

Santa Rosa County School District

Thomas L Sims Middle School



2020-21 Schoolwide Improvement Plan

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Thomas L Sims Middle School

5500 EDUCATION DR, Pace, FL 32571

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

Demographics

Principal: Emily Donalson

Start Date for this Principal: 10/1/2015

2019-20 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
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	33%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	
School Grades History	2018-19: A (72%) 2017-18: A (73%) 2016-17: A (70%) 2015-16: A (70%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Jeff Sewell
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Santa Rosa County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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

Inspiring and empowering students to reach their maximum potential by instilling responsibility and facilitating learning through engaging instruction.

Provide the school's vision statement

Our students will reach their maximum potential in an ever-changing world.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Donalson, Emily	Principal	<p>As the principal of Sims Middle School, Mrs. Donalson is the primary educational leader on campus. As part of this process, she leads professional development and shares professional development opportunities with staff. As part of this role, Mrs. Donalson performs classroom observations to see that classroom instruction is standards-based and rooted in best instructional practices. She monitors benchmark data and shares data with all stakeholders. Routinely, Mrs. Donalson shares with stakeholders the progress of students and the strategies being implemented to improve student performance. She seeks input from SAC in creating goals for growth and areas of focus for improvement.</p> <p>Principal Donalson is also responsible for the safety of students and staff while on campus. In serving this role, she facilitates safety training on campus and ensures that state and district safety requirements are met. As part of creating a safe environment, Mrs. Donalson works to foster positive relationships among students, between students and staff, and among staff members as part of the PBIS program on campus.</p> <p>In addition to safety and academic performance, Mrs. Donalson monitors student discipline to ensure that student's have the best environment possible for learning and that consequences are applied equitably and fairly with the goal of promoting positive behavior on campus and in the community.</p>
Stokes, Ryan	Assistant Principal	<p>As Assistant Principal, Ryan Stokes is tasked with being an instructional leader on campus. He shares with faculty and staff professional development opportunities and leads professional development when appropriate. Mr. Stokes monitors benchmark data and works with teachers to implement instructional strategies founded in best practice. He is charged with organizing multiple stakeholders on campus including SAC, grade levels, and departments. He works with these stakeholders in the creation of the School Improvement Plan and reports progress to these groups regularly.</p> <p>In addition to being an instructional leader, Mr. Stokes is also responsible for safety on campus including overseeing facilities maintenance requests, teacher safety training, and student safety education. Assistant Principal Stokes also conducts discipline investigations while ensuring that students are provided with due process as part of the discipline process. Mr. Stokes develops strong relationships with students and staff as part of the pursuit of student success.</p>
Davis, Kristen	Dean	<p>Primary duties and responsibilities of a middle school dean include, but are not limited to the following: *Manage student supervision issues.</p>

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> *Enforce school and district behavioral expectations fairly and consistently. *Be knowledgeable of Santa Rosa County School Board Policies regarding safety and discipline. *Be knowledgeable of the Santa Rosa County Code of Student Conduct and the School Handbook. *Counsel students and parents concerning school and district policies. *Assist staff and parents in developing student behavioral expectations. *Assist in the planning, development and implementation of individual student behavior plans. *Serve as a resource to staff in dealing with classroom management issues. *Coordinate with staff and administration the development of the school's discipline plan/hierarchy. *Maintain and periodically review student discipline records. *Maintain confidentiality in all issues that require involvement. *Promote the welfare of students, faculty and staff; and set high expectations and articulate them to all stakeholders. *Facilitate cooperation among all stakeholders (administrators, teachers, parents, students) in the appropriate handling of student discipline issues. *Assist in the development of the school crisis plan and be an integral part of the plan. *Become an active member of the school leadership team. <p>In addition to these items, Mrs. Davis also continues to grow and strengthen in regards to her leadership skills and abilities in order to relate to all middle school students.</p>
<p>Godwin, Danyette</p>	<p>Guidance Counselor</p>	<p>Primary duties and responsibilities of a certified school counselor include, but are not limited to:</p> <ul style="list-style-type: none"> *Develop counseling services and establish priorities through short and long range plans based on developmental needs of students, needs assessments, and school, district, and state priorities. *Communicate goals and services of the counseling programs to school administration, staff, students, parents, and community. *Review, evaluate, and select a variety of materials to support a well-balanced counseling program. *Establish, implement, coordinate, and monitor effective school-wide counseling services and activities. *Establish and follow procedures for appropriate intervention in accordance with school, district, state, and district guidelines. *Coordinate the proper maintenance, transfer, and acquisition of students' records as required by applicable regulations and policies. *Use technology resources effectively and assist in the

