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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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	44%
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 (52%) 2020-21: (49%) 2018-19: B (56%) 2017-18: B (56%)
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.

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

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
Moss, Michael	Principal	School principal
Johnson, LaWanda	Assistant Principal	Assistant Principal - 7th Grade and Curriculum
Nation, Desrine	Assistant Principal	Assistant Principal - 8th Grade
Hoag, Jessica	Assistant Principal	Assistant Principal - 6th Grade
Guth, Lori	Guidance Counselor	Department Chair Guidance
Moore, Cidney	Behavior Specialist	Behavior Specialist - ESE Team Leader
Walsky, Riley	Teacher, K-12	Reading Department Chair
Baligian, Kelli	Teacher, K-12	ELA Department Chair
Silkie-Rees, Marissa	Teacher, K-12	Science Department Chair
Smith, Erin	Teacher, K-12	Science Department Chair
Higgins, Valeria	Teacher, K-12	Social Studies Department Chair
Coon, Doug	Teacher, K-12	Math Department Chair

Demographic Information

Principal start date

Sunday 7/1/2018, Michael Moss

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.*

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.*

3

Total number of teacher positions allocated to the school

50

Total number of students enrolled at the school

900

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

5

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	324	294	297	0	0	0	0	915
Attendance below 90 percent	0	0	0	0	0	0	76	57	67	0	0	0	0	200
One or more suspensions	0	0	0	0	0	0	7	26	36	0	0	0	0	69
Course failure in ELA	0	0	0	0	0	0	29	23	20	0	0	0	0	72
Course failure in Math	0	0	0	0	0	0	53	39	9	0	0	0	0	101
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	25	30	25	0	0	0	0	80
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	24	28	49	0	0	0	0	101
Number of students with a substantial reading deficiency	0	0	0	0	0	0	25	30	25	0	0	0	0	80

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	23	37	37	0	0	0	0	97

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	14	6	15	0	0	0	0	35
Students retained two or more times	0	0	0	0	0	0	0	2	0	0	0	0	0	2

Date this data was collected or last updated

Monday 6/27/2022

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	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

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	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

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	51%			53%			52%	52%	54%
ELA Learning Gains	43%			46%			56%	55%	54%
ELA Lowest 25th Percentile	29%			29%			46%	47%	47%
Math Achievement	55%			55%			54%	55%	58%
Math Learning Gains	51%			34%			49%	52%	57%
Math Lowest 25th Percentile	47%			34%			40%	46%	51%
Science Achievement	53%			53%			57%	51%	51%
Social Studies Achievement	64%			69%			71%	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	54%	51%	3%	54%	0%
Cohort Comparison						
07	2022					
	2019	49%	51%	-2%	52%	-3%
Cohort Comparison		-54%				
08	2022					
	2019	52%	55%	-3%	56%	-4%
Cohort Comparison		-49%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	45%	44%	1%	55%	-10%
Cohort Comparison						
07	2022					
	2019	53%	60%	-7%	54%	-1%
Cohort Comparison		-45%				
08	2022					
	2019	33%	31%	2%	46%	-13%
Cohort Comparison		-53%				

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	58%	51%	7%	48%	10%
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	70%	68%	2%	71%	-1%
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	81%	55%	26%	61%	20%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	89%	56%	33%	57%	32%

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
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					
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		

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	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	517
Total Components for the Federal Index	10
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	48
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	62
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	26
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2
Hispanic Students	
Federal Index - Hispanic Students	49
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	42
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	59
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	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

The following school trends are apparent after reviewing the data:

- Strong correlation between Civics and ELA scores for students in our L35. On the grade 8 Civics EOC, 39% of students received a passing score which had a strong correlation to their reading scores on FSA.
- The two ESSA subgroups, SWD and African-American Students, are not displaying the desired growth on FSA. The Math FSA indicates a 20% proficiency level of African-American Students and 13% proficiency level of SWD. On the Reading FSA, African-American Students achieved a 20% proficiency and SWD a 19% proficiency.
- Grade 7 Math scores dropped while Grade 6 Math met the SIP Goal. Algebra and Geometry scores remained constant. Pre-Algebra scores displayed the concerns with students in the L35 as the school received a 22% proficiency level on the Math FSA.
- Science scores remained constant with a 53% proficiency.
- Overall ELA proficiency dropped 4 points and L25 learning gains dropped 8 points.
- Overall Math proficiency remained constant and L25 learning gains increased from 29% to 47%.

