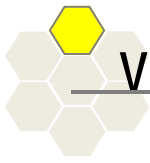**PINELLAS COUNTY SCHOOLS**

School Improvement Plan
2017-18

Seminole Middle School

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools

School Profile

Principal:	Wendy Bryan	**SAC Chair:**	James Anderson

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

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

Total School Enrollment	**% Ethnic Breakdown:**					
	Asian %	**Black %**	**Hispanic %**	**Multi-Racial %**	**White %**	**Other %**
1206	1.9%	11.6%	10.4%	3.8%	72.2%	.1%

School Grade	**2017: C**	**2016: C**	**2015: C**	**Title 1 School?**	☐ Yes	☒ No

Proficiency Rates	**ELA**		**Math**		**Science**		**Social Studies**		**Accel. Rate**		**Grad Rate**	
	2017 %	**2016 %**	**2017 %**	**2016 %**	**2017 %**	**2016 %**	**2017 %**	**2016 %**	**2017 %**	**2016 %**	**2017 %**	**2016 %**
Proficiency All	52	52	54	52	52	53	66	63	n/a	59	n/a	n/a
Learning Gains All	48	48	48	54.5								
Learning Gains L25%	33	39	36	35								

School Leadership Team				
Position	**First Name**	**Last Name**	**FT/PT**	**Years at Current School**
Principal	Wendy	Bryan	FT	4-10 years
Asst Principal	LaWanda	Johnson	FT	1-3 years
Asst Principal	Kent	Nash	FT	1-3 years
Asst Principal	Amy	McMahon	FT	1-3 years
Teacher Leader	Doug	Coon	FT	4-10 years
Teacher Leader	James	Cooper	FT	11-20 years
Teacher Leader	Angela	Evans	FT	11-20 years
Teacher Leader	Maria	Dixey	FT	11-20 years
Teacher Leader	Kristina	Marn	FT	4-10 years
Teacher Leader	Michael	Mellinger	FT	1-3 years
Teacher Leader	Jennifer	Outzs	FT	4-10 years
Teacher Leader	Erin	Smith	FT	4-10 years
Teacher Leader	Matthew	Clay	FT	1-3 years
MTSS Coach	Lori	Guth	FT	11-20 years
Other	Cidney	Moore	FT	4-10 years

Total Instructional Staff: 73	**Total Support Staff:** 17

School Culture for Learning

Connections: > **District Strategic Plan**   ●**Goals 2, 3**
Marzano Leadership   ●**Domain 5**

School-wide Behavior Plan

1. Describe your school's expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

> Students will be expected to follow the guidelines of success and Hawks Behavior matrix. Our GFS are Have Respect for self and others – Always be prepared and on time- Will make good choices- Keeps focused on Goals- Show Responsibility.
> Faculty will have rotating duty stations. Faculty will also help with lunch supervision and hallway duty. Incentives will be given to students who follow the schools expectations. When any staff member takes notice of students following our GFS they could be given a positive referral or a Hawks ticket, which can be used in the PBIS store, Positive Events that will be held quarterly.

2. What is your plan for ensuring that the school-wide expectations transfer to the classrooms? How does the school ensure that expectations are implemented equitably in the handling of student behavior?

> Students who consistently follow the guidelines will receive Hawks tickets to use in the PBIS store. We will also incorporate a restorative practices, revamp the discipline matrix, continue with Saturday school, Principal's detention and work detail. Home visits will be conducted as needed. We will use our behavior matrix and review the data on a bi-weekly basis along with the restorative practices data. The matrix will be taught twice a year and it will be posted in every classroom. First period classes will utilize 15 minutes per week of restorative circles and social/emotional support, therefore all students will be connected to at least one caring adult. We will also make use of the MTSS process twice per month and share the information in grade level PLCs once per month.

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

> The MTSS will share data with the staff concerning the 3 levels in the tier system. The SBLT will also provide leadership in having staff member's problem solve and implement appropriate interventions at the Tier 2 and Tier 3 level of RTI. The classroom management plans from all teachers will be reviewed and aligned to the school wide plan. The school wide PBIS will involve character lessons and reinforcing positive behavior. Data will be shared with the staff at Grade Level meetings once per month. In addition, data chats with all teachers will be scheduled twice per year.

