Safety Harbor Middle School

2022-23 Schoolwide Improvement Plan

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Safety Harbor Middle School

901 1ST AVE N, Safety Harbor, FL 34695

http://sh-ms.sites.pcsb.org/

Demographics

Principal: Danny Boulieris

Start Date for this Principal: 1/5/2020

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	49%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2021-22: C (51%) 2020-21: (44%) 2018-19: B (57%) 2017-18: B (58%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* 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.

Safety Harbor Middle School embraces our diverse community by providing a safe, welcoming, and inclusive environment committed to academic and behavioral growth and success for every student every day.

Provide the school's vision statement.

Safety Harbor Middle School is dedicated to ensuring 100% student growth by promoting success in college, career, and future life goals.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities	
Boulieris, Danny	Principal		Instructional Leader AVID IB Administrative Appraisals Bridging the Gap Budgets/Auditing Chamber of Commerce Child Study Emergency Shelter Plan Equity for Excellence Leadership Team MTSS/SBLT Team PMAC Professional Development PTSA SAC School Improvement Staff Recognition School Messenger Social Media Manager Walkthroughs Weekly PLC Report Weekly Teacher Memo
Miller, Matt	Assistant Principal		APC Meetings/Master Schedule PLC Leader Meetings Athletics AVID Extended Learning Program Coordinator Summer Bridge Prep 7th Grade Immunizations Bell Schedule Guest teacher/personnel placement Maps Marquee SAT/TIPS SAC School Improvement Goal by content Support Staff/Plant Contact Operations Appraisals Teacher lunches, Grade level and Appraisal Lists Wellness
Powers, Toni	Assistant Principal		First Week Plan Testing Coordinator Gifted/ESE Contact

Name	Position Title	Job Duties and Responsibilities	
			Family Engagement Property Inventory Canvas updates for staff Child Study Team Committees IB Magnet ISM preparation MTSS Surveys PBIS Team Implementation SAC/Chamber of Commerce Restorative Practices 6th Grade Open House Detention/ISS plan Discovery Night Hearing and Vision Seahawk Camp Parent Handbook Student packets for first day 6th Grade Tours Faculty Meeting School Improvement Goal by content Staff Recognition System Tardy Conductor Binders/Dividers AVID Website Yearly Kickoff
Williamson, Sarah	Assistant Principal		Bullying Reports- Say Something EOY Checklist Master Calendar Safety Stations Activity Requests PSAT for 8th graders AVID Keys/Facilities/Radios Deliberate Practice Instructional Transportation Finance Park MTSS NJHS LEP Coordinator/ESOL Department/Grade Level Meetings Great American Teach In Proactive Threat Assessment Meetings Literacy Committee New Teacher Orientation Schedule PTSA

Name	Position Title	Job Duties and Responsibilities
		School Crisis Plan/Monthly Safety SIP Lead School Improvement Goal by content School Pictures/Yearbook Social Media Manager Staff Handbook Updates Canvas Student Celebrations-HR, PR, TOP Seahawk Textbooks/Instructional Materials Walkthough Tool and Schedule PCS Connects - Tech Fish Report Pro-Ed Faciliator Emergency File Folders

Demographic Information

Principal start date
Sunday 1/5/2020, Danny Boulieris

Number of teachers with a 2022 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.*
1

Number of teachers with a 2022 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.*
16

Total number of teacher positions allocated to the school
54

Total number of students enrolled at the school
1,061

Identify the number of instructional staff who left the school during the 2021-22 school year.
6

Identify the number of instructional staff who joined the school during the 2022-23 school year.
6

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	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	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Wednesday 6/15/2022

