

Pasco County Schools

Paul R. Smith Middle School



2020-21 Schoolwide Improvement Plan

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Paul R. Smith Middle School

1410 SWEETBRIAR DR, Holiday, FL 34691

<https://prsms.pasco.k12.fl.us>

Demographics

Principal: Joel Divincent

Start Date for this Principal: 6/6/2016

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	83%
2019-20 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: C (48%) 2017-18: C (46%) 2016-17: C (44%) 2015-16: C (44%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Pasco 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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1410 SWEETBRIAR DR, Holiday, FL 34691

<https://prsms.pasco.k12.fl.us>

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	74%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	45%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	C

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To provide a world class education.

Provide the school's vision statement.

Our mission at Paul R. Smith Middle School is to develop self-motivated life long learners who reach their highest potential. We will help every Eagle to Soar.

This is how we will help every student reach the promise of college, career, and life readiness.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
DiVincent, Joel	Principal	To provide the leadership and vision necessary to create a atmosphere conducive to student learning at the highest possible level appropriate to age group, and to assume responsibility for all aspects of the school's operation.
Ebert, Brett	Teacher, K-12	MTSS support and implementation
Bermudez, Jennifer	Assistant Principal	School administrative leadership; assist the principal with effectively operating the school
Garrison-Saylor, Monique	Assistant Principal	School administrative leadership; assist the principal with effectively operating the school

Demographic Information

Principal start date

Monday 6/6/2016, Joel Divincent

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

15

Total number of teacher positions allocated to the school

63

Demographic Data

2020-21 Status (per MSID File)	Active
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Year	
Support Tier	
ESSA Status	TS&I
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Early Warning Systems**Current Year**

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	317	343	313	0	0	0	0	973	
Attendance below 90 percent	0	0	0	0	0	0	79	32	22	0	0	0	0	133	
One or more suspensions	0	0	0	0	0	0	28	83	52	0	0	0	0	163	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
ELA Or Math Achievement	0	0	0	0	0	0	82	99	101	0	0	0	0	282	
Course Failures ELA or Math	0	0	0	0	0	0	61	53	83	0	0	0	0	197	

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	61	77	76	0	0	0	0	214	

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	0	0	2	0	0	0	0	2	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

Date this data was collected or last updated

Monday 9/28/2020

Prior Year - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	375	338	398	0	0	0	0	1111	
Attendance below 90 percent	0	0	0	0	0	0	59	37	60	0	0	0	0	156	
One or more suspensions	0	0	0	0	0	0	40	54	94	0	0	0	0	188	
Course failure in ELA or Math	0	0	0	0	0	0	41	33	96	0	0	0	0	170	
Level 1 on statewide assessment	0	0	0	0	0	0	121	131	177	0	0	0	0	429	

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	71	62	122	0	0	0	0	255	

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	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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		
Number of students enrolled	0	0	0	0	0	0	375	338	398	0	0	0	0	1111	
Attendance below 90 percent	0	0	0	0	0	0	59	37	60	0	0	0	0	156	
One or more suspensions	0	0	0	0	0	0	40	54	94	0	0	0	0	188	
Course failure in ELA or Math	0	0	0	0	0	0	41	33	96	0	0	0	0	170	
Level 1 on statewide assessment	0	0	0	0	0	0	121	131	177	0	0	0	0	429	

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	71	62	122	0	0	0	0	255	

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	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis**School Data**

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	43%	52%	54%	42%	50%	52%
ELA Learning Gains	52%	55%	54%	48%	52%	54%
ELA Lowest 25th Percentile	45%	47%	47%	36%	40%	44%
Math Achievement	44%	60%	58%	39%	53%	56%
Math Learning Gains	49%	61%	57%	49%	58%	57%
Math Lowest 25th Percentile	44%	52%	51%	43%	48%	50%
Science Achievement	41%	52%	51%	28%	45%	50%
Social Studies Achievement	62%	68%	72%	60%	70%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
	(0)	(0)	(0)	0 (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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	44%	56%	-12%	54%	-10%
	2018	33%	51%	-18%	52%	-19%
Same Grade Comparison		11%				
Cohort Comparison						
07	2019	37%	51%	-14%	52%	-15%
	2018	41%	51%	-10%	51%	-10%
Same Grade Comparison		-4%				
Cohort Comparison		4%				
08	2019	46%	58%	-12%	56%	-10%
	2018	48%	58%	-10%	58%	-10%
Same Grade Comparison		-2%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	38%	59%	-21%	55%	-17%
	2018	29%	53%	-24%	52%	-23%
Same Grade Comparison		9%				
Cohort Comparison						
07	2019	22%	42%	-20%	54%	-32%
	2018	22%	44%	-22%	54%	-32%
Same Grade Comparison		0%				
Cohort Comparison		-7%				
08	2019	43%	68%	-25%	46%	-3%
	2018	45%	63%	-18%	45%	0%
Same Grade Comparison		-2%				
Cohort Comparison		21%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	38%	54%	-16%	48%	-10%
	2018	38%	53%	-15%	50%	-12%
Same Grade Comparison		0%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	60%	70%	-10%	71%	-11%
2018	61%	71%	-10%	71%	-10%
Compare		-1%			
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	100%	60%	40%	61%	39%
2018	87%	63%	24%	62%	25%
Compare		13%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	62%	-62%	57%	-57%
2018	0%	60%	-60%	56%	-56%
Compare		0%			

