Seminole Middle School

2019-20 School Improvement Plan

Table of Contents

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: 6/7/2019

2018-19 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	46%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grade	2018-19: B
School Grades History	2017-18: B 2016-17: C 2015-16: C 2014-15: C 2013-14: C
2018-19 Differentiated Accountability (DA) Information*	
SI Region	Southwest
Regional Executive Director	Tracy Webley
Turnaround Option/Cycle	N
Year	A

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.](http://www.floridacims.org)

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title
Moss, Michael	Principal
Principal	
Nash, Kent	Assistant Principal
Assistant Principal	
Moore, Cidney	Teacher, K-12
Teacher, K-12	
Baligian, Kelli	Teacher, K-12
Teacher, K-12	
Barkalow, Bria	Teacher, K-12
Teacher, K-12	
Higgins, Valeria	Teacher, K-12
Teacher, K-12	
Hoag, Jessica	Teacher, K-12
Teacher, K-12	
McMahon, Amy	Assistant Principal
Assistant Principal	
Guth, Lori	Guidance Counselor
Guidance Counselor	
Johnson, Lawanda	Assistant Principal
Assistant Principal	
bulino, karen	Teacher, K-12
Teacher, K-12	

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	333	364	361	0	0	0	0	1058
Attendance below 90 percent	0	0	0	0	0	0	20	69	77	0	0	0	0	166
One or more suspensions	0	0	0	0	0	0	19	16	30	0	0	0	0	65
Course failure in ELA or Math	0	0	0	0	0	0	25	20	30	0	0	0	0	75
Level 1 on statewide assessment	0	0	0	0	0	0	84	103	134	0	0	0	0	321

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	27	51	64	0	0	0	0	142

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	0	0	0	3	7	13	0	0	0	0	23
Students retained two or more times	0	0	0	0	0	0	0	1	0	0	0	0	0	1

FTE units allocated to school (total number of teacher units)
51

Date this data was collected or last updated
Thursday 7/11/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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 or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

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

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	333 (0)	364 (0)	361 (0)	1058 (0)
Attendance below 90 percent	20 ()	69 ()	77 ()	166 (0)
One or more suspensions	19 (0)	16 (0)	30 (0)	65 (0)
Course failure in ELA or Math	25 (0)	20 (0)	30 (0)	75 (0)
Level 1 on statewide assessment	84 (0)	103 (0)	134 (0)	321 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2019	54%	51%	3%	54%	0%
	2018	48%	49%	-1%	52%	-4%
Same Grade Comparison		6%				
Cohort Comparison						
07	2019	49%	51%	-2%	52%	-3%
	2018	45%	48%	-3%	51%	-6%
Same Grade Comparison		4%				
Cohort Comparison		1%				
08	2019	52%	55%	-3%	56%	-4%
	2018	59%	55%	4%	58%	1%
Same Grade Comparison		-7%				
Cohort Comparison		7%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2019	45%	44%	1%	55%	-10%
	2018	42%	45%	-3%	52%	-10%
Same Grade Comparison		3%				
Cohort Comparison						
07	2019	53%	60%	-7%	54%	-1%
	2018	57%	59%	-2%	54%	3%
Same Grade Comparison		-4%				
Cohort Comparison		11%				
08	2019	33%	31%	2%	46%	-13%
	2018	32%	31%	1%	45%	-13%
Same Grade Comparison		1%				
Cohort Comparison		-24%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2019	58%	51%	7%	48%	10%
	2018	60%	53%	7%	50%	10%
Same Grade Comparison		-2%				
Cohort Comparison						

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

CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	70%	68%	2%	71%	-1%
2018	65%	66%	-1%	71%	-6%
Compare		5%			

HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					

ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	81%	55%	26%	61%	20%
2018	94%	57%	37%	62%	32%
Compare		-13%			

GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	89%	56%	33%	57%	32%
2018	98%	56%	42%	56%	42%
Compare		-9%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2016-17**	**C & C Accel 2016-17**
SWD	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		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	18	34	31	21	37	34	19	26			
ELL	14	42	39	27	54	40					
ASN	60	56		63	59						
BLK	17	44	45	24	45	45	32	42	79		
HSP	36	43	30	42	54	33	42	60	83		
MUL	44	42	33	44	45	46	36	64			
WHT	58	48	35	66	57	51	68	69	83		
FRL	34	41	33	41	48	42	46	53	73		