Name	Title	Job Duties and Responsibilities
		<p>maintenance of the automated student data systems.</p> <ul style="list-style-type: none"> *Provide input in the development of curriculum and the master schedule. *Assist in the management and dissemination of the Emergency Health Care Plans to all appropriate school personnel. *Coordinate and/or assist with award presentations and 8th grade transition to high school activities. *Provide assistance in the screening, referral, identification, and placement of students with special needs. *Assess students using the Multi Tier Support System (MTSS—formerly known as RTI) and provide assistance. *Monitor the 504 Plan process, including involving parents and school personnel, creating Plans, and maintaining compliance. *Coordinate, train, and administer a variety of standardized tests, maintain security, and interpret test results to parents, students, and school staff. *Provide personal/social, behavioral, career, and academic counseling activities including individual and/or group as needed to promote student success. *Recognize the special needs of individuals and families and make appropriate recommendations including appropriate referrals (i.e. homeless, Lakeview, etc.). *Recognize the overt indicators of student distress or abuse and take stipulated intervention, referral, or reporting action. *Provide crisis intervention including follow-up services as appropriate. *Provide intervention for at-risk students and those with special learning and behavioral needs including making appropriate plans and referrals, e.g. attendance and truancy intervention plans. *Assist in the registration and scheduling of students. *Assist students in their transition to and from feeder schools and out of district schools. *Consult effectively with students, parents, teachers, and other school staff to assist students toward success, providing a supportive and confidential atmosphere. *Serve as advocate for students. *Provide information and/or in-service for teachers, administrators, and other school staff. *Identify student/school issues; facilitate and follow established procedures. *Review student records and other indicators as deemed appropriate by the district guidelines to evaluate student needs.
<p>Moore, Penny</p>	<p>Guidance Counselor</p>	<p>Primary duties and responsibilities of a certified school counselor include but are not limited to:</p> <ul style="list-style-type: none"> *Develop counseling services and establish priorities through short and long range plans based on developmental needs of students, needs assessments, and school, district, and state priorities. * Communicate goals and services of the counseling programs to

Name	Title	Job Duties and Responsibilities
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- school administration, staff, students, parents, and community.
- * Review, evaluate, and select a variety of materials to support a well-balanced counseling program.
 - * Establish, implement, coordinate, and monitor effective school-wide counseling services and activities.
 - * Establish and follow procedures for appropriate intervention in accordance with school, district, state, and district guidelines.
 - * Coordinate the proper maintenance, transfer, and acquisition of students' records as required by applicable regulations and policies.
 - * Use technology resources effectively and assist in the maintenance of the automated student data systems.
 - * Provide input in the development of curriculum and the master schedule.
 - * Assist in the management and dissemination of the Emergency Health Care Plans to all appropriate school personnel.
 - * Coordinate and/or assist with award presentations and 8th grade transition to high school activities.
 - * Provide assistance in the screening, referral, identification, and placement of students with special needs.
 - * Assess students using the Multi Tier Support System (MTSS—formerly known as RTI) and provide assistance.
 - * Monitor the 504 Plan process, including involving parents and school personnel, creating Plans, and maintaining compliance.
 - * Coordinate, train, and administer a variety of standardized tests, maintain security, and interpret test results to parents, students, and school staff.
 - * Provide personal/social, behavioral, career, and academic counseling activities including individual and/or group as needed to promote student success.
 - * Recognize the special needs of individuals and families and make appropriate recommendations including appropriate referrals (i.e. homeless, Lakeview, etc.).
 - * Recognize the overt indicators of student distress or abuse and take stipulated intervention, referral, or reporting action.
 - * Provide crisis intervention including follow-up services as appropriate.
 - * Provide intervention for at-risk students and those with special learning and behavioral needs including making appropriate plans and referrals, e.g. attendance and truancy intervention plans.
 - * Assist in the registration and scheduling of students.
 - * Assist students in their transition to and from feeder schools and out of district schools.
 - * Consult effectively with students, parents, teachers, and other school staff to assist students toward success, providing a supportive and confidential atmosphere.
 - * Serve as advocate for students.
 - * Provide information and/or inservice for teachers, administrators, and other school staff.
 - * Review student records and other indicators as deemed

