

Pinellas County Schools

Seminole Middle School



2021-22 Schoolwide Improvement Plan

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Seminole Middle School

8701 131ST ST, Seminole, FL 33776

<http://www.seminole-ms.pinellas.k12.fl.us>

Demographics

Principal: Michael Moss

Start Date for this Principal: 7/1/2018

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2020-21 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 English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2020-21: (49%) 2018-19: B (56%) 2017-18: B (56%) 2016-17: C (51%) 2015-16: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	[not available]
* 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 Pinellas 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.

The mission of Seminole Middle School is to educate and prepare each student for college, career and life.

Provide the school's vision statement.

The vision of Seminole Middle School is to provide a safe and positive educational environment that supports 100% student success.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Moss, Michael	Principal	School principal.
Nash, Kent	Assistant Principal	
Johnson, LaWanda	Assistant Principal	
McMahon, Amy	Assistant Principal	
Moore, Cidney	Behavior Specialist	
McAvaddy, Melissa	Teacher, ESE	
Guth, Lori	Guidance Counselor	
Barkalow, Bria	Teacher, K-12	
Baligian, Kelli	Teacher, K-12	
Higgins, Valeria	Teacher, K-12	
Hoag, Jessica	Teacher, K-12	
Smith, Erin	Teacher, K-12	
Silkie-Rees, Marissa	Teacher, K-12	
Walsky, Riley	Teacher, K-12	

Demographic Information

Principal start date

Sunday 7/1/2018, Michael Moss

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.*

15

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.*

50

Total number of teacher positions allocated to the school

58

Total number of students enrolled at the school

1,070

Identify the number of instructional staff who left the school during the 2020-21 school year.

4

Identify the number of instructional staff who joined the school during the 2021-22 school year.

4

Demographic Data

Early Warning Systems

2021-22

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	370	351	355	0	0	0	0	1076
Attendance below 90 percent	0	0	0	0	0	0	65	32	50	0	0	0	0	147
One or more suspensions	0	0	0	0	0	0	10	13	14	0	0	0	0	37
Course failure in ELA	0	0	0	0	0	0	31	32	30	0	0	0	0	93
Course failure in Math	0	0	0	0	0	0	68	50	20	0	0	0	0	138
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	52	50	65	0	0	0	0	167
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	48	47	66	0	0	0	0	161
Number of students with a substantial reading deficiency	0	0	0	0	0	0	52	50	65	0	0	0	0	167

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	39	34	45	0	0	0	0	118

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	65	33	32	0	0	0	0	130
Students retained two or more times	0	0	0	0	0	0	2	0	0	0	0	0	0	2

Date this data was collected or last updated

Tuesday 6/15/2021

2020-21 - 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	365	329	355	0	0	0	0	1049
Attendance below 90 percent	0	0	0	0	0	0	65	32	50	0	0	0	0	147
One or more suspensions	0	0	0	0	0	0	1	15	23	0	0	0	0	39
Course failure in ELA	0	0	0	0	0	0	8	13	20	0	0	0	0	41
Course failure in Math	0	0	0	0	0	0	14	29	10	0	0	0	0	53
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	52	50	65	0	0	0	0	167
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	48	47	66	0	0	0	0	161

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	39	34	47	0	0	0	0	120

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	8	15	3	0	0	0	0	26
Students retained two or more times	0	0	0	0	0	0	0	0	1	0	0	0	0	1

2020-21 - 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	365	329	355	0	0	0	0	1049
Attendance below 90 percent	0	0	0	0	0	0	65	32	50	0	0	0	0	147
One or more suspensions	0	0	0	0	0	0	1	15	23	0	0	0	0	39
Course failure in ELA	0	0	0	0	0	0	8	13	20	0	0	0	0	41
Course failure in Math	0	0	0	0	0	0	14	29	10	0	0	0	0	53
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	52	50	65	0	0	0	0	167
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	48	47	66	0	0	0	0	161

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	39	34	47	0	0	0	0	120

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	8	15	3	0	0	0	0	26
Students retained two or more times	0	0	0	0	0	0	0	0	1	0	0	0	0	1

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement	53%			52%	52%	54%	50%	50%	53%
ELA Learning Gains	46%			56%	55%	54%	47%	50%	54%
ELA Lowest 25th Percentile	29%			46%	47%	47%	36%	42%	47%
Math Achievement	55%			54%	55%	58%	58%	54%	58%
Math Learning Gains	34%			49%	52%	57%	55%	54%	57%
Math Lowest 25th Percentile	34%			40%	46%	51%	47%	48%	51%
Science Achievement	53%			57%	51%	51%	61%	52%	52%
Social Studies Achievement	69%			71%	68%	72%	65%	65%	72%

Grade Level Data Review - State Assessments

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	2021					
	2019	54%	51%	3%	54%	0%
Cohort Comparison						
07	2021					
	2019	49%	51%	-2%	52%	-3%
Cohort Comparison		-54%				
08	2021					
	2019	52%	55%	-3%	56%	-4%
Cohort Comparison		-49%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	45%	44%	1%	55%	-10%
Cohort Comparison						
07	2021					
	2019	53%	60%	-7%	54%	-1%
Cohort Comparison		-45%				
08	2021					
	2019	33%	31%	2%	46%	-13%
Cohort Comparison		-53%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	58%	51%	7%	48%	10%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	70%	68%	2%	71%	-1%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	81%	55%	26%	61%	20%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	89%	56%	33%	57%	32%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Common Assessment Cycle One and Two Math and Reading data are used. The February APM data are used for Math and Reading for Spring Data.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	28	33	33
	Economically Disadvantaged	22	28	23
	Students With Disabilities	8	6	9
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	61	51	35
	Economically Disadvantaged	42	38	28
	Students With Disabilities	15	18	18
	English Language Learners	n/a	n/a	n/a