Data-Based Problem Solving

4. Describe your school's plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

> The Child Study and MTSS team meet bi-weekly to discuss intervention strategies and supports that are needed. In addition, the teams discuss the effectiveness of strategies and supports. Seminole Middle School has a full time social worker and a school psychologist who provide counseling to students. Our guidance counselors work with students and target social skills, bullying prevention, cooperation and respect. Counselors also provide lessons to classrooms. They meet with whole group, small group, and individual. Our behavior specialist works on social skills with our EBD students individually as well as in small group. Seminole Middle also has a mentoring program where community volunteers as well as teachers mentor students that are identified as those needing extra support so a check-in system can be established and positive relationships are created. All students will participate in restorative circle and direct emotional/social lessons within their first period class, once weekly. In addition, the 5000 Role Models and Girlfriends Club also provide mentors for students to build positive relationships with caring adults.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboard, disparity gap or Healthy Schools data).

> Administration and guidance counselors review the data on a weekly or bi-weekly bases. The School Based Intervention Team meets bi-monthly to determine if the current supports are working for all students or to determine if additional support is needed for Tiers 2 and 3 students. SRI data will be analyzed for reading. Progress monitoring will take place in reading, math, science, social studies and writing. Behavior data will be pulled from Decision Ed and Focus/SIS. The behavior data will include # of referrals, # of hawk tickets, positive referrals, and the number of students who attend positive events. Discipline data will be shared on a monthly basis. The SBLT will utilize the Tier I, Tier II, & Tier III triangle to determine the behavior and academic targets to monitor.

High Expectations for All

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

> 1. The staff participates in ongoing training and professional learning communities that foster building and maintaining positive relationships. Professional development activities are presented to staff with the expectation that the strategies taught are carried into each classroom. Administration will review lesson plans and provide feedback. Administration will also provide immediate feedback from walkthroughs. Administration will meet with teachers to discuss assessments. Administration will encourage teachers to meet during common planning time to use data to drive instruction. We will also focus on three big rocks which includes, engagement, equity and rigor. All teachers have implemented restorative practice circles in their first period classrooms. This time is dedicated to building relationships with their students and teaching character education. The administration is working with Hillary Van Dyke to invite faculty who exist more within the Awareness/Application

(closer to Application) realm to join the Equity Cohort. The end goal of these sessions is that participants are micro-credentialed to start owning the work of CR PD at their school site.

⬡ School Culture / SWBP / Key Strategies

Goal 1: What is your primary goal and strategy to improve the overall culture, climate at your school?	
Goal: Seminole Middle will decrease the number of referrals by 10% in comparison to the 2016-2017 school year leading to an increase in overall culture and climate.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Administration is met with teachers over the summer to revise the current behavior system. We will provide ongoing professional development with staff on best practice strategies which promotes student engagement equity and rigor. Administration will work with teachers and provide feedback when needed. We will have monthly PBIS meetings to analyze data, plan events. This information will be shared with grade levels. We will conduct survey monkey surveys to monitor if our process is working. Hold monthly PLC meetings to discuss students. MTSS team will meet biweekly to discuss interventions. This information will be shared with grade levels.	Administration team and SMS Staff
Goal 2: What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	
Goal: Seminole Middle will reduce the number of black students with discipline referral by 10 % from the 2016-2017 school year in order to close the gap.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Our focus is on building relationships with all students. We will work together as a team to provide students with interventions that will allow them to me more successful in class. Partnerships with community partners (tutoring locations, SPC). Provide students with mentors (both staff and volunteers). We will also work with students involved in Girlfriends, 5000 Role Models, STEP and AVID. Our Cultural Competency Team will work with staff and students. Our team will work closely to involve parents in the process. Building relationships with all students in period 1 – one caring adult.	Administration team and staff
Optional Goal: Describe any other goal you may have related to school culture or behavior. Use only if needed.	
Goal:	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

Standards-Based Instruction for Learning

Connections: **District Strategic Plan** ●**Goals 1,2,4,5**
Marzano Leadership ●**Domain 1,2,3,4**

7. Describe your school's efforts to align instruction to state standards, increase academic rigor and student engagement. What successes have you seen to date? What data did you review to measure your success?

