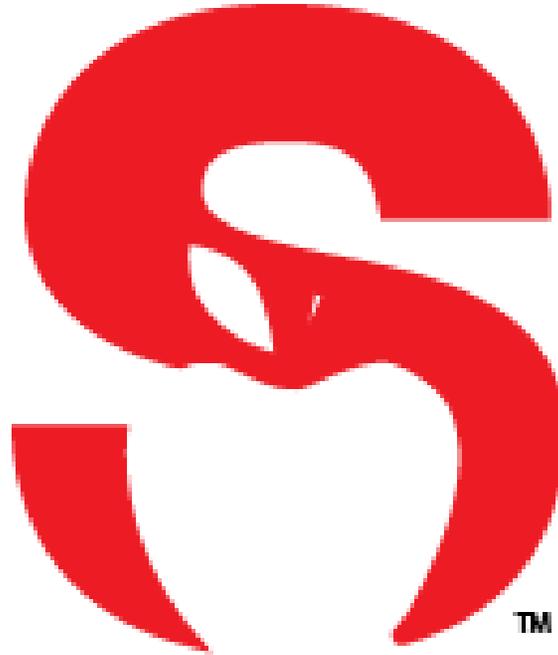# Seminole County Public Schools

The Mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens.

www.scps.k12.fl.us

Greenwood Lakes Middle School

School Improvement Plan 2020-2021

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. A corollary at the district level is the Strategic Plan, designed to help district leadership make the necessary connections between school and district system initiatives. 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.

School Information

Provide the school's mission statement

The mission of Greenwood Lakes Middle School is to ensure that all students require the knowledge, skills, and attitudes to be productive citizens.

Provide the school's vision statement

The vision of Greenwood Lakes Middle School is to engage students through academic learning time, academic and behavioral interventions, introduce levels of cognitive complexity, provide literacy across all content areas, decrease the achievement gap through relationship, instructional relevance and rigor, and instructional technology for the 21st century learner.

List the members of the leadership team.

Name	Title	Email	Responsibilities
Breezi Erickson	Principal	breezi_erickson@scps.k12.fl.us	Structures & monitors school learning environment
Rendon Fletcher	Assistant Principal	rendon_fletcher@scps.k12.fl.us	Collaboratively develops and implements instructional framework
Jacqueline Wick	Assistant Principal	jacqueline_wick@scps.k12.fl.us	Collaboratively develops and implements instructional framework
Evan Sokolowsky	School Administration Manager	evan_sokolowsky@scps.k12.fl.us	Title I Compliance, Facilities, & Testing Coordinator
Lauren Fedi	Dean	lauren_fedi@scps.k12.fl.us	Supports teachers in managing classroom behaviors & other related district initiatives
Megan Waller	Dean/AIP	megan_waller@scps.k12.fl.us	Supports teachers in managing classroom behaviors & other related district initiatives
Kathryn Murrow	Instructional Coach	kathryn_murrow@scps.k12.fl.us	Coaches & provides support for instructional staff, analyzes student data
Theresa Morris	Instructional Coach	morristr@scps.k12.fl.us	Coaches & provides support for instructional staff, analyzes student data
Kristin Thole	Instructional Coach	kristin_thole@scps.k12.fl.us	Coaches & provides support for instructional staff, analyzes student data
Alexandra Cruz de Haney	MTSS Coordinator	cruzdaz@scps.k12.fl.us	Coordinates MTSS meetings and communicates student needs

Supportive Environment

Describe how the school involved parents and the community in developing this plan.

The SIP is reviewed by both SAC and PTSA and their input is documented on a yearly basis. Amendments to the SIP are made, as needed. The SIP is posted on the GLMS website and available for parents to review in the Title I binder in the front office.

Describe how the school works at building positive relationships with families to increase involvement efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

GLMS encourages community involvement and communicates with parents in a number of ways, including: Schedule Pick-Up; Open House - date is published on the school marquee; Skyward Family Access; the GLMS website; paper handouts and flyers sent home with the students; the bi-monthly Eagle Express newsletter; Twitter, Facebook, and Instragram; and the Principal's Update. GLMS hosts a number of before, during, and after-school community activities including: Science Fair; New Student Orientation; Coffee Connections; Literacy Night; Math Night; ESOL Night; Excel Your Eagle; school Spirit Nights with local business partners; Sporting Events; Fine Arts performances, and Arts Alive.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

SOAR Time serves as a non-instructional setting where students are encouraged to verbalize concerns and address issues relevant to their culture, character, lifestyle, and learning needs. SOAR Time builds culture by teaching students to use a common language. Zones of Regulations and character development are a primary focus of these lessons. Administration, Counselors, and Intervention Support Staff, which include but are not limited to Children's Home Society, School Social Worker, Resource Officer, MTSS Specialist, and the Student Study Team are available throughout the day to address individual needs of students.