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	332	324	405	0	0	0	0	1061
Attendance below 90 percent	0	0	0	0	0	0	46	41	43	0	0	0	0	130
One or more suspensions	0	0	0	0	0	0	1	16	13	0	0	0	0	30
Course failure in ELA	0	0	0	0	0	0	35	54	55	0	0	0	0	144
Course failure in Math	0	0	0	0	0	0	36	50	75	0	0	0	0	161
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	42	65	60	0	0	0	0	167
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	47	48	59	0	0	0	0	154
Number of students with a substantial reading deficiency	0	0	0	0	0	0	20	11	6	0	0	0	0	37

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	130	125	179	0	0	0	0	434

The number of students identified as retainees:

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

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	332	324	405	0	0	0	0	1061
Attendance below 90 percent	0	0	0	0	0	0	46	41	43	0	0	0	0	130
One or more suspensions	0	0	0	0	0	0	1	16	13	0	0	0	0	30
Course failure in ELA	0	0	0	0	0	0	35	54	55	0	0	0	0	144
Course failure in Math	0	0	0	0	0	0	36	50	75	0	0	0	0	161
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	42	65	60	0	0	0	0	167
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	47	48	59	0	0	0	0	154
Number of students with a substantial reading deficiency	0	0	0	0	0	0	20	11	6	0	0	0	0	37

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	130	125	179	0	0	0	0	434

The number of students identified as retainees:

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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	43%			43%			49%	52%	54%
ELA Learning Gains	40%			40%			56%	55%	54%
ELA Lowest 25th Percentile	32%			31%			51%	47%	47%
Math Achievement	48%			44%			57%	55%	58%
Math Learning Gains	51%			32%			54%	52%	57%
Math Lowest 25th Percentile	58%			29%			46%	46%	51%
Science Achievement	45%			48%			55%	51%	51%
Social Studies Achievement	65%			67%			64%	68%	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	2022					
	2019	46%	51%	-5%	54%	-8%
Cohort Comparison						
07	2022					
	2019	51%	51%	0%	52%	-1%
Cohort Comparison		-46%				
08	2022					
	2019	51%	55%	-4%	56%	-5%
Cohort Comparison		-51%				

				MATH		
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	38%	44%	-6%	55%	-17%
Cohort Comparison						
07	2022					
	2019	62%	60%	2%	54%	8%
Cohort Comparison		-38%				
08	2022					
	2019	25%	31%	-6%	46%	-21%
Cohort Comparison		-62%				

				SCIENCE		
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	55%	51%	4%	48%	7%
Cohort Comparison		0%				

		BIOLOGY EOC			
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
		CIVICS EOC			
Year	School	District	School Minus District	State	School Minus State
2022					
2019	64%	68%	-4%	71%	-7%
		HISTORY EOC			
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	86%	55%	31%	61%	25%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	56%	44%	57%	43%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	14	26	22	14	37	42	17	22	50		
ELL	24	40	34	32	46	62	24	52	45		
ASN	70	56		68	71				75		
BLK	23	31	26	25	45	54	24	38	72		
HSP	36	38	35	39	44	60	37	48	59		
MUL	34	30	30	42	56	60	18	78	75		
WHT	51	42	32	57	55	59	56	76	78		
FRL	32	36	34	38	50	61	33	56	60		
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	9	18	14	17	28	25	15	38	47		
ELL	24	35	26	28	30	35	18	61	54		
ASN	67	43		79	70		80		86		
BLK	22	33	33	17	26	20	14	41	28		
HSP	30	38	31	34	30	36	40	59	60		
MUL	38	35	31	44	29	27	56	55	62		
WHT	53	43	29	54	33	28	58	78	67		
FRL	34	38	32	34	29	28	37	56	55		
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	14	39	43	22	40	41	25	25	83		
ELL	25	48	45	40	48	45	22	40	79		
ASN	68	68		89	77		81	82	95		
BLK	28	44	48	29	39	42	22	39	90		
HSP	42	53	47	48	51	46	47	48	75		
MUL	46	55	40	45	49	50	41	58	88		
WHT	56	59	52	65	57	49	64	75	83		
FRL	38	51	49	44	47	45	41	53	76		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	52
Total Points Earned for the Federal Index	507
Total Components for the Federal Index	10
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	68
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	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	45
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	47
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	55
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	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

In ELA, 6th grade scored the same when compared to last year, 7th grade dropped 2% points and 8th grade students scored the same when compared to last year. In Math, we improved in all subject areas. In Social Studies we increased one proficiency point in Civics, In Science we dropped 2 percentage points.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

According to the 2022 FSA ELA scores our students scored below proficiency these scores were not in accordance with our progress monitoring systems we had in place.