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	34	30	52
	Economically Disadvantaged	27	26	40
	Students With Disabilities	13	14	13
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	60	54	53
	Economically Disadvantaged	45	43	40
	Students With Disabilities	21	18	17
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	64	72	-
	Economically Disadvantaged	50	51	-
	Students With Disabilities	17	25	-
	English Language Learners	n/a	n/a	-
	Number/% Proficiency	Fall	Winter	Spring

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	47	51	33
	Economically Disadvantaged	38	39	24
	Students With Disabilities	13	12	12
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	55	48	41
	Economically Disadvantaged	39	33	32
	Students With Disabilities	15	15	13
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	55	58	-
	Economically Disadvantaged	45	48	-
	Students With Disabilities	21	25	-
	English Language Learners	n/a	n/a	-

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	14	30	27	19	30	32	7	24			
ELL	19	47	46	36	31	24	36	46			
ASN	61	65		58	28						
BLK	20	29	23	20	30	30	11	44	50		
HSP	46	49	39	45	32	32	37	51	46		
MUL	51	49		45	25		50	67			
WHT	62	49	27	65	36	38	62	76	69		
FRL	39	36	23	35	29	28	38	52	49		
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 2017-18	C & C Accel 2017-18
SWD	12	41	43	15	39	46	9	41			
ELL	29	55	50	27	47	35					

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 2017-18	C & C Accel 2017-18
ASN	57	50		57	43						
BLK	16	35	32	17	32	28	16	37			
HSP	38	58	52	34	47	49	38	64	84		
MUL	52	58	31	50	49		58	80	60		
WHT	60	59	51	64	52	43	65	77	78		
FRL	37	50	40	37	41	37	45	57	67		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	18	34	31	21	37	34	19	26			
ELL	14	42	39	27	54	40					
ASN	60	56		63	59						
BLK	17	44	45	24	45	45	32	42	79		
HSP	36	43	30	42	54	33	42	60	83		
MUL	44	42	33	44	45	46	36	64			
WHT	58	48	35	66	57	51	68	69	83		
FRL	34	41	33	41	48	42	46	53	73		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	[not available]
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	67
Total Points Earned for the Federal Index	507
Total Components for the Federal Index	10
Percent Tested	94%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	23
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2

English Language Learners	
Federal Index - English Language Learners	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	53
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	29
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	44
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	48
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	54
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	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

After reviewing data from the FSA, APM, and PCS Assessments, students in our two ESSA groups (SWD and African-American) for Math and Reading are not meeting their goals noted in the SIP. Achievement for the two groups is higher in Social Studies and Science. Trend data shows that learning gains for the L25 students in Math and ELA are not moving up as they are stagnant around 40%. Trend data based on I-Ready does indicate a positive trend in reading achievement of students in the L25.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Below is a listing of data with the lowest performance:

1. Learning Gains Math L25 - 40%
2. Learning Gains ELA L25 - 46%
3. Overall Math Learning Gains - 49%
4. The proficiency of ESE students on ELA FSA is at 12% with 41% learning gains and math proficiency at 15% with 39% learning gains.
5. The proficiency of Black students on ELA FSA is at 16% with 35% learning gains and math proficiency at 17% and learning gains 32%.

When comparing to state averages, the following data points had the largest gaps:

1. 7th grade Math down 7 points
2. 8th grade ELA down 2 points
3. ELA and Math FSA proficiency for ESE and Black Students

When reviewing progress monitoring data from the 2020-21 school year, similar trends existed as compared to the 2019 FSA scores.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Increasing the level of instructional rigor and connecting assignments tightly to the standards will be a major focus for all students. To address the performance of ESE and Black Students, additional instructional and school culture strategies will be implemented to be supported by ongoing professional development. The strategies include increased training in the area of Equity, additional emphasis placed on collaborative teacher planning/data driven PLCs, and in-class remediation for students.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The data below displays the greatest improvement:

1. Civics EOC increased 6 points
2. ELA Learning Gains increased 9 points
3. ELA L25 Learning Gains increased 10 points

What were the contributing factors to this improvement? What new actions did your school take in this area?

Collaborative planning and data-driven PLCs played a significant role impacting positive student achievement. The two departments placed greater emphasis in these areas which translated into richer standards-based instruction and remediation to help address achievement gaps.

What strategies will need to be implemented in order to accelerate learning?

To improve acceleration, the school needs to improve collaborative teacher planning and data-driven PLCs to discuss student learning needs. Remediation plans and differentiated instruction will be key components of discussion. The school will also enhance learning opportunities for students before and after school to include utilizing computers for extending learning at home through the PCS Connects program.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

During the summer, all teachers will be encouraged to attend the two-day AVID Culturally Relevant Teaching training. The Equity Team will meet over the summer to plan and implement equity training during pre-school. Equity training will continue throughout the school year with the team presenting at staff meetings. Teachers will be encouraged to participate in a book study analyzing UDL Now strategies to improve learning environments. On-going job-embedded training on using data to drive instruction will be facilitated by department chairs. Each department will reach out during pre-school with content area specialists and staff developers to work on scheduled visits to help improve instructional practices. A special emphasis will be placed on strengthening the school's working relationship with district coaches to foster more effective communication and best practices that impact student achievement. The PBIS and Restorative Practices Teams will continue providing training and resources to all staff to improve school culture and learning environments for all students.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

To foster the cycle of continuous improvement, the school's leadership team will be expanded to help empower teachers as leaders and change agents. During the summer months, teacher-led committees will meet to review data and discuss next steps for improvement. A key focus will be to strengthen the role of department chairs to facilitate data-driven PLCs to help support in-class differentiation and remediation. A key emphasis will be placed on addressing the needs of our ESSA subgroups not reaching their SIP goals. A long-term focus is on increasing capacity across the school through growing teacher leaders to help drive school improvement efforts.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: The area of focus is to improve the alignment of learning targets and learning tasks to the grade level standards; increase the level of instructional rigor through complex tasks; and enhance differentiated instruction. These strategies are based on feedback from instructional walk-throughs, feedback from district ISM visits, and from analyzing data trends.

