

Hillsborough County Public Schools

Young Middle Magnet School



2021-22 Schoolwide Improvement Plan

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Young Middle Magnet School

1807 E DR MARTIN LUTHER KING JR BLVD, Tampa, FL 33610

[no web address on file]

Demographics

Principal: Henrissa Berry

Start Date for this Principal: 7/1/2020

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)	100%
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* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (42%) 2017-18: C (43%) 2016-17: C (49%)
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 Hillsborough 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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Young Middle Magnet School

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[no web address on file]

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	90%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

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.

Young Middle Magnet Creative Science Center will create an equitable environment that enriches the educational experience through, collaboration, diversity, respect and innovation.

Provide the school's vision statement.

Young Middle Magnet Creative Science Center will prepare students to become global citizens through an innovative S.T.E.A.M integrated approach to learning.

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
Berry, Henrissa	Principal	Oversee the daily instructional and operational functions of the school.
Glenn, Nichelle	Magnet Coordinator	Performs marketing and recruitment activities related to the school's theme. Works with teachers to intergrate the them into all content areas across campus.
Hargrove, Valencia	Parent Engagement Liaison	Facilitates Parent and Family Engagement Activities within the school and community
Hodge, Gwendolyn	Assistant Principal	Ms. Hodge is responsible for managing operations on campus in addition to ensuring teaching and learning is taking place by observing and providing feedback to the teachers and staff. Ms. Hodge deals with student management of our 6th and 7th graders. She also oversees our ELA/ Reading PLCs and works directly with the custodial and cafeteria managers.
Jones, Mark	Assistant Principal	Mr. Jones is responsible for scheduling and curriculum on campus in addition to ensuring teaching and learning is taking place by observing and providing feedback to the teachers and staff. Mr. Jones deals with student management of our 6th and 8th graders. Mr. Jones oversees our Math and Social Studies PLCs. He works directly with our school counselors, ESE Specialist and Data Processer to ensure all necessary functions related to curriculum, instruction and student services are carried out.
Mack, Mitzi	SAC Member	SAC Chair

Demographic Information

Principal start date

Wednesday 7/1/2020, Henrissa Berry

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.*

1

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.*

7

Total number of teacher positions allocated to the school

32

Total number of students enrolled at the school

478

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

10

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

8

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	151	170	165	0	0	0	0	486
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	6	10	2	0	0	0	0	18
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 FSA ELA assessment	0	0	0	0	0	0	39	49	53	0	0	0	0	141
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	31	61	53	0	0	0	0	145
Number of students with a substantial reading deficiency	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	6	10	2	0	0	0	0	18

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	1	0	1	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	35	40	22	0	0	0	0	97

Date this data was collected or last updated

Tuesday 8/31/2021

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	340	125	100	0	0	0	0	565
Attendance below 90 percent	0	0	0	0	0	0	76	87	84	0	0	0	0	247
One or more suspensions	0	0	0	0	0	0	5	11	5	0	0	0	0	21
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	68	55	63	0	0	0	0	186
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	74	63	80	0	0	0	0	217

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	1	5	2	0	0	0	0	8

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	22	17	9	0	0	0	0	48
Students retained two or more times	0	0	0	0	0	0	24	31	22	0	0	0	0	77

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	340	125	100	0	0	0	0	565
Attendance below 90 percent	0	0	0	0	0	0	76	87	84	0	0	0	0	247
One or more suspensions	0	0	0	0	0	0	5	11	5	0	0	0	0	21
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	68	55	63	0	0	0	0	186
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	74	63	80	0	0	0	0	217

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	1	5	2	0	0	0	0	8

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	22	17	9	0	0	0	0	48
Students retained two or more times	0	0	0	0	0	0	24	31	22	0	0	0	0	77

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				36%	51%	54%	35%	52%	53%
ELA Learning Gains				46%	52%	54%	45%	53%	54%
ELA Lowest 25th Percentile				39%	47%	47%	44%	48%	47%
Math Achievement				32%	55%	58%	38%	56%	58%
Math Learning Gains				42%	57%	57%	42%	59%	57%
Math Lowest 25th Percentile				46%	52%	51%	32%	52%	51%
Science Achievement				24%	47%	51%	38%	47%	52%
Social Studies Achievement				40%	67%	72%	41%	66%	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	38%	53%	-15%	54%	-16%
Cohort Comparison						
07	2021					
	2019	37%	54%	-17%	52%	-15%
Cohort Comparison		-38%				
08	2021					
	2019	34%	53%	-19%	56%	-22%
Cohort Comparison		-37%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	16%	49%	-33%	55%	-39%
Cohort Comparison						
07	2021					
	2019	48%	62%	-14%	54%	-6%
Cohort Comparison		-16%				
08	2021					
	2019	12%	31%	-19%	46%	-34%
Cohort Comparison		-48%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	23%	47%	-24%	48%	-25%
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	40%	67%	-27%	71%	-31%

