lower than the school average on the 2018 reading assessment, including ELL, SWD, and African American populations.

Person Responsible Jessica Fuesy (jessica.fuesy@sarasotacountyschools.net)

Activity #2	
Title	Civics
Rationale	Our civics data was lower than the district and state averages.
Intended Outcome	In the 2018-19 school year, Brookside intends to increase the percent of students making learning gains on the Civics Assessment by 4%. Our Civics proficiency score will increase from 66% to 70%. Students in subgroups performed lower than the school average on the 2018 civics assessment, including ELL (27 points below school average), SWD (24 points below school average), African American (10 points below the school average), and Hispanic (4 points below the school average) populations.
Point Person	Amanda Rojas (amanda.rojas@sarasotacountyschools.net)
Action Step	
Description	<ul style="list-style-type: none"> •IXL Social Studies will be used to support social studies curriculum. •iCivics and district created modules will be implemented to support learning. •Visible Learning professional development strategies will be presented to staff. •High expectations teaching strategies will be presented to staff. •HMH textbooks •Thursday Night School •Before school tutoring •School-Wide Writing Expectations <p>•All teachers will have an opportunity to participate in IB best practices training throughout the school year.</p> <p>•New common assessments created by teachers from each of middle schools in Sarasota county will be administered quarterly.</p> <p>•Civics teachers will have quarterly meetings with the district curriculum specialist to discuss progress of students and strategies and practices being used in the classrooms.</p> <p>•Weekly check-ins with students in our lower quartile and low performing subgroups, such as ELL, SWD and African American during the second semester.</p>
Person Responsible	Amanda Rojas (amanda.rojas@sarasotacountyschools.net)
Plan to Monitor Effectiveness	
Description	<ul style="list-style-type: none"> •Quarterly Instructional Directional Meetings (IDMs) with teachers, administrators, and district curriculum specialists to review scores from benchmark assessments and use data to drive future instruction. •Teachers will monitor student grades and will provide interventions for students in need of additional support. •Interventions include, but are not limited to, small group instruction, Thursday Night School tutoring, and before school tutoring. •Monitor subgroups of students that performed lower than the school average on the 2018 reading assessment, including ELL, SWD, and African American populations.
Person Responsible	Amanda Rojas (amanda.rojas@sarasotacountyschools.net)

Activity #3

Title Reading Gains Lowest Quartile

Rationale Brookside's lowest scoring category on the 2018 FSA was in Reading Gains for the lowest quartile of students. Students in subgroups performed lower than the school average on the 2018 reading assessment, including ELL (12 points below school average), SWD (31 points below school average), and African American (13 points below the school average) populations.

Intended Outcome In the 2018-19 school year, Brookside intends to increase the percent of students in the lowest quartile making learning gains on the ELA FSA by 4%. Our Reading Gains of students in the lowest quartile will increase from 47% to 51%.

Point Person Matthew Gruhl (matthew.gruhl@sarasotacountyschools.net)

Action Step

- IXL Language Arts will be used to support language arts curriculum.
- i-Ready Diagnostics, Standards Mastery Assessments, individual paths and extra lessons will be used in a 30 minute course at the beginning of each school day.
- Write Score will be administered two times this year. Teachers will also have the Write Score resources and lessons.
- Reading classes for level 1 and 2 students will increase from a semester course to a yearlong course.
- Teachers will breakdown data for students based on the i-Ready diagnostic related to individual’s skill set related to phonological awareness, phonics, high frequency words, vocabulary, comprehension of literature and comprehension of informational text.
- Visible Learning professional development strategies will be presented to staff.
- High expectations teaching strategies will be presented to staff.
- Collections textbooks
- Spring Board Textbooks
- LAFs Reading Books will be used.
- Thursday Night School
- Before school tutoring
- School-Wide Writing Expectations
- Sixth grade teachers in language arts, social studies, and science will participate in literacy training to infuse reading strategies and literacy into the content areas.
- All teachers will have an opportunity to participate in IB best practices training throughout the school year.
- Project Success – Select students in the lowest quartile will be included in the project success program and be assigned a mentor. Mentors will work with students on personal goals – academic or behavioral and help students track their progress daily.
- All teachers will participate in Social Emotional Learning (SEL).
- ILA teachers will participate in meetings and instructional rounds with the language arts curriculum specialist and other ILA teachers from around the district.
- PBIS program to help positively support students.