Measurable Outcome: The percentage of students achieving math proficiency will increase from 54% (2020-21) to 60% as measured by the 2021-22 Florida State Assessment (FSA).

Monitoring: Monitoring will occur from daily instructional walkthroughs, PLC discussions, data reviews, and feedback/ideas shared by district staff developers.

Person responsible for monitoring outcome: Michael Moss (mossm@pcsb.org)

Evidence-based Strategy:

1. Improve the staff's ability to align the learning targets and tasks to the course standards.
2. Support the staff's capacity to engage students in complex tasks that increase the level of instructional rigor.
3. Enhance the staff's ability to utilize student data to organize students to interact with content in a manner which differentiates/scaffolds instruction and learning.

Rationale for Evidence-based Strategy: Aligning learning targets and tasks to the standards, improving differentiated instruction, and increasing the level of instructional rigor through complex tasks will increase student achievement. These are all research-based strategies and best practices advocated by the National Council of Teachers of Mathematics (NCTM).

Action Steps to Implement

1. The master schedule is created to allow for weekly planning to allow teachers to utilize systemic documents (adopted curriculum, pacing guides, etc.) to effectively plan for mathematics units that incorporate the Standards for Mathematical Practice; align targets to tasks, differentiated instruction, and create rigorous/complex performance tasks aligned to Mathematics Florida Standards (MAFS) and Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.)

Person Responsible Michael Moss (mossm@pcsb.org)

2. PLCs will meet two times per month to review student responses to standards aligned tasks and formative assessments; to utilize student data to support the intervention/remediation needs of students; the ongoing lesson planning processes; and the differentiation/scaffolding needs of students.

Person Responsible Michael Moss (mossm@pcsb.org)

3. Teachers will receive ongoing professional development supporting the alignment of learning targets and tasks to standards, differentiated instruction, and increasing the level of instructional rigor through complex tasks. A professional development calendar will be created for the school year.

Person Responsible Michael Moss (mossm@pcsb.org)

4. Teachers will attend ongoing Facilitated Planning trainings to receive support for 1) planning for the implementation of complex tasks aligned to the standards; 2) increasing instructional rigor by planning for student engagement in complex tasks; 3) utilizing student data to create and implement differentiated/scaffolded instruction.

Person Responsible Michael Moss (mossm@pcsb.org)

5. Administrators observe teacher identification of critical content, implementation of standards aligned target/tasks, utilization of data to plan for differentiated/scaffolded instruction, and the increase of rigor through the implementation of complex tasks. Administrators will provide timely and actionable feedback to teachers as a result of the observation. The Rigor Walkthrough Checklist will be used as a tool to measure growth.

Person Responsible Michael Moss (mossm@pcsb.org)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: The area of focus centers around increasing the level of rigor of the learning targets and learning tasks to ensure the ELA standards are mastered. This area of focus was determined through data analysis, observations from administrative walkthroughs, and from PCS ISM feedback.

Measurable Outcome: The percentage of students achieving ELA proficiency will increase from 53% to 60% as measured by the 2021-2022 Florida State Assessment (FSA).

Monitoring: Monitoring will consist of daily instructional walkthroughs, data reviews, feedback from district staff developers, and from discussions during PLCs.

Person responsible for monitoring outcome: Amy McMahon (mcmahona@pcsb.org)

Evidence-based Strategy: PLC's/Common Planning will be data driven and focus on purposeful planning that enhances the level of instructional rigor of learning targets and tasks for all students.

Rationale for Evidence-based Strategy: PLCs/Common Planning will promote a collaborative data driven culture to help support the needs of all students. This strategy is research-based and promoted by PCS as a best practice to implement.

Action Steps to Implement

1. The master schedule is created to allow for weekly planning to allow teachers to utilize systemic documents (adopted curriculum, pacing guides, etc.) to effectively plan for ELA units that incorporate the Standards for ELA Practice and align targets to tasks and create rigorous/complex learning opportunities for students.

Person Responsible Amy McMahon (mcmahona@pcsb.org)

2. To help address the diverse learning needs of students when planning for increased levels of instructional rigor, Equity-based activities will be utilized - see the Equity Goal.

Person Responsible Amy McMahon (mcmahona@pcsb.org)

3. To enhance the effectiveness of PLCs/Collaborative Planning, facilitators will be trained utilizing protocols to analyze data to help plan for appropriately increasing the levels of instructional rigor to master the standards.

Person Responsible Amy McMahon (mcmahona@pcsb.org)

4. To assist students in charting their progress mastering the rigorous standards, teachers facilitate data chats with students (Write Score, unit assessments).

Person Responsible Amy McMahon (mcmahona@pcsb.org)

5. To support students mastering the rigorous standards, WICOR strategies on focus note taking will be emphasized.

Person Responsible Amy McMahon (mcmahona@pcsb.org)

6. Ongoing professional development opportunities will be provided to support planning the implementing the appropriate levels of instructional rigor with learning targets and tasks. A professional development calendar will be created.

Person Responsible Amy McMahon (mcmahona@pcsb.org)

7. The administrative team will conduct daily instructional walkthroughs utilizing The Rigor Walkthrough Checklist to provide teachers with timely and actionable feedback.

