Santa Rosa County School District

Thomas L Sims Middle School

2022-23 Schoolwide Improvement Plan

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Thomas L Sims Middle School

5500 EDUCATION DR, Pace, FL 32571

http://www.santarosa.k12.fl.us/schools/sms/

Demographics

Principal: Emily Donalson

Start Date for this Principal: 10/1/2015

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	34%
2021-22 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	2021-22: A (62%) 2018-19: A (72%) 2017-18: A (73%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan was approved by the Santa Rosa County School Board on 10/13/2022.

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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Thomas L Sims Middle School

5500 EDUCATION DR, Pace, FL 32571

http://www.santarosa.k12.fl.us/schools/sms/

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	34%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	22%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

School Board Approval

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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.

To love, educate, and prepare all students for graduation and a successful future.

Provide the school's vision statement.

Santa Rosa County District Schools provides an environment that fosters each learner's potential, equips students for academic excellence, and promotes lifelong learning.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Donalson, Emily	Principal	As the principal of Sims Middle School, Mrs. Donalson is the primary educational leader on campus. As part of this process, she leads professional development and shares professional development opportunities with staff. Mrs. Donalson performs classroom observations to see that classroom instruction is standards-based and rooted in best instructional practices. She monitors benchmark data and shares data with all stakeholders. Routinely, Mrs. Donalson shares with stakeholders the progress of students and the strategies being implemented to improve student performance. She seeks input from SAC, Grade Level Chairs and Department Chairs in creating goals for growth and areas of focus for improvement. Principal Donalson is also responsible for the safety of students and staff while on campus. In serving this role, she facilitates safety training on campus and ensures that state, district and the Department of Health safety requirements are met. As part of creating a safe environment, Mrs. Donalson works to foster positive relationships among students, between students and staff, and among staff members as part of the PBIS program on campus. In addition to safety and academic performance, Mrs. Donalson monitors student discipline to ensure that student's have the best environment possible for learning and that consequences are applied equitably and fairly with the goal of promoting positive behavior on campus and in the community.
Stokes, Ryan	Assistant Principal	As Assistant Principal, Ryan Stokes is tasked with being an instructional leader on campus. He shares with faculty and staff professional development opportunities and leads professional development when appropriate. Mr. Stokes monitors benchmark data and works with teachers to implement instructional strategies founded in best practice. He is charged with organizing multiple stakeholders on campus including SAC, grade levels, and departments. He works with these stakeholders in the creation of the School Improvement Plan and reports progress to these groups regularly. In addition to being an instructional leader, Mr. Stokes is also responsible for safety on campus including overseeing facilities maintenance requests, teacher safety training, and student safety education. Assistant Principal Stokes also conducts discipline investigations while ensuring that students are provided with due process as part of the discipline process. Mr. Stokes develops strong relationships with students and staff as part of the pursuit of student success.
Moore, Penny	School Counselor	Mrs. Moore serves as one of Sims Middle School's team of two guidance counselors. While Mrs. Moore is primarily responsible for students with last names beginning with letters "M" through "Z", she serves the entire student body and steps in to assist Ms. Godwin as needed. Primary duties and responsibilities of a certified school counselor include, but are not limited to: *Develop counseling services and establish priorities through short and long

Name	Position Title	Job Duties and Responsibilities
		range plans based on developmental needs of students, needs assessments, and school, district, and state priorities. *Communicate goals and services of the counseling programs to school administration, staff, students, parents, and community. *Review, evaluate, and select a variety of materials to support a well-balanced counseling program. *Establish, implement, coordinate, and monitor effective school-wide counseling services and activities. *Establish and follow procedures for appropriate intervention in accordance with school, district, state, and district guidelines. *Coordinate the proper maintenance, transfer, and acquisition of students' records as required by applicable regulations and policies. *Use technology resources effectively and assist in the maintenance of the automated student data systems. *Provide input in the development of curriculum and the master schedule. *Assist in the management and dissemination of the Emergency Health Care Plans to all appropriate school personnel. *Coordinate and/or assist with award presentations and 8th grade transition to high school activities. *Provide assistance in the screening, referral, identification, and placement of students with special needs. *Assess students using the Multi Tier Support System (MTSS) and provide assistance. *Monitor the 504 Plan process, including involving parents and school personnel, creating Plans, and maintaining compliance. *Coordinate, train, and administer a variety of standardized tests, maintain security, and interpret test results to parents, students, and school staff. *Provide personal/social, behavioral, career, and academic counseling activities including individual and/or group as needed to promote student success. *Recognize the special needs of individuals and families and make appropriate recommendations including appropriate referrals (i.e. homeless, Lakeview, etc.). *Recognize the overt indicators of student distress or abuse and take stipulated intervention, referral, or reporting action. *Provide crisis intervention including follow-up services as appropriate. *Provide intervention for at-risk students and those with special learning and behavioral needs including making appropriate plans and referrals, e.g. attendance and truancy intervention plans. *Assist in the registration and scheduling of students. *Assist students in their transition to and from feeder schools and out of district schools. *Consult effectively with students, parents, teachers, and other school staff to assist students toward success, providing a supportive and confidential atmosphere. *Serve as advocate for students. *Provide information and/or in-service for teachers, administrators, and other school staff. *Identify student/school issues; facilitate and follow established procedures.