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	75%	63%	12%	61%	14%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	57%	-57%	57%	-57%

Grade Level Data Review - Progress Monitoring Assessments

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

The Progress Monitoring tool used was district created assessments for Social Studies, Math and Science. We used Achieve 3000 for the ELA progress monitoring assessments.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	8.14	9.19	11.82
	Economically Disadvantaged	7.47	8.69	10.94
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	23.70	28.44	n/a
	Economically Disadvantaged	23.70	29.97	n/a
	Students With Disabilities	29.80	17.04	n/a
	English Language Learners	5.30	7.74	n/a

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	32	29	29
	Economically Disadvantaged	8.47	10.92	13.72
	Students With Disabilities	15.79	19.51	20.93
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20.90	29.82	n/a
	Economically Disadvantaged	19.70	28.58	n/a
	Students With Disabilities	30.70	25.06	n/a
	English Language Learners	20.15	37.51	n/a
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	40.70	27.55	n/a
	Economically Disadvantaged	40.70	27.55	n/a
	Students With Disabilities	48.70	28.12	n/a
	English Language Learners	29.00	22.46	n/a
	Number/% Proficiency	Fall	Winter	Spring

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	11.94	15.70	17.62
	Economically Disadvantaged	10.74	14.85	16.87
	Students With Disabilities	25.81	27.27	30.30
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	43.40	35.06	n/a
	Economically Disadvantaged	43.40	35.74	n/a
	Students With Disabilities	35.70	25.40	n/a
	English Language Learners	33.90	16.60	n/a
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	47.67	38.97	n/a
	Economically Disadvantaged	47.91	39.39	n/a
	Students With Disabilities	54.03	41.67	n/a
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring

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	23	28	29	21	20	27	16	31			
ELL	31	38	33	24	37	54		38			
BLK	23	29	36	17	21	29	13	33	66		
HSP	47	38	42	34	32	50	33	33	45		
MUL	20	21		38	40						
WHT	40	40									
FRL	26	30	34	20	23	28	16	33	58		
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	14	39	34	19	41	51	4	27			
ELL	23	48	53	27	48	46					
BLK	29	41	35	25	40	46	20	37	63		

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
HSP	51	58	54	48	46	50	37	43	80		
MUL	73	47		47	47						
WHT	50	71		50	45		30				
FRL	34	46	40	30	41	47	21	39	68		
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	18	31	33	22	37	19	19	19			
ELL	21	36	36	30	41	36	17	18			
BLK	26	39	44	29	38	32	29	34	69		
HSP	54	58	31	54	55	33	55	63	72		
MUL	57	71		43	43						
WHT	62	56		68	45		72	45	88		
FRL	33	43	44	35	41	32	35	39	68		

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	33
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	46
Total Points Earned for the Federal Index	327
Total Components for the Federal Index	10
Percent Tested	95%
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	33
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
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%	
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	30
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	40
White Students Subgroup Below 41% in the Current Year?	YES
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?

Across all areas our students struggle with completing grade-level tasks at the proficiency level. Students struggle with reading comprehension which creates barriers for them related to grade-level content and assessments.

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

Our bottom quartile in both ELA and Math.

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

Students not actively engaging in reasoning, thought provoking discourse and hands-on activities in the classes.

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

None. All areas showed a decrease from 2019 to 2021.

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

No improvement in overall data points.

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

Academic Ownership for students and teacher-led small group instruction to differentiate for the needs of groups and individual students.

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.

Acceleration Training
 Small Group Instruction Training
 Rubric Training
 Curriculum Frameworks
 CHAMPS Training
 Backwards Planning

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

Work with district coaches to build capacity in site-based coaches to ensure coaches are adequately supporting teachers in implementing district approved curriculum and teacher-led small groups.

Part III: Planning for Improvement

Areas of Focus:

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

Area of Focus Description and Rationale: Standards-based data (FSA and common assessments, etc.) from 2020-2021 school year indicates students performed below grade level in ELA, Math, Science, and Civics due to lack of consistency in standards aligned tasks, activities, and assessments. Students need more opportunities to grapple with standards-aligned tasks, and teachers require additional support in implementing effective teaching methods to support student learning.

Measurable Outcome: By October 2020, at least 70% of teachers will provide opportunities for students to engage in standards-aligned tasks according to learning walk data. By December 2020, 100% of teachers will provide opportunities for students to engage in standards-aligned tasks.
Common Assessment Data in ELA will show 40% of students performing at or above proficiency.