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	9	36	37	16	40	38	16	21			

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
ELL	14	50	44	25	46	37	15	28			
ASN	50	59		73	55						
BLK	19	36	31	23	39	41	6	47			
HSP	41	47	44	37	45	42	40	51	53		
MUL	44	54	50	45	46	38	36	68	56		
WHT	48	55	49	48	51	46	48	67	56		
FRL	41	51	44	41	47	41	39	60	54		
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	10	34	26	8	39	43	11	16			
ELL	10	27	23	20	41	33	8				
ASN	61	53		65	78						
BLK	20	45	29	23	47	53	32	43			
HSP	38	46	19	32	36	34	30	66	42		
MUL	43	41	25	53	48	67	30	65			
WHT	47	48	39	43	46	45	44	66	57		
FRL	40	45	31	37	43	43	37	61	56		
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	10	34	32	13	31	24	14	24			
ELL	8	35	31	8	38	43		17			
ASN	63	63		74	58						
BLK	21	35	30	16	42	50	5	50			
HSP	39	44	34	34	48	37	23	55	42		
MUL	46	51	27	31	37	41	39	55			
WHT	45	50	39	43	51	44	29	62	60		
FRL	41	48	38	37	47	43	25	58	53		

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	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	59
Total Points Earned for the Federal Index	495

ESSA Federal Index	
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	35
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	59
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	30
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	46
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	49
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	52
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

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

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

Science achievement showed the lowest performance. This data lags other areas of student performance. We had teacher turnover in two of our science classrooms for the 2018-2019 school year and we believe this had a negative impact on student achievement.

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

Social Studies Civics; we had a new teacher in this course who had never taught these standards. With additional support and training, we believe this teacher will have increased student achievement performance over time.

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.

7th grade math scores had the greatest gap when compared to the state average. We have had higher than average teacher turnover in this grade level. New teachers seem much more promising. One 7th grade math teacher just resigned.

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

We have seen the greatest improvement in ELA lowest 25%. Our school improvement plan is very focused on literacy and writing across the curriculum and we anticipate this trend to continue.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Two areas of concern continue to be sub-group student performance data for students identified as SWD and BLK. Additionally supports need to be considered and implemented for these students to be able to meet the rigors of the FL standards. We believe, with the right supports, these students can and will succeed.

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

1. Science achievement student performance; all groups
2. Civics achievement student performance; FRL and BLK
3. Math achievement student performance; all groups
4. ELA achievement student performance; all groups
5. ELA and Math lowest 25% student performance

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: Teachers must design and implement classroom lessons that are based on and match the rigor of the Florida standards.

Measurable Outcome: By the conclusion of the 2020-21 school year, at least 95% of teachers will provide evidence of well-planned, rigorous lessons that are aligned to the Florida standards.

Person responsible for monitoring outcome: Joel DiVincent (jdivince@pasco.k12.fl.us)

Evidence-based Strategy: Implementation of well-planned, rigorous lessons that are aligned to the Florida standards.

Rationale for Evidence-based Strategy: Student performance will increase when teachers deliver well-planned, rigorous lessons that are aligned to the Florida standards. Students must be provided access to grade level content standards and provided the supports necessary to reach the level of rigor to show mastery.

Action Steps to Implement

1. Intentional planning for all student learning experiences matched to the rigor of the standards (Professional Learning Communities)

Person Responsible Joel DiVincent (jdivince@pasco.k12.fl.us)

2. Teachers delivering lessons that are aligned to the rigor of the standards, reflect the instructional shifts, and integrate the Florida Educator Accomplished Practices

Person Responsible Joel DiVincent (jdivince@pasco.k12.fl.us)

3. All students will have increased opportunities to engage in literacy and writing activities across the entire curriculum

Person Responsible Monique Garrison-Saylor (magarris@pasco.k12.fl.us)

4. A math block comprised of: math fluency activities, concept development lessons with application, and a student debrief session

Person Responsible Jennifer Bermudez (jbermude@pasco.k12.fl.us)

5. An intervention opportunity that provides additional instructional support for all students

Person Responsible Joel DiVincent (jdivince@pasco.k12.fl.us)

6. Implementation of AVID WICOR strategies with fidelity

Person Responsible Monique Garrison-Saylor (magarris@pasco.k12.fl.us)

#2. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: Teachers must work collaboratively to learn and implement instructional best practices and social emotional competencies aligned with pedagogical research in the best interests of students.