Person Responsible Amy McMahon (mcmahona@pcsb.org)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:

1. Our current level of performance is 55%, as evidenced in SSA Assessment results from the 2020-21 school year.
2. We expect our performance level to be 63% by the end of the 2021-22 school year as measured by the SSA.
3. The problem/gap is occurring because differentiated standard based instruction with the appropriate level of rigor needs to be implemented consistently at every grade level.
4. There is a need to implement standard based instruction at the appropriate level of rigor and utilize research-based strategies that promote equity in the classroom. We believe that if this occurs then we will see an increase on the SSA by 5%.

Measurable Outcome: The percent of all students achieving science proficiency will increase from 55% (2020-21) to 63% (2021-22), as measured by the SSA.

Monitoring: Daily administrative walkthroughs, data reviews, PLC discussions, and feedback from district staff developers.

Person responsible for monitoring outcome: LaWanda Johnson (johnsonlawa@pcsb.org)

Evidence-based Strategy:

1. Teachers will effectively implement data driven instruction at every grade level to differentiate and scaffold instruction to meet the needs of all students and provide appropriate opportunities for remediation.
2. Teachers will identify critical content from the Standards in alignment with district resources through collaboration with colleagues and engage students in research based strategies that will promote equity and extensive inquiry based learning opportunities at a high level of rigor.

Rationale for Evidence-based Strategy: The above strategies are well embedded in the research and are aligned to the district's strategic plan. They have shown to be proven to increase the school's district and SSA scores. Additionally, by incorporating more equitable strategies, it will not only increase district and SSA scores, but also help close the science educational gap.

Action Steps to Implement

Teachers will utilize AVID/WICORT, UDL and PBIS strategies within all science classes to provide extensive inquiry-based instruction including research, scientific thinking, and writing opportunities (claims and evidence.) This ties into strategy #2

Examples:

- Teachers will follow the 5E model of science instruction to provide for student centered learning opportunities.
- Teachers will release ownership of learning to students
- Science teachers utilize the parallel teaching approach teaching Nature of Science in context with Content.
- Using Project Based Learning during the elaborate phase of the 5E instructional model, teachers will help students make real world content connections to make content meaningful.

Person Responsible LaWanda Johnson (johnsonlawa@pcsb.org)

Teachers meet in PLC's at least once per month to review student data (including responses to tasks, formative assessment data, gap assessment data, and quarterly district assessment data) and use

standards as well as learning goals to develop lesson plans at the appropriate level of rigor. This ties to strategy #1 & #2

Person Responsible LaWanda Johnson (johnsonlawa@pcsb.org)

Utilize data to differentiate and scaffold instruction and remediate at every grade level to maximize student performance. This ties to strategy #1

Person Responsible LaWanda Johnson (johnsonlawa@pcsb.org)

Teach students protocols to establish goals, monitor their data and self-reflection to support continuous improvement. This ties to strategy #1

Person Responsible LaWanda Johnson (johnsonlawa@pcsb.org)

Teachers collaborate with the PBIS Team, Equity Team, and AVID Site Team to discuss and incorporate strategies that will promote equity and extensive inquiry. This ties to strategy #2

Person Responsible LaWanda Johnson (johnsonlawa@pcsb.org)

#4. Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale:

1. Our current level of performance is 69%, as evidenced in the FSA Civics EOC during the 2020-21 school year.
2. We expect our performance level to be 75% by the end of the 2021-2022 school year as measured by the FSA Civics EOC exam.
3. We will focus on providing instruction with the appropriate level of rigor and on using data to differentiate instruction to meet the needs of all Social Studies students.
4. By increased training and support in developing and implementing rigorous lessons and using data to differentiate instruction an increase of 5% in student achievement will occur on the FSA Civics EOC exam and 10% increase of students passing the final exam in US and World History.

Measurable Outcome: The percentage of students achieving civics proficiency will increase from 69% (2020-21) to 75% as measured by the 2021-22 Florida State Assessment (FSA) Civics EOC exam and a 10% increase will occur in students passing the US and World History final exams (70%) to (80%).

Monitoring: Daily instructional walkthroughs by administrators; data reviews by teachers and administrators; PLC discussions between teachers and administrators; and feedback provided from district staff developers. The data used to chart progress will consist of unit assessments, cycle assessments, teacher made assessments, and year-end assessments.

Person responsible for monitoring outcome: Kent Nash (nashk@pcsb.org)

Evidence-based Strategy:

- Utilize PLCs and collaborative planning to engage teachers in data driven discussions to design instruction that organizes students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student; provides the proper level of rigor; and that allows for targeted remediation.
- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.

Rationale for Evidence-based Strategy: The above strategies are well-embedded in the research and are aligned to the district's strategic plan.

Action Steps to Implement

1. Design the master schedule to allow for teacher common planning and time for PLCs.
2. Create a schedule for weekly PLCs and collaborative planning with designated facilitators.
3. Implement the designated assessments to discuss and chart student progress during PLCs.
4. Teachers will provide extensive inquiry-based instruction including research, critical thinking, and writing opportunities.
5. Teachers will use standards, learning goals, and scales to develop rigorous aligned lesson plans and assessments.

Person Responsible: Kent Nash (nashk@pcsb.org)

#5. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: The area of focus is to improve differentiated standards-based planning and instruction to better meet the needs of our ESE students. This area of focus was determined from the SBLT after reviewing ESE trend data and from feedback provided by district personnel.

Measurable Outcome: The percentage of ESE students achieving proficiency will increase from 14% (2020-21) to 30% on the ELA FSA and 19% (2020-21) to 30% on the Math FSA during the 2021-22 school year.

Monitoring: Monitoring will be achieved through daily instructional walkthroughs, viewing teacher lesson plans, collaborative conversations during PLCs/Planning, data reviews, and from feedback provided from district staff developers.