Seminole Middle utilizes PCSB curriculum maps, pacing guides, and professional development aligned with Florida Standards. Content and grade level meetings focus on data and instruction based on the Florida Standards. Walkthroughs are conducted with a focus on instruction that ensures the curriculum being taught is aligned with standards. The lessons are rigorous, engaging and equitable for all students. Teachers received feedback on regular basis. The SBLT analyzes data to ensure that core curriculum and additional supports being implemented with fidelity and students are showing progress. Monthly Teaching and Learning workshops are held to support teachers with school wide goals. Teachers attend in house and district that provided professional development that provides strategies to improve and increase the level of rigor and student engagement in the classroom. The administration team conducts walkthroughs throughout the course of the year to insure that instruction is aligned to state standards. District and classroom common assessments are reviewed to determine the level of academic success by teacher. Teachers will be encouraged to use their common planning time to collaborate best practice strategies and lesson plans. Teachers will share their lesson plans with administration for collaboration and feedback.

8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key areas for improvement in your school? What data did you review in reaching these conclusions?

Our goal is to increase the level of standard based instruction, rigor and student engagement for all our students at Seminole Middle School in grades 6 through 8. The key areas for improvement are math, science, reading and civics. The data includes, FSA, EOC, and FCAT data to reach these conclusions.

9. Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff's use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

Student growth is measured by looking at FSA, SR, district and common assessment data. Teachers use their content meeting to look at this data to determine what areas students are proficient. They will use Focus and Unify to pull and assess this data. The data is then used for differentiation of instruction and remediation in units and FSA and EOC preparation.

10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

Orientation is held for incoming 6th graders twice - March and August. We review expectations, course offerings, and programs. We have a team that meets with our feeder schools in order to make sure that transition process is as smooth as possible. Groups of teachers meet to work on articulation practices. This articulation consisted of 5th grade with 6th grade and 8th grade with 9th grade. We invite high school counselor to meet with our 8th graders to review expectations, course offerings and programs. We have Seminole Career Academy present to our 8th graders. AVID students take field trip to Seminole Campus of St. Petersburg College to investigate careers and college readiness. Guidance Counselor meets with small groups of 8th graders to plan for 9th grade course requests.

⬢ **Standards-Based Instruction / Key Strategies**

Provide the following information on the key strategies that your school will use to increase the amount and quality of learning time. List the school-wide strategies that will be your focus for the coming year.

Instructional Strategy 1
Implementation of rigor across all academic contents.

How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Evidence: Student work matches the degree of rigor required per the grade level standard. Lesson plans show pre-plan higher order questions, WICOR strategies and a student centered environment. Walkthroughs show students are engaged in cognitively complex tasks.	Department Chairs, Administration
Instructional Strategy 2	
Student Engagement in Learning	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Evidence: Walkthroughs show students can discuss content in collaborative groups. Teacher plan real world, relevant inquiry based lessons that include critical thinking problem solving. Lesson plans include the "why" within a supportive culture. They will provide the appropriate challenge for students.	Teachers, Department Chairs, Administration
Instructional Strategy 3	
Equity in instruction	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Evidence: Use of the 6 M's: Meaning, Models, Monitoring, Mouth, Movement, and Music. Effective use of Formative assessments and tracking student growth. Celebration of student growth and success.	Department Chairs and Administration, Teachers

Collaboration for Professional Growth

Connections: **District Strategic Plan** ●**Goals 1,2,4,5**
Marzano Leadership ●**Domain 2, 4**

11. Describe your school's efforts to encourage a positive working relationship between teachers, staff and administrators. Please reference specific lessons or growth areas found from a review of your school's AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

We are encouraging a positive working relationships by having more teacher input in school processes as we move forward. Based on our school's AdvancED climate survey numbers 14 and 15 were areas of concern. We have insured that teachers and staff have input in some of the critical processes that will be taking place this school year. As an administration team, we worked with them on PBIS and school wide processes, based on feedback from the staff. We will continue to work with this team throughout the year and provide the entire staff an opportunities to give feedback on the processes that we are implementing this school year. The number of grade level meetings will be increase in order to allow teachers to provide input. We will administer two surveys to staff and parents – one each semester to gather and monitor feedback for improvements.

12. Describe your school's plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

Teachers will be supported by content based administration and district coaches (when available) during common planning time and monthly PLC's. This time will be used to model different best practices and strategies. It will also be used to look at school wide and teacher data to improve instruction and school processes.

🛑 Professional Development

13. Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

The focus on professional development this year was Marzano Learning goals and scales as well as monitoring for the desired effect. It was evident that the training that teachers received from DWT and others site based and district level helped to increase the fidelity in our focused areas. The next step is having students track their own progress on the scales.

