

Seminole County Public Schools

Tuskawilla Middle School



2022-23 Schoolwide Improvement Plan

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Tuskawilla Middle School

1801 TUSKAWILLA RD, Oviedo, FL 32765

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0541>

Demographics

Principal: Randy Shuler

Start Date for this Principal: 6/5/2017

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)	57%
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: B (58%) 2018-19: B (59%) 2017-18: B (55%)
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	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 Seminole County School Board on 10/25/2022.

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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<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0541>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p>2021-22 Title I School</p> <p style="text-align: center;">No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">57%</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;">56%</p>

School Grades History

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

School Board Approval

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SIP Authority

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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.

The mission of Tuskawilla Middle School is to cultivate an environment, built on relationships, where students strive to explore career opportunities, create new possibilities, and innovate the world around them for a better tomorrow.

Provide the school's vision statement.

The vision of Tuskawilla Middle School is for all students to be engaged in their learning through individualized and innovative educational experiences to prepare them for success in the ever-changing world.

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
Shuler, Randy	Principal	Financial, Operational, Decision-Making, Vision and Data Monitoring
Garrett, Ryan	Assistant Principal	ELA, Reading, ESOL, Master Schedule, Communications, COVID-19 Safety Manage
Mims, Yaschika	Assistant Principal	Math, Science, MTSS, WIN Coordinator, and PE
Woods, Cynthia	Assistant Principal	ESE, 504, Gifted, Performing Arts/Visual Arts, Social Studies, School Improvement Plan
Scott, Chris	Other	Technology Work Orders, including Inventory and management, School Recognition and Communication
Lyons, Stephanie	Dean	Discipline, Bus/Transportation Contact, Sports/Clubs, Restorative Practices, PBS, Bully Prevention Contact

Demographic Information

Principal start date

Monday 6/5/2017, Randy Shuler

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.*

3

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.*

14

Total number of teacher positions allocated to the school

46

Total number of students enrolled at the school

1,113

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

18

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

11

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	391	356	377	0	0	0	0	1124
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	14	38	23	0	0	0	0	75
Course failure in ELA	0	0	0	0	0	0	3	15	37	0	0	0	0	55
Course failure in Math	0	0	0	0	0	0	16	15	33	0	0	0	0	64
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	65	74	70	0	0	0	0	209
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	95	75	57	0	0	0	0	227
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	23	20	32	0	0	0	0	75

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	25	33	41	0	0	0	0	99
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Tuesday 8/16/2022

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	366	397	337	0	0	0	0	1100
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	5	15	2	0	0	0	0	22
Course failure in ELA	0	0	0	0	0	0	21	25	9	0	0	0	0	55
Course failure in Math	0	0	0	0	0	0	25	26	21	0	0	0	0	72
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	53	64	50	0	0	0	0	167
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	88	81	39	0	0	0	0	208
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	29	35	11	0	0	0	0	75

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	53	58	29	0	0	0	0	140
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	366	397	337	0	0	0	0	1100
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	5	15	2	0	0	0	0	22
Course failure in ELA	0	0	0	0	0	0	21	25	9	0	0	0	0	55
Course failure in Math	0	0	0	0	0	0	25	26	21	0	0	0	0	72
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	53	64	50	0	0	0	0	167
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	88	81	39	0	0	0	0	208
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	29	35	11	0	0	0	0	75

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	53	58	29	0	0	0	0	140
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	54%	59%	50%				56%	61%	54%
ELA Learning Gains	49%						55%	57%	54%
ELA Lowest 25th Percentile	36%						44%	45%	47%
Math Achievement	60%	37%	36%				63%	66%	58%
Math Learning Gains	61%						60%	64%	57%
Math Lowest 25th Percentile	55%						46%	52%	51%
Science Achievement	54%	62%	53%				53%	59%	51%
Social Studies Achievement	79%	62%	58%				80%	75%	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	55%	60%	-5%	54%	1%
Cohort Comparison						
07	2022					
	2019	50%	58%	-8%	52%	-2%
Cohort Comparison		-55%				
08	2022					
	2019	54%	61%	-7%	56%	-2%
Cohort Comparison		-50%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	59%	65%	-6%	55%	4%
Cohort Comparison						
07	2022					
	2019	63%	61%	2%	54%	9%
Cohort Comparison		-59%				
08	2022					
	2019	30%	32%	-2%	46%	-16%
Cohort Comparison		-63%				

