



School Improvement Plan 2017-18

Pinellas Park Middle School

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools



School Profile

Principal: David Rosenberger	SAC Chair: Richard Preil
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School Vision	100% Student Success
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School Mission	The mission of Pinellas Park Middle School is to provide a world class education for students, preparing them for High School graduation, post-secondary opportunities including college, vocational training and the world of work.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
1198	11.9%	14.1%	19.0%	3.9%	50.8%	.03%

School Grade	2017: C	2016: C	2015: C	Title 1 School? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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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	42	39%	51	47%	41%	44%	49%	53%		64%	N/A	N/A
Learning Gains All	50	44%	58	53%								
Learning Gains L25%	35	43%	53	43%								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	David	Rosenberger	FT	4-10 years
Assistant Principal	JoAnna	Bernal	FT	1-3 years
Assistant Principal	Kim	Vongsyprasom	FT	11-20 years
Assistant Principal	Amber	Schmittdiel	FT	Less than 1 year
MTSS Coach	Jacqueline	Collis	FT	4-10 years
Literacy Coach	Lean	Donnelly	FT	4-10 years
Math Coach	Marlena	Sinclair	FT	1-3 years
Social Worker	Kristi	Cole	FT	4-10 years
Campus Monitor	Nelson	Garcia	FT	4-10 years
School psychologist	Dave	Seguin	FT	1-3 years
Guidance Counselor	Shante	Norton	FT	4-10 years

Guidance Counselor	Alyson	Sobo	FT	1-3 years
Guidance Counselor	Joshua	Fletcher	FT	1-3 years
Total Instructional Staff:	7		Total Support Staff:	6



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).

Guidelines for success schoolwide

- Be respectful
- Be responsible
- Be Accountable

Classroom expectation

- Be on time
- Follow directions
- Do your best

Hallway expectations

- Keep moving- walk and talk
- Keep hands and feet to yourself
- Use inside voice

Restroom expectations

- Go right to the restroom and return to class
- Talking to a minimum
- Wash hands, be courteous

Cafeteria

- Follow directions
- Stay seated
- Keep food on your tray
- Raise hand for assistance
- Throw away all trash

Arriving on campus expectations

- Students may go to the café upon 9 am arrival
- Any student arriving before 9 am must attend the YMCA or ELP for safety reasons
- Students must go to the café PRIOR to going to the field. No food on the field.
- On the field students must follow guidelines for success

Dismissal from campus

- Students go directly to their exit. Do not loiter on campus
- Students may not return to campus after exiting

Guidelines for success are posted throughout campus and are the same in every classroom. Classroom and common area expectations are discussed with staff and presented to students during class time, lunch time and grade level assemblies. Students meeting the expectations are rewarded with Positive Behavior Interventions. Processes are in place to help and ensure students meet the daily expectations. Staff members are placed at various stations before and after school to monitor student behavior and ensure safety of all students.

Students are also made aware of various resources such as MTSS, guidance counselors, school social workers and behavior specialist that help ensure the safety and welfare of all students and that all physical and emotional needs are met.

Students and staff are also made aware of bullying and harassment procedures/investigations. Pinellas Park Middle Schools bully prevention program allows students to report incidents anonymously to the grade house or through the district website. Incidents are promptly investigated and mitigated to ensure and the safety and welfare of all students.

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

At the beginning of the school year school wide expectations are reinforced to the faculty and staff through pre-school faculty and grade level meetings. Each teacher is then expected to take this information and bring it back to the classroom in a variety of ways. Teachers are expected to review this information daily for the first few weeks, then regularly or “as needed” in the classroom. Every teacher is expected to have a classroom management plan that is centered around the schools Guidelines for Success, but stresses the importance of behavioral expectations. These expectations are reviewed regularly and are posted throughout the classroom and the campus. Positive Behavior Interventions are used when students meet the expectations. The PBIS team meets regularly to ensure the program is relevant and has buy in from faculty and staff. An administrative behavior matrix is used when students do not meet the expectations. The matrix ensures that student behavior is handled equitably.

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.

Pinellas Park Middle School utilizes a school wide Positive Behavior System to support positive behavior and habits as well as redirecting and reducing off task behaviors. (Tier 1). Guidance counselors, social workers, school psychologist and prevention specialists provide assistance for those students needing additional social and emotional supports. This is done through one on one counseling, small groups (which address behavioral and academic concerns), social skills groups, check and connect and on site mentoring programs involving school personnel as well as community stakeholders. Restorative practices will also be used to seamlessly integrate struggling students and provide supports needed. This will be done through a series of monthly trainings for all faculty and staff.