Describe the school's early warning system/school wide tiered model and provide a list of the early warning indicators used in the system. This list shall include the following: Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension One or more suspensions, whether in school or out of school Behavior Course failure in English Language Arts or mathematics during any grading period A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics, or, for students in grades K-3, a substantial reading deficiency under section 1008.25(5)(a), F.S.

GLMS has a Multi-Tiered System of Support (MTSS) Team comprised of members with expertise in academic and behavioral domains and interventions. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and conducts root cause analysis to determine the deficits. The MTSS Team uses a EdInsight and Skyward to view aggregated student and Early Warning identification data. Student data is aggregated to form an analytic Risk Score comprised of indicators that flag students who are at risk of not graduating high school (attendance, misconduct, course failure, mobility, grade point average, and retention). To identify at-risk students in compliance with 1001.42, F.S., elementary and middle schools utilize the Early Warning identification report. This report specifically identifies students who meet two or more at-risk indicators (attendance below 90 percent, one or more in-school or out-of-school suspensions, course failure in English Language Arts or Mathematics, and Level 1 score on statewide, standardized assessments in English Language Arts or Mathematics). This report also includes the student's Risk Score. From this report, we are able to obtain more specified data and schedule parent meeting to discuss interventions.

Public and Collaborative Teaching

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Subject area teachers share plan time. The PLC meets during this time to collaborate on lesson plans, curriculum, common assessments, and to analyze and discuss student data which will be used to differentiate instruction. Opportunities are made available for teachers to co-teach, cross curricular plan, observe peers, and provide feedback accordingly. Coaches host a weekly instructional "20-n-Out" PD in order to build relationships and collaborate on various instructional strategies. New Teacher meetings, PLCs, connected learning Mentor Professional Development, and Curriculum Leaders meetings encourage common understanding and application of instructional practices in a supportive environment where teachers provide peer feedback via walk-throughs and discussion.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Seminole County Public Schools and GLMS are always looking for highly qualified, certified-in-field, effective teachers to teach our students. SCPS is a high academic achieving school district that is nationally and internationally recognized. Because of this SCPS is highly recruited by educators from all over the world. GLMS prides itself on our partnerships with State and private colleges and universities. We welcome college interns and field study students onto our campus at any time (upon request). SCPS participates in many job fairs on an annual basis and also hosts teacher job fairs that our admin team always attends. The district supports all teachers and offers mentoring programs for new teachers. GLMS holds new teacher meetings in order to support and develop new teachers. New teachers with no experience are assigned a one-on-one teacher mentor and this support is provided beyond their first year if needed.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

GLMS has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor is trained by the district and is given materials to support new teachers during the year. Prior to pre-plan, our school-wide mentor meets with the new teachers, gives them a tour of the campus, and teaches them important GLMS policies and procedures. Once the school year begins our new teachers meet regularly with their mentor(s). Mentors are there to support the teacher's various needs and their roles are fine-tuned each year based on end of the year feedback from our new teachers. Additionally, admin arranges for groups of new teachers to visit classrooms of highly effective teachers to observe and discuss the SCPS instruction model, room arrangements, and classroom management. The goal of these visits is to provide models of instructional practice and time for reflection that will allow the new teacher to fine-tune his or her teaching abilities. GLMS also has a Connected Learning Mentor (CLM) who provides support for blended and digital learning. Our CLM demonstrates commitment to rigorous, standards-based and student-centered instruction and a passion to share best practices for meaningful technology infusion. Assessment strategies through digital and blended learning are logged by the CLM and are monitored with the support of the admin team.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

GLMS annually reviews the budget and expenditures to ensure the school is adequately staffed to meet the achievement needs of students in each subgroup, at-risk of not meeting State Standards, and/or those needing enriched and accelerated curriculum. For Title I schools, data is reviewed and funds are used to provide supplemental staffing to help support instruction and evidence-based interventions; small group instruction, guided reading, utilizing manipulatives, and more. GLMS uses Title I and Supplemental Academic Instruction funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. Title I and II are coordinated to ensure district professional learning and intensive instructional coaching are provided to schools. In addition, the school district coordinates IDEA and Title I funds to ensure the gap between special education students and other student groups is reduced. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

