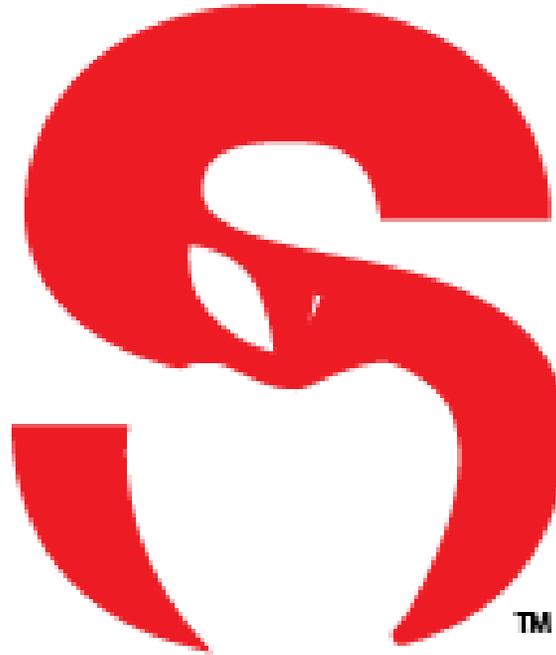# Seminole County Public Schools

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

South Seminole Academy of Leadership, Law, and Advanced Studies

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 South Seminole Academy is to empower all students to lead, find their voice and inspire others to find theirs. This is achieved through a commitment to academic excellence, providing opportunities to embrace cultural diversity and developing student leadership within a global society.

Provide the school's vision statement

South Seminole Academy's vision is to provide an exceptional educational experience that promotes student achievement, and empowers students to demonstrate leadership skills through active engagement in current world issues.

List the members of the leadership team.

Name	Title	Email	Responsibilities
Mia Coleman	Principal	mia_coleman@scps.k12.fl.us	SAC / Community Relations School Budget/ FLEX funds Staffing / Personnel Standards Based Initiatives Building Committee Inst.Coaches/Deans/APs/Gd. Co
Patricia Elkharchafi	Asst. Principal/Designee	patricia_elkharchafi@scps.k12.fl.us	Reading/Language Arts/ESOL/Social Studies/AIP
Christopher Mertz	Asst. Principal	mertzcd@scps.k12.fl.us	Math/Science/ESE/Discipline Liaison
Clifphene Reid	Assistant Principal	clifphene_reid@scps.k12.fl.us	Electives, Leadership: L4L, EL, GL,JROTC , Language: WL, Spanish 1, Entrepreneurial: Law Studies, TV Production, iSeries, STEM, The Arts: Art, Band, Chorus, Dance, PE, PBS/MTSS, PTA / Business Partners / Dividends, Community Relations: Rotary/Forum
Rafael Fernandez	Dean	rafael_fernandez@scps.k12.fl.us	Discipline 6th Grade M-Z; 8th Grade Discipline- Bullying accusations Discipline Committee Anti-Bullying / Upstanders Program Schedule Pick-up Sports Coordinator School Safety and Security / Fire Drills SAC / School Improvement Plan Transportation Liaison Special Olympics Initiative-Coordinator

Amber Pearson	Dean	amber_pearson@scps.k12.fl.us	Discipline 6th Grade A-L; 7th Grade Discipline-Bullying accusations Leadership Academies / Student Activities Young Women of Distinction Liaison Schedule Pick-Up Student and Staff Recognition EOY Awards Program Wellness Champion Summer School / Transition Intern Coordination
Janice Maffuz	SAM	janice_maffuz@scps.k12.fl.us	Facilities, Master Calendar, Dress Code/Tardies/Skipping Discipline, State Standardized Test Co-Coodinator, Title 1 Facilitator/Family Engagement, Clinic, Field Trips, Faculty Handbook, Non Instructional Staff, Teach-In / Veteran's Day, 5 Star Book, 6th Grade Health Screen Scheduling, Fundraisers/Lifetouch Pictures
Adam Kiefer	Instructional Coach	adam_kiefer@scps.k12.fl.us	Math
Eric DeJesus	Instructional Coach	eric_colon@scps.k12.fl.us	Reading/Pre-IB ELA-Amplify /Literacy
Lexa Hernandez:	Instructional Coach	lexa_hernandez@scps.k12.fl.us	8th Sci/Civics/STD/ADV ELA/ESOL, Professional Development

Supportive Environment

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

Families, parents and students are surveyed each year through The 5 Essential Survey. These responses are taken into consideration when developing a new plan for campus events. All events are advertised through SSA social media platforms, where families, parents and students can communicate their concerns or editions. We also communicate these plans through our Lead 21 Newsletter, Title 1 Corner located in our lead 21 newsletter, Skyward blast, and handouts. Parents are invited and encouraged to become active members of the School Advisory Council (SAC). Training is open to all participants on the school improvement process. Parents are invited to provide input in the development of all plans related to school improvement. Minutes are recorded during these SAC meetings. During SAC, PTSA and Title 1 annual meetings, parents and other stakeholders are given detailed information of how funds are being expended. Feedback is taken into consideration and reviewed to adjust and revise as needed.