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?

Pinellas Park Middle School use daily processes to meet the physical, social and emotional needs of students in need of supports.

*Teachers may email or conference with members of leadership team to discuss student concerns. They may also complete guidance referral or discipline referral to draw attention to student issue or needs.

*Grade house meetings are used to discuss student concerns and foster collaboration between teachers. This

information is then funneled to the appropriate team:
 SBLT (Problem and analysis) Meets monthly to determine overall student concerns through problem solving.
 MTSS (Academic and behavior)
 Child Study Team (attendance)
 School Leadership (overall)
 Unique skills (ESE)
 ELP with focus on enrichment, remediation and recovery

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

Pinellas Park Middle School utilizes a variety of data from several sources to include: Decision Ed, Data warehouse, Focus, Baseball card, Unify.
 Data includes:
 RI testing
 Writing assessments
 District Assessments
 FSA/EOCs
 Referrals (guidance and behavior)
 Attendance
 Bully reports
 PBIPS/FBAs

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?

Pinellas Park Middle School will ensure all staff members have high expectations for student success by providing on going Professional Development opportunities at both a school and district level. It is important for teachers and staff to implement rigorous and differentiated instruction as well as being culturally responsive to the student population.
 Administration will lead by example, being highly effective instructional leaders. They will review lesson plans for rigor and differentiation. In addition, they will complete walk-throughs and provide timely feedback and reflection as needed.

 **School Culture, Climate / SWBP / Key Goals and Strategies**

Goal 1: What is your primary goal and strategy to improve the overall culture and climate at your school?	
Pinellas Park Middle School will promote a positive culture and climate that incorporates and encourages respect amongst students, staff and community. Pinellas Park Middle School will reduce the percentage of referrals for class/campus disruption and Defiance /Insubordination by 10% during the 2017-2018 school year.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Communication and parent involvement	All stakeholders
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.	
Reduce the percentage of discipline referrals for African American students from 38% to 28%.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Teachers will provide culturally responsive teaching opportunities to motivate students to become more engaged.	All stakeholders

Optional Goal: Describe any other goal you may have related to school culture or climate. Use only if needed.	
Have at least 10% of the staff attend a book study- Closing the Attitude Gap	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Reinforce the importance of building relationships in the classroom. When strong relationships are present, students attend class more often and work harder.	JoAnna Bernal



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?

Pinellas Park Middle School makes every effort to align instruction to state standards while at the same time incorporating rigor and high student engagement. Teachers use AVID strategies, best teaching practices and student focused learning to increase rigor and engagement. Administrators and school leaders monitor alignment to state standards, rigor and engagement by monitoring lesson plans, completing walk-throughs and providing timely feedback. Pinellas Park continues to see improvement in engagement and rigor through FSA data, cycle data and progress monitoring.

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?

Pinellas Park Middle School makes every effort to align instruction to state standards while at the same time incorporating rigor and high student engagement. Key areas for improvement school wide include student centered learning. Student centered learning raises engagement and rigor in the classroom. Data shows key areas for improvement include Civics and Science. Improvements will be monitored through quarterly assessments and walk-throughs.

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.

Classes at Pinellas Park Middle School use goals and scales on a daily basis for personalized learning and daily growth. Teachers also use cycle assessment data, formative and summative tests in the classroom. Teachers use the information to revise instruction as needed on a daily, weekly, unit basis.

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).

Pinellas Park Middle School supports students in reaching grade level proficiency and transitioning to the next grade by progress monitoring, parent conferences, student accountability, progress monitoring and the Extended Learning Program to monitor students and help them meet the expectation.

