

Pasco County Schools

Paul R. Smith Middle School



2021-22 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: 6/2/2016

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	83%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	78%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	46%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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SIP Authority

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To provide a world class education.

Provide the school's vision statement.

Our vision at Paul R. Smith Middle School is to develop self-motivated life long learners who reach their highest potential.

Our motto is "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	Position Title	Job Duties and Responsibilities
DiVincent, Joel	Principal	
Bermudez, Jennifer	Assistant Principal	
Garrison-Saylor, Monique	Assistant Principal	
Ebert, Brett	Dropout Prevention Coordinator	
Leeper, Kathy	Assistant Principal	

Demographic Information

Principal start date

Thursday 6/2/2016, 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.*

15

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.*

46

Total number of teacher positions allocated to the school

61

Total number of students enrolled at the school

1,005

Identify the number of instructional staff who left the school during the 2020-21 school year.

6

Identify the number of instructional staff who joined the school during the 2021-22 school year.

4

Demographic Data

Early Warning Systems

2021-22

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	328	358	306	0	0	0	0	992	
Attendance below 90 percent	0	0	0	0	0	0	61	59	43	0	0	0	0	163	
One or more suspensions	0	0	0	0	0	0	37	67	41	0	0	0	0	145	
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 FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failures in ELA or Math	0	0	0	0	0	0	79	147	84	0	0	0	0	310	
Level 1 on FSA ELA or Math	0	0	0	0	0	0	82	99	95	0	0	0	0	276	

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	0	0	0	0	0	0	0	

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	

Date this data was collected or last updated

Wednesday 7/28/2021

2020-21 - 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	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	

2020-21 - 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	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	

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				43%	52%	54%	42%	50%	53%
ELA Learning Gains				52%	55%	54%	47%	50%	54%
ELA Lowest 25th Percentile				45%	47%	47%	32%	41%	47%
Math Achievement				44%	60%	58%	40%	56%	58%
Math Learning Gains				49%	61%	57%	45%	59%	57%
Math Lowest 25th Percentile				44%	52%	51%	44%	53%	51%
Science Achievement				41%	52%	51%	39%	51%	52%
Social Studies Achievement				62%	68%	72%	64%	69%	72%

Grade Level Data Review - State Assessments

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	2021					
	2019	44%	56%	-12%	54%	-10%
Cohort Comparison						
07	2021					
	2019	37%	51%	-14%	52%	-15%
Cohort Comparison		-44%				
08	2021					
	2019	46%	58%	-12%	56%	-10%
Cohort Comparison		-37%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	38%	59%	-21%	55%	-17%
Cohort Comparison						
07	2021					
	2019	22%	42%	-20%	54%	-32%
Cohort Comparison		-38%				
08	2021					
	2019	43%	68%	-25%	46%	-3%
Cohort Comparison		-22%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	38%	54%	-16%	48%	-10%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	60%	70%	-10%	71%	-11%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	60%	40%	61%	39%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	62%	-62%	57%	-57%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	11	33	36	10	27	30	16	38	18		
ELL	22	42	53	19	33	37		42			
ASN	68	53		79	63				60		
BLK	24	38	43	14	21	23	24	38	27		
HSP	35	38	34	26	26	28	26	49	52		
MUL	25	38	43	20	29	46	16	59			
WHT	45	44	38	39	34	36	51	67	51		
FRL	36	39	37	29	29	30	36	55	43		
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			
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		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	61
Total Points Earned for the Federal Index	423
Total Components for the Federal Index	10
Percent Tested	92%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
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	34
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	65
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	28
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	38

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	35
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	47
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	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

PRSMS continues to need improvement in student learning outcomes across all academic areas. Although the school has seen modest improvements (prior FSA), we are not satisfied with current student outcomes. All aspects of the school improvement plan are focused on student achievement improvement.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

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. 2020-2021 school year, we had two unfilled science teacher positions. Math proficiency continues to need improvement across all subgroups and grade levels.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Teacher turnover continues to be a disruptive force/obstacle in school improvement efforts. School leadership continues to implement school culture strategies to increase staff retention. Differentiated pay would greatly improve these efforts.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

We have seen the greatest improvement in ELA lowest 25%.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Our school improvement plan is very focused on literacy and writing across the curriculum and we anticipate this trend to continue. Formative and summative school data shows these efforts are having an impact on student learning outcomes.

What strategies will need to be implemented in order to accelerate learning?