Name	Position Title	Job Duties and Responsibilities
		*Review student records and other indicators as deemed appropriate by the district guidelines to evaluate student needs.
Godwin, Danyette	School Counselor	Ms. Godwin serves as one of Sims Middle School's team of two guidance counselors. While Ms. Godwin is primarily responsible for students with last names beginning with letters "A" through "L", she serves the entire student body and steps in to assist Mrs. Moore as needed. Primary duties and responsibilities of a certified school counselor include, but are not limited to: *Develop counseling services and establish priorities through short and long range plans based on developmental needs of students, needs assessments, and school, district, and state priorities. *Communicate goals and services of the counseling programs to school administration, staff, students, parents, and community. *Review, evaluate, and select a variety of materials to support a well-balanced counseling program. *Establish, implement, coordinate, and monitor effective school-wide counseling services and activities. *Establish and follow procedures for appropriate intervention in accordance with school, district, state, and district guidelines. *Coordinate the proper maintenance, transfer, and acquisition of students' records as required by applicable regulations and policies. *Use technology resources effectively and assist in the maintenance of the automated student data systems. *Provide input in the development of curriculum and the master schedule. *Assist in the management and dissemination of the Emergency Health Care Plans to all appropriate school personnel. *Coordinate and/or assist with award presentations and 8th grade transition to high school activities. *Provide assistance in the screening, referral, identification, and placement of students with special needs. *Assess students using the Multi Tier Support System (MTSS) and provide assistance. *Monitor the 504 Plan process, including involving parents and school personnel, creating Plans, and maintaining compliance. *Coordinate, train, and administer a variety of standardized tests, maintain security, and interpret test results to parents, students, and school staff. *Provide personal/social, behavioral, career, and academic counseling activities including individual and/or group as needed to promote student success. *Recognize the special needs of individuals and families and make appropriate recommendations including appropriate referrals (i.e. homeless, Lakeview, etc.). *Recognize the overt indicators of student distress or abuse and take stipulated intervention, referral, or reporting action. *Provide crisis intervention including follow-up services as appropriate. *Provide intervention for at-risk students and those with special learning and behavioral needs including making appropriate plans and referrals, e.g. attendance and truancy intervention plans.

Name	Position Title	Job Duties and Responsibilities
		*Assist in the registration and scheduling of students. *Assist students in their transition to and from feeder schools and out of district schools. *Consult effectively with students, parents, teachers, and other school staff to assist students toward success, providing a supportive and confidential atmosphere. *Serve as advocate for students. *Provide information and/or in-service for teachers, administrators, and other school staff. *Identify student/school issues; facilitate and follow established procedures. *Review student records and other indicators as deemed appropriate by the district guidelines to evaluate student needs.
Pitts, Jules	Dean	Primary duties and responsibilities of the dean of students include the following: *Manage student supervision issues. *Enforce school and district behavioral expectations fairly and consistently. *Be knowledgeable of Santa Rosa County School Board Policies regarding safety and discipline. *Be knowledgeable of the Santa Rosa County Code of Student Conduct and the School Handbook. *Counsel students and parents concerning school and district policies. *Assist staff and parents in developing student behavioral expectations. *Assist in the planning, development and implementation of individual student behavior plans. *Serve as a resource to staff in dealing with classroom management issues. *Coordinate with staff and administration the development of the school's discipline plan/hierarchy. *Maintain and periodically review student discipline records. *Maintain confidentiality in all issues that require involvement. *Promote the welfare of students, faculty and staff; and set high expectations and articulate them to all stakeholders. *Facilitate cooperation among all stakeholders (administrators, teachers, parents, students) in the appropriate handling of student discipline issues. *Assist in the development of the school crisis plan and be an integral part of the plan. *Become an active member of the school leadership team. In addition to these items, Mr. Pitts also continues to grow and strengthen in regards to his leadership skills and abilities in order to relate to all middle school students.
Gullickson, Denise	Other	Primary duties and responsibilities of the 6th Grade Department Chair include, but are not limited to the following: *Assist in determining strengths and weaknesses among 6th grade students and faculty. *Assist in determining learning goals and intervention strategies based upon both current and former performance data. *Assist in monitoring performance data.