Name	Title	Job Duties and Responsibilities
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appropriate by the district guidelines to evaluate student needs.

Demographic Information

Principal start date

Thursday 10/1/2015, Emily Donalson

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

8

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

15

Total number of teacher positions allocated to the school

56

Demographic Data

2020-21 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
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	33%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: A (72%) 2017-18: A (73%)

	2016-17: A (70%) 2015-16: A (70%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Jeff Sewell
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	330	348	345	0	0	0	0	1023
Attendance below 90 percent	0	0	0	0	0	0	4	8	12	0	0	0	0	24
One or more suspensions	0	0	0	0	0	0	3	25	29	0	0	0	0	57
Course failure in ELA	0	0	0	0	0	0	2	0	2	0	0	0	0	4
Course failure in Math	0	0	0	0	0	0	6	0	1	0	0	0	0	7
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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

Date this data was collected or last updated

Monday 8/31/2020

Prior Year - 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
Number of students enrolled	0	0	0	0	0	0	380	367	395	0	0	0	0	1142
Attendance below 90 percent	0	0	0	0	0	0	40	32	36	0	0	0	0	108
One or more suspensions	0	0	0	0	0	0	4	17	26	0	0	0	0	47
Course failure in ELA or Math	0	0	0	0	0	0	30	17	19	0	0	0	0	66
Level 1 on statewide assessment	0	0	0	0	0	0	48	38	45	0	0	0	0	131

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	26	18	24	0	0	0	0	68

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	1	1	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	1	1	0	0	0	0	0	2

Prior Year - 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
Number of students enrolled	0	0	0	0	0	0	380	367	395	0	0	0	0	1142
Attendance below 90 percent	0	0	0	0	0	0	40	32	36	0	0	0	0	108
One or more suspensions	0	0	0	0	0	0	4	17	26	0	0	0	0	47
Course failure in ELA or Math	0	0	0	0	0	0	30	17	19	0	0	0	0	66
Level 1 on statewide assessment	0	0	0	0	0	0	48	38	45	0	0	0	0	131

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

Indicator	Grade Level												Total
	K	1	2	3	4	5	6	7	8	9	10	11	

Students with two or more indicators 0 0 0 0 0 0 26 18 24 0 0 0 0 68

The number of students identified as retainees:

Indicator	Grade Level												Total
	K	1	2	3	4	5	6	7	8	9	10	11	

Retained Students: Current Year 0 0 0 0 0 0 1 1 0 0 0 0 0 2

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

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	72%	63%	54%	74%	61%	53%
ELA Learning Gains	63%	60%	54%	67%	56%	54%
ELA Lowest 25th Percentile	60%	56%	47%	57%	48%	47%
Math Achievement	82%	70%	58%	82%	70%	58%
Math Learning Gains	76%	65%	57%	78%	65%	57%
Math Lowest 25th Percentile	68%	58%	51%	79%	60%	51%
Science Achievement	71%	63%	51%	74%	67%	52%
Social Studies Achievement	86%	77%	72%	85%	77%	72%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
	(0)	(0)	(0)	0 (0)