Student Transition and Readiness

College and Career Readiness

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

GLMS Guidance Counselors visit elementary schools in January reviewing middle school expectations, scheduling and course options, and registration requirements. Performing Arts programs also visit feeder schools around course selection time to promote their programs. In January, Sixth Grade Parent Night provides an opportunity for new Eagle Families to learn about the transition to Middle School. The Parent Night agenda includes touring the campus, discovering the difference between advanced and standard coursework, seeing elective opportunities, talking with Guidance Counselors, and the Myths and Mysteries of Middle School. ESE teachers, both 5th and 6th, meet to discuss incoming students needs and how best to support students once they reach middle school. Parents are then encouraged to visit us during Coffee Connections for any additional information or questions. Guidance Counselors are available to answers questions regarding course work throughout the school year. Eighth Graders transitioning to high school participate in school visits (if available), high school Parent Nights, and High School Guidance visits to ensure correct classes are selected. Eighth grade teachers and guidance counselors discuss appropriate course selections with students and parents.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Our iJourney and iChallenge courses incorporate a career planning unit designed to help students explore potential careers and paths for those vocations. In addition, guest speakers are invited to speak to classes about real-world professions and experiences during SCPS's annual Teach-In. Students that are identified as Advanced Opportunity students are placed in at least one advanced class to help them prepare for college and advanced coursework in high school. All Level 3 FSA Math students are given the opportunity to take Algebra 1 which is a high school level course. Eagles of Excellence also meet on a weekly basis and set short and long term academic goals. The Eagles of Excellence group attends a field trip to UCF and/or Seminole State in the spring where they learn about the opportunities that local universities offer.

Identify the career and technical education programs available to students and industry or community organizations.

Greenwood Lakes Middle School offers two blended learning courses titled Coding Fundamentals (iCHALLENGE) (required for grade 8) and Orientation to Career and Technical Occupation and Career Planning (iJOURNEYS) (required for grade 7 & 6). The iJOURNEYS course gives students an opportunity to explore careers in multiple aspects of modern workforce. The course takes students on an introspective look at their interests, goals, and the skills needed to achieve those career and personal goals. Students in iJOURNEYS take 1 CTE exam. The iCHALLENGE course gives students the opportunity to take their career and goals from iJOURNEYS and dig deeper into the technology based skills needed to reach those careers. Students learn multiple programs and operating systems in this computer based course and gain skills needed to be successful in the modern job market. Students in iCHALLENGE take 2 CTE exams. Together, these two courses allow students to leave middle school with 3 CTE exams passed, giving them the knowledge needed to move forward to the high school level and the career and college path. GLMS students also have the opportunity to take classes in Law & Order and Forensics. The Law & Order and Forensics programs directly align to Lake Mary High School's program of emphasis.

Middle School Essential Instructional Priority # 1 – Quality Instruction

Essential Instructional Priority #1: Quality Instruction

All Seminole County Public Schools will strive for excellence in English/Language Arts, Mathematics and Science based on the current Florida Department of Education A+ Accountability Program.

A.   Lessons aligned to Florida Standards at the appropriate level of complexity
B.   Ongoing feedback loop between leadership and teacher, students and teachers and student with students
C.   PLC focused on data, instructional planning and student evidence of learning

All SCPS schools serving K-8 students have an Early Warning system in place that is in compliance with s. 1001.42(18)(b), F.S; SCPS academic intervention/support programs and/or dropout prevention programs reflected per s. 1003.53(2)(b), F.S.

*All data targets are reported as percentages with the exception of 5E data targets, which are reported as scale scores.