Name	Position Title	Job Duties and Responsibilities
		*Assist in communicating information and expectations from administration to faculty/staff members *Develop and deliver Professional Development. *Provide input and feedback concerning student performance and overall wellbeing during MTSS meetings. *Serve as a liaison between the grade level and various school/community stakeholders.
Wieczorek, Ryan	Other	Primary duties and responsibilities of the 7th Grade Department Chair include, but are not limited to the following: *Assist in determining strengths and weaknesses among 7th grade students and faculty. *Assist in determining learning goals and intervention strategies based upon both current and former performance data. *Assist in monitoring performance data. *Assist in communicating information and expectations from administration to faculty/staff members *Develop and deliver Professional Development. *Provide input and feedback concerning student performance and overall wellbeing during MTSS meetings. *Serve as a liaison between the grade level and various school/community stakeholders.
Runyon, Jeannie	Other	Primary duties and responsibilities of the 8th Grade Department Chair include, but are not limited to the following: *Assist in determining strengths and weaknesses among 8th grade students and faculty. *Assist in determining learning goals and intervention strategies based upon both current and former performance data. *Assist in monitoring performance data. *Assist in communicating information and expectations from administration to faculty/staff members *Develop and deliver Professional Development. *Provide input and feedback concerning student performance and overall wellbeing during MTSS meetings. *Serve as a liaison between the grade level and various school/community stakeholders.
Cody, Melissa	Other	Primary duties and responsibilities of the Math Department Chair include, but are not limited to the following: *Assist in determining strengths and weaknesses among math students and math instructors. *Assist in determining learning goals and intervention strategies based upon both current and former performance data. *Assist in monitoring performance data. *Assist in communicating information and expectations from administration to faculty/staff members

Name	Position Title	Job Duties and Responsibilities
		*Develop and deliver Professional Development. *Provide input and feedback concerning student performance and overall wellbeing during MTSS meetings.
Specht, Leslie	Other	Primary duties and responsibilities of the ELA Department Chair include, but are not limited to the following: *Assist in determining strengths and weaknesses among ELA students and ELA instructors. *Assist in determining learning goals and intervention strategies based upon both current and former performance data. *Assist in monitoring performance data. *Assist in communicating information and expectations from administration to faculty/staff members *Develop and deliver Professional Development. *Provide input and feedback concerning student performance and overall wellbeing during MTSS meetings.
Melton, Jordan	Other	Primary duties and responsibilities of the Social Studies Department Chair include, but are not limited to the following: *Assist in determining strengths and weaknesses among Social Studies students and math instructors. *Assist in determining learning goals and intervention strategies based upon both current and former performance data. *Assist in monitoring performance data. *Assist in communicating information and expectations from administration to faculty/staff members *Develop and deliver Professional Development. *Provide input and feedback concerning student performance and overall wellbeing during MTSS meetings.
Vermillion, Sherry	Other	Primary duties and responsibilities of the Science Department Chair include, but are not limited to the following: *Assist in determining strengths and weaknesses among science students and science instructors. *Assist in determining learning goals and intervention strategies based upon both current and former performance data. *Assist in monitoring performance data. *Assist in communicating information and expectations from administration to faculty/staff members *Develop and deliver Professional Development. *Provide input and feedback concerning student performance and overall wellbeing during MTSS meetings.
Runyon, Aaron	Other	Primary duties and responsibilities of the Elective Department Chair include, but are not limited to the following: *Assist in determining strengths and weaknesses among elective students and elective instructors.

Name	Position Title	Job Duties and Responsibilities
		*Assist in determining learning goals and intervention strategies based upon both current and former performance data. *Assist in monitoring performance data. *Assist in communicating information and expectations from administration to faculty/staff members *Develop and deliver Professional Development. *Provide input and feedback concerning student performance and overall wellbeing during MTSS meetings.
West, Lauren	Other	Primary duties and responsibilities of the ESE Department Chair include, but are not limited to the following: *Assist in determining strengths and weaknesses among students with disabilities (SWD) and all levels of ESE instructors. *Assist in determining learning goals and intervention strategies based upon both current and former performance data and students' Individualized Education Plans (IEPs). *Assist in monitoring performance data. *Assist in monitoring the implementation and success of accommodations and modifications. *Assist in communicating information and expectations from administration to faculty/staff members *Develop and deliver Professional Development. *Provide input and feedback concerning student performance and overall wellbeing during MTSS meetings.