ESSA Data

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

ESSA Federal Index

ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	56
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	53
Total Points Earned for the Federal Index	556
Total Components for the Federal Index	10
Percent Tested	98%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2

English Language Learners

Federal Index - English Language Learners	42
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	52
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	27
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	52
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	55
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	61
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	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

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

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

Below is a listing of data with the lowest performance with contributing factors noted:
1. Learning Gains Math L25 - 40%
2. Learning Gains ELA L25 - 46%
3. Overall Math Learning Gains - 49%
4. The proficiency of ESE students on ELA FSA is at 12% with 41% learning gains and math proficiency at 15% with 39% learning gains.
5. The proficiency of Black students on ELA FSA is at 16% with 35% learning gains and math proficiency at 17% and learning gains 32%.

The math scores grew in 2017-18 and dropped back to the district/state average in 2018-19. Increasing the level of instructional rigor and connecting assignments tightly to the standards will be a major focus. To address the performance of ESE and Black Students, additional instructional and school culture strategies will be implemented to be supported by ongoing professional development.

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

Below is a breakdown of key data points with the greatest decline with contributing factors noted:
1. EOC Algebra and Geometry - Drop 10 points
3. Overall Math - Drop 4 points
4. Overall Math Learning Gains - 7 points
5. Math L25 Learning Gains - 6 points

The math scores grew in 2017-18 and dropped back to the district/state average in 2018-19. Increasing the level of instructional rigor and connecting assignments tightly to the standards will be a major focus.

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

When comparing to state averages, the following data points had the largest gaps:
1. 7th grade Math down 7 points
2. 8th grade ELA down 2 points
3. ELA and Math FSA proficiency for ESE and Black Students

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

The data below displays the greatest improvement:
1. Civics EOC increased 6 points
2. ELA Learning Gains increased 9 points
3. ELA L25 Learning Gains increased 10 points

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

Two key areas standout that will be a major focus to address during the 2019-2020 school year:
1. Students with excessive absences display disturbing trend data which consists of 6th grade (20); 7th grade (69); and 8th grade (77).
2. Students scoring in the Level 1 range on FSA display disturbing trend data which consists of 6th grade (84); 7th grade (103); 8th grade (134).

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

1. Increase overall Learning Gains for all students in Math and ELA
2. Increase Learning Gains for the L25 in Math and ELA
3. Increase the achievement level for Black Students in all subjects
4. Increase the passing rates for EOC Exams
5. Increase the achievement levels for ESE Students in all subjects
6. Decrease the number of discipline referrals for all students by 25%

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	English/Language Arts
Rationale	-Our current level of performance is 52% reading achievement, as evidenced in the 2018-19 School Grade Report. -We expect our performance level to be 57% by the 2019-20 School Grade Report. -The problem/gap is occurring because learning targets and learning tasks are not at the level of rigor in the ELA standards. -If standards-based learning targets/tasks would occur at the level of rigor increased, student achievement would increase.
State the measureable outcome the school plans to achieve	The percentage of students achieving ELA proficiency will increase from 52% to 57% as measured by the 2019-2020 Florida State Assessment (FSA).
Person responsible for monitoring outcome	Kelli Baligian (baligiank@pcsb.org)
Evidence-based Strategy	-PLC's will be data driven and focus on purposeful planning that create equitable centered practices within all classrooms.
Rationale for Evidence-based Strategy	PLCs will promote will be a collaborative data driven culture that meets the needs of all students.
Action Step	
Description	1. Purposely plan rigorous performance tasks aligned to ELA Florida Standards. 2. Create data driven PLCs and utilize data to differentiate instruction. 3. Provide ongoing feedback to students and celebrate success. 4. Students track data and teachers facilitate data chats with students (Write Score, bi-weekly assessments). 5. Implement WICOR strategies with a focus on focus note taking. 6. Provide professional development opportunities to deepen instructional strategies. 7. Increase administrative walkthroughs and provide ongoing feedback. 8. ELA/Reading teachers implement social studies based instructional materials.
Person Responsible	Amy McMahon (mcmahona@pcsb.org)