The strategies outlined in our local Success Plan will lead to improved student achievement outcomes:

- All staff will utilize professional learning community collaborative structures to ensure rigorous lesson planning aligned to the Florida standards.
- All students will be provided second chance learning opportunities
- All students will have increased opportunities to engage in literacy and writing activities across the entire curriculum
- All students will receive a math block comprised of: math fluency activities, concept development lessons with application, and a student debrief session
- All students will receive an intervention opportunity which provides additional instructional support
- All students will receive AVID WICOR strategies with fidelity across the entire curriculum
- Continued implementation of positive behavior incentives and support (PBIS) system
- Implementation of schoolwide AVID college awareness activities
- Implementation of Middle School teaming practices
- All students will have multiple opportunities for enrichment activities including field trips, clubs, organizations, and honor societies
- School Intervention Team (SIT) will identify, support, and monitor students on-track, at-risk, and off-track
- School leadership Team (SLT) will analyze school data and make appropriate leadership decisions
- PLCs will use grade level data and common formative assessments to plan for and adjust instruction
- Academic teams will meet weekly to review student performance data and plan for interventions
- Monthly data reviews through priority school structures

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

All instructional staff will receive BEST ELA standards training in support of literacy efforts. Additional professional learning will occur in reading and writing across the curriculum, AVID WICOR strategies, data analysis, and collaborative strategies. PLC's will implement learning cycles around four guiding questions of PLC work.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

District support will be provided in monthly cycles to ensure strategies within the school improvement plan are implemented with fidelity. They will also assist with ongoing real time data analysis so that adjustments can be made in an ongoing fashion.

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:	Following the conclusion of the Winter and Spring MAP assessment administration, we expect 70% of students to meet or exceed the 50th percentile growth.
Monitoring:	Classroom visits, walkthroughs, common formative assessments, professional learning community work, data analysis, NWEA MAP assessments, lesson plan reviews, priority school visits, priority reports
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

All staff will utilize professional learning community collaborative structures to ensure rigorous lesson planning aligned to the Florida standards.

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

All staff will utilize professional learning community collaborative structures to ensure rigorous lesson planning aligned to the Florida standards.

- All students will be provided second chance learning opportunities
- All students will have increased opportunities to engage in literacy and writing activities across the entire curriculum
- All students will receive a math block comprised of: math fluency activities, concept development lessons with application, and a student debrief session
- All students will receive an intervention opportunity which provides additional instructional support
- All students will receive AVID WICOR strategies with fidelity across the entire curriculum

Person Responsible Joel DiVincent (jdivince@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 2021-22 school year, all teachers (100%) will provide evidence of positive behavior supports and social emotional learning within their classrooms.

Monitoring: Classroom visits, student, staff, and parent surveys, student organizations, faculty meeting notes, school leadership team data analysis

Person responsible for monitoring outcome: Jennifer Bermudez (jbermude@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
Middle school teaming practices

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

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

- Implementation of schoolwide AVID college awareness activities
- Implementation of Middle School teaming practices
- All students will have multiple opportunities for enrichment activities including field trips, clubs, organizations, and honor societies

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

#3. Other specifically relating to Data Driven Decisions

Area of Focus 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 2021-22 school year, on-track academics will improve by 10% from the previous school year.
Monitoring:	Daily and weekly classroom visits, common formative assessments, summative assessments, middle school team meetings, school intervention team meetings, early warning system data analysis, second chance learning cycles, grade distribution protocol every four weeks
Person responsible for monitoring outcome:	Jennifer Bermudez (jbermude@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

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Paul R. Smith middle school has observed tremendous improvement over five years time. We are currently within an Rtl framework of tiers for office discipline referrals. Subgroup data continues to improve. Improvements in this area have surpassed like schools in our district.

PRSMS Historic Discipline Data:

2015-2016 = over 2200 ODR with ~100 not processed

2016-2017=1865 ODR

2017-2018=1674 ODR

2018-2019=1234 ODR

2019-2020=1262* ODR

2020-2021= 749 ODR

2020-2021 School Year as of 5/29/2021:

749 ODR's

203 students with an ODR (20%) – Meaning 80% of students have no ODR

10 or more ODR = 18 students (1.8%) (large jump the last two weeks of school)

5 to 9 ODR = 26 students (2.8%)

3 to 4 ODR = 37 students (3.7%)

1 to 2 ODR = 113 students (11.4%)

0 ODR = 786 (80%)

Context of student data:

90% of students have 2 or less ODR – our PBIS is working

4.6% of students have 5 or more ODR – below 5%

of 8th to 9th graders with 10 or more = 6

of rising 7th to 8th graders with 10 or more ODR = 9

of rising 7th to 8th graders with 5 to 9 ODR = 17

Staff Data:

Teachers with 15 or more written ODR's = 9

AP's with ODR = 123 ODR's written

Discipline IA's = 64

Staff ODR's = 491

Bus ODR = 71

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.

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

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

School Leadership Team
School Intervention Team

Professional Learning Community Teams

All staff

All students

All parents

Community Members

Business Partners

District support staff

District leadership teams and members