Goal 1: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Common Collaborative Planning- By the end of the first semester, 100% of like content and grade level teachers will receive planning time together to collaborate and build lesson plans that use data to drive instruction.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Teachers will turn in lesson plans bi-weekly that provide similar rigorous activities, differentiation and student learning. MTSS coach is responsible for collecting recorded PLC minutes.	All in instructional personnel and administrators.
Goal 2: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
By the end of the first quarter, 100% of teachers will plan and implement rigorous activities that provide differentiation and student centered learning.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Teachers will turn in monthly artifacts to department heads, demonstrating rigor, differentiation and student centered learning.	Department Head
Optional Goal: Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
By the end of the first quarter, 100% of teachers will develop and implement goals and scales to increase personalized learning. Students and teachers can keep track of and monitor personalized learning for each student.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Teachers are responsible for turning in goals and scales with lesson plans bi-weekly to administrators. This will be monitored by coaches and administrators during walk-throughs.	Coaches/Administrators



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 among 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.

Pinellas Park Middle School will strive to create an environment where teachers know students name and there is a mutual feeling of trust and respect. Teacher will work to engage parents in student learning.

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 at Pinellas Park Middle School have been provided with common planning by grade level and subject area. Teachers will use this time to create rigorous lesson plans and activities as well as review student data that will further drive instruction.

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?

Marzano Goals and Scales Collaboration/ Common Planning were the focus during the 2016-2017 school year. Yes, there is evidence that previous training has led to increased teacher effectiveness and student learning as Pinellas Park Middle School continues to show improvement on the yearly FSA and EOC's. The focus throughout the 2017-2018 school year will be increase RIGOR across the board in all classrooms through the use and reinforcement of best practices and personalized learning using goals and 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, ISM visit feedback, etc.).

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?
Time Management	Pre-school	All staff	Teachers teaching effectively within a 7 period day.
Common Board Configuration	Pre-school	All staff	Every student sees the same thing and is familiar with common language throughout the day.
Rules, Procedures and expectations	Pre-school	All staff	Consistent rules and expectations school wide
What is Rigor?	Pre-school	All staff	Teachers will increase rigor in the classroom and PD to DPP
Marzano Goals and Scales	August	All staff	Review goals and scales to ensure rigor and standards based instruction.
Data Analysis	September	All staff	How to find and use student data. Used for remediation
AVID strategy (RIGOR)	October	All staff	Strategies for increasing rigor in the classroom.
Book Study	November	All staff	Increase cultural responsiveness school wide



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).

Pinellas Park Middle School uses the school website, Connect Ed, social media and parent conferences to communicate with parents. There are also other events such as Title 1 nights, concerts, award ceremonies and other events that parents can attend with their students. Community and family members also serve as volunteers who participate in mentoring students, chaperoning field trips and guest speakers. Pinellas Park Middle School will increase these relationships and build stronger partnerships throughout the community.

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 interpreting and using student data via trainings, data chats and/or student-led conferences.

The focus of Pinellas Park Middle School is to increase the number of opportunities parents and family members to come out and have meaningful interaction with teachers and staff. We will be holding a Back to School Night prior to school starting, an Open House as well as PTSA workshops and daily parent conferences. All parents are encouraged to attend all Title 1 activities as well as join PTSA and SAC. The SAC has the responsibility of developing, implementing and evaluating school plans such as the SIP. This plan will support trainings and data chats.

Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use these 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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / assignments, progress.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who are in regular contact with teachers in person or by phone, text, email or home visits.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who regularly visit the campus for meetings, conferences or school events (especially those linked to student learning).	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who report feeling welcome when visiting the campus or contacting the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

Family Engagement / Key Goals and 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?	
Pinellas Park Middle School will increase the number of parents and families who participate in Title 1 events.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
PPMS will advertise on social media using Facebook and Twitter inviting parents to participate in Title 1 programs. We will also advertise via the marquee and Connect Ed phone calls.	Carolyn Bystrycki

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?	
Pinellas Park Middle School will increase the number of parents and community members on PTSA and SAC by 50% by the end of the school year.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
PPMS will communicate meeting dates through social media, phone calls, marquee and email. PPMS will sponsor raffles and grade level competitions for those with the most PTSA support.	Carolyn Bystrycki
Optional Goal: Describe any other goal you may have related to family / community engagement. Use if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

 Section 2 – Targeted 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?

<ul style="list-style-type: none"> Count Percentage Percentage Increase Percentage Decrease 	<ul style="list-style-type: none"> All Students OR Gender Grade Level Subgroup 	Content Area & <ul style="list-style-type: none"> Collaborate to... Complete a portfolio or performance... Demonstrate a behavior... Demonstrate a proficiency... 	Select date using calendar	Narrative Box
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SMART GOALS: Please be sure that your goals throughout this document 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 goal manager and data source.