#2	
Title	Mathematics
Rationale	-Our current level of performance is 54% mathematics achievement, as evidenced in the 2018-19 School Grade Report. -We expect our performance level to be 60% by the 2019-20 School Grade Report. -The problem/gap is occurring because learning targets and learning tasks are not aligned to the standards and the level of instructional rigor needs to be enhanced. -If standards-based learning targets/tasks would occur and the level of rigor increased, student achievement would increase.
State the measureable outcome the school plans to achieve	The percentage of students achieving math proficiency will increase from 54% to 60% as measured by the 2019-2020 Florida State Assessment (FSA).
Person responsible for monitoring outcome	Michael Moss (mossm@pcsb.org)
Evidence-based Strategy	-Strengthen staff practice to utilize questions to help students elaborate on content. -Strengthen staff ability to engage students in complex tasks. -Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student. -Implement protocols for students to establish goals, monitor data, and self-reflect -Implement WICOR strategies (emphasis on focused note taking) -Implement PBIS/Equity-based strategies to improve the learning environment for all students. -Implement common planning and data-driven PLC's to support effective instruction and differentiation
Rationale for Evidence-based Strategy	The strategies above are all research-based and high yield, support the school and district's strategic plans.
Action Step	
Description	1. Teachers will utilize systemic documents (adopted curriculum, pacing guides, etc.) to effectively plan for mathematics units that incorporate the Standards for Mathematical Practice and rigorous performance tasks aligned to Mathematics Florida Standards (MAFS). 2. Teachers will participate in regular, monthly professional learning communities (PLCs) inclusive of "data chats" to review student responses to tasks and formative assessments and plan for instructional lessons incorporating MAFS and Practice Standards bases on student data. 3. Mathematics teachers participate in professional learning opportunities around instructional shifts, standards, assessments, review data and instructional methods. 4. Teachers train students on the use of the Student Protocol to establish goals, analyze data and self reflect.

5. Teachers participate in PLCs with members of the AVID Site Team, Equity Team, and PBIS Team to discuss strategies to enhance student achievement and class culture.

Person Responsible   Michael Moss (mossm@pcsb.org)

#3	
Title	Family & Community Engagement
Rationale	The data provided in the Needs Assessment and Analysis notes this to be an area of focus. The research clearly displays a relationship between family engagement and student achievement.

State the measureable outcome the school plans to achieve	The number of volunteer hours will increase by 10% percent from the 2018-2019 to the 2019-2020 school year; the number of business/ community partnerships will increase by 10% from the 2018-2019 to the 2019-2020 school year.
Person responsible for monitoring outcome	Michelle Alfred (alfredm@pcsb.org)
Evidence-based Strategy	1. Effectively communicate with families about their students' progress and school practices/processes. 2. Provide academic tools and training to families in support of their students' academic success at home. 3. Actively recruit and maintain positive business and community partnerships, including mentors. 4. Increase engagement/involvement of families from traditionally under-represented students. 5. Involve families in opportunities to advocate for their students and as participants in school decisions and governance. 6. Improve recruitment and training to involve families and the community as volunteers and as audiences at the school or in other locations.
Rationale for Evidence-based Strategy	The above mentioned strategies are noted as research-based best practices to improve family and community engagement.

Action Step	
Description	1. Work closely with the Family and Community Liaison. 2. Work closely with PTSA, SAC, Seminole EcoSystem, Seminole Chamber of Commerce, neighboring elementary and high schools, and Ridgecrest 360 Community Coalition. 3. Maintain communication to the school community through weekly school messenger calls, emails, school marquee, school website, Peachjar, PTSA and SAC. 4. Provide training to families on how to utilize Focus, access online learning tools (Clever, iReady, Kahn Academy), and resources to support academic success at home. 5. Provide a variety of family and community events to increase engagement/involvement from caregivers and the community (Back to School Night, Open House, Family Fun Night, All Pro Dad, Take Your Dad to School Day, Veteran's Breakfast, Band/Chorus/Orchestra Concerts, business partner give back nights). 6. Hold Equity Training for all school staff, to include understanding of family backgrounds and cultures (Cultural Competency). 7. Maintain an open policy for Parent/Teacher Conferences and continue to

provide a welcoming environment.
8. Make Positive Phone Calls Home.
9. Recruit and train mentors and volunteers to build relationships with our students' by offering them guidance, support, and encouragement to help cultivate positive and healthy development.
10. Invite families, local businesses, and community organizations to become a partner in education.
11. Coordinate resources and services for families, students, and the school with community groups, including businesses, agencies, cultural and civic organizations, and colleges or universities.
12. Provide meaningful work and flexible scheduling of volunteers.