Common Assessment Data in Math will show 40% of students performing at or above proficiency.

Monitoring: Common Assessment Data in Science will show 40% of students performing at or above proficiency.

Common Assessment Data in Civics will show 40% of students performing at or above Proficiency.

Person responsible for monitoring outcome: Henrissa Berry (henrissa.berry@hcps.net)

Evidence-based Strategy: To provide standards-based and aligned tasks teachers will be supported through a structured PLC process focused on effective teaching methods for learning and teacher-led small group instruction.

Rationale for Evidence-based Strategy: PLCs will focus on standards-based planning, planning for small group instruction, student work analysis, developing common assessments and analyzing common assessment data, and professional collaboration.

Action Steps to Implement

Action Steps:

1- Establish Structure and Expectations for PLCs

- Build Common Planning into Master Schedule

- Schedule after-school meetings twice per month for required content training, professional development and planning

-PLCs will include strategies within the lesson plans and planning process to address students with disabilities and African American students.

Person Responsible Henrissa Berry (henrissa.berry@hcps.net)

2- Build Capacity of Teachers

- Develop criteria for look-fors centered around Four Principles of Excellent Instruction
- Conduct walkthroughs to collect data on four principles of excellent instruction, planned lessons to include standards-aligned tasks, teacher-led small groups, etc.
- Trend Data will be consistently communicated to teachers (whole school, content, grade level) by administration.
- Provide individual feedback to teachers (content coaches/administration)
- Use walkthrough data to tier teachers based on established criteria and identify needed support
- Coaches will conduct coaching cycles based on identified needs
- Coaches will provide feedback and strategies related to how teachers are engaging both students with disabilities and African American students.

Person Responsible Gwendolyn Hodge (gwendolyn.hodge@hcps.net)

3- Analyzing Student Data

- Teachers will identify trends, opportunities to adjust their instructional practice and create actionable next steps.
- Teachers will review common assessment data in PLCs and devise plans to address the data
- Teachers will bring samples of student work to PLCs for analysis
- Teachers will look at specific data points related to African American and Students with disabilities to determine how strategic interventions can be put in place to address the trends in data.

Person Responsible Mark Jones (mark.jones@hcps.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safe-schools-for-alex.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.

Our school data ranks in the bottom quarter of middle schools across the state. Peer relations have been a major concern in years past. As a result we have built a positive behavior intervention system that addresses these areas. At Young we expect students to be Punctual, Prepared and Polite. Our systems and structures are built to ensure students are positively rewarded for adhering to these tenants. We will monitor these systems using student discipline data, attendance and use of school currency data through our PSLT process.

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.

Young's positive school culture is cultivated through our Positive Behavior Intervention System. At Young we expect our students to be Punctual, Prepared and Polite. Additionally, we expect our students to be responsible and demonstrate respect for themselves, their peers, and the school. When students meet these expectations they are rewarded with verbal positive specific praise and our school currency, which is the Buffalo Buck. Buffalo Bucks can be used in the following ways: 1) entrance to schoolwide PBIS Events 2) visits to the school PBIS Store, 3) preferred activities during lunch, etc. Schoolwide PBIS events are planned to encourage students to earn and save Buffalo Bucks in anticipation of attending these selective events. The implementation of PBIS helps to cultivate a climate and culture that is conducive to learning and appropriate behavior. In addition to our PBIS process we utilize clubs to encourage positive interactions and engagement between adults and students on campus. By fostering relationships outside of the classroom, stronger bonds are built, increasing the likelihood of student success within the classroom and school at large.

Encourage parent participation in the educational experiences of their students by incentivizing students and parents (attendance at conference nights, bi-weekly progress report checks, etc.). Develop currency for parents and conduct quarterly raffles.

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

Instructional Staff/Teachers-Employ classroom management plans that encourage: structure and positive reinforcement for students. They encourage students to adhere to Buffalo Basics (School-wide Expectations) and provide them with Buffalo Bucks for meeting high standards. Teachers also sponsor interest clubs that allow them to make unique connections with students outside of the classroom.

Support Staff- provide support during preferred activities for lunchtime PBIS events.

Student Nutrition Services- ensure students are able to get lunch in a timely manner to participate in preferred activities.

Custodians- provide clean-up and set-up for the events and support students by rewarding them for keeping the school environment clean.

Community Partners- provide capital for us to keep the incentive going throughout the year.

Our Administrators also encourage teachers by promoting a positive school culture and environment through staff incentives. Administration provides staff with First Friday treats and celebrations, bi-weekly raffles, and shout-outs and verbal encouragement on a regular basis.