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	51%	57%	-6%	48%	3%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	71%	-71%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	77%	74%	3%	71%	6%
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	84%	61%	23%	61%	23%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	64%	36%	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	14	27	21	23	49	50	13	44	50		
ELL	43	57	56	39	54	50	46	56	79		
ASN	69	61		74	76		60	87	100		
BLK	36	39	30	39	47	39	19	67	50		
HSP	51	49	37	52	59	57	52	72	70		
MUL	58	52	30	60	57	50	50	92			
WHT	58	49	39	70	65	62	60	87	79		
FRL	47	48	36	50	59	57	42	72	69		
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	14	27	23	19	30	25	12	27			
ELL	46	54	49	41	42	41	42	55	63		

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
ASN	68	59		85	69		63		76		
BLK	32	37	26	39	41	33	20	39	56		
HSP	51	49	37	53	47	31	43	64	67		
MUL	74	59		74	57		58	60	75		
WHT	63	55	35	68	57	37	61	72	79		
FRL	46	44	36	49	43	30	42	56	65		

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	19	38	34	28	47	37	21	59	50		
ELL	26	52	47	43	54	45	25	62			
ASN	68	63		79	71		43	86	69		
BLK	51	47	23	47	54	33	44	85	71		
HSP	46	49	39	50	53	39	40	77	68		
MUL	62	46		64	67						
WHT	61	59	55	72	64	59	66	79	79		
FRL	46	50	41	52	55	43	42	72	67		

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	60
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	71
Total Points Earned for the Federal Index	595
Total Components for the Federal Index	10
Percent Tested	97%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	32
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	55
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	75
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	41
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	56
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	55
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?

Low performance of students with disabilities across all state assessment components.

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

Components in need of improvement include ELA learning gains and ELA low 25 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?

Factors contributing to the low performance of students include disruption in instructional continuity due to the pandemic that further widened gaps in students' foundational skills. Actions to support improvement in these areas will include frequent formative progress monitoring with target support and acceleration in identified areas of need.

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

Components showing the most improvement include low 25 learning gains i Math and Social Studies achievement.

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

Deliberate monitoring of specific student groups contributed to this improvement. Actions included focus on the monitoring of the lowest 30% of students, acceleration of high level 1 and high level 2 and level 3 students along with standards based tutoring.

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

1. Strengthening the PLC Process.
2. Addressing students academic and behavioral needs.
3. Emphasis on Intervention and Enrichment for students struggling and/or exceeding curriculum expectations.

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.

Professional development will be focused on the development of highly effective professional learning communities and how school-based leaders can foster the growth and development of teacher collaboration for student success.

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

Additional services dedicated to student acceleration include focus on instructional strategies Sustainability of improvement efforts Additional services dedicated to student acceleration include support of standards based instruction across all content areas, social emotional learning support for students and families, data driven tutoring and acceleration support and expanded use of SCPS early warning tracking and MTSS based support.

Areas of Focus

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

:

#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.

Increasing academic achievement of students with disabilities. ESSA Federal Percent of Points Index indicates this is a high priority need and focusing on the success of these students will reduce achievement gaps and prepare these students for future academic success.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase achievement and learning gains for students with disabilities.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored through classroom walk throughs, review of progress monitoring data and through data chats with professional learning communities.

Person responsible for monitoring outcome:

Randy Shuler (randy_shuler@scps.k12.fl.us)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Lessons aligned to B.E.S.T. benchmarks at the appropriate grade level of complexity with ongoing feedback loops between leadership and teachers, students and teachers and student with students and PLCs focused on data, instructional planning and student evidence of learning.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Standards based lessons differentiated to meet the needs of these specific student groups and data driven deliberate action planning will improve achievement and learning gains for our students. This strategy is aligned to having high expectations for all learners and teachers.

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.