Person Responsible	Michelle Alfred (alfredm@pcsb.org)

#4	
Title	Attendance
Rationale	Improve student attendance which has a direct correlation to student achievement.
State the measureable outcome the school plans to achieve	The average daily attendance rate will increase from 74% in 2018-19 to 85% for the 2019-20 school year.
Person responsible for monitoring outcome	Lori Guth (guthl@pcsb.org)
Evidence-based Strategy	-Implement effective progress monitoring strategies for students with excessive absences -Implement positive incentives for students to improve attendance -Teach students goal setting and progress monitoring protocols to improve school performance -Implement a mentoring program with staff assigned to students with excessive absences following the Check-and-Connect program
Rationale for Evidence-based Strategy	The strategies are research-based and well-established in the education literature
Action Step	
Description	1. During MTSS student attendance will be monitored for each grade level 2. Social Worker will be informed when students display a pattern of excessive absences with home visits 3. Positive incentives will be implemented for students who missed over 20 days of school the following school year 4. Students will be taught goal setting and progress monitoring protocols to improve their performance 5. Create a staff mentoring program to assign a mentor to students with excessive absences
Person Responsible	Lori Guth (guthl@pcsb.org)

#5	
Title	Healthy Schools
Rationale	Our current level of performance is 3 out of 6 modules in bronze, as evidenced in the Alliance for a Healthier Generation, Healthy Schools Program Framework. The research backs to benefits of promoting a healthy school. Our goals is to achieve 6 out of 6 modules to be eligible for bronze status by April 2020.
State the measureable outcome the school plans to achieve	Seminole Middle School will achieve 6 out of 6 modules to be eligible for bronze status as evidenced in the Alliance for a Healthier Generation, Healthy Schools Program Framework by April 2020.
Person responsible for monitoring outcome	Jessica Hoag (hoagj@pcsb.org)
Evidence-based Strategy	Assembly a Healthy Team made up of a minimum of 4 individuals including PE Teacher, Health Teacher, Wellness Champion and Cafeteria Manager.
Rationale for Evidence-based Strategy	This strategy follows the PCS recommended format to follow.
Action Step	
Description	1. Assemble a Healthy Team made up of a minimum of 4 individuals including, but not limited to: PE Teacher, Health Teacher, Wellness Champion, and Cafeteria Manager 2. Attend district-supported professional development 3. Complete Healthy Schools Program Assessment 4. Develop and Implement Healthy School Program Action Plan 5. Complete the SMART Snacks in School Documentation
Person Responsible	Jessica Hoag (hoagj@pcsb.org)

#6	
Title	Bridging the Gap
Rationale	1. Our current level of performance is 16% of students are achieving proficiency, as evidenced in the 2018-19 ELA FSA. 2. We expect our performance level to be 35% proficiency on the ELA FSA by 2019-20. 3. The problem/gap is occurring because lack of culturally relevant, student-centered learning environments with differentiated activities to address the diverse needs of all students. 4. If the appropriate environments and differentiated instruction would occur, the student achievement would increase by our projected 9% increase by the 2019-20 school year.

State the measureable outcome the school plans to achieve	The percent of black students achieving proficiency of the ELA FSA will increase from 2018-19 to 2019-20, from 16% to 35%.
Person responsible for monitoring outcome	Michael Moss (mossm@pcsb.org)
Evidence-based Strategy	-Provide training for culturally relevant disciplinary practices and ensure strong implementation. -Provide training for strategies on Social Emotional Learning (SEL) and programs to help students develop specific social and emotional competencies. -Implement Restorative Practices throughout the school. -Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies to increase engagement and improve pass rates and grade point averages for black students. -Set up parent conferences with all black students who are not-on-track to graduate to review personalized learning plans. -Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies to increase engagement and improve pass rates and grade point averages for black students. -Ensure staff has access to real-time data specific to black students in order to have effective data chats and targeted support for improved learning. -Identify and provide additional culturally relevant books, resources and technology to supplement core instruction representing diverse perspectives as a way to increase student engagement. -Ensure black students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources. -Provide training for teachers of accelerated courses that is specific to culturally relevant instruction to ensure engagement of black learners. -Implement effective intervention strategies based on the close monitoring of students with personalized learning plans.

