Seminole Middle School

2019-20 Schoolwide Improvement Plan

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Seminole Middle School

6200 SW 16TH ST, Plantation, FL 33317

[no web address on file]

Demographics

Principal: Emily Gonzalez

Start Date for this Principal: 7/1/2010

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	75%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: B (57%) 2017-18: B (61%) 2016-17: B (58%) 2015-16: B (57%) 2014-15: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Broward County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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6200 SW 16TH ST, Plantation, FL 33317

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	56%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	69%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	B	B	B

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Seminole Middle School strives to empower all students to achieve at their highest potential and to become productive members in their community.

Provide the school's vision statement.

Seminole Middle School vision is for all students to achieve at their highest potential. We embody this purpose through the various academic programs offered at Seminole Middle School. First, we have the D.E.C.A.L (Division of Enhanced Communication and Law) Program. Students in 6th-8th grade who earned a level 4 or 5 on the FCAT Reading and Math apply to be in the program when they enter 6th grade. 6th grade lays the framework for the program with a course in Study Skills and advanced core classes. Students are expected to excel and work at a higher level than their peers not in the D.E.C.A.L program. Classes are project based and very challenging. Moving onto 7th grade students are enrolled in their core classes, as well as up to 3 high school level courses, Algebra, Speech and Debate, and either Spanish or American Sign Language. In addition the core classes are also preparing the students for not just 8th grade but also success in high school and beyond. Finally, 8th grade students enrolled in D.E.C.A.L have the opportunity to take up to 5 high school credits: Biology, Algebra or Geometry, Spanish or American Sign Language, Law, and either Psychology & Sociology, Creative Writing or Debate 2. These classes are offered in addition to the core classes 8th graders must take. The rigor and standards in these courses is extremely high so that students have an easy transfer into their prospective high schools.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Marlow, Kathryn	Principal	Instructional Leader of the school environment with 1100 students. Oversee all aspects of the school from instruction to safety.
Smith, Tameka	Assistant Principal	Intern Principal, 8th Grade Administrator, Reading and Language Arts Administrator
Rappaport, Sarah	Teacher, K-12	SAC Chair, Unified Arts Department Head
Deklavon, William	Assistant Principal	Intern Principal, 7th Grade Administrator, Math Administrator
Bozeman, Cambreia	Teacher, K-12	Math Department Head
Brunache, Sparkle	Instructional Coach	Reading Coach, Reading Department Head
Fiorentino, Jill	Assistant Principal	6th Grade Assistant Principal, Science and Social Studies Administrator
McDonough, Jeannine	Teacher, K-12	ELA Department Head
McNiven, Andrea	Teacher, K-12	Social Studies Department Head
Regan, Annmarie	Teacher, K-12	Science Department Head
Sakowitz, Alan	Other	ESE Specialist

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	397	385	387	0	0	0	0	1169
Attendance below 90 percent	0	0	0	0	0	0	52	43	56	0	0	0	0	151
One or more suspensions	0	0	0	0	0	0	54	48	64	0	0	0	0	166
Course failure in ELA or Math	0	0	0	0	0	0	32	54	32	0	0	0	0	118
Level 1 on statewide assessment	0	0	0	0	0	0	108	103	126	0	0	0	0	337

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	58	54	69	0	0	0	0	181

The number of students identified as retainees:

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

FTE units allocated to school (total number of teacher units)
83

Date this data was collected or last updated
Thursday 9/12/2019

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	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	44	45	74	0	0	0	0	163
One or more suspensions	0	0	0	0	0	0	44	59	68	0	0	0	0	171
Course failure in ELA or Math	0	0	0	0	0	0	31	35	37	0	0	0	0	103
Level 1 on statewide assessment	0	0	0	0	0	0	87	114	116	0	0	0	0	317