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	2019	67%	63%	4%	54%	13%
	2018	71%	60%	11%	52%	19%
Same Grade Comparison		-4%				
Cohort Comparison						
07	2019	71%	59%	12%	52%	19%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	67%	56%	11%	51%	16%
Same Grade Comparison		4%				
Cohort Comparison		0%				
08	2019	77%	68%	9%	56%	21%
	2018	80%	71%	9%	58%	22%
Same Grade Comparison		-3%				
Cohort Comparison		10%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	73%	66%	7%	55%	18%
	2018	74%	63%	11%	52%	22%
Same Grade Comparison		-1%				
Cohort Comparison						
07	2019	67%	54%	13%	54%	13%
	2018	67%	56%	11%	54%	13%
Same Grade Comparison		0%				
Cohort Comparison		-7%				
08	2019	92%	76%	16%	46%	46%
	2018	92%	77%	15%	45%	47%
Same Grade Comparison		0%				
Cohort Comparison		25%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	70%	62%	8%	48%	22%
	2018	75%	66%	9%	50%	25%
Same Grade Comparison		-5%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	86%	75%	11%	71%	15%
2018	84%	75%	9%	71%	13%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		2%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	99%	73%	26%	61%	38%
2018	100%	67%	33%	62%	38%
Compare		-1%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	66%	34%	57%	43%
2018	0%	65%	-65%	56%	-56%
Compare		100%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	29	47	43	44	63	55	33	52	44		
ASN	80	82		95	94						
BLK	47	53	41	65	77	75	36	86			
HSP	68	58		80	72	69	79	70	56		
MUL	60	62	50	62	76	63	54	85			
WHT	74	63	63	84	76	67	73	87	66		
FRL	59	60	53	72	73	67	59	78	55		

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 2015-16	C & C Accel 2015-16
SWD	31	56	59	42	68	70	30	60	38		
ASN	90	90		90	100						
BLK	45	72	62	56	71	62	60	36	30		
HSP	77	72		80	81		82	100	60		
MUL	73	56	47	80	74	69	75	91	53		
WHT	74	67	57	83	78	82	74	86	66		
FRL	63	63	55	72	76	78	64	76	36		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index - All Students	72
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	644
Total Components for the Federal Index	9
Percent Tested	100%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	46
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners

Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students

Federal Index - Asian Students	88
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students

Federal Index - Black/African American Students	60
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students

Federal Index - Hispanic Students	69
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	64
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	73
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	64
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Our lowest performing subgroup was our SWD students' overall ELA performance. Only 29% of these students scored satisfactory in ELA. A major factor contributing to this decline is the rapid growth in overall student population and the growth in our SWD population. At the mid-term in the 2018-2019 school year, we added an additional support person to accommodate for the growth in this population. We then moved personnel and assigned different personnel to monitor these students which may have slowed the progress as relationships were interrupted. In 2019-2020, as the population

grew, the number of students assigned to each teacher increased which affected the time that teachers could spend with students including this subgroup.

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

The greatest overall decline in comparing the two years is in the performance of our students on Free or Reduced Lunch. Though they only drop a few points per area, the FRL subgroup dropped in performance on ELA Achievement, ELA learning gains, and ELA performance of the lowest quartile. This subgroup also declined in Math learning gains and Math lowest quartile performance while staying the same in math achievement. The science achievement of this group also dropped from 64% to 59% satisfactory. We attribute these small but significant declines to an overall increase in the number of students falling into this category in the past 5 years. Additionally, families in this subgroup often move from year to year creating gaps and making it difficult to address learning problems over time.

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

While all of our areas of performance were higher than the state average, the smallest gap was in the performance of the lowest quartile in math. This subgroup was 17% points higher than the state average. 17 percentage points are still a significant difference, but not as significant as other areas. During the 2017-2018 school year, we had 79% of this population make learning gains which was a significant number. Maintaining such high rates of gains while addressing the needs of those new to our school remains a challenge that we address each year. While we continue to address learning gains of our lowest quartile, we are proud of the gains that this group has made.

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

We showed the most improvement in our Middle School Acceleration for our economically disadvantaged students. Additionally, we had growth in this same indicator for our SWD students. We attribute this growth to our dedicated effort to increase access to Algebra for level 3 math students and to our efforts to encourage students to take CTE courses. In 2019-2020, we added two additional industry certifications so that we now offer three such exams.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Looking at EWS data, we are most concerned with the number of students who are performing at a level 1 on state assessments. This number includes performance in math, science, civics, and English assessments.