ELA		
Indicators	Strategic Plan	Target
Achievement	B.1.1	
Achievement for sub group: Black	B.1.1	
Achievement for sub group: Hispanic	B.1.1	
Achievement for sub group: White	B.1.1	
Achievement for sub group: Mul	B.1.1	
Achievement for sub group: SWD	B.1.1	
Achievement for sub group: FRL	B.1.1	
Achievement for sub group: ELL	B.1.1	
Learning Gains	B.1.1	
Learning Gains of the Low 25%	B.1.1	
Learning Gains for High 1 levels	B.1.1	
Learning Gains for High 2 levels	B.1.1	
Learning Gains for Low 3 levels	B.1.1	
Learning Gains for sub group: Black	B.1.1	
Learning Gains for sub group: Hispanic	B.1.1	
Learning Gains for sub group: White	B.1.1	
Learning Gains for sub group: Mul	B.1.1	
Learning Gains for sub group: SWD	B.1.1	
Learning Gains for sub group: FRL	B.1.1	
Learning Gains for sub group: ELL	B.1.1	

Social Studies		
Indicators	Strategic Plan	Target
Achievement	B.1.1	
Achievement for sub group: Black	B.1.1	
Achievement for sub group: Hispanic	B.1.1	
Achievement for sub group: White	B.1.1	
Achievement for sub group: Mul	B.1.1	
Achievement for sub group: SWD	B.1.1	
Achievement for sub group: FRL	B.1.1	
Achievement for sub group: ELL	B.1.1	

Common Assessments			
Indicators	Grade Level/Subject	Strategic Plan	Target
ELA Common Assessment students scoring on grade level	Gr 6	B.2.4	
	Gr 7	B.2.4	
	Gr 8	B.2.4	
Social Studies Common Assessment students scoring on grade level	Gr 6	B.2.4	
	Gr 7	B.2.4	
	Gr 8	B.2.4	

5 Essentials		
5E_SM_Classroom Rigor	B.1.1	
5E Ambitious Instruction	B.1.1	
5E Collaborative Teachers	B.1.1	

Middle School Essential Instructional Priority #1 – Quality Instruction

Math		
Indicators	Strategic Plan	Target
Achievement	B.1.1	
Achievement for sub group: Black	B.1.1	
Achievement for sub group: Hispanic	B.1.1	
Achievement for sub group: White	B.1.1	
Achievement for sub group: Mul	B.1.1	
Achievement for sub group: SWD	B.1.1	
Achievement for sub group: FRL	B.1.1	
Achievement for sub group: ELL	B.1.1	
Learning Gains	B.1.1	
Learning Gains of the Low 25%	B.1.1	
Learning Gains for High 1 levels	B.1.1	
Learning Gains for High 2 levels	B.1.1	
Learning Gains for Low 3 levels	B.1.1	
Learning Gains for sub group: Black	B.1.1	
Learning Gains for sub group: Hispanic	B.1.1	
Learning Gains for sub group: White	B.1.1	
Learning Gains for sub group: Mul	B.1.1	
Learning Gains for sub group: SWD	B.1.1	
Learning Gains for sub group: FRL	B.1.1	
Learning Gains for sub group: ELL	B.1.1	
Algebra 1 Achievement for sub group: Black	B.1.1; B.1.2	
Algebra 1 Achievement for sub group: Hispanic	B.1.1; B.1.2	
Algebra 1 Achievement for sub group: White	B.1.1; B.1.2	
Algebra 1 Achievement for sub group: Mul	B.1.1; B.1.2	
Algebra 1 Achievement for sub group: SWD	B.1.1; B.1.2	
Algebra 1 Achievement for sub group: FRL	B.1.1; B.1.2	
Algebra 1 Achievement for sub group: ELL	B.1.1; B.1.2	
Algebra 1 Access Gap	B.1.1; B.1.2	

Science		
Indicators	Strategic Plan	Target
Achievement	B.1.1	
Achievement for sub group: Black	B.1.1	
Achievement for sub group: Hispanic	B.1.1	
Achievement for sub group: White	B.1.1	
Achievement for sub group: Mul	B.1.1	
Achievement for sub group: SWD	B.1.1	
Achievement for sub group: FRL	B.1.1	
Achievement for sub group: ELL	B.1.1	

Middle School Acceleration		
Indicators	Strategic Plan	Target
Middle School Acceleration	B.1.1	
Middle School Acceleration: Black	B.1.1	
Middle School Acceleration: Hispanic	B.1.1	
Middle School Acceleration: White	B.1.1	
Middle School Acceleration: Mul	B.1.1	
Middle School Acceleration: SWD	B.1.1	
Middle School Acceleration: FRL	B.1.1	
Middle School Acceleration: ELL	B.1.1	

