Paul R. Smith Middle School

2022-23 Schoolwide Improvement Plan

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Paul R. Smith Middle School

1410 SWEETBRIAR DR, Holiday, FL 34691

https://prsms.pasco.k12.fl.us

Demographics

Principal: Joel Divincent

Start Date for this Principal: 6/2/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	83%
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: C (41%) 2018-19: C (48%) 2017-18: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Pasco County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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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	Yes	83%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	51%

School Grades History

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

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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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.

To provide a world class education.

Provide the school's vision statement.

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

Our motto is "Every Eagle will Soar!"

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
DiVincent, Joel	Principal	
Garrison-Saylor, Monique	Assistant Principal	
Ebert, Brett	Dropout Prevention Coordinator	

Demographic Information

Principal start date
Thursday 6/2/2016, Joel Divincent

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.*
0

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.*
18

Total number of teacher positions allocated to the school
55

Total number of students enrolled at the school
1,001

Identify the number of instructional staff who left the school during the 2021-22 school year.
20

Identify the number of instructional staff who joined the school during the 2022-23 school year.
20

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	335	306	358	0	0	0	0	999
Attendance below 90 percent	0	0	0	0	0	0	184	59	76	0	0	0	0	319
One or more suspensions	0	0	0	0	0	0	21	16	14	0	0	0	0	51
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 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 in ELA or math	0	0	0	0	0	0	17	68	58	0	0	0	0	143
course failure in ELA or math	0	0	0	0	0	0	43	33	59	0	0	0	0	135

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	40	44	51	0	0	0	0	135

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	0	0	3	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 10/3/2022

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

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	35%	46%	50%				43%	52%	54%
ELA Learning Gains	39%						52%	55%	54%
ELA Lowest 25th Percentile	32%						45%	47%	47%
Math Achievement	32%	34%	36%				44%	60%	58%
Math Learning Gains	41%						49%	61%	57%
Math Lowest 25th Percentile	41%						44%	52%	51%
Science Achievement	38%	54%	53%				41%	52%	51%
Social Studies Achievement	60%	59%	58%				62%	68%	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	44%	56%	-12%	54%	-10%
Cohort Comparison						
07	2022					
	2019	37%	51%	-14%	52%	-15%
Cohort Comparison		-44%				
08	2022					
	2019	46%	58%	-12%	56%	-10%
Cohort Comparison		-37%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	38%	59%	-21%	55%	-17%
Cohort Comparison						
07	2022					
	2019	22%	42%	-20%	54%	-32%
Cohort Comparison		-38%				
08	2022					
	2019	43%	68%	-25%	46%	-3%
Cohort Comparison		-22%				

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	38%	54%	-16%	48%	-10%
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	60%	70%	-10%	71%	-11%

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	100%	60%	40%	61%	39%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	62%	-62%	57%	-57%

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	12	30	26	8	28	29	12	25			
ELL	25	41	41	20	36	33	13	42			
ASN	59	41		56	44						
BLK	27	36	32	14	43	52	14	38	60		
HSP	34	39	29	24	40	48	35	56	42		
MUL	29	35	27	22	33	31	6	75			
WHT	38	41	36	40	42	36	46	64	53		
FRL	32	38	33	27	38	42	29	58	42		
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	11	33	36	10	27	30	16	38	18		
ELL	22	42	53	19	33	37		42			

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	53		79	63				60		
BLK	24	38	43	14	21	23	24	38	27		
HSP	35	38	34	26	26	28	26	49	52		
MUL	25	38	43	20	29	46	16	59			
WHT	45	44	38	39	34	36	51	67	51		
FRL	36	39	37	29	29	30	36	55	43		

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	9	36	37	16	40	38	16	21			
ELL	14	50	44	25	46	37	15	28			
ASN	50	59		73	55						
BLK	19	36	31	23	39	41	6	47			
HSP	41	47	44	37	45	42	40	51	53		
MUL	44	54	50	45	46	38	36	68	56		
WHT	48	55	49	48	51	46	48	67	56		
FRL	41	51	44	41	47	41	39	60	54		

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)	TSI
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	51
Total Points Earned for the Federal Index	422
Total Components for the Federal Index	10
Percent Tested	95%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	23
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3

English Language Learners	
Federal Index - English Language Learners	34
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	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	50
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	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	32
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	44
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	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

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

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

Our greatest need for improvement contnues to be in the areas of ELA and particuluarly mathematics. 7th grade math continues to significantly lag behind other indicators.

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

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

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

Greatest improvement area was in mathematic learning gains with a 19 point improvement.

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

We created a sense of urgency in our math PLC and reassigned the assistant principal overseeing this work.
Math PLC was data driven and strategy focused on instructuional best practices aligned to standards and core materials.

