

Santa Rosa County School District

Thomas L Sims Middle School



2019-20 School 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) | Asian Students Black/African American Students Economically Disadvantaged Students Hispanic Students Multiracial Students Students With Disabilities White Students |
| School Grade | 2018-19: A |
| School Grades History | 2017-18: A 2016-17: A 2015-16: A 2014-15: A 2013-14: A |
| 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 | N/A |
| * 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 and position title 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 seeking input from SAC and other 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> |
| Filbert, Amie | Dean | <p>Primary duties and responsibilities of a middle school dean include, but are not limited to the following:</p> <ul style="list-style-type: none"> *Manage student supervision issues. *Enforce school behavioral expectations. *Be knowledgeable of Santa Rosa County School Board Policies |

| Name | Title | Job Duties and Responsibilities |
|-----------------------------|-------------------------------|--|
| | | <p>regarding safety and discipline.</p> <ul style="list-style-type: none"> *Be knowledgeable of the Santa Rosa County Code of Student Conduct and the School Handbook. *Enforce policies/rules both fairly and consistently. *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. Filbert 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 |

| Name | Title | Job Duties and Responsibilities |
|------|-------|--|
| | | <p>applicable regulations and policies.</p> <ul style="list-style-type: none"> *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 orientation of new faculty/staff members as needed. *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. *Collaborate with other professionals regarding student records and information. *Provide information and/or in-service for teachers, administrators, and other school staff. |

| Name | Title | Job Duties and Responsibilities |
|------|-------|--|
| | | <ul style="list-style-type: none"> *Identify student/school issues; facilitate and follow established procedures. *Attend and participate in faculty meetings as required. *Review student records and other indicators as deemed appropriate by the district guidelines to evaluate student needs. *Monitor the students' growth through the MTSS process and provide assistance when needed. |

| | | |
|--------------|--------------------|--|
| Moore, Penny | Guidance Counselor | <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 maintenance of the automated student data systems. * Provide input in the development of curriculum and the master schedule. * Assist in the orientation of new faculty/staff members as needed. * 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. |
|--------------|--------------------|--|

| Name | Title | Job Duties and Responsibilities |
|------|-------|---------------------------------|
|------|-------|---------------------------------|

- * 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.
- * Collaborate with other professionals regarding student records and information.
- * Provide information and/or inservice for teachers, administrators, and other school staff.
- * Identify student/school issues; facilitate and follow established procedures.
- * Attend and participate in faculty meetings as required.
- * Review student records and other indicators as deemed appropriate by the district guidelines to evaluate student needs.
- * Monitor the students' growth through the MTSS process and provide assistance when needed.

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 | 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 |

FTE units allocated to school (total number of teacher units)

59

Date this data was collected or last updated

Wednesday 6/19/2019

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 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Level 1 on statewide assessment | 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 32 | 34 | 40 | 0 | 0 | 0 | 0 | 106 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 23 | 23 | 23 | 0 | 0 | 0 | 0 | 69 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 20 | 14 | 0 | 0 | 0 | 0 | 48 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 44 | 37 | 44 | 0 | 0 | 0 | 0 | 125 |

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 | 18 | 21 | 21 | 0 | 0 | 0 | 0 | 60 |

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

NOTE: 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 |
| 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% |
| | 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% |
| 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. As a result, we had to move personnel and assign different personnel to monitor these students which may have slowed the progress as new relationships had to be formed and a new teacher had to be caught up to speed.

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

The greatest decline in performance was the social studies performance of our Hispanic students. In 2018, 100% of the students passed the EOC while in 2019 only 70% passed. A major factor contributing to this decline is that the overall population of Hispanic students at Sims is relatively small meaning that one or two students have a greater impact on overall performance of this subgroup. For the 2019-2020 school year, Sims has seen an significant increase in the number of ELL students.

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 sub group was 17% points higher than the state average. 17% points is still a large gap. During the 2017-2018 school year, we had 79% of this population make learning gains which was a significant number. It is difficult to maintain that type of growth, but a 17% point difference in 2018-2019 is still impressive.