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

Action Step	
Description	1. Establish an Equity Team to provide PD and monitoring 2. Provide Equity Training during Pre-School with scheduled follow-up quarterly 3. Continue with Monday Morning Circles 4. Grow the Partnership with the Ridgecrest 360 Coalition to enhance resources provided to students 5. Develop an assertive approach to connect with families 6. Create robust, data-driven Professional Learning Communities to discuss student data, achievement, high yield instructional strategies and continuous improvement. 7. Continue partnering with district trainers to provide professional development to teachers.
Person Responsible	Michael Moss (mossm@pcsb.org)

#7	
Title	College and Career Readiness
Rationale	Our current level of performance is 78% of students earning credit for accelerated coursework. The problem/gap is occurring because their is a need for additional and expanded course offerings along with tutoring supports. If course offerings are expanded and additional tutoring occurs, we expect the percentage of students earning credit for accelerated coursework to increase by 10% points.
State the measureable outcome the school plans to achieve	The percent of all students earning credit for acceleration coursework will increase from 78% in 2018-2019 to 88% in 2019-2020 as measured by qualifying scores, course credit scores, and/or industry certification exams earned.
Person responsible for monitoring outcome	Kent Nash (nashk@pcsb.org)
Evidence-based Strategy	-Enhance access to opportunities for students to engage in advanced/ acceleration coursework. -Intensify staff capacity to support students in successfully completing and attaining industry certification. -Strengthen teacher implementation of rigorous instructional practices.
Rationale for Evidence-based Strategy	The above strategies are research-based and promoted by PCS.

Action Step	
Description	1. Increase the number of course offerings to earn industry certification 2. Increase the number of students enrolled in accelerated courses 3. Inform parents about the accelerated course offerings and strategies to help their student be successful 4. Closely progress monitor students students in accelerated course and provide additional tutoring 5. Teach students goals setting and self-progress monitoring protocols to increase intrinsic motivation 6. Implement AVID WICOR Strategies - See AVID Goal in SIP
Person Responsible	Kent Nash (nashk@pcsb.org)

#8	
Title	Exceptional Student Education (ESE)
Rationale	1. Our current level of performance is 34% of ESE students achieving a learning gain on the ELA FSA. 2. We expect learning gains to increase to 45% in 2019-2020. 3. The problem/gap is occurring because lack of differentiated standards-based planning and instruction. 4. If improved differentiated standards-based planning and instruction would occur, the problem would be reduced by points.
State the measureable outcome the school plans to achieve	The percentage of ESE students achieving learning gains on the ELA section of the Florida State Assessment (FSA) will increase from 34% in 2018-19 to 45% in 2019-2020.
Person responsible for monitoring outcome	Frances Siano (sianof@pcsb.org)
Evidence-based Strategy	-Students requiring ESE services work towards mastery of meaningful Individualized Education Plan (IEP) goals while learning the foundational skills they need to engage in rigorous, grade-level content in the Least Restrictive Environment (LRE). -Ensure that students requiring ESE services receive instruction designed to teach students to advocate for their academic, social and emotional needs. This includes teaching students protocols to set goals, monitor their data and self-reflect -Enhance staff capacity to support students through purposeful activation and transfer strategies. -Frequently monitor student data through weekly PLCs
Rationale for Evidence-based Strategy	Strategies are research-based and well-grounded in the education literature as best practices to improve student achievement.
Action Step	
Description	1. Department Chair/ESE Specialist will Facilitate Month PD Session 2. Monthly Data-Based PLCs will be conducted reviewing student progress 3. Collaborative Teacher Planning to Integrate High Yield Strategies 4. Work with the District's ESE Coach to Improve Instructional Practices 5. Teach students data monitor and self-motivation strategies
Person Responsible	Frances Siano (sianof@pcsb.org)

#9	
Title	Science
Rationale	1. Our current level of performance is 57%,as evidenced in SSA Assessment results. 2. We expect our performance level to be 63% by the end of the 2019-2020 school year as measured by the SSA. 3. The problem/gap is occurring because standards based instruction with the appropriate level of rigor needs to be implemented consistently at every grade level. 4. If increased training and support in developing and implementing rigorous lesson would occur, the problem would be reduced by seeing an increase of 5% in student achievement on the SSA.

State the measureable outcome the school plans to achieve	The percent of all students achieving science proficiency will increase from 58% to 63%, as measured by the SSA.
Person responsible for monitoring outcome	Lawanda Johnson (johnsonlaw@pcsb.org)
Evidence-based Strategy	-Support teachers to effectively implement data driven instruction that organizes students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student. -Support teachers to effectively implement data driven remediation at every grade level using the SSA content focus report -Enhance staff capacity to identify critical content from the Standards in alignment with district resources. -Strengthen staff ability to engage students in complex tasks. -Implement WICOR Strategies (emphasis on focused note taking) and PBIS Strategies -Teach students protocols to establish goals, monitor their data and self-reflection to support continuous improvement.
Rationale for Evidence-based Strategy	The above strategies are well embedded in the research and are aligned to the district's strategic plan.