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	41	70	65	0	0	0	0	176

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	60%	57%	54%	55%	56%	52%
ELA Learning Gains	56%	57%	54%	52%	57%	54%
ELA Lowest 25th Percentile	40%	48%	47%	38%	47%	44%
Math Achievement	59%	60%	58%	65%	59%	56%
Math Learning Gains	51%	58%	57%	58%	59%	57%
Math Lowest 25th Percentile	41%	49%	51%	53%	49%	50%
Science Achievement	53%	49%	51%	53%	50%	50%
Social Studies Achievement	70%	71%	72%	64%	73%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	397 (0)	385 (0)	387 (0)	1169 (0)
Attendance below 90 percent	52 ()	43 ()	56 ()	151 (0)
One or more suspensions	54 (0)	48 (0)	64 (0)	166 (0)
Course failure in ELA or Math	32 (0)	54 (0)	32 (0)	118 (0)
Level 1 on statewide assessment	108 (0)	103 (0)	126 (0)	337 (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	59%	57%	2%	54%	5%
	2018	57%	54%	3%	52%	5%
Same Grade Comparison		2%				
Cohort Comparison						
07	2019	60%	55%	5%	52%	8%
	2018	54%	54%	0%	51%	3%
Same Grade Comparison		6%				
Cohort Comparison		3%				
08	2019	56%	59%	-3%	56%	0%
	2018	59%	60%	-1%	58%	1%

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
Same Grade Comparison		-3%				
Cohort Comparison		2%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2019	54%	58%	-4%	55%	-1%
	2018	60%	55%	5%	52%	8%
Same Grade Comparison		-6%				
Cohort Comparison						
07	2019	58%	53%	5%	54%	4%
	2018	62%	54%	8%	54%	8%
Same Grade Comparison		-4%				
Cohort Comparison		-2%				
08	2019	19%	45%	-26%	46%	-27%
	2018	29%	47%	-18%	45%	-16%
Same Grade Comparison		-10%				
Cohort Comparison		-43%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2019	38%	43%	-5%	48%	-10%
	2018	38%	45%	-7%	50%	-12%
Same Grade Comparison		0%				
Cohort Comparison						

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	100%	67%	33%	67%	33%
2018	96%	62%	34%	65%	31%
Compare	4%				
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	70%	71%	-1%	71%	-1%
2018	65%	70%	-5%	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	85%	61%	24%	61%	24%
2018	87%	63%	24%	62%	25%
Compare		-2%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	56%	44%	57%	43%
2018	98%	51%	47%	56%	42%
Compare		2%			

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 2017-18	C & C Accel 2017-18
SWD	24	41	35	24	35	38	20	39	57		
ELL	35	55	49	37	45	46	35	34	80		
ASN	73	68		74	55		67	90	75		
BLK	42	47	36	40	42	36	34	54	84		
HSP	59	62	49	58	53	45	53	66	82		
MUL	64	47		61	52		63	56	57		
WHT	74	59	34	76	56	40	67	89	87		
FRL	49	52	38	48	48	40	42	60	73		
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 2016-17	C & C Accel 2016-17
SWD	22	40	35	34	49	47	22	31	71		
ELL	26	49	51	34	54	49	35	43	71		
ASN	68	65		86	62		58	80	90		
BLK	41	49	41	50	57	50	31	53	85		
HSP	56	54	46	63	63	56	46	63	76		
MUL	59	58		70	76	83	57	85	85		
WHT	73	66	48	78	69	61	65	78	87		
FRL	47	53	46	56	60	53	37	56	79		

				2017 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	16	36	30	27	48	41	23	26	43		
ELL	26	44	43	48	60	53	50	46	50		
ASN	67	67		81	81			83			
BLK	34	42	37	45	53	48	27	44	65		
HSP	53	52	42	64	60	56	51	60	70		
MUL	63	57	45	68	51		68	71	71		
WHT	72	57	31	81	60	63	79	78	91		
FRL	43	45	32	54	55	48	40	50	71		

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	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	78
Total Points Earned for the Federal Index	590
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	

Asian Students	
Federal Index - Asian Students	72
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	60
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	57
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

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%	

White Students	
Federal Index - White Students	65
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

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.