Provide a list of the key professional development opportunities that you have planned as part of your school's sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, Culturally Responsive Instruction or Data Driven Instruction).

Targeted Trainings / Teacher and Staff Growth Areas

Key trainings planned for summer / fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
District provided content trainings	summer	All core content Teachers	Student Achievement
District Wide Training	Preschool and School Year	All Instructional Staff	Student Achievement
Teaching and Learning – School based on classroom observation data and SIP schoolwide instructional goals.	School Year - Monthly	All Instructional Staff	Student Achievement
Culturally Responsive Instruction	Preschool and School Year	All Staff	Student Achievement
Collaborative Planning	School Year – Monthly PLC	All Instructional Staff	Student Achievement/Deliberate Practice Growth
Teaching & Learning Sessions:	Monthly: TBD	All Instructional Staff	Student Achievement

Family and Community Engagement

Connections: **District Strategic Plan ●Goals 1,3,6,7**
Marzano Leadership   ●Domain 4, 5, 6

14. Describe your school's plan to build positive relationships with families and community members. Please reference specific lessons or growth areas found from a review of your school's AdvancED climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

Seminole Middle has joined the Ridgecrest 360 Partnership and the Seminole Community Educational Ecosystem in order to work with our community and gain available resources. Due to our below average to average parental involvement in school-wide events and PTSA meetings the past few years, we are looking to increase participation by offering trainings relevant to parent interests.   Volunteers have opportunity to participate in the 5000 Role Model program, Girlfriends, Doorways and mentoring students. Parents and other volunteers participate in the Finance Park field trip, History Fair judges and being guest speakers in all classes including foreign language, health, reading, language arts, and science. Parents were invited to two open houses. Dozens of community members spoke to students during the Great American Teach-In in November. Parents are invited to be involved/volunteer in activities at SMS. Volunteer training on Sept. 6 given by administration. Our family and community engagement events will focus on building relationships, using the four C's (1) cognition-beliefs and values (2) connections-networks (3) capabilities-skills and knowledge (4) confidence –self-efficacy.

15. Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school's attempts to support families in how to interpret and use student data via trainings, data chats or student-led conferences.

We send out a weekly message via School Messenger to give information for upcoming week. We also keep our website updated and include a Family Calendar filled with all events month to month. Teachers are required keep notes in agendas and to complete a mid-term report to keep parents updated on progress. Many teachers have newsletters and/or websites. When planning our parent/family events, we will provide families with a new tool or tip to support their child's learning at home.

Family Engagement / Planning Inventory
Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use the data to support your goals and strategies to better connect with families.

Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password	☐	☐	☒	☐
Families who regularly log onto PORTAL to check student grades / progress	☐	☐	☒	☐
Families who are in regular contact with teachers in person or by phone, text or email	☐	☐	☐	☒
Families who regularly visit the campus for meetings, conferences or school events	☐	☒	☐	☐
Families who report feeling welcome when visiting the campus or contacting the school	☐	☐	☒	☐

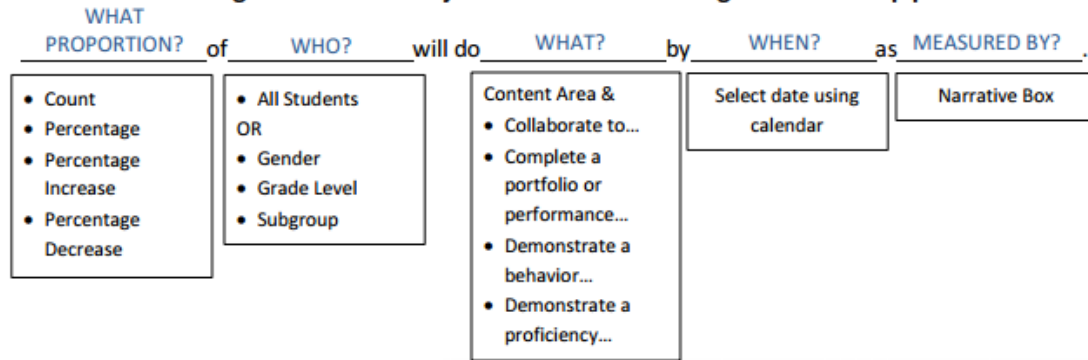*Note: Please use your own school data resources or best estimates in completing this inventory.