A secondary concern for us is the learning gains of our black students on the ELA assessment. While they showed some improvement from 2018-2019 to 2019-2020, they still lag behind the performance of other subgroups at our school.

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

1. Overall SWD performance in ELA
2. Improve achievement for Economically Disadvantaged students
3. Performance of lowest quartile in mathematics

3. Learning gains of black subgroup in ELA
4. Learning gains for students who are scoring level 1 on state assessments: math, science, civics and reading.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Sims Middle School's Students with Disabilities (SWD) population is 11% (112). Our students with disabilities have traditionally been our lowest performing subgroup in both ELA and Mathematics. As data indicates, this subgroup has the most room for growth in ELA as only 29% were proficient in ELA. This same subgroup performed 15% points higher in Mathematics which indicates the potential possibilities for these students. Focus on our SWD subgroup should improve learning gains for both subject areas as well as learning gains for the lowest quartile for ELA and Mathematics.

Measureable Outcome: On the 2020-2021 ELA FSA, 55% of the students in the SWD subgroup will achieve learning gains. Also, 65% of the SWD will achieve learning gains on the 2020-2021 Mathematics FSA. Such performance would not only be a positive reflection on this particular subgroup but the entire student population as well, for both learning gains and the lowest quartile learning gains.

Person responsible for monitoring outcome: Emily Donalson (donalsone@santarosa.k12.fl.us)

Evidence-based Strategy: We have assigned our Tier 3 students in ELA & mathematics to Highly Qualified instructors who are certified in their core subject area, have ESE certification and are trained to provide effective interventions in small group settings. Each instructor assigned Tier 3 students is also Reading Endorsed. In addition, each of these instructors possess a strong ability to build meaningful relationships with students. Through small group instruction, feedback practice and the MTSS process, students will receive instructional opportunities as well as self motivations strategies necessary to become successful.

Rationale for Evidence-based Strategy: According to research by John Hattie (Visible Learning), the quality of the teacher and the teacher-student relationship are high effect size strategies with the teacher/student relationship having the greatest impact (115-119). With this particular group of students, we know it is critical that students form positive relationships with teachers and that these struggling learners feel their instructors are concerned with their academic, social, and emotional growth. SWD are provided with the most frequent and intense interventions which allow faster growth in order to achieve gains and mastery. SWD are monitored at all three tier levels and once provided interventions, the interventions are adjusted by intensity and frequency based upon the response of the student to intervention.

Action Steps to Implement

When creating the master schedule, ensure the placement of Tier 2 and Tier 3 reading students with appropriate teachers who are highly qualified and able to meet the relationship needs of these struggling students.

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

Provide training opportunities to those teachers who provide intervention support.

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

#2. ESSA Subgroup specifically relating to African-American

Area of Focus Description and Rationale: The student population of Sims Middle School is 6% (65) African American. A comparison of 2018 and 2019 reading data revealed that our black student population dropped from 72% making learning gains in reading to 53% making learning gains in reading. The reasoning for this level of performance is unclear as our African American population traditionally performs at a much higher level. 2018 ELA FSA proficiency was 45%, but Learning Gains were 72% and Lowest Quartile Learning Gains were 62%. Math FSA Scores for 2019 & 2018 are as follows: Proficiency (65% & 55%; +10%) , Learning Gains (77% & 71%; +6%) and Lowest Quartile Learning Gains (75% & 62%; +13%). Such a noticeable change in level of performance is a definite concern.

Measureable Outcome: On the 2020-2021 ELA FSA, 60% of the students in the African American subgroup will achieve learning gains.

Person responsible for monitoring outcome: Ryan Stokes (stokesr@santarosa.k12.fl.us)

Evidence-based Strategy: Due to the recent pandemic and related restrictions, teachers are receiving professional development on how to best utilize remote instruction practices, formative assessments, effective feedback as well as classroom instruction practice on how to best serve all students. In addition, we are focusing upon teacher-student relationships in efforts to provide more effective communication between teachers and learners, as well as teachers and parents.