Demographic Information

Principal start date

Thursday 10/1/2015, Emily Donalson

Number of teachers with a 2022 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.*

9

Number of teachers with a 2022 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.*

23

Total number of teacher positions allocated to the school

55

Total number of students enrolled at the school

1,097

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

10

Identify the number of instructional staff who joined the school during the 2022-23 school year.
7

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	367	355	371	0	0	0	0	1093
Attendance below 90 percent	0	0	0	0	0	0	49	49	53	0	0	0	0	151
One or more suspensions	0	0	0	0	0	0	5	42	34	0	0	0	0	81
Course failure in ELA	0	0	0	0	0	0	8	3	1	0	0	0	0	12
Course failure in Math	0	0	0	0	0	0	9	1	3	0	0	0	0	13
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	38	44	56	0	0	0	0	138
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	54	53	47	0	0	0	0	154
Number of students with a substantial reading deficiency	0	0	0	0	0	0	24	21	19	0	0	0	0	64

Using the table above, complete the table below with the number of students by current grade level who have 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	31	37	31	0	0	0	0	99

Using current year data, complete the table below with the number of students identified as being "retained.":

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	2	1	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	2	2	1	0	0	0	0	5

Date this data was collected or last updated
Friday 9/9/2022

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	355	367	401	0	0	0	0	1123
Attendance below 90 percent	0	0	0	0	0	0	57	39	71	0	0	0	0	167
One or more suspensions	0	0	0	0	0	0	0	1	4	0	0	0	0	5
Course failure in ELA	0	0	0	0	0	0	7	2	4	0	0	0	0	13
Course failure in Math	0	0	0	0	0	0	13	6	4	0	0	0	0	23
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	44	32	52	0	0	0	0	128
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	39	29	44	0	0	0	0	112
Number of students with a substantial reading deficiency	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	23	10	17	0	0	0	0	50

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	9	4	3	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	0	2	1	0	0	0	0	0	3

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	355	367	401	0	0	0	0	1123
Attendance below 90 percent	0	0	0	0	0	0	57	39	71	0	0	0	0	167
One or more suspensions	0	0	0	0	0	0	0	1	4	0	0	0	0	5
Course failure in ELA	0	0	0	0	0	0	7	2	4	0	0	0	0	13
Course failure in Math	0	0	0	0	0	0	13	6	4	0	0	0	0	23
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	44	32	52	0	0	0	0	128
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	39	29	44	0	0	0	0	112
Number of students with a substantial reading deficiency	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	23	10	17	0	0	0	0	50

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	9	4	3	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	0	2	1	0	0	0	0	0	3

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	64%	59%	50%				72%	63%	54%
ELA Learning Gains	53%						63%	60%	54%
ELA Lowest 25th Percentile	40%						60%	56%	47%
Math Achievement	75%	38%	36%				82%	70%	58%
Math Learning Gains	67%						76%	65%	57%
Math Lowest 25th Percentile	49%						68%	58%	51%
Science Achievement	66%	69%	53%				71%	63%	51%
Social Studies Achievement	83%	66%	58%				86%	77%	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	2022					
	2019	67%	63%	4%	54%	13%
Cohort Comparison						
07	2022					
	2019	71%	59%	12%	52%	19%
Cohort Comparison		-67%				
08	2022					
	2019	77%	68%	9%	56%	21%
Cohort Comparison		-71%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2022					
	2019	73%	66%	7%	55%	18%
Cohort Comparison						
07	2022					
	2019	67%	54%	13%	54%	13%
Cohort Comparison		-73%				
08	2022					
	2019	92%	76%	16%	46%	46%
Cohort Comparison		-67%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	70%	62%	8%	48%	22%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019					

CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	86%	75%	11%	71%	15%

HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	99%	73%	26%	61%	38%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	66%	34%	57%	43%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	26	32	30	34	49	40	16	46			
ELL	42	64		42	64						
ASN	94	75		88	63						
BLK	59	61		69	61		70	83			
HSP	59	49	36	75	70	43	57	80	48		
MUL	58	48	50	70	59	42	50	90	56		
WHT	65	54	39	76	68	50	68	82	65		
FRL	52	46	37	64	62	51	47	73	51		