Description

- Weekly check-ins with students in our lower quartile during the second semester.

Person Responsible Matthew Gruhl (matthew.gruhl@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description

- Instructional Groups have been created in i-Ready with students in the lowest quartile to assist in tracking their i-Ready data.
- Monitoring i-Ready Diagnostic changes - administered beginning, middle and end of year,
- Monitoring i-Ready Standards Mastery data - administered four times per year, monitoring students minutes, alerts and pass rates in i-Ready, reviewing write score data.
- The district has created a new dashboard to help track which students are in the lowest quartile as our attendance changes.
- Student progress in reading classes will be monitored closely.
- i-Ready reading books will be used to support reading students.
- The SWST/CARE team will monitor progress of students in the lowest quartile at weekly meetings to discuss progress and additional needed interventions.
- Instructional Direction Meetings (IDMs) with curriculum specialist & teachers will occur strategically throughout the year.
- Social Studies and Science teachers will meet with Language Arts teachers on how best to support them through their content areas using reading and writing strategies.
- Project Success Team will meet monthly to discuss students' progress and brainstorm ways to address struggles, students from lower performing subgroups will be included in this program..
- Monitor subgroups of students that performed lower than the school average on the 2018 reading assessment, including ELL, SWD, and African American populations.

Person Responsible Matthew Gruhl (matthew.gruhl@sarasotacountyschools.net)

Activity #4	
Title	Grade 6 Math Proficiency
Rationale	Our sixth grade math proficiency is 53%, which is 13% below our district average. Students in subgroups performed lower than the school average on the 2018 math assessment, including ELL (19 points below school average), SWD (36 points below school average), African American (23 points below the school average), and Hispanic (7 points below school average) populations.
Intended Outcome	In the 2018-19 school year, Brookside intends to increase the percent of students meeting proficiency in sixth grade on the Math FSA by 4%. Our sixth grade math proficiency will increase from 53% to 57%.
Point Person	Jessica Fuesy (jessica.fuesy@sarasotacountyschools.net)
Action Step	
Description	<ul style="list-style-type: none"> •IXL math will be used to support math curriculum. •i-Ready Diagnostics, Standards Mastery Assessments, individual paths and extra lessons will be used in a 30 minute course at the beginning of each school day. •Visible Learning professional development strategies will be presented to staff. •High expectations teaching strategies will be presented to staff. •Big Ideas textbooks •TI Calculators for formative assessment •Thursday Night School and before school tutoring •All teachers will have an opportunity to participate in IB best practices training throughout the school year. •Brookside's sixth grade math PLC will meet with the district math curriculum specialist strategically throughout the year on incorporating high impact strategies into their classrooms. •Weekly check-ins with students in our lower quartile and low performing subgroups, such as ELL, SWD and African American during the second semester.
Person Responsible	Jessica Fuesy (jessica.fuesy@sarasotacountyschools.net)
Plan to Monitor Effectiveness	
Description	<ul style="list-style-type: none"> •Monitor i-Ready Diagnostic student proficiency and growth - administered beginning, middle and end of year •Monitor i-Ready Standards Mastery data - administered four times per year, monitoring students' minutes, alerts and pass rates in i-Ready •Teachers will track student progress on skills through IXL and Big Ideas lessons. •Teachers will use data from TI quizzes. •Monitor subgroups of students that performed lower than the school average on the 2018 reading assessment, including ELL, SWD, and African American populations.
Person Responsible	Jessica Fuesy (jessica.fuesy@sarasotacountyschools.net)