The data area that showed the lowest performance on the 2019 FSA was the area of math. We saw our math scores drop last year due to a number of reasons. First, we lost a few teachers at the start of the school year and it took a few months to replace them due to the lack of qualified staff and the hiring process. Later in the year we had a math teacher out on medical leave for a few weeks. Without qualified teachers in the classes student scores dropped.

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

The data component that showed the greatest decline from the 2018 to 2019 school year on the FSA was the area of math. Our math scores dropped a considerable amount due to a few staffing issues. After losing a teacher in the start of the school year and later a teacher on medical leave our students did not show growth on the Math FSA.

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 our data to the state data we noticed the largest gap was in the Math lowest quartile. Our lowest 25 had 41% learning gains whereas the state average was 51% learning gains. There was also a gap in Math learning gains overall. Our learning gains were 51% while the state average was 57%. Last year there were a number of changes in the math department. We had a teacher change schools during the first week of school and it took a while to replace them. In prior years we also had all level 1 and level 2 math students enrolled in a second math class. We did not do this with all level 2 students last year. We feel these factors lead to the gap between our learning gains and the state average.

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

The data component that showed the most improvement from the 2018 to 2019 school year was the Civics EOC. Our Civics scores went up 3 percentage points over the past year. Our school focused on Civics in the 6th Grade history courses. We also spoke to other schools who had similar ELA scores to us but much stronger Civics scores. We learned they adopted a specific textbook and curriculum to use with their students. In January of 2019 we purchased the book for our students. Although we only had the book for a short time we felt that it was beneficial towards the growth we saw in Civics.

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

When looking at the EWS data it appears that we have a high number of students who are failing either their ELA course or Math course. We also have a similar number of students with one or more suspension. Although the data doesn't show specific students or the relationship between the two categories, we know that the more students are disruptive in class (which results in referrals) the more likely they are to fail the course. These are the same students who might be testing at Level 1 in either Reading or Math. Our school has adopted a school-wide positive behavior plan which will help decrease the number of students who are suspended multiple times. We also hope to increase the ELA and math scores of our lowest quartile.

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

1. Math Learning Gains and Proficiency
2. ELA Learning Gains and Proficiency
3. Science Proficiency
4. Civics Proficiency
5. Lowest 25th Learning Gains

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Literacy
Rationale	Improving student literacy will improve overall student performance and academic growth. All students can show improvement throughout all content areas based on their ability to read and their literacy skills.

State the measurable outcome the school plans to achieve	Based on the 2020 Florida Standards Assessment, Seminole Middle School plans to increase student proficiency in literacy, as well as, increase the learning gains of students with disabilities by 5%.
Person responsible for monitoring outcome	Kathryn Marlow (kathy.marlow@browardschools.com)
Evidence-based Strategy	In order to increase student proficiency in reading and language arts, we will ensure that all content teachers are incorporating reading strategies and word study skills in their content area classes. Teachers will use research based reading strategies (like text marking, highlighting, QAR) during all their classes while incorporating informational, content based text.
Rationale for Evidence-based Strategy	If students are taught how to read and mark informational text throughout their content area classes than they will be able to increase their reading comprehension in their ELA courses. Understanding how to mark text will also allow the students to understand how to pick out the important information, how to understand and use context clues, and how to ignore the information that isn't important. This skill will carry through to their content courses and help with comprehension of higher order thinking skills and strategies.
Action Step	
Description	In order to improve the literacy of the students in our school, both proficiency and learning gains first we will utilize PLC time to teach content area teachers how to teach and use text marking strategies and how to incorporate informational text into their content areas. Next, we will work as department teams during departmental common planning to plan lessons and strategies that incorporate higher level reading skills and strategies. We will also implement informational text and research based reading strategies, as well as, text marking strategies school-wide. We will also collect data from monthly progress monitoring checks. Finally, we will discuss data and ways to remediate and enrich during PLC meetings, common planning time, and during Principal data chats.
Person Responsible	Kathryn Marlow (kathy.marlow@browardschools.com)

#2	
Title	Students With Disabilities
Rationale	Our Students with Disabilities scored below 40% FPPL, therefore we want to focus on our students with disabilities to increase their reading and math proficiency, as well as, reading and math learning gains.

