

Broward County Public Schools

Seminole Middle School



2021-22 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: 7/1/2012

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)	75%
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: B (57%) 2017-18: B (61%) 2016-17: B (58%)
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	

* 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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Seminole Middle School

6200 SW 16TH ST, Plantation, FL 33317

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p>2020-21 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">51%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">77%</p>

School Grades History

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

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SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <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.

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

Name	Position Title	Job Duties and Responsibilities
Marlow, Kathryn	Principal	Maintain school safety, oversee all curriculum and programs, oversee all departments and personnel.
Deklavon, William	Assistant Principal	Oversee scheduling and facilities. 6th Grade Administrator. Administrator over Math and Unified Arts.
Fiorentino, Jill	Assistant Principal	Oversee Security and School Safety. 8th Grade Administrator. Administrator over Science and Social Studies.
Smith, Tameka	Assistant Principal	Intern Principal. 7th Grade Administrator. Administrator over Reading and Language Arts.
Brunache, Sparkle	Reading Coach	Helps with scheduling. Works with reading and ELA to plan programs, look at school data, and provide interventions.
Sakowitz, Alan	Other	Oversee ESE department and students. Organize and run IEP meetings.

Demographic Information

Principal start date

Sunday 7/1/2012, Emily Gonzalez

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.*

41

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.*

24

Total number of teacher positions allocated to the school

65

Total number of students enrolled at the school

1,183

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

4

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

9

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	404	440	380	0	0	0	0	1224
Attendance below 90 percent	0	0	0	0	0	0	45	49	49	0	0	0	0	143
One or more suspensions	0	0	0	0	0	0	4	3	4	0	0	0	0	11
Course failure in ELA	0	0	0	0	0	0	35	76	13	0	0	0	0	124
Course failure in Math	0	0	0	0	0	0	44	48	45	0	0	0	0	137
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	47	67	54	0	0	0	0	168
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	50	65	59	0	0	0	0	174
Number of students with a substantial reading deficiency	0	0	0	0	0	0	137	170	137	0	0	0	0	444

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	102	133	100	0	0	0	0	335

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	1	11	5	0	0	0	0	17

Date this data was collected or last updated

Monday 9/20/2021

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	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	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	0
Level 1 on 2019 statewide ELA assessment	0	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	0

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	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	0
Students retained two or more times	0	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	404	440	380	0	0	0	0	1224
Attendance below 90 percent	0	0	0	0	0	0	45	49	49	0	0	0	0	143
One or more suspensions	0	0	0	0	0	0	4	3	4	0	0	0	0	11
Course failure in ELA	0	0	0	0	0	0	35	76	13	0	0	0	0	124
Course failure in Math	0	0	0	0	0	0	44	48	45	0	0	0	0	137
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	47	67	54	0	0	0	0	168
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	50	65	59	0	0	0	0	174

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	102	133	100	0	0	0	0	335

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	0
Students retained two or more times	0	0	0	0	0	0	1	11	5	0	0	0	0	17

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				60%	57%	54%	58%	57%	53%
ELA Learning Gains				56%	57%	54%	58%	57%	54%
ELA Lowest 25th Percentile				40%	48%	47%	45%	50%	47%
Math Achievement				59%	60%	58%	66%	60%	58%
Math Learning Gains				51%	58%	57%	64%	59%	57%
Math Lowest 25th Percentile				41%	49%	51%	56%	50%	51%
Science Achievement				53%	49%	51%	50%	52%	52%
Social Studies Achievement				70%	71%	72%	67%	72%	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	59%	57%	2%	54%	5%
Cohort Comparison						
07	2021					
	2019	60%	55%	5%	52%	8%
Cohort Comparison		-59%				
08	2021					
	2019	56%	59%	-3%	56%	0%
Cohort Comparison		-60%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	54%	58%	-4%	55%	-1%
Cohort Comparison						
07	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	58%	53%	5%	54%	4%
Cohort Comparison		-54%				
08	2021					
	2019	19%	45%	-26%	46%	-27%
Cohort Comparison		-58%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	38%	43%	-5%	48%	-10%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	67%	33%	67%	33%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	70%	71%	-1%	71%	-1%

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	85%	61%	24%	61%	24%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	56%	44%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Various progress monitoring tools are used throughout the year. ELA and Math both use iReady Diagnostics to collect data and student achievement.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	152/42.9%	151/42.9%	141/44.3%
	Economically Disadvantaged	66/33%	65/32.7%	52/28.6%
	Students With Disabilities	4/6.5%	6/9.4%	6/9.4%
	English Language Learners	2/8.7%	2/9.1%	2/7.7%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	132/39.1%	140/40.7%	137/48.1%
	Economically Disadvantaged	55/28.9%	59/30.4%	63/39%
	Students With Disabilities	5/8.6%	9/14.5%	12/21.4%
	English Language Learners	4/19%	4/18.2%	5/21.7%