Common Assessments			
Indicators	Grade Level/Subject	Strategic Plan	Target
Math Common Assessment students scoring on grade level	Grade 6	B.2.4	
	Grade 7	B.2.4	
	Grade 8	B.2.4	
	Algebra 1	B.2.4	
	Geometry	B.2.4	
Science Common Assessment students scoring on grade level	Gr 6	B.2.4	
	Gr 7	B.2.4	
	Gr 8	B.2.4	

Middle School Essential Instructional Priority #1 - Quality Instruction

Action Plan

Student owned progress monitoring

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
FSA, grade, and behavior goal setting activities designed for both teachers, students, and parents to own their learning. SOAR Time Activities including FSA PowerPoints and Data Chats are conducted during SOAR Time to help students understand and dig deep into their "My SOARing Story" in their Student Planner (page 2 & 3). Data Chats are conducted through specific classes and subjects throughout the year.	All GLMS Staff & Students	SOAR Time (every Monday)	Y	Monthly	SOAR Time Lessons & Schedule, Student Planner	Y

Low 30% Monitoring

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
GLMS will monitor Lower 30% grades and attendance and provided appropriate interventions including: Conferences, Tutoring, MTSS Interventions, and any additional services that may be required to support a students' academics. In addition, advanced and standard teachers will select 12 students (Champion 12) to ensure academic growth. Teachers will create a group in EdInsight to monitor their "Champion 12" students. Once a semester one-on-one data chats will be conducted with Intensive Reading and Intensive Math students to ensure there is a clear understanding of their academic data. The lowest 30% will be invited to attend after school tutoring on both Tuesdays and Thursdays each week. Students will work on missed skills as identified in both iReady Math and Reading. Teachers will work to teach/reteach missed skills in order for students to increase academic performance and confidence.	Administration, Deans, SAM, Guidance, & MTSS. Tutoring: Teachers TBD	Data Chats in November 2020 & February 2021. Tutorial weekly. Tutoring: Every Tuesday & Thursday	Y	Weekly/Monthly	SOAR Time Lessons & Schedule, Student Planners, Incubator (Data Room/Walls), Grades, FSA Scores, EdInsight	Y

High Level 1 / Level 2 Monitoring

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
High Level 1 monitoring – GLMS will monitor High Level 1 students' grades & attendance and provided appropriate interventions including: Parent/Teacher Conferences, Tutorial, MTSS Intervention, and any additional services that may be required to support a students' academic learning environment. In addition, Intensive Teachers will monitor 12 and Champion 12 students to ensure academic growth.	Melanie Cavallaro & Kim Longarzo (Guidance Team); Classroom Teachers	Monthly	Y	Monthly & C9A's	SOAR Time Lessons & Schedule, Student Planners, Incubator (Data Room), Grades, FSA Scores, EdInsight	Y
High Level 2 monitoring – GLMS will monitor High Level 2 students' grades & attendance and provided appropriate interventions including: Parent/Teacher Conferences, Tutorial, MTSS Intervention, and any additional services that may be required to support a students' academic learning environment. In addition, standard teachers will monitor 12 and Champion 12 students to ensure academic growth.	AIP/MTSS Teacher	Monthly	Y	Monthly & C9A's	SOAR Time Lessons & Schedule, Student Planners, Incubator (Data Room), Grades, FSA Scores, EdInsight	Y

Low Level 3 Monitoring

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Low Level 3 monitoring – GLMS will monitor Low Level 3 students' grades & attendance and provided appropriate interventions including: Parent/Teacher Conferences, Tutorial (if needed), MTSS Intervention, and any additional services that may be required to support a students' academic learning environment. In addition, Advanced & Standard Teachers will monitor 12 and Champion 12 students to ensure academic growth.	Administration; Instructional Coaches; Classroom Teachers	Monthly	Y	Monthly & C9A's	SOAR Time Lessons & Schedule, Student Planners, Incubator (Data Room), Grades, FSA Scores, EdInsight	Y

Tutorial

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
The lowest 30% will be invited to attend after school tutoring on both Tuesdays and Thursdays each week. Students will work on missed skills as identified in both iReady Math and Reading. Teachers will work to teach/reteach missed skills in order for students to increase academic performance and confidence.	Administration; Tutorial Teachers (TBD)	2020 - 2021 School Year	Y	Weekly - Tuesday/Thursday	Monthly & C9A's	Y

Essential Instructional Priority #2: Conditions for Learning

The district has identified the conditions for learning as physical safety, student wellness, attendance, teacher-student relationships, social-emotional learning and student conduct. System focus on continuous improvement of these conditions will benefit student learning.