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 our Digital Information Technology class which provides students the opportunity to earn industry certification. As a school wide focus, we encouraged students to think about careers and explore CTE certifications.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

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

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

1. Overall SWD performance in ELA.
2. Hispanic Student performance on Civics EOC
3. Performance of the Lowest Quartile in Mathematics

Part III: Planning for Improvement

Areas of Focus:

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| #1 | |
| Title | Students With Disabilities (SWD) performance on ELA |
| Rationale | This subgroup seems to have the most room for growth as only 29% were proficient in ELA. This same subgroup performed 15% points higher in math. To improve the performance of this subgroup we have focused our efforts on scheduling and teacher professional development. In reviewing teacher data, we have placed students with teachers who have shown the greatest growth with all students and with this subgroup. We then paired these teachers with either a paraprofessional with several years of experience in ELA or with a certified inclusion teacher. Additionally, we have scheduled regular literacy professional development with district level personnel. Our ELA teachers are participating in a PLC focused on best practices in language arts an in working with this subgroup. |
| State the measureable outcome the school plans to achieve | On the 2019-2020, 50% of the students in the SWD subgroup will score satisfactory or better on the FSA ELA assessment. |
| Person responsible for monitoring outcome | Emily Donalson (donalsone@santarosa.k12.fl.us) |
| Evidence-based Strategy | <ol style="list-style-type: none"> 1. SWD are scheduled in classes with support, be it another teacher with ESE certification or an ESE paraprofessional to help meet accommodations and/or modifications. Additionally, Intensive ELA courses are being taught by certified ESE teachers who are also Reading Endorsed. 2. Teachers will conduct data chats throughout the school year to help students understand their previous years assessment scores and what level of performance is needed for both growth and proficiency. 3. Schedule mid-term and end-of-quarter MTSS meetings to discuss needs of struggling SWD and performance of diagnostic assessments. 4. Teachers will attend district professional development that focuses on instructional strategies proven successful with SWD. |
| Rationale for Evidence-based Strategy | Deliberate scheduling and data chats have proven successful in past years, therefore we will continue to implement these strategies. Placing our most successful teachers with our most struggling population gives students the best possible instruction. MTSS meetings have proven effective as well, but as we gain more understanding of STAR progress monitoring assessment, we will be better able to use the information to make decisions regarding struggling this subgroup. Providing professional development that is timely and focused on this population will enable teachers to implement proven strategies for meeting the needs of these students. |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Master schedule includes remediation courses as specified by district reading remediation requirements. 2. Teachers will conduct data chats throughout the school year to help students understand their previous year's assessment performance and how proficiency and growth can be achieved. 3. Administration will conduct frequent reviews of classroom performance, |

diagnostic assessment data, attendance and discipline data.

4. Administration will monitor professional development meetings and agendas.

**Person
Responsible**

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

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| #2 | |
| Title | Hispanic Student performance on Civics EOC |
| Rationale | The greatest decline in performance was the Civics EOC performance of our Hispanic students. In 2018, 100% of the students passed the EOC while in 2019 only 70% passed. Hispanic students make up a small percentage of the total school population which means that one or two students can have a significant impact on the overall performance of this subgroup. Additionally, our ELL population for the 2019-2020 more than doubled from the previous year. |
| State the measureable outcome the school plans to achieve | Our Hispanic student Civics Proficiency goal is 75%. |
| Person responsible for monitoring outcome | Ryan Stokes (stokesr@santarosa.k12.fl.us) |
| Evidence-based Strategy | Administration and Civics teachers will work with the district literacy department to improve communication with ELL students and their families. Administration and teachers will continue to use Performance Matters benchmark assessments to determine student growth in Civics throughout the year. Civics teachers will continue to utilize Civics 360 as a resource and review tool for students. |
| Rationale for Evidence-based Strategy | District personnel are highly trained in strategies that are effective for this population. The benchmark assessment provides teachers with information on student strengths and weaknesses so that instructors can alter their lessons to meet student's specific needs. The Civics 360 program is based on Florida Civics standards and provides students with reinforcement of classroom lessons. |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Teachers and students will work frequently with K. Colvin, TSA-ESOL Resource Teacher. 2. Teachers will use the text resource Cultural Portraits Guide (Palls) to gain background knowledge of Hispanic students. 3. Class performance will be monitored regularly throughout the MTSS process. 4. Performance Matters diagnostic assessment data will be monitored regularly. 6. Teachers will implement strategies learned from books study and ESOL teacher in the classroom. |
| Person Responsible | Ryan Stokes (stokesr@santarosa.k12.fl.us) |