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	141/37.2%	162/43.3%	129/49.2%
	Economically Disadvantaged	59/26.8%	78/35%	64/41%
	Students With Disabilities	4/5.6%	8/11.9%	5/10.6%
	English Language Learners	2/14.3%	7/38.9%	3/20%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	77/22.4%	96/32.9%	74/35.9%
	Economically Disadvantaged	37/17.6%	51/29.3%	38/30.2%
	Students With Disabilities	3/4.5%	4/6.7%	3/23.1%
	English Language Learners	5/26.3%	4/30.8%	3/23.1%
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	144/42.4%	141/42.9%	66/45.5%
	Economically Disadvantaged	60/34.7%	62/37.6%	19/32.8%
	Students With Disabilities	5/8.8%	7/12.3%	3/12%
	English Language Learners	2/12.5%	1/5.9%	3/20%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	1/0.8%	7/5.3%	6/11.8%
	Economically Disadvantaged	1/1.2%	6/6.9%	5/15.2%
	Students With Disabilities	1/2.2%	4/8.5%	2/9.5%
	English Language Learners	0/0	1/7.1%	1/12.5%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

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	15	24	21	15	22	18	17	21	33		
ELL	42	44	51	32	24	20	25	54	43		
ASN	57	55		52	28			44	67		
BLK	36	33	23	22	15	13	21	46	29		
HSP	54	41	35	42	24	21	42	57	57		
MUL	58	31		48	12			67	50		
WHT	75	60	25	57	30	26	59	69	62		
FRL	43	37	27	29	17	17	29	44	44		
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		

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
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		

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	39
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	31
Total Points Earned for the Federal Index	385
Total Components for the Federal Index	10
Percent Tested	79%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	21
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	37
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	51
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	26
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	41
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	44
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	51
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	32
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?

Looking at the progress monitoring over the past year, the trends show that Students with Disabilities and ELL students were proficient in reading and math at a much lower percentage than their peers. This was true amongst all three grade levels. However, due to e-learning and school closures, this was also not surprising.

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

Based on 2019 state assessments and progress monitoring the areas that need the greatest need for improvement are the math and reading scores of our Students With Disabilities.

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

The contributing factors for this need for improvement is the student's reading and math level when they enter middle school. Although they may not be showing proficiency a lot of our SWD students are still making learning gains and progress. However, our goal is to work towards proficiency, therefore we have implemented reading classes based on students' needs, pull out groups and push in groups with Support Facilitators, SWD focused PLC, and data tracking amongst classroom teachers and administrators.

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

Based on progress monitoring and state assessments, the data components that showed the most improvement were our reading scores, especially amongst our students who are on free and reduced lunch.

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

We feel that our reading scores improved due to the increase in progress monitoring that took place at our school. We continually looked at the scores and data and had data chats with both our students and the administration. Teachers used the data to drive instruction. Finally, we held PLCs with the Reading and ELA departments together so that they could collaborate and plan together, as well as, discuss student progress and needs.

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

In order to accelerate learning across our school, we will continue to do a number of things and implement a number of new strategies. First, we will continue to hold weekly PLCs and common planning. During this PLC time, we will plan together to implement research-based classroom strategies. We will also continue to progress monitor throughout the year. Additionally, we have implemented and began using iReady with our students to track progress, as well as provide individualized lessons based on student needs. Finally, we will have data chats with both students and administrators to discuss student growth and progress.

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.

We will have a number of professional development opportunities provided at the school to support teachers and school leaders. First, there are weekly PLC meetings for the ELA teachers and Reading teachers to plan together and learn effective classroom tools. Secondly, the teachers will continue to have common departmental planning in order to work as a team. Teachers will attend and participate in District Training. Finally, the Reading Coach will continue to model lessons and share best practices in teacher classrooms.

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

The additional services that will be implemented to ensure sustainability are the after-school tutoring program in both reading and math, as well as, our extended learning opportunities that allow students to participate in FSA camps and trainings. We've also hired an ESSR Reading and Math Support teacher to conduct push-in and pull-out groups, as well as, model strategies for our students. Finally, we will offer a winter and spring break camp for students who want to work towards growth during time off from school.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Students with Disabilities scored below 40% FPPL, therefore, we want to focus on our students with disabilities to increase their reading and math proficiency and learning gains.