Family Engagement / Key Strategies

Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Goal: Our goal is to increase our connections with our Seminole, Ridgecrest and Rainbow families. By increasing these connections and parent participation, we should see an increase in student learning outcomes.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Making connections and communicating with families more often. Improving our positive contacts with parents. Administration and teachers will be contacting a group of student's parents at the beginning of the school year to come in and meet to help students start off on the right track. Parents will be invited to curriculum nights and parent meetings. We partner with Ridgecrest 360 to plan parent/curriculum nights in the Ridgecrest area. We are also working with Young Life and Shiloh Missionary Baptist Church to reach the community and to bring the community into the school.	Administration and teachers
Goal 2: What is your primary goal and strategy to increase your school's involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
Goal: To increase our involvement in the community by 10%.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Reaching out to parents through student activities, clubs and programs. Holding meeting and activities at the Ridgecrest YMCA and football games. Continue our partnership with 360 and Seminole Ecosystems	Administration and Teachers
Optional Goal: Describe any other goal you may have related to family / community engagement. Use if needed.	
Goal:	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

⬡ {Section 2}– School Goals / Action Steps

Academic Goal

Constructing a measurable objective for an academic goal is a six-step process.

WHAT PROPORTION? of WHO? will do WHAT? by WHEN? as MEASURED BY?

WHAT PROPORTION?	WHO?	WHAT? Content Area &	WHEN?	MEASURED BY?
• Count • Percentage • Percentage Increase • Percentage Decrease	• All Students OR • Gender • Grade Level • Subgroup	• Collaborate to... • Complete a portfolio or performance... • Demonstrate a behavior... • Demonstrate a proficiency...	Select date using calendar	Narrative Box

Please be sure that your goals are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a data source.

ELA / Reading Goal	Goal Manager: Amy McMahon/Kristina Marn
We will increase the number of students' proficient on the ELA/Reading FSA from 52% to 60% as measured by the end of year ELA FSA.	

Actions / Activities in Support of ELA Goal	Evidence to Measure Success
• Teachers meet in Professional Learning Community (PLC) at least once per month to share student data and diagnosis areas of difficulty in order to review student product and design lessons and address those needs.	PLC Agenda and Notes Lesson Plans Interventions – Student Product Progress Monitoring Data – such as write score, FSA , RI Intensive Reading Data
• ELA and reading teachers attend ongoing core connections training to analyze student work from exemplar lessons and plan for instruction based on student data. • Teachers supporting students' use of scales and data folders to help students track their progress.	RI Data Write Score Student Product from Core Connections Walkthrough Data Administrative Feedback Formative Assessments Student and Teacher Scales

• Teachers will use an array of learning strategies such as collaborative group structures, chunking of content, text marking and graphic organizers (AVID structures) to meet the needs of diverse learners.	Write Score RI – level 1 and 2 students Student Product Assessment Data Lesson Plans
• Teachers will pair close reading of texts to writing assignments using a variety of research-based strategies.	Student Product Write Score Data
• Teachers will implement the 6 M's of culturally relevant instruction in lesson planning.	Interactive Notebooks All teachers utilize rigorous and culturally relevant materials. Lesson Plans Walkthrough Data Administrative Feedback

Mathematics Goal	**Goal Manager:** Wendy Bryan/Jennifer Outzs

We will increase from 54% to 60% of all students will demonstrate proficiency by April 2018 as measured by the FSA results; increase the percentage of students who make learning gains from 48% to 55% percent; and increase the learning gains of the lowest twenty-five percent from 36% to 50%.

Actions / Activities in Support of Math Goal	**Evidence to Measure Success**
• 1. Teachers will engage in instructional activities that incorporate higher order thinking questions, the Standards for Mathematical Practice and performance tasks aligned to the Mathematics Florida Standards (MAFS). -Teachers receive professional development around instructional shifts, standards, assessment, and instructional methods. -Teacher provide students with opportunities to engage in rich mathematical tasks that promote reasoning and problem-solving skills. -Teacher meet in PLCs at least one time per month to review students responses to tasks and plan for instructional lessons incorporating the MAFS and Mathematical Practice and Content Standards -Team uses ISM walkthrough tool to identify trends and make plans to increase the amount of students' math achievement -Use of Marzano questions	Attendance rates at professional development Teachers and administrators discuss ISM feedback and adjust instruction to ensure student success.
2. Teachers utilize data to differentiate and scaffold instruction to increase student performance. -Teachers meet in PLCs at least one time per month to review student responses to tasks and plan instructional lessons incorporating the MAFS and Mathematical Practice and Content Standards.	Teacher attendance and minutes of PLC Progress monitoring of common assessments, FSA data and pre/post assessments Lesson plans to include resources