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

Teachers will engage in AVID & IB Professional Development to increase the rigor for all learners.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Mathematics showed the most improvement for the 2021-2022 school year.

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

Teachers were able to collaborate and share resources and plans with each other to provide support to our students. This was on going and consistent in this department.

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

Continue strong PLC work with collaboration focused on use of AVID strategies.

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.

Teachers will engage in AVID training across content areas coupled with IB Learner Profile attributes.

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

Monthly, administrators will build capacity in teacher leaders through PLC Lead Workshops to support instructional leadership across our campus.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Positive Culture and Environment specifically relating to how teachers and students relate to each other and the content	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The school is working to become an IB World School that models the IB learner profile attributes. The 10 attributes revolve around high expectations of the entire teaching and learning community. Last spring, the AVID Coordinator administered a Teacher Expectation Survey. Only 49% of teachers participated, which identifies the need to conduct more consistent monitoring of culture and demonstrate the focus of building positive culture at Safety Harbor Middle. A "Perceived Teacher Expectation Survey" for students was also administered in Spring of 2022 and only 7% of our students participated. Of those students that participated, there is data to suggest that most of the 80 students believe their teachers expect them to go to college, but it was evident in the data that their teachers are not engaging in "college talk" with their students, which indicates the need for more common language around high expectations from both the teaching and learning community.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Recognition of every staff (100%) by first semester is the goal and will be tracked and monitored by the IB coordinator. Second semester will focus on the use of the attributes with the students. Attribute cards will be the method of recognition. All students (100%) will participate in the Perceived Teacher Expectation Survey and we expect to see growth in the use of common language around college talk and use of attributes from fall to spring. All teachers (100%) will participate in the Teacher Expectation Survey and we will see growth in the use of common language around college talk and the use of attributes. Currently, no teachers are using the attributes to support culture.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	In 2022-23 Safety Harbor Middle will administer the two Culture surveys mentioned above in the fall and spring of the school year to be able to see growth in common language that supports high expectations. The IB coordinator will build and support a system that Administrators use to recognize teachers and staff exemplifying the IB learner attributes during first semester. Second semester will focus on the use of the attributes with the students. Attribute cards will be the method of recognition.
Person responsible for monitoring outcome:	Renee Caplinger-Ford (caplinger-fordr@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy	All staff will be engaged in Professional Development around the IB learner attributes in pre-school and within every staff interaction going forward. The goal is for staff to understand and experience the feelings around being recognized for exhibiting the attributes during first semester, so that they will be more apt to recognize their own students in second semester.

being implemented for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	IB learner attributes are used internationally to support positive culture in schools. It is crucial to scaffold the use of the attributes with the teaching and learning community, and therefore Safety Harbor Middle will begin using and monitoring the use of the attribute language with teachers first. Once teachers understand experientially, they will be able to promote, engage, and celebrate students with the profile.

Action Steps to Implement

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

IB Coordinator and IB Administrator will plan before pre-school a system to recognize teachers and students.

Person Responsible   Toni Powers (powersto@pcsb.org)

IB Coordinator will communicate to all stakeholders during pre-school the "why" and "how" of the IB learner profile. Teachers and staff will read, interact with, and collaborate with the learner profile to increase awareness. Teachers will learn the goals of using the learner profile to promote positive culture.