Action Step	
Description	1. Teacher implement literacy strategies in science to engage in reading, analyzing complex text, and engaging students with text depended questions and performance tasks aligned to standards. Seek to develop cross curricular opportunities, ex: language arts teachers to utilize science text in lessons. 2. AVID/WICOR strategies implemented in all science classes. 3. Teachers will provide extensive inquiry-based instruction including research, scientific thinking, and writing opportunities (claims and evidence.) 4. Teachers will use standards, learning goals, and scales to develop rigorous aligned lesson plans and assessments.

5. Utilize data driven instruction to differentiate and scaffold instruction and remediation at every grade level to maximize student performance.
6. Collaboration within department, grade level, and cross-curricular teams, including professional development.
7. Teachers collaborate with the PBIS Team, Equity Team, and AVID Site Team to discuss and incorporate strategies to improve instruction and class culture.

Person Responsible	Lawanda Johnson (johnsonlaw@pcsb.org)

#10	
Title	Social Studies
Rationale	1. Our current level of performance is 70%,as evidenced in SSA Assessment results. 2. We expect our performance level to be 75% by the end of the 2019-2020 school year as measured by the FSA Civics EOC exam.. 3. The problem/gap is occurring because standards based instruction with the appropriate level of rigor needs to be implemented consistently at every grade level. 4. If increased training and support in developing and implementing rigorous lesson would occur, the problem would be reduced by seeing an increase of 5% in student achievement on the FSA Civics EOC exam.
State the measureable outcome the school plans to achieve	The percentage of students achieving civics proficiency will increase from 70% to 75% as measured by the 2019-2020 Florida State Assessment (FSA) CIvics EOC exam.
Person responsible for monitoring outcome	Kent Nash (nashk@pcsb.org)
Evidence-based Strategy	-Support teachers to effectively implement data driven instruction that organizes students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student. -Support teachers to effectively implement data driven remediation using the district unit assessment content focus report -Enhance staff capacity to identify critical content from the Standards in alignment with district resources. -Strengthen staff ability to engage students in complex tasks. -Implement WICOR Strategies, PBIS Strategies and various reading strategies. -Teach students protocols to establish goals, monitor their data and self-reflection to support continuous improvement.
Rationale for Evidence-based Strategy	The above strategies are well embedded in the research and are aligned to the district's strategic plan.
Action Step	
Description	1. Teachers will implement literacy strategies in civics to engage in reading, analyzing complex text, and engaging students with text depended questions and performance tasks aligned to standards. Seek to develop cross curricular opportunities, ex: language arts and reading teachers to utilize civic text and vocabulary in lessons. 2. AVID/WICOR strategies implemented with an emphasis on Focused Note Taking. 3. Teachers will provide extensive inquiry-based instruction including research, critical thinking, and writing opportunities. 4. Teachers will use standards, learning goals, and scales to develop rigorous aligned lesson plans and assessments.

5. Utilize data driven instruction to differentiate and scaffold instruction and remediation at every level to maximize student performance.
6. Collaboration within department, grade level, and cross-curricular teams, including professional development.
7. Teachers collaborate with the PBIS Team, Equity Team, AVID Site Team, and reading team to discuss and incorporate strategies to improve instruction and class culture.
8. Participate in CORE Connections Professional Development.

Person Responsible   Kent Nash (nashk@pcsb.org)