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

We have new math textbooks this school year. And we have 6 new math teachers. We continue to provide professional learning oppotnities in our Math PLC. We are focused on using the core instructional materials aligned to the state standards.

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 provided by our district office through Early Release Days as well as professional learning community focused work.

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

We intend to offer a preview math class for learners in need of additional supports. We expect high fidelity to new core materials that are aligned to state standards. Implementation of standards based instruction aligned to grade level expectations and benchmarks. Enhanced mathematics coaching services from a full time math coach.

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

:

#1. 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.**	High Impact Instruction is one of the district's three focused priority areas.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By the conclusion of the 2022-23 school year, we expect 70% of students to meet or exceed the 50th percentile growth on district/state interim benchmark assessments. (F.A.S.T)
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The following data points will be monitiored: F.A.S.T benchmark assessment data Early Warning System data Course grade distribution Formative and summative common assessment developed in professional learning communities Walkthrough data
Person responsible for monitoring outcome:	Joel DiVincent (jdivince@pasco.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Grade appropriate assignments Strong core instruction Deep engagment High expectations from teachers
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	These strategies are aligned with district instructionoal priorities and supported through PLC's and professional learning.

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.

• All staff will utilize professional learning community collaborative structures to ensure rigorous lesson planning aligned to the Florida standards.
• All students will be provided second chance learning opportunities through classroom or scheduled time
• All students will have increased opportunities to engage in literacy and writing activities across the entire curriculum
• All students will receive a math block comprised of: math fluency activities, concept development lessons with application, and a student debrief session
• All students will receive an intervention opportunity which provides additional instructional support
• All students will receive AVID WICOR strategies with fidelity across the entire curriculum in all classes

Person Responsible   [no one identified]

#2. Instructional Practice specifically relating to Graduation	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Data Driven Decision Making is one of the three district priority areas.

Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By the conclusion of the 2022-23 school year, on-track academics will be improved by 5% from the previous school year.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Data protcols through academic team and PLC meetings.
Person responsible for monitoring outcome:	Joel DiVincent (jdivince@pasco.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Second chance learning Grade appropriate assignments Strong core instruction Deep engagement High expectations from teachers
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	As outlined in thr report titled "The opportunity Myth" students need these stratgies to have every opportunity for success.

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.

• School Intervention Team (SIT) will identify, support, and monitor students on-track, at-risk, and off-track
• School leadership Team (SLT) will analyze school data and make appropriate leadership decisions
• PLCs will use grade level data and common formative assessments to plan for and adjust instruction
• Academic teams will meet weekly to review student performance data and plan for interventions
• Monthly data reviews through priority school structures including PLC, Interdisciplinary teams, intervention and leadership teams

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

• School Intervention Team (SIT) will identify, support, and monitor students on-track, at-risk, and off-track
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Person Responsible	Joel DiVincent (jdivince@pasco.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.

Our vision at Paul R. Smith Middle School is to develop self-motivated life long learners who reach their highest potential. Our motto is that we want every Eagle to SOAR! We work hard to create a school climate and culture that promotes safety and dignity for all stakeholders. We engage in many PBIS strategies that support a positive learning environment. We utilize our SOAR matrix system of core values connected to classroom management so that all classrooms are safe for student learning. Students earn SOAR stamps for demonstrating these values.

We implement a weekly positive school culture system to include:
Motivational Monday - we start each Monday with a positive inspirational quote.
On-Task Tuesday - we start each day with short term goal setting activities
Winning Wednesday - all staff wear college gear and we engage students in conversations about college awareness and college readiness. Stduents are tasked with identifying a goal they have recently achieved.
Thoughtful Thursday - we promote positivity and ask all Eagles to engage in a minimum of three acts of kindness. We also ask all Eagles to start with hello.
Feel Good Friday - we start out the day playing positive music in our school courtyard. We celebrate a week of learning throughout the school day. We end the day with more positive music.

The school implements a variety of activities to build positive relationships with parents, families, and other community stakeholders. Paul R. Smith Middle School is committed to providing our families with consistent and timely information. Families will be informed of school events, volunteer opportunities, and specific student information through various modes of communication:
* School messenger phone system
* School website - http://prsms.pasco.k12.fl.us/
* Social Media – Facebook and Twitter; linked to our website
* Documents sent home with students – including monthly newsletters
* Progress reports and report cards
* myStudent parent portal
* Parent and teacher conferences?
* Parent emails

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

School Advisory Council
School Leadership Team
School Intervention Team
Professional Learning Community Teams

Academic interdisciplinary Teams
All staff
All students
All parents
Community Members - Metropolitan Ministries, One Community Now
Business Partners - Sam's Club, Sun Toyota
District support staff
District leadership teams and members