Person Responsible   Toni Powers (powersto@pcsb.org)

The Pedagogical Leadership team comprised of all Administrators, IB Coordinator, and PLC leads will use the system of recognition regularly and report to IB Coordinator consistently on who on campus they are recognizing to ensure that all members of the Safety Harbor teaching and staff receive at least one IB learner recognition during 1st semester.

Person Responsible   Toni Powers (powersto@pcsb.org)

The AVID Coordinator and IB Coordinator will collaborate to administer the two culture surveys in the fall semester to all students and all teachers. Survey data will be discussed at the PLC lead meetings.

Person Responsible   Renee Caplinger-Ford (caplinger-fordr@pcsb.org)

The Pedagogical Leadership team will plan parent workshops in the fall and spring to educate parents and the community on the IB learner profile and how the attributes build a culture of high expectations for all learners. The parents will be given a system to use the attribute language at home.

Person Responsible   Toni Powers (powersto@pcsb.org)

PD in the fall will model classroom strategies that infuse the IB learner profile.

Person Responsible Toni Powers (powersto@pcsb.org)

Second semester will include expectations of teachers using the IB learner profile attribute language with students. Peer and administrator walkthrough forms will provide evidence of use. ???

Person Responsible Toni Powers (powersto@pcsb.org)

Spring AVID Culture surveys will be administered in the Spring to measure growth of "college talk" and use of the IB learner attributes.

Person Responsible Toni Powers (powersto@pcsb.org)

IB Coordinator and AVID Coordinator will edit and revise Culture surveys to include the measure of use of IB learner attributes.

Person Responsible Toni Powers (powersto@pcsb.org)

#2. Instructional Practice specifically relating to Social Studies	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Our current level of performance is 66% proficiency, as evidenced in the 2022 Spring EOC Civics Assessment 7th Grade Civics students had 89% Passing Rate and 8th Grade Civics had 46% Passing Rate. This averaged out to 66% proficiency. US History and World History teachers will focus on promoting literacy in their classrooms to support our ELA Reading and Writing Goals.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The percent of students achieving proficiency on the CIVICS EOC will increase from 66% to 70% as measured by the Spring administration of the 2023 Civics EOC.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Regularly assess (formally and informally) and utilize data to modify and adjust instruction. Teachers utilize ongoing formative assessment and use the information gained to adjust instruction, enrich and reteach, and provide research-based interventions. Administrator Walkthrough with feedback
Person responsible for monitoring outcome:	Toni Powers (powersto@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Strengthen staff ability to engage students in complex tasks. Focus on Higher-Level Questioning with students via the use of Costa's Level of Questioning.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Teachers will receive professional development via AVID and IB to engage students in rigorous lessons.

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

Include AVID /IB strategies daily to support student achievement in all levels.

Person Responsible	Toni Powers (powersto@pcsb.org)

Utilize primary source documents at varying levels throughout the year with appropriate literacy strategies.

Person Responsible	Toni Powers (powersto@pcsb.org)

Conduct regular, monthly Professional Learning Communities (PLCs) inclusive of "data chats' to review student responses to tasks and formative assessments to plan for instructional lessons that meet the remediation and enrichment needs of students.

Person Responsible	Toni Powers (powersto@pcsb.org)

Teachers monitor and provide feedback to students to support learning.

Person Responsible	Toni Powers (powersto@pcsb.org)

Administrators monitor teacher practice and provide feedback to support teacher growth.

Person Responsible   Toni Powers (powersto@pcsb.org)

Teachers will observe each other when teaching to promote collaborative feedback with colleagues to increase student achievement.

Person Responsible   Toni Powers (powersto@pcsb.org)

Social Studies teachers will incorporate the use of writing to support our growth in Reading and Writing ELA Goals.