Person responsible for monitoring outcome: Melissa McAvaddy (mavaddym@pcsb.org)

Evidence-based Strategy: PLCs and collaborative planning will be used as forums to discuss data and effective lesson planning to organize ESE students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each ESE student.

Rationale for Evidence-based Strategy: The strategy is research-based for middle school education and well-grounded in the education literature as best practices to improve ESE/SWD student achievement.

Action Steps to Implement

The ESE Team will meet twice a month to review data of ESE students to identify strengths and gaps to address. General education Teachers who provide mainstreaming will participate in the data meetings.

Person Responsible Melissa McAvaddy (mavaddym@pcsb.org)

The data discussed during the PLCs will be utilized to support the common/collaborative planning of teachers to design and implement effective differentiation strategies to address the learning needs of ESE students.

Person Responsible Melissa McAvaddy (mavaddym@pcsb.org)

Department Chair/ESE Specialist will facilitate monthly professional development sessions to enhance differentiated teaching strategies for ESE students.

Person Responsible Melissa McAvaddy (mavaddym@pcsb.org)

Administrators will conduct daily instructional walkthroughs to provide timely and actionable feedback to promote continuous improvement.

Person Responsible Michael Moss (mossm@pcsb.org)

#6. ESSA Subgroup specifically relating to African-American

Area of Focus Description and Rationale: The area of focus is to improve our overall school practice in the use of data to enhance the staff's effectiveness to provide differentiated learning through UDL, remediation, and enrichment. This strategy were developed by the SBLT, Equity Team, and Ridgecrest 360 community partners.

Measurable Outcome: The percent of African-American Students achieving proficiency of the ELA and Math FSA will increase from 2020-21 to 2021-22, from 20% to 35% (ELA) and 20% to 35% (Math). The learning gains in ELA will increase from 29% (2020-21) to 50% (2021-22) and in Math from 30% (2020-21) to 50% (2021-22).

Monitoring: Administrators will conduct daily instructional walkthroughs, review teacher lesson plans, monitor assessment data, and engage in discussions during PLCs/Collaborative Planning.

Person responsible for monitoring outcome: Michael Moss (mossm@pcsb.org)

Evidence-based Strategy: Data-based professional learning communities to disaggregate data of African-American students will be utilized as a tool to support differentiated learning (UDL practices, remediation, enrichment)

Rationale for Evidence-based Strategy: The above mentioned strategy is research-based and aligned to the PCS Strategic Plans and Bridging the Gap Plans.

Action Steps to Implement

1. Professional Learning Communities meet twice a month reviewing student data - protocols will be utilized to support the disaggregation of students data to identify gaps for remediation and to support differentiated learning (Aug - May)

Person Responsible Michael Moss (mossm@pcsb.org)

2. All staff will be encouraged to participate in the UDL Now book study facilitated by the Equity Team (Aug - April) with monthly instructional technique shared during staff meetings.

Person Responsible Michael Moss (mossm@pcsb.org)

3. Each grade level administrator will maintain a data book monitoring the progress of African-American students for their grade level (Aug - May)

Person Responsible Michael Moss (mossm@pcsb.org)

4. African-American students will be provided additional opportunities to receive tutoring/remediation/enrichment through the Extended Learning Program (ELP) and Ridgecrest 360 partnership.

Person Responsible Michael Moss (mossm@pcsb.org)

5. On-going administrative walk-throughs will occur to monitor effectiveness of instruction providing timely and actionable feedback to help promote continuous improvement (Aug - May).

Person Responsible Michael Moss (mossm@pcsb.org)

#7. Other specifically relating to Gifted Education

Area of Focus Description and Rationale: The area of focus will be to enhance differentiated learning opportunities with the appropriate levels of rigor.

Measurable Outcome: The percentage of gifted students scoring at a level 4 or 5 will increase from 70% in 2020-21 to 75% in 2021-22 as measured by the FSA Math.

Monitoring: Administrators will conduct daily instructional walkthroughs, review lesson plans, monitor assessment data, and participate in PLCs/Collaborative Planning.

Person responsible for monitoring outcome: Michael Moss (mossm@pcsb.org)

Evidence-based Strategy:
 1. Strengthen staff ability to engage students in differentiated complex tasks with increased levels of rigor.
 2. Support staff to utilize data to organize students to interact with content in manners which differentiate/scaffold instruction to meet the needs of every student.

Rationale for Evidence-based Strategy: The above strategies are research-based approaches promoted by the National Association of Gifted Children (NAGC).

Action Steps to Implement

1. Through collaborative planning teachers plan for differentiated activities that provide students with challenging and complex tasks.

Person Responsible Michael Moss (mossm@pcsb.org)

2. Teachers obtain the gifted micro-credential and/or the gifted endorsement so they can better engage gifted learners in complex tasks

Person Responsible Michael Moss (mossm@pcsb.org)

3. Cluster group gifted and talented students so that the process of differentiating is more effective for gifted learners

Person Responsible Michael Moss (mossm@pcsb.org)

4. Monitor student progress through data-based PLCs to observe the impact on improving the level of differentiated instruction and increasing the level of instructional rigor.

Person Responsible Michael Moss (mossm@pcsb.org)

5. Administrators perform instructional walkthroughs utilizing the NAGC checklist and Rigor Walk Checklist to provide timely and actionable feedback for improvement.

Person Responsible Michael Moss (mossm@pcsb.org)

#8. Culture & Environment specifically relating to Equity & Diversity

Area of Focus Description and Rationale: The area of focus centers around the use of equitable practices (UDL strategies, student-led conferences, restorative practices, and increasing relational capacity). These areas were identified through multiple data points: student and parent interviews, teacher input, staff survey data, administrative walk-throughs, and from recommendations made by the SMS Equity Team.