State the measurable outcome the school plans to achieve	By June 2020, Students with Disabilities will score at or above 41% FPPL.
Person responsible for monitoring outcome	Jill Fiorentino (jill.fiorentino@browardschools.com)
Evidence-based Strategy	In order to increase the proficiency and learning gains of our students with disabilities we are going to utilize school-wide programs that focus on reading and math and increasing content knowledge. We will also work with the support facilitators to work on individual student goals through small group instruction. They will also receive remediation and support from their support facilitators to ensure students are grasping new knowledge.
Rationale for Evidence-based Strategy	Small group instruction and specialized and focused support will help our students be successful because when they are given individualized attention they are able to ask questions, be given specific feedback and work on their individual needs. The teachers are following the students IEP goals and providing feedback to the Support Facilitators.

Action Step	
Description	The following action steps will be utilized in order to increase the proficiency and learning gains of our students with disabilities. First, teachers will read and follow all of the Individualized Education Plans of their students. They will also document how the students are progressing with their goals. Teachers will meet as a team and with the Support Facilitators every Tuesday morning from 7:15 am to 7:50 am. The teachers will work as teams to determine their students needs and if any of their students need remediation for skills taught that week. If they do, they will be pulled out for small group instruction. Every two weeks, teachers will turn in their IEP documents that show student progress towards their IEP goals to the SWD teachers. Together teachers will work with their SWD to help remediate and reteach skills. Classroom teachers will also utilize schoolwide programs like Imagine Math, USATest Prep, and Coach Digital. Also, teachers will collect data monthly through common assessments to determine how their students are progressing. They will have data chats with this information to discuss student needs and student achievement. They will also use this data to drive instruction for their students with disabilities.
Person Responsible	Jill Fiorentino (jill.fiorentino@browardschools.com)

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).

An additional area of focus for Seminole Middle School is increasing our math learning gains and math proficiency. We have adopted Imagine Math. This program is being implemented with our level 1 and level 2 students. This program will be an additional tool to help the classroom teachers work with the students in order to remediate and enrich. The math department has also been looking at the district curriculum map and working to realign their curriculum in order to best meet the needs of the students. They are also working as a department to address student needs once they receive their monthly progress monitoring data.

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 Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 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.

The school continues to have parent trainings for all core subject areas. These events are held in school and at the Plantation Library. Parents will be given ample notification to attend each event. The training will be designed to build parent capacity based on student's needs. During parent training, academic resources, success strategies and grade level expectations will be discussed in depth. There are also personal training stations during Parent and Family Engagement events.

Parents and families will be informed of the incoming and outgoing readiness skills that their children should be proficient in. Summer reading and math packets will be available online and at the school to minimize student learning loss during time away from school. This will increase academic output during the holidays and parents will have the option to still foster their child's academic growth.

Special emphasis will be placed on identifying and eliminating barriers to any population that appears to be underserved. Care will be taken to ensure that families understand the academic achievement levels and state standards during literacy training. Finally, parents and families will be informed via parent links, flyers, website and conferences of the existence of all parent and student enrichment programs in order to increase capacity and engagement will should translate into increase student achievement. Positive relationships are fostered with parents through volunteering, chaperoning, literacy training and parent technology lab.

The school will provide materials and resources for parents to provide at home support in Math, ELA, Science, and Social Studies. Students will be showcasing what they learn for parents during the family nights.

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.

The school has several Social emotional programs to ensure that the whole child is accounted for during the educational process. Removing the barrier to student achievement is critical in all demographical areas. Some of the programs the school have are Peer Counseling, Guidance hub, Mentoring Tomorrow's Leaders (MTL) club and Class. Seminole also have existing partnerships with external social

emotional professionals, some of these companies are Henderson Behavioral Health and Chrysalis. The Guidance hub primary role is to connect student and families to the relevant resources to meet their needs.