Person Responsible   Toni Powers (powersto@pcsb.org)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our most recent level of proficiency was at 45 % and it could be much higher if we used interdisciplinary text and experiences. Our most recent performance on district 6th and 7th grade cycle are: Science 6 Advanced is 53 Science 6 Accelerated is 68 Science 7 Advanced is 44 Science 7 Accelerated Cycle is 65 We believe the gap/program is occurring because of the lack of data to differentiate and scaffold instruction.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percent of 8th-grade students achieving science proficiency will increase from 45% to 51%, as measured by the 8th grade Science State-Wide Science Assessment. By May we will increase overall performance on sixth and seventh-grade exams by an average of five percent. Conduct regular, monthly, Professional Learning Communities (PLCs) inclusive of 'data chats' to review student responses to tasks and formative assessments and plan for instructional lessons that include text-dependent questions. close and critical reading, and skill/strategy-based groups to implement during core instruction to support success with complex texts.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Administrator walkthroughs using the Instructional Support Model Walkthrough form. Regularly assess (formally and informally) and utilize data to modify and adjust instruction. Teachers utilize ongoing formative assessment and use information gained to adjust instruction, enrich and reteach, and provide research-based interventions.
Person responsible for monitoring outcome:	Danny Boulieris (boulierisde@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Teachers will provide extensive inquiry-based instruction which includes opportunities for students to think scientifically through research, content exploration and writing opportunities (claims and evidence). Science teachers will utilize data to differentiate and scaffold instruction to increase student performance through focused remediation.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Teachers need to provide opportunities for students to activate, process and transfer knowledge.

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

Teachers will release ownership of learning to students.
Science teachers embedded the Nature of Science in context with Content.
Conduct at least one constructed response per test.
Using Project-Based Learning, teachers will help students make real-world content connections to make

content meaningful.

Teachers provide students the opportunity to claim, test, and defend their results with evidence using WICORT strategies at least once per quarter.

Develop a writing template and rubric to provide feedback on writing prompts.

Teachers regularly incorporate checks for understanding (formative assessments) in each phase of instruction and use the data to gauge student mastery of the content.

Teachers conduct data chats with students and support students with setting learning goals based on data and monitoring process.

Person Responsible   Danny Boulieris (boulierisde@pcsb.org)

Conduct regular, monthly, Professional Learning Communities (PLCs) inclusive of 'data chats' to review student responses to task and formative assessments and plan for instructional lessons that include text-dependent questions, close and critical reading, and skill/strategy-based groups to implement during core instruction to support success with complex texts.

Person Responsible   Danny Boulieris (boulierisde@pcsb.org)

Administrators monitor teacher practice and provide feedback to support teacher growth. Administrators regularly observe science lessons to monitor strategy implementation and provide feedback to teachers, literacy, and science Instructional Staff developers to support the next steps.

Person Responsible   Danny Boulieris (boulierisde@pcsb.org)

#4. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The 2022 Algebra 1 EOC score showed that 73% of our students were proficient. Although 73% is admirable, the standard set at SHMS should be much higher, as this is a high school course and EOC that is needed to graduate high school. Concurrently, our 8th Grade FSA level of proficiency was 23%, which needs to be increased on the FAST in the 2022/23 school year. During the 22/23 school year, SHMS will put an emphasis on the rigor of the work that is given students to practice skills learned under the BEST standards.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	On the 2023 Algebra 1 EOC our expected outcome of performance is that at minimum 85% of our students will be proficient. Also, our 8th Grade Pre Algebra students who take the FAST will score equal or above the level of 35% as equivalent to the same proficiency level on the former FSA.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Administration and staff will monitor student scores on FAST PMT, Unit Assessments, Cycle Assessments, IXL scores (lessons done in the Diagnostic Forum and outside as well)
Person responsible for monitoring outcome:	Matt Miller (millermat@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Quality of work will be used instead of quantity of work among with students, with a focus on higher level questions once students have learned the foundational skills in a Unit.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Too often math teachers have offered students "outs" on tougher questions by giving the option to do multiple lower level questions OR one or two higher level questions, or at times not even having higher level questions. This can really create discrepancies in graded assignments verse scores on assessments taken by students (especially if they weren't developed by the teacher)

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

Intentionally schedule students based on FSA performance.