#11	
Title	Conditions for Learning
Rationale	1. Our current level of performance in school-wide behavior is 1200 behavior referrals. We expect our performance level to be decrease by 20%. 2. The problem/gap in behavior performance is occurring because lack of school-wide consistency with expectations. 3. If higher expectations with increased school-wide consistency would occur, the problem would be reduced by 20%, as evidenced by referral data. 4. We will analyze and review our data for effective implementation of our strategies on-going throughout school year.
State the measureable outcome the school plans to achieve	The referral risk of all students receiving referrals will decrease from 2018-19 to 2019-20 by 20% measured by discipline referrals.
Person responsible for monitoring outcome	Cidney Moore (mooreci@pcsb.org)
Evidence-based Strategy	-Strengthen the ability of all staff to establish and maintain positive relationships with all students. -Strengthen the implementation of research-based practices that communicate high expectations for each student. -Support the development and/or implementation of school-wide ownership of equitable practices that engage students in acknowledging and adhering to processes and procedures. -Implement Monday Morning Circles and Restorative Practices school-wide. -Implement PBIS school-wide and conduct quarterly events
Rationale for Evidence-based Strategy	The strategies listed above are all well-grounded in the research as proven best practices and are aligned to the PCS Strategic Plan.
Action Step	
Description	1. Develop and implement the PBIS plan with frequent monitoring. 2. Provide on-going training to staff on Restorative Practices, Circles and PBIS. 3. Provide on-going training to staff on CRT to enhance school culture and student learning. 4. Closely monitor student data and following the process of continuous improvement on plans. 5. Provide students with positive incentives for following school-wide HAWKS expectations. 6. Teach students data protocols to increase ownership in school work.
Person Responsible	Cidney Moore (mooreci@pcsb.org)

#12	
Title	AVID Strategies
Rationale	AVID strategies are researched-based to increase student achievement and college/career readiness

State the measureable outcome the school plans to achieve	During the 2019-2020 school year, 75% of all content teachers will implement three phases of the focused note-taking by the end of the year.

During the 2019-2020 school year, 90% of 6th graders will utilize 3-ring binders to promote organization. |
| **Person responsible for monitoring outcome** | Amy McMahon (mcmahona@pcsb.org) |
| **Evidence-based Strategy** | 1. Implement the Three Phases of Focused Noting Taking
2. All 6th Grade Students Utilize Three-Ring Binders (goal is to expand this school-wide during a three-year process) |
| **Rationale for Evidence-based Strategy** | Strategies are research-based and support the District's Strategic Plan. |

Action Step

Description	1. Preschool instruction
2. During department meetings, teachers will share with their AVID Site Team representative, student examples of Focused Note Taking from their classes, in order to input into Photo Circle.
3. Implementation will be evaluated and discussed each month and shared in the department meetings and in AVID Site Team Meetings.
Person Responsible	Amy McMahon (mcmahona@pcsb.org)

Additional Schoolwide Improvement Priorities (optional)

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

Teachers will use methods that increase the sense of urgency with their students in the classroom to meet and master targets and standards. Expectations with daily flow will be followed allowing students to stay consistent in their work and levels of progress.

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

n/a

PFEP Link

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

n/a

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

n/a

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

n/a

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

n/a

		Part V: Budget				
1	**III.A**	**Areas of Focus: English/Language Arts**				**$4,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			3931 - Seminole Middle School	Other		$4,000.00
			Notes: Funds used to support PLCs, collaborative planning, AVID planning, and professional development.			
2	**III.A**	**Areas of Focus: Mathematics**				**$1,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			3931 - Seminole Middle School	School Improvement Funds		$1,500.00
			Notes: Funds used to support TDEs to allow for collaborative planning, professional development, AVID implementation and data meetings.			
3	**III.A**	**Areas of Focus: Family & Community Engagement**				**$0.00**

4	III.A	**Areas of Focus: Attendance**				**$500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			3931 - Seminole Middle School	Other		$500.00
			Notes: Incentives to promote the staff mentoring program for students with excessive absences.			
5	III.A	**Areas of Focus: Healthy Schools**				**$0.00**
6	III.A	**Areas of Focus: Bridging the Gap**				**$0.00**
7	III.A	**Areas of Focus: College and Career Readiness**				**$0.00**
8	III.A	**Areas of Focus: Exceptional Student Education (ESE)**				**$0.00**
9	III.A	**Areas of Focus: Science**				**$1,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			3931 - Seminole Middle School	School Improvement Funds		$1,000.00
			Notes: Funds used for TDEs to support collaborative planning, professional development, and data meetings to promote continuous improvement.			
10	III.A	**Areas of Focus: Social Studies**				**$0.00**
11	III.A	**Areas of Focus: Conditions for Learning**				**$1,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			3931 - Seminole Middle School	Other		$1,000.00
			Notes: Funds used to provide incentives for the PBIS Store.			
12	III.A	**Areas of Focus: AVID Strategies**				**$500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			3931 - Seminole Middle School	Other		$500.00
			Notes: Funds used to support TDE's for AVID and other Professional Development opportunities.			
					Total:	**$8,500.00**