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

- Learning gains of students in the L35 for across all tested subjects: ELA, Mathematics, Civics, and Science demonstrate the greatest concern for improvement.
- The learning gains for the L35 has been an on-going area for improvement with gains stagnant under 50% in both Mathematics and ELA.
- The overall proficiency level for ELA students dropped by 4 points.
- Improving students achievement across all content areas for the two ESSA Subgroups (SWD, African-American Students), along with our economically disadvantaged students display the greatest need for improvement to close the wide achievement gaps.

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

Targeted standards-based instruction with the appropriate level of rigor with engaging student activities is a key area of improvement. To support closing the achievement gaps across the school, data-driven differentiated instruction is another critical area for improvement. Analyzing the data shows the impact of long-term substitutes on student achievement with learning gains significantly lagging. Additionally, the school must continue the work in the area of equity and enhancing the school-wide culture for success.

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

- Science scores continued to surpass our traditional sister schools and reach the achievement levels of our stretch schools.
- 6th grade Mathematics proficiency scores increased by 7%.
- Overall L25 learning gains for Mathematics increased from 29% to 47% and learning gains for all math students increased from 33% to 49%.

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

The contributing factors consisted of focused Professional Learning Communities (PLCs) and collaborative teacher planning. PLCs are data driven to identify standards for remediation and enrichment. This in turn supports collaborative teacher planning to incorporate research-based instructional strategies to help address the learning needs of all students. Another key factor consists of targeted standards-based instruction with the appropriate level of rigor.

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

Continue working to enhance collaborative teacher planning to improve standards-based instruction, differentiated learning, and improve equitable practices across the school. Data-driven PLCs will serve as a key strategy to help actualize the process.

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.

- Equity Training
- BEST Standards Training
- PBIS Training
- Training on Data Analysis
- Training on High Performing Professional Learning Communities
- Continued interaction with district staff developers for all content areas to enhance instruction
- Participate in district-led training opportunities throughout the school year

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

- Additional opportunities for both enrichment and remediation will be provided for students both before and after school. This will be accomplished through community partnerships and utilizing school/district funds.
- New approaches will be implemented to improve data-drive professional learning communities.

Areas of Focus

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

:

#1. 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.

- 1 .Our current level of performance is 64% proficiency on the 2021-22 Civics EOC; 51% proficiency on the 2021-22 Reading FSA; and 70% passing rate on the US and World History Final Exams.
2. We expect our performance level to be 70% proficiency on the 2022-2023 Civics EOC; 55% proficiency on the 2022-23 Spring Florida Progress Monitoring Assessment (F.A.S.T.); and 80% passing rate on the US and World History Final Exams.
3. We will focus on providing targeted standards-based instruction with the appropriate level of rigor. Literacy strategies will be utilized along with data-driven differentiated instruction to address the learning needs of all students.
4. By providing targeted professional development to support the strategies noted in #3, student achievement will increase to the goals noted in #1.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

- The percentage of students achieving proficiency on the Civics EOC will increase from 64% (2021-22) to 70% in (2022-23).
- The percentage of students passing the US and World History Final Exams will increase 10% from 70% (2021-22) to 80% in (2022-23).
- The percentage of student achieving reading proficiency will increase from 51% (2021-22) to 55% (2022-23) as measured by the Spring Florida State Reading Progress Monitoring Assessment.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Daily instructional walkthroughs by administrators providing actionable feedback; 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:

Michael Moss (mossm@pcsb.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

-Utilize PLCs and collaborative planning to engage teachers in data driven discussions to design targeted standards-based instruction that organizes students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student; identifies critical content; provides the appropriate level of rigor; and that incorporates literacy strategies.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The above strategies are research-based and aligned to the district's strategic plan.