Person Responsible   Matt Miller (millermat@pcsb.org)

Pinpoint and maintain pinpoint in IXL for 85% of our students.

Person Responsible   Matt Miller (millermat@pcsb.org)

Attend PLC meetings to ensure that meetings are run efficiently, and are data/curriculum driven.

Person Responsible   Matt Miller (millermat@pcsb.org)

Walkthrough classrooms more frequently and give intentional feedback on every classroom visit.

Person Responsible   Matt Miller (millermat@pcsb.org)

Help teachers get comfortable using the small group format in their classrooms to give instruction based on data (break students into groups based on their data/learning needs).

Person Responsible   Matt Miller (millermat@pcsb.org)

Emphasize usage of multistep problems and student talk while solving multistep problems

Person Responsible   Matt Miller (millermat@pcsb.org)

#5. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Safety Harbor Middle's ELA proficiency rate was our lowest score. ELA mastery is imperative for all students. Students can use ELA skills in other academic areas and throughout their lives. Our ELA proficiency is our lowest score. We believe achieving growth in ELA can help students in their other subjects and prepare them for College and Career. 1. Our current level of performance is a 43% as measured by the 2021-2022 FSA. 2. We expect our performance level to be 53% by the 2022-2023 FSA. 3. The problem is occurring because of teachers lack of understanding the depth of the BEST standards. Curriculum needs to be more rigorous and differentiated to be accessible for all students and increase mastery. 4. If teachers developed a better understanding of the BEST standards and increased the cognitive rigor in lesson plans through common planning, our score would increase 10% by the 2022-2023 ELA FSA.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The percent of all students achieving ELA proficiency will increase from 43% to 53%, as measured by the ELA FSA.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Admin and teachers will review cycle assessment data such as Writescore to monitor and project where students will score on the 2023 FSA in ELA.
Person responsible for monitoring outcome:	Sarah Williamson (williamsonsa@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Administration/content ISDs will support teachers with planning rigorous lessons aligned to standards and district resources and utilizing data to differentiate/scaffold instruction to meet the needs of each student and incorporate the new standards. Admin/ISD will give teachers timely feedback on lessons and implementation.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Data-driven and rigorous, differentiated instruction ensures that various types of learners with varying needs will all be able to learn. Rigorous, differentiated instruction will allow growth in all our sub group populations as well.

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

Administrators/ISD regularly observe lessons to monitor strategy implementation and provide feedback to teachers to support next steps.

Person Responsible Sarah Williamson (williamsonsa@pcsb.org)

Admin, teachers, and ISDs conduct regular, monthly, Professional Learning Communities (PLCs) inclusive of review of student responses to tasks and formative assessments and plan for instructional lessons that include text-dependent questions, close and critical reading, and skill/strategy- based groups to implement during core instruction to support success with complex texts and written responses.

Person Responsible Sarah Williamson (williamsonsa@pcsb.org)

Teachers will attend DWT and various trainings on the new BEST standards. ISDs will facilitate Professional Development during teacher planning days. Teachers will utilize these trainings to develop lesson plans that include differentiation and cognitive rigor to fit the needs of all students.

Person Responsible Sarah Williamson (williamsonsa@pcsb.org)

Teachers will regularly assess (formally and informally) and utilize data to modify and adjust instruction. Teachers will utilize ongoing formative assessments and use the information gained to give feedback, adjust instruction, enrich and reteach, and provide research based interventions. Assessments will include Writescore, standards-based mini assessments, and ELA Unit Assessments.

Person Responsible Sarah Williamson (williamsonsa@pcsb.org)

The school-wide PD plan will include high impact AVID instructional strategies: entrance and exit slips, gallery walks, focused note taking, think pair share, and quick writes to support teachers in planning for differentiated/scaffolded instruction.

Person Responsible Sarah Williamson (williamsonsa@pcsb.org)

Teachers will monitor the taxonomy and autonomy of lessons to ensure rigorous task are being completed in all ELA classes.