-Supplemental resources, mathematics teachers include longer, challenging word problems and mathematics performance tasks. -Teachers conduct data chats with students and support students with setting learning goals based on data and monitoring progress. -Teachers will implement formative assessments aligned to the MAFS and including tasks designed using the Florida Standards Assessment (FSA) test item specification and additional online resources. -Tutoring and/or enrichment programs to students for higher student success. 3. All students are placed in rigorous and appropriate courses based on student proficiency standards. -Administration and guidance counselors review FSA data to determine appropriate placement. 4. Teachers will implement the 6 M's of culturally relevant instruction in lesson planning.	Student attendance at tutoring and/or enrichment programs Peer to peer walkthroughs to document evidence of mathematical practice standards. Lesson Plans Interactive Notebooks Collaborative Structures

Science Goal	Goal Manager: LaWanda Johnson/Jim Cooper
We will increase the number of students' proficient on the science SSA from 52% to 60% as measured by the end of the year FCAT.	

Actions / Activities in Support of Science Goal	Evidence to Measure Success
• Teacher implement literacy strategies in science to engage in reading, analyzing complex text, and engage students with text dependent questions and performance tasks aligned to standards.	Cycle Assessments Formative Assessments RI Scores Interactive Notebooks Graphic Organizers Science articles aligned to reading level and science standard
• AVID/ WICOR Strategies implemented in all science classes.	Text Marking Graphic Organizers Marzano's Level of Questioning Collaborative Structures
• Teachers will provide extensive inquiry-based instruction, which includes research, scientific thinking, and writing opportunities (claims and evidence).	Classroom lab investigations Project-based learning opportunities Student Product – evidence based conclusions

• Teachers will implement the 10-70-20 Instructional Model • Utilize data to differentiate to scaffold instruction to increase student performance.	Lesson Plans Student Scales Gap Assessment Cycle Assessment Semester Exams

⬡ Other School Goals*

*All schools are required to complete a Healthy Schools goal.

*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: To increase awareness in being College and Career Ready	**Goal Manager:** Pam Carver/ LaWanda Johnson and Guidance Counselors
Actions / Activities in Support of Goal	**Evidence to Measure Success**
• Goal setting with students through a content areas and AVID. • Share more careers with students. Attach the requirements and salaries for those careers • Take students on fieldtrips to the Career Academy of Seminole • Expose students to current and future careers • Develop a career/college readiness club	• More students excited about post high school opportunities • Students are more engaged in school to prepare for the future • Students creating post- secondary plans in the career/college readiness club • Students more intrinsic about learning

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Social Studies	**Goal Manager:** Kent Nash/Matthew Clay
We will increase the number of students' proficient on the civics' EOC from 63% to 75 % as measured by the end of the year civics' EOC.	
Actions / Activities in Support of Goal	**Evidence to Measure Success**

• Teachers engage students in instructional activities that include higher order thinking skills and questioning to increase rigor for all students.	Student and Teacher scales Primary Source analysis Lesson Plans Costa's Questions Walkthrough Data Administrative Feedback
• Teacher lesson plans will include a minimum of 3 DBQ's throughout the school year. They will also utilize collaborative PLC time to analyze data and plan for the DBQ's.	DBQ Essay Writing Exemplar Samples FSA Data – ELA Score
• Teachers will utilize data to develop scaffolding to students and for the development of differentiated instructional practices to increase student achievement.	Student Data Formative Assessments Common Assessments – All SS classes
• Teachers will utilize AVID strategies to increase student achievement. Teachers will implement the 6 M's of culturally relevant instruction in lesson planning.	Cornell Notes Text Marking Interactive notebook – civics Lesson Plans Student Product Walkthroughs Administrative feedback

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: STEM	**Goal Manager:** LaWanda Johnson
To increase STEM opportunities for Seminole Middle students by 5 percent from the 2016-17 school year.	
Actions / Activities in Support of Goal	**Evidence to Measure Success**
• Incorporate a women in STEM program	• More girls will be willing to participate in STEM activities throughout the year.
• Maintain the STEM Academy to increase access to STEM content for students	• See an incorporation of innovative instruction that promotes higher order thinking skills and a greater depth of knowledge.
• Differentiate the STEM Academy to increase student achievement.	• Teachers will provide lessons/Activities that are

	geared towards each level of student
• STEM Academy teachers will develop STEM activities that is aligned to current math and science content.	• Increase in students using evidence based opinion or argument to connect to real world STEM issues.
• Use AVID strategies, like quick writes and higher level questioning, within the STEM Academy.	• Students will be more fluent with the usage of quick writes and higher level questions.