Focus of instruction on essential standards/benchmarks with an emphasis on needs to know vs. nice to know.

Students will track their progress in core content classes based on mastery of essential standards/benchmarks.

Tier 2 intervention time incorporated into the school day with support from instructional coaches and MTSS Intervention Team.

Providing enrichment activities for students who have already mastered the essential standards/benchmarks.

iReady support in intensive reading classes.

Person Responsible

Randy Shuler (randy_shuler@scps.k12.fl.us)

Attendance Monitoring

1. Teachers take attendance daily.
2. On the 5th, 10th and 15th absences, the FTE runs a report and investigates findings.
3. Social Worker contacts the home.
4. Parents will be notified of the Safe Arrival app that is being launched this year to communicate student absences with parents.
5. A postcard will be mailed to families of students who have chronic absenteeism.

Person Responsible Randy Shuler (randy_shuler@scps.k12.fl.us)

Teachers and leaders working in collaborative PLCs addressing the four PLC questions by:

1. Focusing on unwrapping the essential benchmarks with discussion on needs to know vs nice to know.
2. Tracking student progress on formative assessment of essential benchmarks.
3. Tier 2 intervention time incorporated into the school day with support from the instructional coaches and the MTSS Intervention Team.
4. Providing enrichment and accelerated activities for students that meet and/or exceed curriculum expectations.

Person Responsible Randy Shuler (randy_shuler@scps.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.

Teachers and administrators use multiple strategies to communicate with families, including but not limited to: 1) contacting families prior to the start of school to welcome students to the new school year, 2) inviting parents to STEM night to meet teachers and school staff and to learn about the curriculum and how to support their child academically at home, 3) email Tuskawilla Tips informational updates to parents weekly through school messenger and post on website. This information includes school activities and parenting tips related to school achievement such as homework tips, organizational skills, and study skills, 4) use multiple genres of social networking to families on a regular basis (e.g. School Connect, Skyward, Twitter, Facebook, eCampus), 5) the school website and eCampus contains pertinent school/classroom information including the school calendar, links to teacher websites, links to staff email, as well as a host of helpful resources, 6) teachers contact parents regularly on an individual basis to inform them about their child's progress, 7) parents can keep track of the child's academic progress (grades, attendance, etc.) via the online Skyward Family Access Parent Portal 24/7, 8) the school provides parents with report cards regarding their child's academic progress and upcoming classroom and school events approximately every nine weeks, 9) parents receive weekly updates regarding school activities via mass email using Skyward Family Access, 10) inviting parents to participate in SAC and PTSA Boards, 11) advertising events on the school marquee, school website, Twitter, Facebook and Skyward, 12) teachers have course websites accessible through the eCampus portal. The course websites include assignments, Common Board, and other instructional resources such as the electronic textbook, 13) the guidance department schedules

parent-teacher-student conferences, and assists families with connecting to resources in the community, 14) ESOL Parent Leadership Meeting: ESOL Teachers to provide an informational presentation and Q and A to parents of ESOL students, 15) Science/Math Technology (STEM) Night: Parents and students will have the opportunity to engage in hands on activities they can use with their children, 16) Literacy/History Night: Parents and students will be provided with opportunities to interact with strategies that can be used to help their child at home, 17) Incoming 6th Grade Night: Administrative Team, & School Counselors; 6th Grade Teachers will provide parents with the opportunity to tour the campus and learn about Tuskawilla's expectations and course selections, 18) Transition Night for 8th Grade At-Risk Students: Administrative Team, School Counselors, MTSS Coordinator and Transition Team will provide parents with the promotion to High School and the opportunity to attend the High School summer transition program.

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

SAC and PTSA members provide strong parent support to the school through volunteerism in the classroom, at special events and through the school store. The Tuskawilla Business Advisory Board engages the surrounding business and collegiate community with the school through program consultation, guest speaking, hosting field trips and monetary contributions. The Business Advisory Board participation in STEM Night, Career Expo, and Teach-In allow students to make real-world connections and prepare them for success in this ever-changing world. It is through these partnerships that Tuskawilla Middle School continues to innovate and thrive.