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 regularly engage in PLCs to deconstruct upcoming benchmarks and utilize systemic documents (adopted curriculum, pacing guides, etc.) to effectively plan for units that incorporate rigorous performance tasks aligned to standards.

Person Responsible

Michael Moss (mossm@pcsb.org)

Regularly assess students (formally and informally) and utilize data during PLCs to adjust instruction, enrich and reteach, and provide research-based intervention.

Person Responsible Michael Moss (mossm@pcsb.org)

Teachers will implement literacy strategies in civics to engage in reading, analyzing text, and engaging students with text depended questions and tasks aligned to standards. Develop cross curricular opportunities, ex: ELA and reading teachers to utilize civics text and vocabulary in lessons.

Person Responsible Michael Moss (mossm@pcsb.org)

Encourage productive-struggle for students as they work through vocabulary and comprehension using appropriate strategies.

Person Responsible Michael Moss (mossm@pcsb.org)

Teachers will implement AVID/WICOR strategies with an emphasis on Focused Note Taking.

Person Responsible Michael Moss (mossm@pcsb.org)

Teachers collaborate with the PBIS Team, Equity Team, AVID Team, and reading team to discuss and incorporate strategies to improve instruction and class culture.

Person Responsible Michael Moss (mossm@pcsb.org)

Teachers collaborate with the PBIS Team, Equity Team, AVID Team, and reading team to discuss and incorporate strategies to improve instruction and class culture.

Person Responsible Michael Moss (mossm@pcsb.org)

#2. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

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 is research-based.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percent of African-American Students achieving ELA proficiency will increase from 21% in 2021-22 to 30% in 2022-23 and in Math from 17% in 2021-22 to 30% in 2022-23 as measured by the Spring 2023 Progress Monitoring Assessment (F.A.S.T.).

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Administrators will conduct daily instructional walkthroughs with feedback provided, monitor assessment data, and engage in discussions during PLCs/Collaborative Planning.

Person responsible for monitoring outcome:

Michael Moss (mossm@pcsb.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

-Teachers will engage in data-driven professional learning communities to disaggregate data of African-American students as a tool to support differentiated learning (UDL practices, remediation, enrichment) to increase student achievement.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The above mentioned strategy is research-based, aligned to the PCS Strategic and Bridging the Gap Plans, and discussed by the SBLT.

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.

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. A special emphasis will be placed on discussing which best practices are having the greatest impact to promote student achievement. (Aug - May)

Person Responsible Michael Moss (mossm@pcsb.org)

2. All staff will participate in professional learning led by the Seminole Middle School 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. Data will be discussed during the monthly SBLT meeting. (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)

6. Emphasis will be placed to enroll African-American students in advanced courses to include the Leadership Academy and STEM Academy.

Person Responsible Michael Moss (mossm@pcsb.org)

#3. 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.

Our current level of performance is 55% Mathematics Achievement, as evidenced in 2021-2022 School Grade Report. We expect our performance level to be at least 60% Mathematics Achievement by the 2022-2023 School Grade Report. The problem/gap is occurring because learning targets and learning tasks are not differentiated to address student readiness, interest, and learning profile of the students with regards to mathematics. If differentiated learning opportunities are implemented as part of student instruction, the problem would be reduced by 5%.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percentage of students achieving math proficiency will increase from 55% to 60% as measured by the 2022-2023 FAST Mathematics Achievement as reported in the School Grade Report.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring will occur from frequent instructional walkthroughs, PLC discussions, data review of assessments and student work, and feedback/ideas shared by teachers, administrator and district staff developers.

Person responsible for monitoring outcome:

Desrine Nation (nationd@pcsb.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

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.
4. Enhance student's ability to self-monitor and track their progress and reflect to make changes towards proficiency.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for

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).

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.

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 Desrine Nation (nationd@pcsb.org)

2. Conduct regular, monthly, Professional Learning Communities (PLCs) inclusive of 'data chats' to review student data to identify and plan for differentiation opportunities based on the students' readiness, interest, and/or learning profile. Data can come from the FAST assessments, IXL, Instructional Materials assessments, and/or teacher and district formal and informal assessments.