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|--|---|
| #3 | |
| Title | Performance of the Lowest Quartile in Mathematics |
| Rationale | 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 sub group was only 17% points higher than the state average. |
| State the measureable outcome the school plans to achieve | Mathematics Lowest Quartile Proficiency Goal of 73%. |
| Person responsible for monitoring outcome | Emily Donalson (donalsone@santarosa.k12.fl.us) |
| Evidence-based Strategy | <ol style="list-style-type: none"> 1. Implementation of Edmentum: Study Island online mathematics tutorial and diagnostic tool for struggling mathematics students. 2. Teachers will conduct data chats throughout the school year to help students understand their previous year's assessment scores and what level of performance is needed for both growth and proficiency. 3. Schedule mid-term and end-of-quarter MTSS meetings to discuss needs of struggling students and performance of diagnostic assessments. 4. Provide professional development that focuses on math remediation tools. 5. Intensive math teacher will participate in math department professional development. |
| Rationale for Evidence-based Strategy | Deliberate scheduling and data chats have proven successful in past years, therefore we will continue to implement these strategies. MTSS meetings have proven effective as well, but as we gain more understanding of math remediation tools, we are better able to use data when making decisions regarding struggling mathematics students. |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Teachers will conduct data chats throughout the school year to help students understand their previous year's assessment performance and how proficiency and growth can be achieved. 2. Level 1 math students are scheduled into intensive math course. 3. Administration will provide frequent reviews of classroom performance, diagnostic assessment data, attendance and discipline data. This information will be reviewed regularly with teachers. 4. Administration will conduct classroom observations. 5. Administration will monitor professional development agendas and share with staff district professional development opportunities as appropriate. |
| Person Responsible | Ryan Stokes (stokesr@santarosa.k12.fl.us) |

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

School safety will continue to be our primary focus. Frequent First Aide/CPR/AED, Stop the Bleed, and Run-Hide-Fight trainings will be offered throughout the school year. Staff will be trained on local safety measures as part of regularly scheduled faculty meetings. Additionally, we have implemented safety education for students during our first week of school.

Stakeholder relationships are of major concern, and we will continue to work diligently with SAC & PTO. We also use social media and school information systems to encourage parent volunteers as well as conducting an annual volunteer training. We are committed to continuing activities that foster relationships with community stakeholders including but not limited to Amazing Shake, Career Café, STEAM Night, and Career Day.

Sims will also continue its focus on Career and Technical Education (CTE) with the goal of helping students be college and career ready. To that end, we will continue to offer the high school course, Digital Information Technology, which includes industry certification in Microsoft Office. We will implement a partnership with Locklin Technical College and Global Business Solutions to bring an additional Career and Technical Education opportunity to students via the Sims Middle School Cybersecurity Academy. Also, Sims will offer a course focusing on Pre Engineering will be offered to teach students about the multiple careers in engineering. Students in this program may have the opportunity to earn industry certification.

We are also focusing on extra-curricular activities/clubs that give students buy-in and encourage positive relationships among students and between students and teachers. These clubs and competitions are also an opportunity for our high performing students to be challenged in areas suited to their personal interests. These activities are in-line with our STEAM initiative and include Math Club, Chess Club, Science Olympiad, and Sims Stars. We will also support our annual spelling bee and host our first geography bee.

Teacher training will continue to be offered particularly to our new and struggling teachers. We will continue to encourage teacher participation in professional learning communities and will work with our district mentor teacher to offer professional development for our alternative certification teachers. Additionally, we have reached out to our math/science and literacy coordinators to ensure that our teachers are receiving professional development that is aligned to standards and in line with district adopted curriculum and FEAPS. This professional development will be monitored through professional development offerings, agendas, classroom observations via admin and peers, and participation in district in-services.

We will also continue to use our MTSS process to monitor all tiers of instruction to ensure that we are meeting the needs of all students. Through mid-term and quarterly MTSS leadership and team meetings we will review core data and benchmark assessments to identify students who are struggling and ensure that they are receiving the appropriate level of interventions.

A final focus area will be maintaining a positive school culture through our PBIS program with the goal to decrease office discipline referrals and decrease out of school suspension and in-school suspensions. To that end, administration will review rules with students via the ITV system and all students will take the Code of Conduct test and be provided with remediation on items that are not answered correctly. We will continue to teach students PRIDE expectations and will utilize our Student Government and ITV programs to have students teach students the expectations. The school will sponsor Take A Stand, a student

organization that promotes kindness and acceptance on campus with the goal of ending bullying.