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	24	41	33	36	49	40	24	56			
ASN	80	38		100	92				70		
BLK	52	46		81	77						
HSP	60	63	65	68	70	68	74	75	43		
MUL	59	61	47	74	73	61	59	81	56		
WHT	67	59	41	78	71	54	68	81	63		
FRL	56	54	41	65	61	46	61	70	48		

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	29	47	43	44	63	55	33	52	44		
ASN	80	82		95	94						
BLK	47	53	41	65	77	75	36	86			
HSP	68	58		80	72	69	79	70	56		
MUL	60	62	50	62	76	63	54	85			
WHT	74	63	63	84	76	67	73	87	66		
FRL	59	60	53	72	73	67	59	78	55		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	560
Total Components for the Federal Index	9
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	53
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	80
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	67
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	57
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	58
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	63
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

While we saw a drop in several reporting categories during the 2021-2022 school year, the most impactful decreases were in overall learning gains in ELA and in Math. 59% of students made learning gains in 2020-2021 and only 53% made learning gains in 2021-2022. At the same time, math learning gains dropped from 72% to 67%. The downward trend of overall learning gains, negatively impacted the learning gains in the lowest quartile for both math and reading. Additionally, our SWD subgroup saw decreases in overall achievement and learning gains in ELA but remained the same in learning gains in math while dipping slightly in overall math achievement. On a positive note, we did see an increase in acceleration points from 62% to 63% and Civics achievement increase 1% in 2021-2022 as compared to the prior year. Despite these set backs, we are still above state and district averages in most reporting categories.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The greatest need for improvement is in the overall learning gains of students in ELA and in math coupled with a decrease in the performance of our lowest quartile in reading and in math. In 2020-2021, 59% of our students made learning gains in ELA with 44% of those in the lowest quartile making learning gains. In 2021-2022, 53% of all students make learning gains in ELA and 40% of the lowest quartile made learning gains. In math, the overall learning gains for students in 2020-2021 was 72% with the lowest quartile learning gains at 56%. In 2021-2022, 67% of students made learning gains with those in the lowest quartile 49% made learning gains.

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

In recent years, Sims Middle School has lost several key staff members to employment outside of education or to retirement. In previous years, Sims had many applicants for it open positions. However, during the 2021-2022 school year, the number of highly qualified applicants decreased and some positions remained open for weeks with only one or two applicants. The loss of teachers has resulted in restructuring some departments and filling gaps with candidates who either do not have experience in those subject areas or who lack experience overall in education. Many candidates do not have a background in education and learning so the school/district is providing them with teacher development and training while they are serving in the classroom.

Additionally, several students who enrolled during the 2021-2022 school year came from states where their school had not returned to in person learning. They were still virtual or in some cases had not started the school year when they transferred. We also have a group of students who chose homeschool for the past two years who are returning to brick and mortar missing course work or with lower than expected growth. These Co-vid related educational or instructional gaps continue to be an areas of concern.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

When reviewing data there are several areas in which we saw improvement within our subgroups. Our Asian students increase in ELA achievement (80% to 90%) and in the area of ELA learning gains (38% to 75%) as did our black students who rose from 52% achievement in ELA with 61% making learning gains to 59% proficient with 61% making learning gains. We continue to close the achievement gap in math among our multi-racial and Hispanic students with 70% of our multi-racial students scoring satisfactory in math and 75% of our Hispanic students scoring satisfactory in math. Almost every subgroup showed improvement in Social Studies achievement with the overall Civics score for the school improving by one percentage point. We also increased in our middle school acceleration component by one percentage point.

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

We attribute the success of some of our subgroups to our staff's awareness and efforts to build relationships with all students. Our goal is for each student to have one adult on campus with whom he/she has a positive relationship. As a PBIS school, we teach expectations and look for way to include all students in recognition efforts related to meeting those expectations.

Additionally, while other grade/subject areas have seen changes in staff over the last two years, our Civics teachers have worked together for many years and have been able to maintain consistency in lesson planning and curriculum presentation. These highly qualified teachers are able to provide students with instruction that meets their needs and prepares them for the End of Course Exam.

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

The school will utilize the districts new teacher evaluation system based on the research of Dr. Marzano to provide quality feedback and coaching for teachers in order to improve classroom instruction.

Our intensive ELA and math teachers will participate in professional development opportunities offered by the district and will participate in professional learning communities for ELA/Math at our school. We are also meeting monthly with these teachers to review classroom and progress monitoring data to ensure that classroom practice matches student needs.

Sims will also utilize district resources such as Freckle Math, iLit, and tutor.com to provide support to students at all levels of learning.