Person Responsible Desrine Nation (nationd@pcsb.org)

3. Teachers will receive ongoing professional development supporting the alignment of learning targets and tasks to B.E.S.T Standards, the Mathematical Thinking and Reasoning Standards, and Differentiation in the Math Classroom. This will occur during Facilitated- Planning Sessions, Biweekly PLCs, Ongoing Math PD based on the professional development calendar will be created for the school year.

Person Responsible Desrine Nation (nationd@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 Desrine Nation (nationd@pcsb.org)

5. Teachers provide students with at least 1 differentiated learning opportunity within each unit of instruction that addresses either 1) the students' mathematical readiness, 2) the students' interests as related to the mathematics they are learning, and/or 3) the students' choice of how to learn the material (learner profile).

Person Responsible Desrine Nation (nationd@pcsb.org)

Teachers utilize IXL's Diagnostic Arena to have students address mathematical skills gaps from their individualized Action Plans with an emphasis on utilizing the program outside of the school day to extend learning beyond the classroom.

Person Responsible Desrine Nation (nationd@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 Desrine Nation (nationd@pcsb.org)

Administrators and teachers engage in mathematics-focused learning walks/discussions with a focus on target/task alignment and differentiated learning opportunities for students.

Person Responsible Desrine Nation (nationd@pcsb.org)

#4. 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.

1. Our current level of performance is 53%, as evidenced in SSA Assessment results from the 2021-22 school year.
2. We expect our performance level to be 60% by the end of the 2022-23 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 7%.

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 science proficiency will increase from 53% (2021-22) to 60% (2022-23), as measured by the SSA.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

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

Person responsible for monitoring outcome:

Jessica Hoag (hoagj@pcsb.org)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

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: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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

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 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 Jessica Hoag (hoagj@pcsb.org)

Teachers meet in PLC's at least twice 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 Jessica Hoag (hoagj@pcsb.org)

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

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

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 Jessica Hoag (hoagj@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.

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:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percentage of students achieving ELA proficiency will increase from 51% to 60% as measured by the 2022-2023 Florida Progress Monitoring Assessment (FAST).

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring will consist of daily instructional walkthroughs, data reviews, feedback from both school-based administrators and district staff developers, and from discussions during PLCs.

Person responsible for monitoring outcome:

LaWanda Johnson (johnsonlawa@pcsb.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

PLC's/Common Planning will be utilized to enhance student-centered, targeted standards-based instruction with the appropriate level of rigor and data-driven differentiated instruction to help address the needs of all students.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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

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.

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

LaWanda Johnson (johnsonlawa@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.

Person Responsible

LaWanda Johnson (johnsonlawa@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

LaWanda Johnson (johnsonlawa@pcsb.org)

4. Students will engage in frequent data chats to monitor and own their data with protocols utilized.

Person Responsible

LaWanda Johnson (johnsonlawa@pcsb.org)

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

Person Responsible LaWanda Johnson (johnsonlawa@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 LaWanda Johnson (johnsonlawa@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 LaWanda Johnson (johnsonlawa@pcsb.org)

Cross curricular PLCs will be conducted throughout the school year for teachers to engage in collaboration discussing effective practices to promote student achievement.

Person Responsible LaWanda Johnson (johnsonlawa@pcsb.org)

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

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

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:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percentage points for students earning credit for accelerated coursework will increase from 74 to 80 in 2022-23 as measured by qualifying scores, course credit scores, and/or industry certification exams earned.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

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:
Describe the evidence-based strategy being implemented for this Area of Focus.

-Enhance access to opportunities for students to engage in advanced/accelerated coursework.
 -Provide students with expanded tutoring/remediation/enrichment to be successful in advanced/accelerated coursework.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The strategies are research-based and promoted as best practices to improve student achievement.

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.

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)

#7. 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.

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome: The percent of ESE Students achieving ELA proficiency will increase from 11% (2021-22) to 30% (2022-23) and in Math from 17% (2021-22) to 30% (2022-23) as measured by the Spring 2023 Progress Monitoring Assessment (F.A.S.T.).