Person Responsible Sarah Williamson (williamsonsa@pcsb.org)

#6. Positive Culture and Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	As evidenced by the PBIS Rewards student information systems roughly half of our students did not earn a Seahawk Buck every quarter.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	For our PBIS system to produce positive outcomes, students must exhibit SOAR behaviors AND teachers will recognize these behaviors at least twice every quarter.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Using the reports feature of PBIS and classroom walkthroughs.
Person responsible for monitoring outcome:	Toni Powers (powersto@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	As referenced in the Conditions of Learning, students will be explicitly taught Seahawk SOAR expectations at various points throughout the year and teachers will recognize these behaviors by providing Seahawk Bucks
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Over half of our students were either not exhibiting SOAR behaviors and/or teachers were not recognizing them. Our PBIS team, with the help of most recent PBIS overhaul are including equitable elements in our PBIS program.

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

All staff members will be provided a PBIS rewards account and will take training during preschool.

Person Responsible	Toni Powers (powersto@pcsb.org)

School-wide expectation lessons will be provided during the first week of school. Subsequent reviews will occur at the beginning of each quarter.

Person Responsible	Toni Powers (powersto@pcsb.org)

The principal will include a weekly focus in the Newsletter. Reports of students earning Seahawk Bucks will be shared every two weeks In addition, teachers awarding positive behaviors will be celebrated in the Newsletter.

Person Responsible	Danny Boulieris (boulierisde@pcsb.org)

The PBIS coordinator and team will conduct a walkthrough to ensure signage is visible within the school and teachers are reinforcing positive behaviors. Conditions for learning feedback provided by the team.

Person Responsible	Toni Powers (powersto@pcsb.org)

PLC Leaders will review data quarterly to identify areas of success and areas that may need adjustment. Teachers who reinforce SOAR behaviors in their class and have high PBIS engagement will be celebrated. Our goal is 80% of our teachers provide feedback to every student at least twice a quarter.

Person Responsible	Danny Boulieris (boulierisde@pcsb.org)

#7. Positive Culture and Environment specifically relating to Parent/Community Involvement	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Increase non district mandated parent nights in an effort to bring more families into the school to ask questions and become familiar with the school itself.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Increase parent nights from 2 to 3 parent nights for the 22/23 school year.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Scheduling of 3 parent nights.
Person responsible for monitoring outcome:	Matt Miller (millermat@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Increased Parent Involvement
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Increased parent involvement leads to higher student achievement, increased comfort with the school and staff for parents and students alike and allows families to feel as if they are apart of the SHMS community.

Action Steps to Implement List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.	
Schedule 3 Parent Nights 1- Parent University (October) 2- Data Chat/Movie Night (January) 3- Related Arts Showcase Night (May)	
Person Responsible	Matt Miller (millermat@pcsb.org)
Advertise/communicate in multiple forums for the nights.	
Person Responsible	Matt Miller (millermat@pcsb.org)
Monitor attendance of events using parent sign ups.	
Person Responsible	Matt Miller (millermat@pcsb.org)

#8. Positive Culture and Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	In the 2021 - 2022 school year our student attendance rate was 94.9% for all students. In the 2022-2023 school year, we want to increase our attendance rate to 98% by May 2023.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percentage of all students missing 5 or more days will decrease from 4.8% to 2% as measured by attendance in FOCUS.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Each week our DMT will pull or rate of attendance by grade level . The attendance rates will be announced during morning announcements and be included in the Friday Message. At the end of the month the grade level with the highest attendance rate will be recognized and earn additional Seahawk Bucks. In addition, our Child Study Team (CST) will meet twice a month to monitor students who are absent and make connections with families. CST team members will monitor and provide supports based on individual student needs.
Person responsible for monitoring outcome:	Toni Powers (powersto@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	SHMS will strengthen the attendance problem-solving process to address and support the needs of our students across all tiers on an on-going basis.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria	We will continue to monitor, address and support the needs of our students across all Tiers to improve attendance of all students.