Our remediation/credit recovery lab is staffed by a paraprofessional who has a strong background in math in order to provide one to one support for our students struggling in math.

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.

Administrators will participate in district-wide trainings on the Marzano evaluation tool and providing coaching/feedback. Four teachers will attend the train the trainer events held by the district related to Standards Based Instruction and will facilitate learning communities and other department trainings for those on our campus.

We continue to utilize our "Teach Tuesdays" to provide teachers with professional development that is timely for classroom instruction. Topics covered will include integrating technology, student engagement, STEAM instruction, and data analysis.

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

In addition to the MTSS process and procedures utilized throughout the past several years, the school is focusing on ensuring that students are ready to learn. Teachers took time during the first few weeks of the year to provide students with clear expectations and teach expectations. We know that providing those routines and structures for students will enable them to focus on classroom instruction.

Math and ELA teachers will use the information provided in the FAST progress monitoring platform to make instructional adjustments throughout the year with the goal of learning gains for all students.

We are also offering students the use of Tutor.com to provide them immediate live support from home 24 hours a day 7 days a week. This platform will also be used by classroom teachers so that students may have 1:1 support and feedback primarily for writing assignments, reading comprehension, and math practice.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

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#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Sims Middle School's Students with Disabilities (SWD) population is 11% (112) of our total student population. Our students with disabilities have traditionally been our lowest performing subgroup in both ELA and Mathematics. As data indicates, this subgroup has the most room for growth in ELA as only 26% were proficient in ELA. This same subgroup performed 23% points higher in Mathematics which indicates the potential possibilities for these students. Students with in this subgroup also comprise a large number of students in our lowest quartile. The strategies that will make learning more accessible to this subgroup will also strengthen overall Tier 1 instruction.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	On the 2022-2023 ELA FSA, 45% of the students in the SWD subgroup will achieve proficiency. Also, 60% of the SWD will achieve proficiency on the 2022-2023 Spring Mathematics FAST. Such performance would not only be a positive reflection on this particular subgroup but the entire student population as well.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	We will use the state FAST progress monitoring data to monitor student performance. Teachers and administrators will meet after each assessment to review data to determine areas of strength and weakness in order to create the best possible learning path for these students. In addition, we will use Tutor.Com (available in Classlink) to assist both SWD students and their parents with classwork/homework completion and assessment readiness.
Person responsible for monitoring outcome:	Emily Donalson (donalsone@santarosa.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being	As many of our tier 3 students in ELA and Math are also in our SWD subgroup, we have assigned our Tier 3 students in ELA & mathematics to Highly Qualified instructors who are certified in their core subject area, have ESE certification or are receiving support from ESE certified instructors. Each instructor assigned Tier 3 students in ELA is also Reading Endorsed. In addition, each of these instructors possess a strong ability to build meaningful relationships with students. Through small group instruction, feedback practice and the MTSS process, students will receive instructional opportunities as well as self motivations strategies necessary to become successful.

implemented for this Area of Focus.	
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	According to research by John Hattie (Visible Learning), the quality of the teacher (effect size d = .44) and the teacher-student relationship are high effect size strategies with the teacher/student relationship (effect side d = .72) having the greatest impact (115-119). With this particular group of students, we know it is critical that students form positive relationships with teachers and that these struggling learners feel their instructors are concerned with their academic, social, and emotional growth. SWD are provided with the most frequent and intense interventions which allow faster growth in order to achieve gains and mastery. SWD are monitored at all three tier levels and once provided interventions, the interventions are adjusted by intensity and frequency based upon the response of the student to intervention.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

When creating the master schedule, ensure the placement of Tier 2 and Tier 3 reading students with appropriate teachers who are highly qualified and able to meet the relationship needs of these struggling students. Additionally, ensure that students whose IEP's indicate services for math or reading are placed in classes meeting those IEP requirements.

Person Responsible	Emily Donalson (donalsone@santarosa.k12.fl.us)

Provide school based, district or other training opportunities to those teachers who provide intervention support.
Provide support through on-line tools available in Classlink, such as but not limited to, Edmentum, Tutor.Com, Freckle.
Have teachers reach out to parents on a regular basis, not only to discus struggling students' deficits, but also to initiate positive conversations and build relationships.
Continue to implement PBIS but reintroduce attendance requirements we have gotten away from since the beginning of the Covid era.