Rationale for Evidence-based Strategy: According to research by John Hattie (Visible Learning), the quality of the teacher and the teacher-student relationship are high effect size strategies. In addition, Feedback Practices and Providing Formative Evaluation are among high effect size strategies as well. It is critical that students form positive relationships with teachers and that learners feel their instructors are concerned with their academic, social, and emotional growth. Meaningful feedback, as well as formative assessments which encourage discussion and engagement are interventions which encourage more concrete learning. African American students, as well as all student subgroups, are monitored at all three tier levels and once provided interventions, the interventions are adjusted by intensity and frequency based upon the response of the student to the intervention.

Action Steps to Implement

Through progress monitoring, identify students in this subgroup who need additional academic support and provide appropriate interventions to improve their academic performance.

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

When creating the master schedule, ensure the placement of Tier 2 and Tier 3 reading students with appropriate teachers who are highly qualified and able to meet the relationship needs of these struggling students.

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

Provide professional development to faculty and staff member in efforts to better serve minority populations.

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

Work with community and district resources to provide these students with the tools and supplies needed so that they can participate fully in the learning environment.

Person Responsible Danyette Godwin (godwindm@santarosa.k12.fl.us)

#3. ESSA Subgroup specifically relating to Economically Disadvantaged

Area of Focus Description and Rationale: The Economically Disadvantaged (ED) population of Sims Middle School composes 31% (306) of the entire student body population. Of all student subgroups and their performance in each performance category, our ED population has the largest gap in comparison with state performance in the area of Science achievement. Sims' ED population scored 59% proficient in Science as opposed to the state average of 72%, giving a 27% performance level gap. This was also a drop in performance when compared to the previous years (2018) Science proficiency of 64% (5% drop).

Measureable Outcome: Of our Economically Disadvantaged student population, 65% (217 of our 8th grade population) will achieve a proficiency level of 3 or better on the 2020-2021 Florida State Science Assessment.

Person responsible for monitoring outcome: Emily Donalson (donalsone@santarosa.k12.fl.us)

Evidence-based Strategy: In addition to interventions utilized throughout the entire faculty such as goal setting with measurable scales and high expectations, as well as many of the same interventions implemented for our Students With Disabilities and African American students, interventions used for our Economically Disadvantaged students include motivation from the instructor, implementation of career awareness and early/frequent progress monitoring. Due to restrictions implemented by the COVID-19 pandemic, we will not have guest speakers on campus to highlight and discuss careers for the first quarter of the school year. It is our plan to reinstate this activity once again through our guidance department by conducting Career Cafe events during student lunches.

Rationale for Evidence-based Strategy: Those interventions and instructional practice utilized throughout the entire school and directed to all students have been vetted by Dr. Robert Marzano and are focused upon within the instructional personnel observation tool. Other interventions such as career awareness (growth index of .38 according to Hattie's Visible learning), early intervention (index of .47) and motivation (index of .48) will assist in closing learning gaps of struggling students. Resources and activities we will use include, but are not limited to, frequent parent communication, PBIS, student planners, guest speakers, MTSS which meets each mid-quarter, and teacher-student conferences.

Action Steps to Implement

Work with community and district resources to provide these students with the tools and supplies needed so that they can participate fully in the learning environment.

Person Responsible Danyette Godwin (godwindm@santarosa.k12.fl.us)

Through progress monitoring, identify students in this subgroup who need additional academic support and provide appropriate interventions to improve their academic performance.

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

Provide professional development opportunities that assist teachers in addressing the needs and providing support to students in this subgroup.

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

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

After reviewing our Early Warning System (EWS) data, we are concerned with the number of students who are performing at a level 1 on state assessments. Traditionally, these students become an active part of our MTSS process as we work to close achievement gaps and ensure that these students are able to meet standards and make academic progress. While state assessment data is over a year old, we still utilize this information as an baseline indicator for scheduling and attention during our MTSS meetings. Additional data points include academic performance in the core subjects of math, science, civics, and ELA, as well as behavior and attendance data.