**used for selecting
this strategy.**

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

SHMS will continue to reach out to all student families who have been absent 5 or more days. This contact will be recorded in Focus and our CST team will monitor these students.

Person Responsible	Toni Powers (powersto@pcsb.org)

CST Team will meet twice a month to review data and monitor the effectiveness of the school-wide attendance strategies.

Person Responsible	Toni Powers (powersto@pcsb.org)

SHMS CST will implement Tier 2 and Tier 3 plans for specific students that require additional supports, on-going review of the effectiveness will occur twice a month.

Person Responsible	Toni Powers (powersto@pcsb.org)

#9. Positive Culture and Environment specifically relating to Equity and Diversity	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Minority students receive consequences for behavior at a higher rate than white students. Time out of class because of ISS and OSS decreases the amount of instructional time from the classroom teachers.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Safety Harbor Middle will decrease the number of African American and Hispanic students who receive ISS and OSS as consequences for disciplinary behaviors. Last year a total of 24 African American and Hispanic students received ISS. We will decrease the amount of ISS and OSS given to Hispanic and African American students by 5 instances for each type of consequence.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	We will monitor this area of focus using disciplinary reports from Focus.
Person responsible for monitoring outcome:	Toni Powers (powersto@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Restorative Practices such as circles will be utilized to decrease the frequency that ISS and OSS is needed.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Research shows that behavior is more likely to change when students are given the opportunity to reflect on their behaviors and discuss their feelings.

Action Steps to Implement

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

Ensure all admin is trained in Restorative Practices such as circles to allow students the opportunity to reflect on their behavior.

Person Responsible	Danny Boulieris (boulierisde@pcsb.org)

Support teachers to ensure culturally relevant teaching strategies are utilized in the classroom. If students are engaged in the lesson, they are less likely to misbehave.

Person Responsible	Danny Boulieris (boulierisde@pcsb.org)

Teachers will utilize culturally relevant texts in their content areas.

Person Responsible	Danny Boulieris (boulierisde@pcsb.org)

Monitor ISS and OSS each quarter to ensure we are on track to meet our goal.

Person Responsible   Danny Boulieris (boulierisde@pcsb.org)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

The Safety Harbor Middle School Learning Community collaboratively works together to ensure a positive school culture is prevalent in all communications. All stakeholders, students, parents, teachers and the community are surveyed to ensure their needs are met. PTSA ad SAC are huge proponents as to why Safety Harbor Middle has developed several successful relationships that are founded on doing what is best for all students as we prepare them to be college and career ready. Safety Harbor Middle has a two-tier PBIS System that works in conjunction with each teacher's classroom management plan. Students can earn bucks by exhibiting SOAR behaviors at school. S-safety O-organization A-always do your best to R-respect yourself and others. Students can earn Seahawk Bucks in the hallway and in classrooms. The PBIS committee send students a survey to identify items that students want and create a schedule of prizes or events. Teachers within their classrooms establish an incentive system within their classroom. Our PTSA and SAC committee support our initiatives.

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

The Safety Harbor Middle School Learning Community collaboratively works together to ensure a positive school culture is prevalent in all communications. All stakeholders, students, parents, teachers and the community are surveyed to ensure their needs are met. PTSA ad SAC are huge proponents as to why Safety Harbor Middle has developed several successful relationships that are founded on doing what is best for all students as we prepare them to be college and career ready. Safety Harbor Middle has a two-tier PBIS System that works in conjunction with each teacher's classroom management plan. Students can earn bucks by exhibiting SOAR behaviors at school. S-safety O-organization A-always do your best to R-respect yourself and others. Students can earn Seahawk Bucks in the hallway and in classrooms. The PBIS committee send students a survey to identify items that students want and create a schedule of prizes or events. Teachers within their classrooms establish an incentive system within their classroom. Our PTSA and SAC committee support our initiatives.