Activity #5	
Title	PBIS
Rationale	Decreasing the number of discipline referrals will result in less ISR, allowing for students to remain in classroom learning from their teachers with their peers.
Intended Outcome	In the 2018-19 school year, Brookside intends to decrease the number of students receiving OSS by 4%, reducing the number of students from 89 to 85.
Point Person	Jessica Fuesy (jessica.fuesy@sarasotacountyschools.net)
Action Step	
Description	<ul style="list-style-type: none"> •PBIS Stamps- Each student has a stamp sheet in their agenda for positive stamps. Students demonstrating positive choices in class and on campus are given stamps in the agenda. These stamps can be redeemed twice a month for prizes during lunch. •Project Success- Students on campus that need additional support (based on last year’s data/ teacher recommendations) have been paired with a mentor for the school year. Project Success students check in daily with their Success Advocate (mentor) regarding their goals and successes for the day. Parents are also an active part of Project Success. Parents, students, and Success Advocates are goal setting together, meeting to discuss concerns, and celebrating together as progress is made. Students making up our lower performing subgroups, such as ELL, SWD, African American and Hispanic will be included in this program to continue to track their academic and behavioral progress. •Quarterly Celebrations: Each quarter students that have met the outlined criteria below will be invited to a quarterly celebration. This celebration is to recognize the positive work happening on campus. Students at this celebration will also be recognized for their progress on iReady and the success they have been having. oQuarterly Celebration Criteria: <ul style="list-style-type: none"> •Grades of a “C” or Higher •No Discipline Referrals •No more than one unexcused absence •7 ELA and 7 Math lessons passed on iReady •Student of the Month Each month students across campus will be recognized for demonstrating an IB Learner Profile trait (Ex. August- Caring September- Reflective). Teachers will rotate among their PLC groups to nominate students. Students will be recognized on campus as well as at a quarterly, evening celebration with families invited. •CUDA Coda and IB Profile Traits: The IB profile trait (Ex. Risk Taker, Communicator, Balanced) of the month will be discussed throughout the month connected to the CUDA Code. Teachers and Staff will be looking for examples of the learner profile traits and recognizing students and reinforcing positive student behavior through the great examples on campus. •Educating students on Brookside’s behavior expectations in the Student Agenda- provided to all students with detailed expectations of behavior and incentives •Sending a Welcome Beck Letter to Students/Families- before school began, all families were sent a welcome letter with information about back to school announcements and school expectations •Beginning of the Year Review- during the first weeks of school, students

reviewed numerous schoolwide topics (ex. school rules, safety, expectations, procedures) so that all students were aware of Brookside Middle School expectations. This took place in classes as well as the café.

- School Announcements- Brookside Middle School News and Radio, student-created with the support of teachers and administration to share important topics with students throughout the year
- Blackboard-Community Engagement - Families are contacted as needed regarding updates. This is done through call outs, emails, and text messages.
- CCR (College and Career Readiness) Class- During the 1st period class, students review a variety of topics including behavioral expectations and how they connect to the CUDA Code and IB Learner Profile Traits
- CHAMPS Recommendations- Research-based approach to managing student behavior in a proactive, positive manner. Behavior Specialist will infuse strategies into working with teachers/students this year.
- All teachers will participate in Social Emotional Learning (SEL).

Person Responsible Amanda Rojas (amanda.rojas@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description

- Quarterly Reports will be created and tracked including data related to lunch detentions, after school detentions, ISR, OSS & Referrals.
- SWST & CARE meetings will be scheduled for students of concern & with a large number of incidents.
- Project Success team of advocates will meet monthly to review student success and shortcomings and brainstorm ideas to help students be successful.
- Administration, Behavior Specialist & Guidance will meet regularly about students of concern and create plans to support classroom teachers with students.

Person Responsible Paul Serino (paul.serino@sarasotacountyschools.net)

Part V: Budget

Total:	\$46,604.60
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