Measurable Outcome: By the conclusion of the 2020-21 school year, 95% of teachers will provide evidence of social emotional learning within their classrooms.

Person responsible for monitoring outcome: Brett Ebert (bebert@pasco.k12.fl.us)

Evidence-based Strategy: We will utilize the following evidence based strategies:
Implementation of professional learning communities
Implementation of social emotional student supports
Implementation of a RTI and PBIS system of supports

Rationale for Evidence-based Strategy: Current research suggests that teachers must work together through a professional learning community in order to be able to respond to the complexities of 21st century teaching and learning. Additionally, research suggests that a response to intervention model aligned to a multi-tier system of support is the best approach to meeting the needs of students.

Action Steps to Implement

1. Targeted professional learning provided to all staff

Person Responsible Joel DiVincent (jdivince@pasco.k12.fl.us)

2. Continued implementation of positive behavior incentives and support (PBIS) system

Person Responsible Brett Ebert (bebert@pasco.k12.fl.us)

3. Implementation of school-wide AVID college awareness activities

Person Responsible Monique Garrison-Saylor (magarris@pasco.k12.fl.us)

4. Implementation of Middle school teaming practices

Person Responsible Joel DiVincent (jdivince@pasco.k12.fl.us)

5. All students will have multiple opportunities for enrichment activities including field trips, clubs, organizations, and honor societies

Person Responsible Joel DiVincent (jdivince@pasco.k12.fl.us)

#3. Other specifically relating to Data Driven Decisions

Area of Focus	Data Driven Decisions
Description and Rationale:	Our students have more to show than one test can capture. At PRSMS we know that we cannot wait until end of year exams to check for signs of gaps in learning. We need the early warning, the formative approach, the realtime data, in order to address these gaps prior to that end of year, one-day, capture.
Measurable Outcome:	By the conclusion of the 2020-21 school year, on-track academics will improve by 10% from the previous school year.
Person responsible for monitoring outcome:	Joel DiVincent (jdivince@pasco.k12.fl.us)
Evidence-based Strategy:	Our goal in utilizing an Early Warning System (EWS) is to more accurately reflect the day-to-day reality of Paul R. Smith Middle School. If we can gain access to data that reflects this reality, our teams can make professional decisions for their students that are meaningful, purposeful, and timely.
Rationale for Evidence-based Strategy:	Our district-wide Early Warning System is designed to prioritize specific indicators that lead to student success. We will focus on the indicators of Academics, Attendance, and Behavior to determine which students are On-track, At-Risk, and Off-track for academic success.

Action Steps to Implement

- School Intervention Team (SIT) will identify, support, and monitor students on-track, at-risk, and off-track
1. School leadership Team (SLT) will analyze school data and make appropriate leadership decisions
 2. PLCs will use grade level data and common formative assessments to plan for and adjust instruction
 3. Academic teams will use student classroom performance data to plan for interventions
 4. Monthly data reviews through priority school structures

Person Responsible Joel DiVincent (jdivince@pasco.k12.fl.us)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

We believe our school success plan (SuP) is aligned to our comprehensive needs assessment. We have created a strong school leadership team and other teams and committee structures in order to effectively implement the SuP as well as monitor data in order to make necessary adjustments and course corrections. We have a strong

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Our vision at Paul R. Smith Middle School is to develop self-motivated life long learners who reach their highest potential. Our motto is that we want every Eagle to SOAR! We work hard to create a school climate and culture that promotes safety and dignity for all stakeholders. We engage in many PBIS strategies that support a positive learning environment. We utilize the CHAMPS system of classroom management so that all classrooms are safe for student learning. We implement a weekly positive school culture system to include:

Motivational Monday - we start each Monday with a positive inspirational quote.

Team Tuesday - we start each day talking about team work and engage in team building activities.

College Wednesday - all staff wear college gear and we engage students in conversations about college awareness and college readiness.

Thoughtful Thursday - we promote positivity and ask all Eagles to engage in a minimum of three acts of kindness. We also ask all Eagles to start with hello.

Feel Good Friday - we start out the day playing positive music in our school courtyard. We celebrate a week of learning throughout the school day. We end the day with more positive music.

The school implements a variety of activities to build positive relationships with parents, families, and other community stakeholders. Paul R. Smith Middle School is committed to providing our families with consistent and timely information. Families will be informed of school events, volunteer opportunities, and specific student information through various modes of communication:

- * School messenger phone system
- * School website - <http://prsms.pasco.k12.fl.us/>
- * Social Media – Facebook and Twitter; linked to our website
- * Documents sent home with students – including monthly newsletters
- * Progress reports and report cards
- * myStudent parent portal
- * Parent and teacher conferences?
- * Parent syllabus

Parent Family and Engagement Plan (PFEP) Link

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