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Monitoring: Monitoring will be achieved through daily instructional walkthroughs, collaborative conversations during PLCs/Planning, data reviews examining gaps in foundational skills, and from feedback provided from district staff developers.

Describe how this Area of Focus will be monitored for the desired outcome.

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

Evidence-based Strategy: PLCs and collaborative planning will be utilized 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. Specific attention will be placed on identifying specific foundational skills gaps and deficits.

Describe the evidence-based strategy being implemented for this Area of Focus.

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. Additionally, the strategy was recommended from feedback provided by the ESE Department and determined by the school's SBLT.

Explain the rationale for selecting this specific strategy. Describe the resources/criteria 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.

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 Michael Moss (mossm@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 Michael Moss (mossm@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)

ESE Case Managers will meet with teachers serving mainstreamed students to review IEP's ensuring that teachers have a clear understanding of the accommodations and instructional strategies provided to support student achievement.

Person Responsible Michael Moss (mossm@pcsb.org)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Grades 3-5: Measureable Outcome(s)

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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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 school has multiple teacher-led committees and teams that meet regularly to monitor and promote a safe and positive learning environment. The PBIS Team creates the school-wide discipline plan that promotes the Guidelines for Success, uniform processes, student incentives, and positive events. All school employees are trained on the plan and expected to fully implement. This creates a common language with uniform school-wide expectations across the school. The PBIS plan is also shared with all parents to help foster a close school-to-home partnership and elicit strong community support. The PBIS Team also maintains a detailed data tracking sheet of multiple data to measure the plan's effectiveness. Data are shared monthly with the staff and the four-step process of continuous improvement is followed. The Equity Team researches and promotes best practices in education to help ensure effective instructional strategies are utilized to help close the school's achievement gaps. The SBLT meets monthly reviewing school-wide data trends to monitor the overall learning environment. The continuous improvement cycle is followed to help ensure that actionable steps are implemented. Restorative Practices are integrated across the school and becoming embedded in our way-of-work. Each Monday, classes begin the week with a restorative circle discussing a myriad of topics with a special emphasis of promoting student agency and school culture. The school maintains a close partnership with the Florida Schools of Character Organization and the National Character.org to promote character education. Seminole Middle School was recognized as a National and State School of Character by these two organizations. The school-wide expectations are visible across the school and formally reviewed with all students each grading quarter. The Olweus Bully Prevention Program was implemented in 2021-22 and continues to be promoted school-wide. The student-led SAVE Club holds monthly activities for students concerning bully prevention, safety, and that building positive school community. Each month the principal holds an evening family event presenting citizenship

awards to students who best exemplify the month's character trait. Business partners are also encouraged to participate to help make the celebration a community event promoting positive citizenship. The school has over 15 clubs that play an integral role to help promote school community. Each club is encouraged to perform a service project to improve the school or community. Each morning the principal and students lead the school's morning announcements. Special emphasis is placed on discussing the school's core values (respect, responsibility, integrity, service, tolerance, scholarship, leadership, perseverance) with students sharing examples and challenges to the students. School administrators utilize two instruments to perform quarterly walkthroughs collecting qualitative data to measure the school's culture and capture feedback from students, parents, community members, and from the school staff.

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

All school stakeholder groups are all key participants in promoting a positive school culture and environment. School staff are actively engaged in numerous committees ranging from Character Education, PBIS, Restorative Practices, and Equity which focus on school culture. The PBIS Team is teacher-led and creates and monitors the school-wide discipline plan to promote a positive school community. Students are actively engaged to enhance school culture through the SAVE Club which sponsors monthly student-led programs that address a myriad of issues facing students. The parent-led PTSA and SAC play active roles in the character education program. The PTSA funds the PBIS store as a student incentive, supports quarterly PBIS events, and character education. The SAC regularly discusses the school learning environment and discussed next steps for improvement. Data are frequently collected and analyzed with stakeholder groups concerning school culture, safety and perceptions to help drive continuous improvement efforts.