Person Responsible	Emily Donalson (donalsone@santarosa.k12.fl.us)

#2. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Classroom grade data indicates that more than 95% of our students are meeting the standards in ELA , Math, Science, and Social Studies courses. We have very few to no students retained in these subjects for the 2021-2022 school year, However, this data point is not in line with student achievement on state progress monitoring assessments or district benchmark assessment in ELA, Math, Science and Social Studies. We are concerned that while teachers are engaging students in lessons each day that those lessons may not always be aligned with standards at the appropriate depth of knowledge.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	In determining an outcome, we want to be sure to account for the fact that classroom performance is a measure of time and students are permitted to go back and revise and remediate while the state assessments provide a data snap shot. With that in mind, our goal for the 2022-2023 school year is to see the gap between classroom grades in ELA, Math, Science, and Civics and FAST or EOC performance close by 5%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	In order to ensure that we are providing students with standards based instruction at the Tier I level, administration will conduct classroom observations/walkthroughs using the iObservation tool based on the research of Dr. Marzano. Administration will meet each nine weeks to analyze data related to the indicators within the Marzano Focused Teacher Evaluation Model related to Standards-Based Instruction and Standards-Based Planning to ensure that teachers are aligning their planning and instruction with state standards using highly effective strategies to provide students with the opportunity to engage with the content .
Person responsible for monitoring outcome:	Emily Donalson (donalsone@santarosa.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	According to the Focused Teacher Evaluation Model based on the research by Dr. Marzano, there are 10 protocols in Standards-Based Instruction and three in Standards-Based Planning that when implemented correctly and with fidelity will result in high student engagement and more student learning. These indicators include planning standards-based lessons, aligning the resources for those lessons and then helping students by using various strategies to acquire that new knowledge.
Rationale for Evidence-based Strategy: Explain the	This particular strategy aligns with the work that is being implemented within out district as we change to the Marzano teacher observation tool. The strategies in the tool have been shown to have an average effect size of .42 or an increase in student achievement of 16 percentile points (Marzano). Administrators have been provided initial training and will be provided additional training on the observation system. Teachers are being

rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	trained by the district and at the school site on the tool beginning with standards based instruction. The level of support provided to teachers by both the school and the district make this strategy more accessible to implement.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will be introduced during preplanning on the tool (using the information provided by the district) and asked to input their self assessments.
Teacher PLCs will focus upon instructional strategies and utilizing student data to focus upon learning gaps and weaknesses.

Person Responsible	Emily Donalson (donalsone@santarosa.k12.fl.us)

4 lead teachers will attend district training on Standards Based Instruction and will then return to school and provide training to ELA, Math, Science and Social Studies departments. Trainers are Triesta Shuck for ELA, Cathy Heim for social studies, Beth Wheeler for math, and Julie Bragg for science.

Person Responsible	Emily Donalson (donalsone@santarosa.k12.fl.us)

Administration will conduct walkthrough observations, attend subject specific trainings, and provide feedback/coach to teachers each nine weeks. Each nine weeks, administration will review observation data and provide additional professional develop opportunities as needed on either a school wide or subject specific basis.

Person Responsible	Emily Donalson (donalsone@santarosa.k12.fl.us)

#3. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our 2021-2022 FSA ELA data indicates that we have a significant number of students who were not proficient on the ELA reading assessment. Only 64% of those tested in the spring scored satisfactory in reading. Current FAST data shows that 56% (587) of our students are not satisfactory in reading. Additionally, only 7% (74) are scoring level 5. We know that historically, those students who struggle with reading also struggle in several core subjects as well.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Through a focus on Tier 1 standards based instruction as mentioned in a previous goal coupled with Tier 2 and Tier 3 interventions where needed, our goal is for 70% of our students to score satisfactory on the FAST assessment in May. Additionally, we will grow the percentile of students scoring at level 5 to 15%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	We will use classroom grades and FAST PM2 data to select students who are discussed at Leadership and MTSS meetings. The MTSS team will meet with at the mid-term and end of each quarter to discuss those students who are not making progress. We will use a team approach to determine what interventions will be utilized for each struggling student. Additionally, administration will meet with advanced ELA teachers to review the growth of those students and determine which strategies will help these students to achieve more.
Person responsible for monitoring outcome:	Emily Donalson (donalsone@santarosa.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	For the 2022-2023 school year, Sims teachers will focus on varying their questioning of students and tracking student responses during a lesson to build both surface and deeper understanding (Hattie, 182) as they make instructional decisions.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria	According to research John Hattie (Visible Learning), questioning can enhance surface learning as well as providing a deeper understanding. Questioning has an effect size of d = .42 (Hattie 182). When teachers are aware of what types and how often they are asking higher order questions, they are able to make informed decisions about re teaching, remediation, and acceleration with the class as a whole, groups of students, or individual students. Further analyzing/tracking student responses to questions can provide teachers with the formative data necessary to make instructional changes during the lesson.

used for selecting this strategy.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Administration will provide ELA teachers with professional development and work with these teachers to use questioning more effectively during class instruction and monitoring student responses as formative assessment during the lesson.