At each leadership meeting we will focus on those students considered at-risk of not making academic progress. We use the EWS data as one piece of selecting the students who are discussed at these meetings. These meetings occur at a regular intervals throughout the school year with our Leadership Team (administration, guidance, dean of students, school resource officer and CDAC counselor) meeting bi-weekly to discuss Tier 3 students and special situations that arise during that time period. The Leadership team also meets at the mid-term and end of each nine weeks to discuss students who are not making progress before taking these concerns to the school-wide MTSS team. School-wide MTSS meetings are held each mid-term and end of quarter and are separated by grade level. Members attending these meetings include department and grade level chairs, ESE inclusion support personnel, educational support paraprofessionals, guidance and administration. Teachers who have students who are not making academic progress are also invited to attend. At each MTSS meeting, struggling students from all core classes are discussed as well as those who are struggling with behavior or attendance. The team uses a problem-solving process to focus on potential barriers to successful learning, past interventions and student successes/failures to determining which current interventions are successful and what future interventions which may assist in student success.

Interventions utilized for these students vary greatly. As overall achievement data supports, our Tier 1 instruction is strong. Additionally, we implement Tier 2 and Tier 3 interventions as a means of closing achievement and behavior gaps. Tier 2 interventions include, but are not limited to, student conferences, parent conferences, student schedule adjustments, utilization of the new Edgenuity academic recovery program, attendance contracts, mentoring, and/or standards remediation. Tier 3 Interventions include student check-in/check-out with an assigned faculty/staff member, truancy procedures, Behavior Improvement Plans, course recovery, and/or CDAC/MFLC counselor referrals.

In addition to our school based MTSS program, the district MTSS team will also monitor for success and provide both direction and suggestions on potential actions and interventions utilized throughout the school district. This team meets periodically throughout the year but is always available as a resource. This team consists of school administration, the director of school improvement as well as all other district level directors.

It is imperative that interventions are monitored frequently for fidelity and success. If an intervention is not being successful, that intervention is either adjusted or a new intervention will take its place entirely. The new FOCUS student database will assist in data accumulation and comparison, via grades, attendance and behavior. Progress Monitoring all students, particularly our ED children with such frequency and detail, will assist in ensuring opportunities for

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Sims Middle School is a PBIS school where students are encouraged to learn and follow the PRIDE expectations: Patriots Respect yourself, Inspire others, Demonstrate excellence, and Exhibit character. Sims Middle School once again has achieved a level of Gold Status in PBIS because of positive steps taken in school discipline, student engagement, and community interaction. Added to this year's plan are expectations for on-line and remote learners as we teach students how to appropriately interact in an on-line setting. Students are taught expectations throughout the school year and staff are trained to look for and acknowledge those students who are leading by example.

As we focus on ensuring that students are college and/or career ready, we have partnered with Locklin Technical College to offer a dual enrollment/industry certification course. We have also expanded our Career and Technical Education programs to offer more industry certification and digital tool certification pathways. Our goal in this area is to continue to offer programs that spark career interests for students at all academic levels.

Sims Middle School also continue to build positive relationships with parent and community stakeholders. Volunteers are encouraged and provided training so that they can serve the school in a manner that both benefits students but also gives the volunteer a feeling that he/she has had a positive interaction with the school. Each year we reflect on the volunteer program and work with our volunteers to help them find meaningful ways to impact the school. We feel that our strong and active Parent Teacher Organization is attributed to the time and effort we place on ensuring that we match volunteers with areas where their talents best serve the school.

In addition to PTO, our school is supported by its School Advisory Council which is representative of the demographics of the school and includes business/community partners who share their expertise as part of their service. These volunteers review data and help guide the school toward meeting its school improvement goals. They work with administration to approve the school based budget and approve allocations of SAC funds for specific improvement purposes.

Finally, we want to ensure that students develop the social and emotional skills necessary to be successful today and in the future. Our guidance department has two certified school counselors who provide Tier 1 support to students via guidance lessons delivered in the classroom setting throughout the year. We are staffed with both a full-time CDAC counselor

and Military Life Counselor who along with our school counselors provide Tier 2 and Tier 3 counseling supports. These services in conjunction with district support services enable us to reach students and their families via multiple avenues.

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.