A.   Cultivation of positive, appropriate relationships resulting in increasing engagement of all students
B.   Development of a student centered culture
C.   Continued focus on campus safety and building a culture of respect
D.   Sharing collective responsibility for the success of all students in the school

All 5E data targets are reported as scale scores, SCPS Safety data targets are out of 10, and other data targets are reported as percentages.

Indicators	Strategic Plan	Target
5E Supportive Environment	D.1	
SCPS Safety Survey	D.1	
5E_SE_Academic Personalism	D.3	

Indicators	Strategic Plan	Target
5E_SE_Student-Teacher Trust	D.3	
5E_CT_Collective Responsibility	B.1.1	
Students with 10+ Absences	D.2	

Middle School Essential Instructional Priority # 2 - Conditions for Learning

Action Plan

Attendance Monitoring

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Monitoring Attendance	MTSS Team: Deans, Guidance, Admin, Social Worker	Weekly	N	Weekly	Notes in EdInsight; improvement in student attendance	Y

Communication with students on campus safety

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
SOAR Time activities will introduce and regularly review elements of campus safety. Safety videos will be played over the morning news and monthly and/or quarterly fire drills, code red drills, weather drills, etc. will be conducted as outlined in Raptor by the SCPS district office.	Administration, Evan Sokolowsky (SAM)	Quarterly, Monthly, Weekly	Y	Quarterly, Monthly, Weekly	Safety evacuations and pertinent information will be logged in Raptor immediately following safety drills	Y

Safety Survey

Name/Topic of Strategy	Strategy/ Action	Person(s)/ Responsible	Deliverable/ Due Date	PD / (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Hallways and Restrooms	Active Supervision. 20% of students who took the Safety Survey do not feel safe in the restroom and 12% do not feel safe in the hallway.	Administration, Deans, SRD, School Safety Guard, and Teachers	Daily	Y	Daily	2020-2021 Safety Survey	Y
Resource Deputy/Law Enforcement	Be on campus and visible. 10% of students who took the Safety Survey do not know we have an SRD and 30% are not comfortable talking to them.	Resource Deputy	Daily	N	Daily	2020-2021 Safety Survey	Y

Middle School Essential Instructional Priority #3 – Skills for Future Ready Graduates

Essential Instructional Priority #3: Skills for Future Ready Graduates

Seminole County Public Schools will prepare each student for academic and job related success in the 21st century by offering rigorous learning environments.

A. Utilization of College Board/Khan resources to support future ready skill development of all students
B. Connecting iJourney and iConnect to planning for high school and post-secondary college and career paths
C. Developing expectations for success in college and careers for all students

All data targets are reported as percentages with the exception of the number of Digital Tools/Industry Certifications earned.

Indicators	Strategic Plan	Target
AO students enrolled in advanced courses: Black	B.2.7	
AO students in advanced courses earning a grade of C or higher: Black	B.2.7	
AO students enrolled in advanced courses: Hispanic	B.2.7	
AO students in advanced courses earning a grade of C or higher: Hispanic	B.2.7	
AO students enrolled in advanced courses: FRL	B.2.7	
AO students in advanced courses earning a grade of C or higher: FRL	B.2.7	
Digital Tools/Industry Certifications Earned	C.3	

Middle School Essential Instructional Priority # 3 - Skills for Future Ready Graduates

Action Plan

AO Support and Monitoring

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Data will be pulled each progress report and 9 weeks to ensure students are being successful. Appropriate interventions will occur if needed including tutoring, parent/teacher conferences, and mentoring.	Guidance: Melanie Cavallaro & Kim Longarzo	On going througout the year	Y	9 weeks	Grades, Tutoring Progress Sheets, AO Data	Y

Increasing the number of digital tools and industry certifications earned

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Teachers will progress monitor using Gmetrixs in order to identify standard strengths and weaknesses. Teachers will use this data to teach/reteach needed standards in order to prepare students for industry certifications.	iSeries Teachers & Rendon Fletcher (Assistant Principal)	Each Semester	Y	Semester	Passing rate on student certifications will increase	Y

Best Practices for Inclusive Education (BPIE)

A. Supports implementation of improved inclusive practices for students with disabilities
B. Designed to identify priority needs and organize resources
C. Supports development of short and long term improvement strategies
D. Aligns with the district level BPIE