Person Responsible	Emily Donalson (donalsone@santarosa.k12.fl.us)

During formal observations, administrators will track teacher questions for a portion of lesson and provide teachers with data on the types and number of questions asked during that designated time. Teachers will also be provided with information as to where students struggled to answer questions during this specified time. Teachers will then use that data to make instructional changes.

Person Responsible	Emily Donalson (donalsone@santarosa.k12.fl.us)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Sims Middle School is a PBIS school where students are encouraged to learn and follow the PRIDE expectations: Patriots Respect yourself, Inspire others, Demonstrate excellence, and Exhibit character. Sims Middle School once again has achieved a level of Gold Status in PBIS because of positive steps taken in school discipline, student engagement, and community interaction. Utilizing our ITV system teachers, and campus student leaders students are taught the school-wide expectations throughout the school year, and staff are trained to look for and acknowledge those students who are leading by example.

The school provides multiple avenues for teaching students to be a part of building a positive school climate. Students are encouraged to take ownership in the school facility, culture, and environment. Routinely, our Jr. Beta club or SGA will host a campus cleanup where they participate in campus beautification projects: pruning hedges, planting flowers, and picking up debris. SGA also sponsors a student comment box and works with administration to address student concerns in a positive/proactive manner. Take A Stand and Anchor for Life clubs are specifically designed to bring students together. Take A Stand focuses on building a diverse and inclusive community while Anchor for Life assists those new to our school (particularly our military students) acclimate to a new environment.

Additionally, built into our discipline program are opportunities for adults to mentor those students at the Tier 3 level for behavior. Our belief is that if we can connect a student with one adult on campus then that

student has a greater chance of turning around their behavior and becoming a positive member of the school community.

The leadership team routinely analyze discipline, attendance, and stakeholder survey data to ensure that we are meeting the needs of those served by Sims Middle School. When a weakness is identified, the school administration obtains additional feedback from various stakeholder groups and works with the appropriate district, school, and/or community-based team to strength processes, close gaps and improve the quality of the service provided. This cycle of feedback, planning, action, and reflection allows us to continually improve the environment in a manner that gives buy-in to stakeholders.

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

There are multiple stakeholder groups that support the positive culture at Sims Middle School.

We are supported first by a strong parent and community volunteer program. Volunteers are encouraged and provided training so that they can serve the school in a manner that both benefits students but also gives the volunteer a feeling that he/she has had a positive interaction with the school. When pandemic restrictions allow, volunteers work in the classrooms, as part of our Parent Teacher Organization (PTO), serve as chaperones, and guest speakers. Sims Middle School has a very active PTO that sponsors multiple activities on campus designed to keep parents connected and students engaged at school. Each year we reflect on the volunteer program and work with our volunteers to help them find meaningful ways to impact the school. We feel that our strong and active PTO is attributed to the time and effort we place on ensuring that we match volunteers with areas where their talents best serve the school.

In addition to PTO, our school is supported by its School Advisory Council which is representative of the demographics of the school and includes business/community partners who share their expertise as part of their service. These volunteers review data and help guide the school toward meeting its school improvement goals. They work with administration to approve the school-based budget and approve allocations of SAC funds for specific improvement purposes. This group reviews data to provide in put during the creation and review of the school improvement plan.

As we focus on ensuring that students are college and/or career ready, we have partnered through our district Career and Technical Education department to offer multiple industry certification courses. These courses help students explore engineering, information technology, and other career pathways. Also supporting this effort, our PTO sponsors a Career Café program where professionals from our community share information with students about careers and the education/training needed to enter that area of the workforce. PTO focuses not only on careers that require college education, but those that students could enter right out of high school or via certificate programs offered at high school or Locklin Technical College. Our goal in this area is to continue to offer programs that spark career interests for students at all academic levels.

Finally, we want to ensure that students develop the social and emotional skills necessary to be successful today and in the future. Our guidance department has two certified school counselors who provide Tier 1 support to students via guidance lessons delivered in the classroom setting throughout the year. We are staffed with both a full-time CDAC counselor and Military Life Counselor who along with our school counselors provide Tier 2 and Tier 3 counseling supports. These services in conjunction with district support services enable us to reach students and their families via multiple avenues.