Academic Achievement Gap

Subgroup Goal (Black)	Goal Manager: Wendy Bryan/LaWanda Johnson
We will increase the percentage of black students achieving at or above proficiency in reading from 11% to 50% on the ELA FSA for the 2017-2018 school year.	

Actions / Activities in Support of Black Goal	Evidence to Measure Success
• Students will be identified for participation in the check and connect program. School goals will be to work on building positive relationships and positive identity development. • Get parent involved by giving them strategies they can use at home with their student. • Make sure parents are aware of their student's reading level and show them what types of books their student should be reading at home. • Provide one-to-one mentoring for at-risk minority students • Our school-based PBS plan will include research based strategies designed to reduce minority student referrals and in- and out- of school suspension rates.	• Data from iReady, formative assessments and FSA. • Increase in teacher/student relationships • Referral and tardy data • Teacher input

- Increase participation in 5000 Role Models, Girlfriends and STEP program.

- Teachers will use culturally responsive instructional practices. Implementation of a monitoring system for "at risk" black students to include identification and setting academic goals, regular data chats regarding progress on goals.

- School will work on building positive relationships and identity development.

- Tutoring provided in the neighborhoods of Ridgecrest and Rainbow Village – Monday, Tuesday and Wednesday.

- Community Partnerships with Ridgecrest 360 to build family and community relationships.

Subgroup Goal (ELL)	Goal Manager: Lee Hughes/Cidney Moore
Close the achievement gap between ELL and Non ELL students by 10% in comparison to the 2016-2017 school year.	

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
Teachers will use more culturally relevant reading materials.	Formative assessments
Implement best practice strategies in math and reading to meet the needs of all students.	Marzano learning goals and scales. And CELA assessment

Subgroup Goal (ESE)	Goal Manager: Lee Hughes/Cidney Moore
Close the achievement gap between ESE and Non ESE students by 10% in comparison to the 2016-2017 school year.	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
Teachers will be responsible for strictly following IEPs. Differentiating their lessons to provide the best methodology for students.	Formative assessments and common assessments.
Utilize best practice strategies in math and reading to meet the needs of all students. Implement specialized instruction to meet IEP goals in the inclusive setting. Collaborative planning with the general education teacher to support differentiating instruction in the classroom.	By monitoring iReady and Think through Math Walkthrough Data

Subgroup Goal (If Needed) Enter Goal Name	Goal Manager:

Actions / Activities in Support of Goal	Evidence to Measure Success

Early Warning Systems (EWS) -- Data and Goals

Early Warning Indicator* (Number of students by grade level)	Grade 8th	Grade 7th	Grade 6th	Grade Select	Grade Select	School #	%
Students scoring at FSA Level 1 (ELA or Math)	161	123	112	n/a	n/a	396	30%
Students with attendance below 90 %	120	79	72	n/a	n/a	271	20%
Students with excessive referrals**	99	62	73	n/a	n/a	234	17%
Students with excessive course failures**	108	105	145	n/a	n/a	358	27%
Students exhibiting two or more indicators	129	103	118	n/a	n/a	350	26%

*Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data will be provided via School Profiles dashboard. Enter only relevant grade levels as needed per your school site.

EWS - Attendance

Attendance Goal	Please ensure that your goal is written as a SMART goal.
Decrease the number of students absent from school 10% or more by 5%.	
Actions / Activities in Support of Attendance Goal	**Evidence to Measure Success**
Bi-monthly child study teams with all required members that address students that have missed 10% or more of school and look for trends of why students are not students are not attending school. Utilize appropriate attendance codes. Completion of a PSW for attendance quarterly to assist with problem solving to determine the most common reasons/barriers your students miss school.	Fewer students absent as months progress
Make home visits if needed to get students back in school. Make better use of teen court. Review the Reasons Absence Report and develop interventions that target trends of why students are absent. If pending, discover the "why" student is missing school. Utilize the new attendance letters that include graphs comparing the absences of peers.	Fewer students absent as months progress

Develop attendance incentive programs and competitions.	