Both quantitative and qualitative data will be used to measure success of implementation.

Measurable Outcome:

Baseline data will be collected in August utilizing the UDL Checklist and from an Equity Checklist created by the SMS Equity Team to compare to a mid-year and year-end data collection with the intended outcome of a 50% increase in the use of identified strategies being implemented with fidelity in classrooms by the year end.

The risk-ratio to receive a discipline referral for all sub-groups will decrease to one-to-one during the 2021-22 school year.

Monitoring:

Monitoring is performed through daily instructional walkthroughs, data reviews, feedback from the Equity Committee, survey data (staff, students, parents), and from PLC discussions.

Person responsible for monitoring outcome:

Michael Moss (mossm@pcsb.org)

Evidence-based Strategy:

Seminole Middle School will continue building more equitable classroom environments through implementing UDL practices, shifting to equity-centered PLCs, and improving upon restorative practices while also inviting students to be stakeholders in their own learning and improvement.

Rationale for Evidence-based Strategy:

These strategies are research-based and promoted as best practices in the current educational literature. These approaches are also listed in the PCS Bridging the GAP Plan.

Action Steps to Implement

1. The Equity Team will meet during the summer to discuss the core strategies to implement, establish timelines, plan training, and evaluate our current equity practices (July - August)

Person Responsible

Michael Moss (mossm@pcsb.org)

2. The Equity Team will present the Equity Plan and provide a 4-hour block of professional development to the staff during pre-school (August)

Person Responsible

Michael Moss (mossm@pcsb.org)

3. All staff will be encouraged to participate in the UDL Now book study facilitated by the Equity Team (Aug - April). The Equity Team will share a UDL Strategy each month during our Staff Meetings (Aug - May)

Person Responsible

Michael Moss (mossm@pcsb.org)

4. All classes will conduct the Monday Morning Restorative Circles on topics that promote student agency and specific to school needs to enhance school culture (Aug - May)

Person Responsible Michael Moss (mossm@pcsb.org)

5. Administrators will train PLC facilitators to implement equity-based protocols and discussions during PLCs (August - May)

Person Responsible Michael Moss (mossm@pcsb.org)

6. On-going administrative walk-throughs will occur to monitor effectiveness of implementation utilizing the UDL Checklist and Equity Checklist (Aug - May)

Person Responsible Michael Moss (mossm@pcsb.org)

7. Monthly Equity Team meetings will be held to monitor initiatives and follow the cycle of continuous improvement (Aug - May)

Person Responsible Michael Moss (mossm@pcsb.org)

#9. Instructional Practice specifically relating to Career & Technical Education

Area of Focus Description and Rationale: The area of focus is to expand course offerings for students and improve tutoring/remediation/enrichment. If course offerings are expanded and additional tutoring/remediation/enrichment occurs, we expect the percentage of students earning credit for accelerated coursework to increase by 10% points. The SBLT identified this as a critical need after reviewing school-wide trend data.

Measurable Outcome: The percentage of all students earning credit for accelerated coursework will increase from 78% to 88% in 2021-22 as measured by qualifying scores, course credit scores, and/or industry certification exams earned.

Monitoring: Monitoring will take place through data meetings, PLCS, and from daily instructional walkthroughs.

Person responsible for monitoring outcome: Michael Moss (mossm@pcsb.org)

Evidence-based Strategy: -Enhance access to opportunities for students to engage in advanced/accelerated coursework.

-Provide students with expanded tutor/remediation/enrichment

Rationale for Evidence-based Strategy: The strategies are research-based and promoted as best practices to improve student success.

Action Steps to Implement

1. Increase the number of course offerings to earn industry certification. Special emphasis will be placed on increasing the number of African-American students in the classes.

Person Responsible Michael Moss (mossm@pcsb.org)

2. Increase the number of students enrolled in accelerated courses by identifying students as candidates. This will take place prior to the start of the school year with a thorough data review and recommendations provided by teachers for candidates.

Person Responsible Michael Moss (mossm@pcsb.org)

3. Inform parents about the accelerated course offerings and strategies to help their student be successful - this will include holding parent workshops in August and May.

Person Responsible Michael Moss (mossm@pcsb.org)

4. Closely progress monitor students in accelerated/advanced courses and provide additional supports through tutoring/remediation/enrichment through ELP and in-class differentiation.

Person Responsible Michael Moss (mossm@pcsb.org)

5. Administrators will conduct daily instructional walkthroughs to provide timely and actionable feedback for improvement.

Person Responsible Michael Moss (mossm@pcsb.org)

#10. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: The area of focus is to improve student attendance through the use of a check-and-connect program for students displaying excessive absences. This strategy was identified by the SBLT after reviewing school-wide data trends and looking at best practices from other middle schools.

Measurable Outcome: The percentage of students who miss more than 10% of school days will decrease from 12% in 2018-19 to 10% in 2021-22.

Monitoring: The SBLT and CST Teams will monitor school attendance data during their meetings. The focus will be on school-wide trends and individual students with high absenteeism.

Person responsible for monitoring outcome: Amy McMahon (mcmahona@pcsb.org)

Evidence-based Strategy: Utilize a check-connect student mentoring program for students displaying excessive absences

Rationale for Evidence-based Strategy: The above strategy is research-based and promoted by PCS as a best practice to improve student attendance.