Measurable Outcome: By June 2022, Students with Disabilities will score at ore above 41% FPPL.

Monitoring: Students with Disabilities will take ongoing progress monitoring in order to determine the progress they are making in reading and math throughout the year. Students will be given remediation opportunities during the year to work on various skills and strategies.

Person responsible for monitoring outcome: Jill Fiorentino (jill.fiorentino@browardschools.com)

Evidence-based Strategy: In order to increase reading and math skills for our students with disabilities we are going to utilize school-wide programs and policies that focus on reading and math, as well as, increase background knowledge and content-area knowledge. Students will use the newly adopted reading and ELA programs to increase their fluency and vocabulary skills, as well as read from a wide variety of genres. We will also work with the support facilitators and reading coach to work on individual student goals through small group instruction and support. For example, a group of students are working on Just Words with a support facilitator in order to increase word awareness and reading skills. Students will also receive remediation and reteaching as needed to ensure they are grasping new content.

Rationale for Evidence-based Strategy: Small group instruction, as well as, specialized and focused support will help our students be successful because they will be given individualized attention. Through this small-group instruction, they can ask specific questions, learned focused skills, and work on their individual needs. Teachers are working together in an ongoing manner during PLC and Team Meetings to discuss the specific needs of their students.

Action Steps to Implement

The following action steps will be utilized in order to increase the proficiency and learning gains of our students with disabilities. First, all teachers are expected to read, understand, and implement all of the Individualized Education Plans of their students. They also document how the students are progressing with their goals. During weekly team meetings, the team of teachers meets to discuss students' needs and progress. They share their observations and concerns with the support facilitator. The teachers will work as a team to determine if their students have any needs or remediation needs for skills taught that week. If they do, they can be pulled for small group instruction. Together teachers will work with their students to help remediate and reteach skills. Teachers also utilize school-wide programs like iReady to provide specific learning opportunities for their students. Finally teachers use data to drive decisions regarding their students.

Person Responsible Kathryn Marlow (kathy.marlow@browardschools.com)

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.

Using the data provided our school ranges in the top half of our district and top third of the state for discipline, which means, that overall we are providing a safe and nurturing environment for our students to learn. However, we are going to look at the number of suspensions to see if we can lessen the number during the upcoming school year. School culture and environment will be monitored and discussed during the monthly SEL Team meetings. We are working as a staff to ensure that SEL lessons are taught in each class every day. We think that by teaching students how to breathe, take a minute, and look out for their mental health it might decrease student misbehavior. We also hope that teaching students to look at their behavior it will help improve student choices and behavior.

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.

The school works very hard to build a positive school culture and environment. First, there is a wide variety of clubs and organizations for students to join in order to make connections to other students throughout the school. These clubs and organizations range from interest-based clubs like Junior Thespians and Art Club to service organizations like National Junior Honor Society and Student Government. Students work to bring school spirit and increase school culture and climate. These activities encourage students to be more involved in school and feel a strong sense of school pride.

Beyond the clubs and organizations, our school offers we also host a number of school-wide programs to build strong character skills and recognize students. One of our programs is Panther of the Month. This program has teachers nominate students who show strong character, behavior and make good choices.

The students are then recognized monthly by the Principal and celebrated school-wide. Students strive to be selected for Panther of the Month and are very proud when they obtain this achievement.

Throughout the year, students are taught various positive traits like responsibility and cooperation. They are then recognized in quarterly honor roll assemblies, school-wide activities, and within the classroom. These traits are used as a stepping stone for building a positive culture and environment.

Finally, every teacher is responsible for teaching Social-Emotional Learning (SEL) activities at the beginning of each class period. These activities help build a sense of pride in their school and community.

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

There are a number of stakeholders who have important roles in promoting a positive culture and environment. Of course, it starts at the top with our Principal, Ms. Marlow and our administrators, Mr. Deklavon, Ms. Fiorentino, and Ms. Smith. Our Parent Teacher Association (PTA) works with the administrators and school to meet the school's needs in order to create a positive culture and environment for both faculty and staff. Finally, the teachers and club sponsors teach SEL activities, hold events, and work tirelessly to ensure that their classrooms, organizations, and students all feel a sense of pride in being a Seminole Panther.

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$16,133.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5900	100-Salaries	1891 - Seminole Middle School	Title, I Part A		\$16,133.00
			<i>Notes: Extended Learning Opportunities for students to become proficient in Reading and Math.</i>			
					Total:	\$26,269.00