Once every 3 years, each school shall complete a Best Practices in Inclusive Education (BPIE) assessment and include improvement efforts in the school district's exceptional student education policies and procedures. The due date of the new BPIE is 3 years of less from the written date. § 1003.57, Florida Statutes

Short-and long-term efforts to implement and improve inclusive educational practices, as measured by the BPIE, are included in the SIP	Partially Beginning
School leaders provide job-embedded professional development for all school based personnel, as appropriate for their job role, on best practices for inclusive education for all SWDs.	Partially Beginning
School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.	Partially Beginning

Indicator 1

Short-and long-term efforts to implement and improve inclusive educational practices, as measured by the BPIE, are included in the SIP

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
The school leadership team and ESE team analyzes data quarterly to monitor and evaluate progress towards SIP goals.	Case Managers, ESE Guidance Counselor, Leadership Team	October, December, March, May	Y	Quarterly	C9A Action Plans	Y

Indicator 2

School leaders provide job-embedded professional development for all school based personnel, as appropriate for their job role, on best practices for inclusive education for all SWDs.

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Provide PD and break out sessions on effective inclusion strategies	Case Managers, Assistant Principal over ESE	November 2020	Y	Semester	Support facilitation logs, lesson plans reflection, classroom walk-through, evaluation	Y

Indicator 3

School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Collaborative planning between ESE and general education teachers	Case Managers, General Education Teachers, Instructional Coaches	Ongoing	N	Weekly	PLC Minutes, Observations	Y

Professional Development Plan

PD Activity	SIP Priority #	Date or Schedule	How Will PD Activity Improve Instruction and Use of Assessment Data?	PD Participants	# Anticipated Participants	Position(s) Responsible
Curriculum Leaders Meeting	1, 2, 3	7/30/2020	2019-2020 Data Review, Literacy Strategies, Kagan Structures Modeled, Instructional Best Practices	Curriculum Leaders, Instructional Coaches, & AP's	18	Principal
New Teacher Welcome Meeting	1, 2, 3	7/30/2020	PBS, Eagle Expectations, High-Yield Instructional Strategies	New Teachers (1st and 2nd Year)	15	Principal
New Teachers Meetings & Peer Observation Walks	1, 2, 3	2020-2021 Every Friday 1st Nine Weeks	High-Yield Instructional Strategies	New Teachers (1st and 2nd Year)	15	Principal, Curriculum Leaders, & Instructional Coaches
School-wide Data Review (without FSA/EOC due to COVID), Instructional Focus-Personalized Planning	1, 2, 3	August 2020	2018-2021 Data Review & Reflection, Focus and Goals for 2020-2021	All Teachers & Staff	70	Principal & Instructional Coaches

Activity	Goal	Timeline	Topic/Focus	Audience	#	Facilitator
Rigor Pool Activity	1	September 2020	What Does Rigor Look Like? = Student Autonomy & Complexity	New Teachers	15	Principal
Faculty Meetings	1, 2, 3	2020-2021 (1st Wednesday of each month)	A Child's Champion Activity: Strategic Ante-Up Selection, Instructional Strategies, Rigor, Feedback, & Data Analysis	All Teachers & Staff	70	Principal
Curriculum Leaders Meetings	1, 2, 3	2020-2021 (2nd Wednesday of the Month)	Analyze Data, Taking Action on Adolescent Literacy, Reflecting on Our Learning, Focus on High-Yield Instructional Strategies	Curriculum Leaders, Instructional Coaches, & APs	18	Principal
School Improvement Calendar: PLCs will plan every Wednesday unless unscheduled due to contract. PLCs will focus on 3 critical items: Data, Instructional Strategies, and Planning. During this time PLCs will cross curriculum plan in the Incubator while selecting a student they will Champion	1, 2	2020-2021- Every Wednesday 3-4 PM	Data, Instructional Strategies Modeled, Lesson Planning, Cross Curriculum Case Study & Action Plans	School Wide	70	Principal, APs, Curriculum Leaders, Instructional Coaches

Coaches 20-N-Out & ESE BIP Training	1, 2, 3	2020-2021 Weekly/Monthly	Instructional Strategies, Technology, ESE & SLP strategies, Data, EdInsight, etc.	Open invitation School-Wide	15-20 each week	Instructional Coaches