ELA / Reading Goal	Goal Manager: Amber Schmittdiel
The percent of students proficient in ELA will increase from 42% to 52% by the end of the school year as measured by the FSA ELA assessment.	
Actions / Activities in Support of ELA Goal	Evidence to Measure Success
<ul style="list-style-type: none"> Teachers will develop and utilize Learning Goals and Scales to allow students to monitor their own progress on reading and writing standards. Literacy coach and administrator will ensure goals and standards are aligned properly with instruction. 	Walkthrough data, conversations with students, classroom observations.
<ul style="list-style-type: none"> Teachers will intentionally plan and students will utilize the school wide WICOR literacy and engagement strategies to increase rigor in the classroom. All teachers provided common planning to ensure time to create and implement rigorous activities. Monthly Professional Development on rigorous strategies will be offered on a regular basis to allow teachers to continue to grow their rigorous tool box. 	Administrators and AVID teams analyze Walk through data and plan appropriate PD. Administrators monitor teacher lesson plans for common planning, rigor and engaging activities. Teachers will be asked to turn in artifacts on a monthly basis that demonstrate rigorous activities in the classroom.

Mathematics Goal	Goal Manager: Kim Vongsyprasom
The percent of students proficient in Math will increase from 51% to 61% by the end of the school year as measured by the FSA MATH assessment.	
Actions / Activities in Support of Math Goal	Evidence to Measure Success
<ul style="list-style-type: none"> ▪ Teachers will develop and utilize Learning Goals and Scales to allow students to monitor their own progress on reading and writing standards. ▪ Math coach and administrator will ensure goals and standards are aligned properly with instruction. 	Walkthrough data, conversations with students, classroom observations.
<ul style="list-style-type: none"> ▪ Teachers will intentionally plan and students will utilize the school wide WICOR literacy and engagement strategies to increase rigor in the classroom. ▪ All teachers provided common planning to ensure time to create and implement rigorous activities. ▪ Monthly Professional Development on rigorous strategies will be offered on a regular basis to allow teachers to continue to grow their rigorous tool box. 	Administrators and AVID teams analyze Walk through data and plan appropriate PD. Administrators monitor teacher lesson plans for common planning, rigor and engaging activities. Teachers will be asked to turn in artifacts on a monthly basis that demonstrate rigorous activities in the classroom.

Science Goal	Goal Manager: JoAnna Bernal
The percent of students proficient in Science will increase from 41% to 51% by the end of the school year as measured by the Statewide Science Assessment.	
Actions / Activities in Support of Science Goal	Evidence to Measure Success
<ul style="list-style-type: none"> ▪ Teachers will develop and utilize Learning Goals and Scales to allow students to monitor their own progress on reading and writing standards. ▪ Department head and administrator will ensure goals and standards are aligned properly with instruction. 	Walkthrough data, conversations with students and classroom observations.
<ul style="list-style-type: none"> ▪ Teachers will intentionally plan and students will utilize the school wide WICOR literacy and engagement strategies to increase rigor in the classroom. ▪ All teachers provided common planning to ensure time to create and implement rigorous activities. ▪ Monthly Professional Development on rigorous strategies will be offered on a regular basis to allow 	Administrators and AVID teams analyze Walk through data and plan appropriate PD. Administrators monitor teacher lesson plans for common planning, rigor and engaging activities. Teachers will be asked to turn in artifacts on a monthly basis that demonstrate rigorous activities in the classroom.

teachers to continue to grow their rigorous tool box.	
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Other School Goals* / Use Only as Needed