Action Steps to Implement

1. During MTSS student attendance will be monitored for each grade level. (Grade level administrator and counselor)

Person Responsible Amy McMahon (mcmahona@pcsb.org)

2. Social Worker will be informed when students display a pattern of excessive absences - follow up with home visits to share the check-and-connect program with parents. (Grade level administrator and counselor)

Person Responsible Amy McMahon (mcmahona@pcsb.org)

3. Students with excessive absences from the previous year will be identified and monitored and candidates for mentors for check-connect. (Grade level administrator and counselor)

Person Responsible Amy McMahon (mcmahona@pcsb.org)

4. Students will be taught goal setting protocols to monitor attendance by their check-and-connect mentor (Social Worker)

Person Responsible Amy McMahon (mcmahona@pcsb.org)

5. Quarterly celebrations will be held for students who model positive attendance. (PBIS Team)

Person Responsible Amy McMahon (mcmahona@pcsb.org)

#11. Other specifically relating to Family Involvement

Area of Focus Description and Rationale:	The data provided in the Needs Assessment and Analysis notes the need to improve family/community involvement as a key area for school improvement. The research in education also clearly displays a relationship between family engagement and student achievement.
Measurable Outcome:	Our goal is to increase by 30% the number of parents and community members utilizing social media forums to support family and community involvement/engagement with the school when comparing 2018-19 to 2021-22.
Monitoring:	The number of visitors to the school's Facebook Page and Website will be monitored.
Person responsible for monitoring outcome:	Michelle Alfred (alfredm@pcsb.org)
Evidence-based Strategy:	<ol style="list-style-type: none"> 1. Maintain effective social media platforms to enhance communication with families with training provided to families to better utilize 2. Continue growing partnerships with community organizations
Rationale for Evidence-based Strategy:	<ol style="list-style-type: none"> 1. Work closely with the Family/Community Liaison and PTSA/SAC. 2. Continue to update and enhance the school Facebook and Website; working with staff members to add critical information timely. 3. Maintain communication to the school community through weekly calls, emails, Facebook, website, marquee, Peachjar, PTSA/SAC; encouraging families to utilize our social media outlets. 4. Recruit and train mentors/volunteers to build relationships (including virtually) with our students' by offering them guidance, support, and encouragement to help cultivate positive and healthy development. 5. Coordinate resources, services, and trainings for families and students to support academic success. 6. Create/host a variety of family and community events (through videotelephony or pre-recorded school events while visitor access is limited) to engage caregivers and community. 7. Work with community-based organizations, Ridgecrest 360 Community Coalition, YoungLife, Anona UMC, Seminole Chamber of Commerce, Seminole EcoSystem to improve the school-to-home partnership.

Action Steps to Implement

No action steps were entered for this area of focus

#12. Other specifically relating to Healthy Schools

Area of Focus
Description and Rationale: Our current level of performance is 4 out of 6 topics “Working Towards” Bronze level recognition, as evidenced in Alliance for a Healthier Generation, Healthy Schools Program Framework.

Measurable Outcome: We expect to be eligible to achieve bronze level recognition by April 2021. The problem/gap is occurring because we have not met all of the criteria for the Nutrition and Smart Snack Guidelines. If our healthy school team can monitor the implementation of the administrative guidelines for wellness our school would have a great opportunity to be eligible for recognition.

Monitoring: Our school will be eligible in 6 out of 6 topics for bronze level recognition by April 2021 as evidenced by the Alliance for a Healthier Generation’s Healthy Schools Program Framework.

Person responsible for monitoring outcome: Jessica Hoag (hoagj@pcsb.org)

Evidence-based Strategy: Our school will be eligible in 6 out of 6 topics for bronze level recognition by April 2021 as evidenced by the Alliance for a Healthier Generation’s Healthy Schools Program Framework.

Rationale for Evidence-based Strategy: Data from other PCS schools achieving this status has indicated positive trends to help promote a healthy school culture.

Action Steps to Implement

Assemble a Health / Wellness team to include the Wellness champion, classroom teachers and PE teacher to meet monthly to discuss wellness goals.

Person Responsible Jessica Hoag (hoagj@pcsb.org)

Attend District supported professional development for wellness.

Person Responsible Jessica Hoag (hoagj@pcsb.org)

SMS will complete Healthy Schools Program Assessment and develop an action plan.

Person Responsible Jessica Hoag (hoagj@pcsb.org)

We will incorporate ways to celebrate healthy school changes/activities.

Person Responsible Jessica Hoag (hoagj@pcsb.org)

#13. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale: The area of focus will be to increase the staff's ability to establish and maintain positive relationships with all students and strengthen equitable practices that engage students in acknowledging and adhering to processes and procedures that promote the Seminole Middle School PBIS Guidelines for Success.

Measurable Outcome: Our current level school-wide referrals is 419, as evidenced in the 2020-2021 school profiles report. We expect our referrals to decrease to 350 as reported in the 2021-2022 school profile report.

Monitoring: The SBLT will monitor numerous school data which consists of discipline reports, stakeholder surveys, student achievement, and conversations captured from student circles and teacher-led PLCs. Administrators will conduct daily walkthroughs to monitor implementation of strategies.

Person responsible for monitoring outcome: Amy McMahon (mcmahona@pcsb.org)

Evidence-based Strategy:

1. Strengthen the ability of all staff to establish and maintain positive relationships with all students.
2. Support the development and implementation of school-wide ownership of equitable practices that engage students in acknowledging and adhering to processes and procedures to support the SMS PBIS Guidelines for Success.

Rationale for Evidence-based Strategy: The above strategies are research-based, developed after reflecting on school-wide trends, and reflected from stakeholder input.