Special emphasis will be placed on identifying and eliminating barriers to any population that appears to be underserve. Additionally, Teachers and staff members are responsible for helping to identify homeless students and referring them to the Homeless Education Program offered by the district. The purpose of the Homeless Education Program is to identify homeless students, remove barriers to their education, including school enrollment, provide them with supplemental academic and counseling case management services as well as linkages to their school social worker while maintaining school as the student's stable environment.

Seminole Middle School implements the County Student Code of Conduct and follows the District Discipline Matrix. Our school enforces the District's Anti- Bullying Policy and has a zero tolerance for bullying and violence. Bullying prevention programs are supported through Peer Counseling/Conflict Mediation programs, and student assemblies.

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

Seminole Middle will continue to have matriculation meetings with elementary and high school to ensure that the transitions are seamless. Incoming sixth graders will have the opportunity to shadow a sixth grader for a day. Families will have access to visit during open house and middle school orientation.

These events are a part of the fabric that supports the school mission in ensuring that every student is successful and reaches their maximum potential. Students also participate in an annual trip to Junior Achievement Finance Park to explore different career options and receive training in budgeting.

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.

The district's Human Resources and Staff Development departments, as well as a district level Teacher Recruitment Committee work collaboratively to retain and recruit highly qualified, certified- in- field, effective teachers. Seminole Middle School's collaboration with the district is evidenced by participation in Broward Teacher Recruitment Fairs. Vacancies are filled with candidates interviewed at the recruitment fair and referred by the district's instructional staffing department. Retention of teachers is a top priority of our school. Teachers are cultivated and nurtured at Seminole Middle School to grow professionally. We retain highly qualified, certified- in- field, effective teachers in our school by utilizing the Teacher Induction for Effectiveness and Retention (T.I.E.R.), Professional Learning Communities (Reading Coach), District Trainings (District Personnel), School- Based Professional Development (Leadership Team / Team Leaders), Teacher Recognition, partnerships with our local universities and Incentives (Administration). The leadership team spearheads the PLCs using a problem-solving approach to train teachers based on student needs. Teachers are an active part of the process to generate ownership and buy in. The PLCs are focused on developing targeted remediation and enrichment based on the progress monitoring data from all core subject area. Resources are aligned based on student needs. Increase teacher capacity and generate 21 century interactive lessons to keep student engagement at its highest capacity. Professional Learning communities (PLC) will be generated from student data and teacher interest to maximize ownership and return on investment. Currently the school hosts Tech Tuesday which is a high interest technology based PLC that connects teachers to research base resources and generates extremely high authentic student engagement. Teachers and

staff are trained to identify and help connect students and families to relevant resources to meet their needs. Student are schedule to maximizing full learning potential.

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

We will continue to use Naviance to provide students with college planning and career assessment tools. The self-assessments will be used as a benchmark to propel student towards college prep and interest-based careers. We current have College Week where teachers connect with students and explain their college choice and how they prepared and completed their respective degrees. The MTL has a annual college tour to expose students to college life and how to prepare for college.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Literacy				$4,704.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	7200	790-Miscellaneous Expenses	1891 - Seminole Middle School	School Improvement Funds		$4,704.00
			Notes: The cost of USATest Prep. This program is used for common formative assessments in the core content areas.			
2	III.A.	Areas of Focus: Students With Disabilities				$2,420.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	7200	790-Miscellaneous Expenses	1891 - Seminole Middle School	School Improvement Funds		$687.50
			Notes: This amount is for Edmentum Reading and Language Arts library and online program. This will be used for individual student remediation and instruction.			
	7200	790-Miscellaneous Expenses	1891 - Seminole Middle School	School Improvement Funds		$1,732.50
			Notes: This amount is for Edmentum Math program. This will be used for individual student remediation and instruction. It will also be used to monitor student progress throughout the school year.			
					Total:	$7,124.00