*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 Schools, etc.)	
Goal Name: Civics	Goal Manager: Amber Schmittziel
The percent of students proficient in Civics will increase from 49% to 59% by the end of the school year as measured by the End of Course assessment.	
Actions / Activities in Support of Goal	Evidence to Measure Success
<ul style="list-style-type: none"> ▪ Teachers will develop and utilize Learning Goals and Scales to allow students to monitor their own progress on reading and writing standards. ▪ Social Studies coach and administrator will ensure goals and standards are aligned properly with instruction. 	Walkthrough data, conversations with students and classroom observations.
<ul style="list-style-type: none"> ▪ Teachers will intentionally plan and students will utilize the school wide WICOR literacy and engagement strategies to increase rigor in the classroom. ▪ All teachers provided common planning to ensure time to create and implement rigorous activities. ▪ Professional Development on rigorous strategies will be offered on a regular basis to allow teachers to continue to grow their rigorous tool box. 	Administrators and AVID teams analyze Walk through data and plan appropriate PD. Administrators monitor teacher lesson plans for common planning, rigor and engaging activities. Teachers will be asked to turn in artifacts on a monthly basis that demonstrate rigorous activities in the classroom.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: CTAE	Goal Manager: Melanie Rogers
Pinellas Park Middle School will increase the number of students passing the CTE exams by 5% through increased opportunities and on-line resources.	
Actions / Activities in Support of Goal	Evidence to Measure Success
Increase the number of students with the opportunity to take classes.	Number of students enrolled in the course.
Students will use on-line resources to increase the chances of passing the exam	Number of students regularly using on-line resources.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Healthy Schools	Goal Manager: Caroline Goff
Pinellas Park Middle School will work toward Bronze Level recognition with the Alliance for a Healthier Generation by obtaining Bronze in 4 out of 6 of the HSP Assessment Modules or 66% of HSP Modules	
Actions / Activities in Support of Goal	Evidence to Measure Success
Make staff and students aware of the district programs through Alliance for a Healthier Generation Modules	Number of students and staff members that are aware will increase due to presentations.
Activities and small presentations given to the faculty and staff at PPMS	

Academic Achievement Gap / Required Goals

Subgroup Goal (Black)	Goal Manager: JoAnna Bernal
Improve black student achievement in each tested area to minimize gaps, specifically increasing proficiency from 22% to 50% by the end of the school year as measured by the ELA FSA assessment.	

Actions / Activities in Support of Black Goal	Evidence to Measure Success
<ul style="list-style-type: none"> ▪ Increase the number of African American students in rigorous course work ▪ Tutoring session/ELP help sessions specifically targeting black level 1's and level 2's. 	<p>Measure achievement gap after each testing cycle.</p> <p>Monitor the number of students enrolled and attending tutoring sessions.</p>
<ul style="list-style-type: none"> ▪ Teachers will create cultural back ground opportunities to help students find intrinsic motivations factors that will help them become more engaged. ▪ Use of at least two school wide professional learning activities with staff offering Culturally Relevant Teaching. 	<p>The number of teachers attending professional development</p>

Subgroup Goal (ELL)	Goal Manager: Miglena Hindes
Pinellas Park Middle School will increase the percent of ELL students proficient in ELA from 9% to 50% by the end of the school year as measured by the FSA ELA assessment.	

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
<ul style="list-style-type: none"> ▪ Increase the number of ELL students in rigorous course work 	<p>Number of ELL students enrolled in rigorous courses.</p>
<ul style="list-style-type: none"> ▪ Teachers will create cultural back ground opportunities to help students find intrinsic 	

motivations factors that will help them become more engaged.	
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Subgroup Goal (ESE)	Goal Manager: Colleen Quinn
Pinellas Park Middle School will increase the percent of ESE students proficient in ELA from 9% to 50% by the end of the school year as measured by the FSA ELA assessment.	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
<ul style="list-style-type: none"> ▪ ESE Case Managers will ensure completed IEP's with up to date transition goals for every student. 	1. On-time IEP completion rates
<ul style="list-style-type: none"> ▪ Counselors, ESE Department Head and VE Specialist will ensure proper placement of students to provide most support to meet the students needs. 	2. VE Liaison and Guidance Counselors monitor student success via report cards and cycle assessment.

Subgroup Goal (If Needed) Enter Goal Name	Goal Manager:
Place goal statement here (additional goal only if needed).	

Actions / Activities in Support of Goal	Evidence to Measure Success

Early Warning Systems (EWS) -- Data and Goals

Note: This table should be used as a summary table of the NUMBER of students coming to your school for 2017-18 who may need additional supports / interventions. Complete and update as those data become available. Note: For elementary schools, data for incoming kindergarten students are not required for this table. Please include the NUMBER of students, not the PERCENTAGE of students.*

Early Warning Indicator (Number of students by grade level)	Grade 6th	Grade 7th	Grade 8th	Grade Select	Grade Select	Grade Select	Grade Select	School Totals	
								#	%*
Students scoring at FSA Level 1 (ELA or Math)	28	39	33					598	44
Students with excessive absences / below 90 %	25	36	39					326	24
Students with excessive behavior / discipline**	25	43	31					286	21
Students with excessive course failures**	26	41	31					416	30
Students exhibiting two or more Early Warning indicators	24	43	33					462	34

*Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). In general, excessive discipline for elementary schools is defined as two or more referrals, while excessive discipline for middle and high schools is defined as one or more out-of-school suspensions. For excessive course failures, the general definition for elementary and middle schools is one or more F’s (or U’s) in Language Arts or Math and for high schools one or more F’s (or U’s) for any course. Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data are available via School Profiles dashboard under the Early Warning tab. 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.
Pinellas Park Middle School will decrease the number of students absences from school by 10% or more.	