Action Steps to Implement

1. Train staff on the PBIS during pre-school with on-going training and coaching as needed.
2. Continue providing professional development on Equity during pre-school and ongoing during monthly staff meetings.
3. The PBIS team will create lessons to reinforce with students the school's processes, expectations, and SMS Guidelines for Success.
4. An Olweus Bully Prevention Team will be created to attend summer professional development for school implementation.
5. Conduct weekly Monday Morning Circles to build community and cultivate student agency.
5. Post PBIS expectations across the school and conduct Tier 1 PBIS/RP Walkthroughs.
6. Each month the SBLT and PBIS team will use an equity centered problem solving approach to improve conditions for learning.
7. Provide students with positive incentives and reinforcement for following school-wide HAWKS expectations.
8. Administrators conduct daily walk-throughs to monitor fidelity and provide feedback for improvement.

Person Responsible Amy McMahon (mcmahona@pcsb.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

The discipline trends noted on the SafeSchoolsforAlex.org site indicate a decreasing number of discipline incidents when reviewing 2014-15 to 2019-20. The number of OSS decreased from 173 in 2014-15 to 63 in 2019-20. The number of ISS also decreased from 209 in 2014-15 to 90 in 2019-20. Seminole MS has 4.6 reported incidents per 100 students which places the school 360 out of 553 middle schools in Florida. Seminole MS is number 12 out of 19 Pinellas District Middle Schools. For combined ISS and OSS, Seminole MS is 263 in the state and number 8 in the Pinellas District when comparing all middle schools.

For the 2021-22 school year, the number of discipline referrals will be closely monitored with special attention placed in the following areas:

- 1. Risk Ratio for Subgroups**
- 2. Incidents of Fighting**
- 3. Incidents of Bullying**
- 4. Trends noted across the school**

The SMART goal established is to bring the risk ratio for all groups to a one-to-one ratio and to decrease the number of discipline referrals by 25%.

The SBLT, PBIS Team, and Leadership Team will monitor the number of discipline incidents monthly and recommend any necessary adjustments to the school-wide behavior plan based on PBIS. Additional data will be used to monitor which consists of surveys, PLC notes, student-led circle discussions, student achievement, and attendance.

The school will be implementing a new program to help address bullying: Olweus Bully Prevention. A team will attend training over the summer and review bullying-related data monthly to measure the program's impact.

The school's Culture and Climate section of the SIP outlines additional strategies that the school will utilize to enhance culture and help ensure 100% student success.

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.

Numerous teacher-led committees are in place with the focus to enhance school culture. The key committees are the PBIS Team and Equity Team. The PBIS Team meets monthly and plans during the summer. Data are reviewed and teacher input analyzed to make adjustments to the plan following the process of continuous improvement. The PBIS Plan serves as the framework of the school-wide behavior plan. The key tenants of the plan are: Monday Morning Restorative Circles, School-Wide Guidelines for Success, Character Education, School Celebrations to recognize success, and providing teachers with tools/strategies to improve class culture. The Equity Team which is tasked to equipping teachers with strategies to empower students, improve relationships, change staff/student mindsets, and better address the needs of all learners. The SMS Students Against Violence Everywhere (SAVE) Club, serves as a student-led organization that conducts numerous events that promotes a positive school culture. Over twenty additional clubs are in place to provide students with a multitude of opportunities to deepen their involvement with the school. The school recently created an Olweus Bully Prevention Team which is tasked with rolling out new strategies to strengthen the school's ability to decrease the number of bullying incidents. To engage parents and community members, the Parent-Teacher-Student-Association (PTSA) and School Advisory Council (SAC) meet monthly.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Teachers are activity engaged in numerous committees ranging from Character Education, PBIS, Restorative Practices, and Equity which focus on improving school culture with a special emphasis on creating student agency. Staff sponsor over 20 school clubs which provide students with multiple outlets to forge closer connections to the school. The school's SAVE Club has been recognized nationally with the focus on improving school culture. The parent-led PTSA and SAC play active roles in the character education program. The community-based Ridgecrest 360 Coalition and Seminole EcoSystem meet quarterly with the primary goal to discuss ways to leverage community resources to enhance the educational experiences for all students. Data are frequently collected and analyzed concerning school culture, safety and perceptions to help drive continuous improvement efforts.

Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: Math				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5000	132804-TRAINING	3931 - Seminole Middle School	School Improvement Funds	0.0	\$1,500.00
<i>Notes: TDEs to support teacher training and collaborative planning.</i>						
2	III.A.	Areas of Focus: Instructional Practice: ELA				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			3931 - Seminole Middle School	School Improvement Funds		\$2,000.00
<i>Notes: TDEs to support teacher training and collaborative planning.</i>						
3	III.A.	Areas of Focus: Instructional Practice: Science				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22

			3931 - Seminole Middle School	School Improvement Funds		\$1,000.00
			<i>Notes: TDEs used to support teacher training and collaborative planning.</i>			
4	III.A.	Areas of Focus: Instructional Practice: Social Studies				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			3931 - Seminole Middle School	School Improvement Funds		\$1,000.00
			<i>Notes: TDEs used to support teacher training and collaborative planning.</i>			
5	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$0.00
6	III.A.	Areas of Focus: ESSA Subgroup: African-American				\$0.00
7	III.A.	Areas of Focus: Other: Gifted Education				\$0.00
8	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			3931 - Seminole Middle School			\$500.00
			<i>Notes: Training Needs</i>			
9	III.A.	Areas of Focus: Instructional Practice: Career & Technical Education				\$0.00
10	III.A.	Areas of Focus: Culture & Environment: Student Attendance				\$0.00
11	III.A.	Areas of Focus: Other: Family Involvement				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			3931 - Seminole Middle School	School Improvement Funds		\$2,000.00
			<i>Notes: Supporting a part-time employee to enhance school outreach operations to strengthen community involvement.</i>			
12	III.A.	Areas of Focus: Other: Healthy Schools				\$0.00
13	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			3931 - Seminole Middle School	Other		\$1,000.00
			<i>Notes: PTSA funding for character incentives</i>			
					Total:	\$9,000.00