⬡ **EWS - Discipline**

Discipline Goal	Please ensure that your goal is written as a SMART goal.
We will decrease the number of students with discipline incidences by 10 percent as measured by decrease in number of office referrals written each month compared to the 2016-17 school year.	
Actions / Activities in Support of Discipline Goal	**Evidence to Measure Success**
Incorporate more positive behavior supports and Use MTSS with more fidelity.	Less referrals written each month when compared to the previous year.
To implement restorative practices in the classroom and in the school as a whole. Make more contact with parents.	More positive relationships between staff, students and parents.

Discipline Goal – Other (as needed)	Please ensure that your goal is written as a SMART goal.
Specify	
Actions / Activities in Support of Goal	**Evidence to Measure Success**

⬡ **EWS – Academic Intervention**

Describe your school's established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

Our programs consist of before and after school tutoring; reading and math remediation; bridging the gap (BTG) for AA advanced students and Beyond the Classroom. We look at student grades in core advanced classes for BTG. We do open up tutoring for all students, however we use student reading and math scores to determine which students to target for all other EL programs.

Early Intervention / Extended Learning Goal
Please ensure that your goal is written as a SMART goal
Goal: To increase the number of students attending Extended Learning programs by 10% in comparison to the 2016-17 school year.

Actions / Activities in Support of Goal	Evidence to Measure Success
Work with the guidance counselor to target students in need of extra help. Take recommendations from teachers.	See a decrease in the number of students failing core classes. See an increase in student participation and engagement
Communicate with parents of students who need tutoring so that they can encourage their students to participate as well as student progress.	More students participating in ELP initiatives. See a decrease in the number of students failing core classes.

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members			
# of Instructional Employees	73	% with advanced degrees	34.9%
% receiving effective rating or higher	94.5%	% first-year teachers	1.3%
% highly qualified (HQT)*	100%	% with 1-5 years of experience	28.7%
% certified in-field**	100%	% with 6-14 years of experience	38.3%
% ESOL endorsed	22.2%	% with 15 or more years of experience	31.5%

*as defined in 20 U.S.C. 7801 (23). ******as defined in Section 1012.2315(2), F.S.

Describe your school's efforts to recruit and retain a highly qualified instructional staff.

We pair new teachers with mentor teachers. We hold monthly meetings that include new teachers, teachers new to our school, or have changed content area or grade level to provide support. Staff development is provided through Leading the Learning Cadre, Instructional Coaches, AVID Site Team and other school personnel is leadership roles. Teachers are recognized for accomplishments at staff meetings each month by administration and by peers on continual basis with HAWKS tickets and Golden Staff Awards. We also want to continue to retain our high performing staff members through providing a positive and supportive environment, both academically and behaviorally.

SAC Membership

SAC Member / First Name	SAC Member / Last Name	Race	Stakeholder Group
Jim	Anderson	White	Parent
Wendy	Bryan	White	Principal
Marina	Machini	White	Parent
Jarnae	Pope	Black	Parent
Athena	Hursch	White	Parent
Vicki	Berk	White	Parent
Christy	Rissin	White	Parent
Marci	Edminston	White	Parent
Debbie	Parrish	White	Parent

SAC Compliance

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

☒ Yes	☐ No *(Describe the measures being taken to meet compliance below.)*

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

☐ Yes	☒ No	Committee Approval Date:

SBLT / MTSS Leadership Team

Is there an SBLT / MTSS school-based team established?

☒ Yes	☐ No	Chairperson: Amy McMahon

State Days / Intervals that Team meets below.

The SBLT/MTSS team meets bi-weekly on Tuesday.
Administrators schedule meetings with faculty, SAC and SBLT to review progress toward the SIP. We review and analyze common assessment data in all content areas, FAIR data, progress monitoring data and monthly behavior data to evaluate the effectiveness of core instruction and tier 2 and 3.

Budget / SIP Funds

Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan.

The projected use of the school improvement funds is to provide TDEs and materials for professional development and collaborative planning.

Related Goals: Reading, Math, Writing, Math and Science
Action Plan: Lesson Study and Collaborative Planning
Type of Resource: Professional Development
Description: TDEs
Amount: Approx. $6,000
SAC will meet on the 3rd Tuesday of every month to approve and monitor the SIP. The SAC will analyze data and monitor the expenditure of the SIP funds. SAC receives legislative information and district and state updates and they provide input on concerns brought to the meetings.

Use this space to paste budget, if desired.