Actions / Activities in Support of Attendance Goal	Evidence to Measure Success
<ul style="list-style-type: none"> ▪ Identify and determine students that have missed 10% or more of school. Look at trends and identify barriers why students are not attending school. ▪ Develop and implement interventions that target barriers. ▪ Bi-monthly Child Study Team (CST) Meetings including all required members. 	Monitor attendance data quarterly and utilize the proper attendance codes.

<ul style="list-style-type: none"> Completion of PSW for attendance quarterly to assist with problem solving to determine the most common reasons/barriers students miss school. 	

EWS - Discipline

Discipline Goal	Please ensure that your goal is written as a SMART goal.
Pinellas Park Middle School will reduce the number of referrals from 3751 to no more than 3000 by the end of the school year.	

Actions / Activities in Support of Discipline Goal	Evidence to Measure Success
<ul style="list-style-type: none"> Communicate and reinforce school wide expectations to students parents and staff. Expectations will be communicated throughout the year. Mentor/Pair struggling students with community member. 	Decreased number of student discipline referrals.
<ul style="list-style-type: none"> Continue to implement and building on Positive Behavior Intervention Plan through MTSS. Continue to use check and connect to reinforce and intervene when necessary. Continue to implement PBIPs and FBAs. 	Number of Check and Connect students increases along with number of positive referrals and use of PBIS rewards.

Discipline Goal – Other (as needed)	Please ensure that your goal is written as a SMART goal.
Specify	
Place goal statement here (only if needed).	

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.

Pinellas Park Middle early intervention, dropout prevention, extended learning program is a collaboration of MTSS, Department Heads, and Team Leaders who work together to analyze student data and develop strategies and interventions to help ensure student success. The Extended Learning Program provides enrichment and remediation opportunities for any student that needs it.

Early Intervention / Extended Learning Goal Please ensure that your goal is written as a SMART goal.

Pinellas Park Middle Schools goal is to decrease the number of students by 10% who exhibit two or more early warning indicators. In addition, 100% of our student meet requirements for promotion to next grade level.

Actions / Activities in Support of Goal	Evidence to Measure Success
<ul style="list-style-type: none"> ▪ Teachers actively monitor student progress. Teachers communicate with department head, team leader and guidance to ensure proper interventions in place. ▪ Parent phone calls and conferences arranged for struggling students. ▪ Collaboration of MTSS, Department Heads, and Team Leaders who work together to analyze student data and develop strategies and interventions to help ensure student success. ▪ Increase the number of students attending ELP before and after school . 	<p>Monitor the number of students at risk on a monthly basis.</p> <p>Encourage teachers and students to participate in the Extended Learning Program.</p>

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members		Complete and update only as data become available.	
# of Instructional Employees (total number)	74	% with advanced degrees	33.8%
% receiving effective rating or higher		% first-year teachers	2.7%
% highly qualified (HQT)*	0	% with 1-5 years of experience	41.9%
% certified in-field**	98.6%	% with 6-14 years of experience	39.2%
% ESOL endorsed	24.3%	% with 15 or more years of experience	16.2%

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

SAC Compliance

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

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <i>(Describe the measures being taken to meet compliance below.)</i>

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

<input type="checkbox"/> Yes	<input type="checkbox"/> No	Committee Approval Date:
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SBLT / MTSS Leadership Team

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

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Chairperson: Jacqueline Collis
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Please state the days / intervals that your team meets below.

SBLT/ MTSS school based team meets every other Wednesday at 10am.

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. Attached budget if preferred.

Professional Development: First semester includes Professional Development for Monitoring for Learning, Goals and Scales and rigorous activities. Each session will take place afterschool from 4:30-7:30pm at Pinellas Park Middle School.
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