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.

South Seminole Academy offers many opportunities for parent and community involvement that align with the magnet theme. For example, South Seminole Academy's Lighthouse team of students, teachers, parents, business partners, and community members, is responsible for guiding the school to reach its status as the flagship FranklinCovey Lighthouse Middle School. SSA community members and parents are actively engaged through PTSA and School Advisory Council to support students in achieving the goals of our magnet. South Seminole Academy is in the process of establishing a Business Advisory Council which will be composed of community business leaders, parents, students and staff members. This Council will be vital in communicating the school's mission and vision. We have developed a parent newsletter (blog) that is disseminated weekly to keep parents abreast of the various opportunities provided to parents and students to enhance our learning community. There are also Student Led Conference Night events held twice a year, where students take this time to share their academic progress with their parents.

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.

Certified School Counselors are available to assist students when they are upset or have a social or emotional conflict. We would discuss the problem to determine how to intercede. We support students to address a social conflict with other peers (i.e. ignore behavior, write a statement for Discipline, review coping strategies to handle the situation). Occasionally, we need to request a "No Contact Contract" between students. If between student and parent, advise open communication and perspective from both sides. If between student and teacher, address how to approach the teacher or intervene, if necessary. In cases of self-injurious behavior, we counsel no harm but need to contact parent to advise help or involve our SRO to help assess student's emotional state if student is threatening suicide. We complete referrals to the School Social Worker for counseling, support (FIT students), and parent training, in addition to referrals to additional on-campus counseling services (New Horizons and Children's Home Society). Social Emotional lessons are additionally embedded into the curriculum during our CNN10 time.

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.

The school has a Multi-Tiered System of Supports (MTSS) core problem solving team, composed of members with expertise in academic and behavioral domains. 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 why the problem is occurring. The MTSS core problem solving team utilizes a student performance data management system to view aggregate student data. To aid in recognizing early school disengagement, the MTSS core problem solving team utilizes an early warning identification system and digitized response to intervention process. Student data are aggregated to form a predictive analytic risk score configuration, composed of indicators that flag a student at risk of graduation (attendance, misconduct, course failure, mobility, grade point average, overage, and retention). To identify at-risk students in compliance with 1001.42, F.S., elementary and middle schools utilize an 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 OR a substantial reading deficiency in Kindergarten through 3rd grade – Tier iii Reading Intervention Plan). In addition, the report includes each student's early warning risk score. From this report, schools drill down on the student identification number to obtain more specific data in order to inform root cause analysis. Additionally from this report, schools schedule and monitor parent meeting invitations.

Public and Collaborative Teaching

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

Culturally Relevant Teaching (CRT) trainings are implemented at South Seminole Academy throughout the school year. The intent of this professional development plan is to first work with teachers on their own understanding of what it means to be relevant, understand how their own biases affect instruction and then how to become more culturally relevant in the classroom. The second phase of training focuses on building capacity, as we train teachers to become CRT leaders in their professional learning communities. The role of the CRT leaders at SSA serve as a resource and on-site support for their colleagues, via modeling cultural relevance in their own class or helping with resources or planning around CRT. Curriculum planning days are offered once per nine weeks to provide teachers a full day of collaborative planning and instruction. District TOA's are invited to target and support school instructional goals and help develop a plan of action to achieve them. To encourage positive working relationship between teachers, a teacher action team has developed a "House System" with goals to: Create a sense of community and empowerment across grade level, curriculum area & building; Create healthy competition to create a strong work ethic for students and staff; & Allows all faculty to take pride in SSA, have school spirit & understand that education is a collaborative process.

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

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools is a high academic achieving school district that is nationally and internationally recognized. Seminole County Public Schools is highly recruited by educators from all over the world. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes. Seminole County Public Schools hosted a teacher job fair in the spring of 2018. The registration for our job fair exceeded over 400 candidates and were able to sign 200 plus new contracts who were "highly qualified" and certified. The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year!

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

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor is trained by our county's Instructional Practices Specialist and is given materials and agendas to support the new teachers during this calendar year. Before school begins, our school-wide mentor meets the new teachers at our school and gives a campus tour while orienting our new teachers to important procedures and policies that will affect them as they begin the school year. Once school begins, our new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for their given situations. Whether the new teacher is working with a school-wide mentor, peer teacher, or EPI (Educator Preparation Institute) mentor, he or she is working with an individual who has been trained by our county and its partners to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before. Additionally, our school arranges for each new teacher to be accompanied by a well-chosen mentor for visits to classrooms of highly effective teachers. Both this mentor and the new teacher utilize a classroom visitation sheet to guide their post-visit discussions around our county's 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. Our school has a Connected Learning mentor (CLM) who provides support for blended and digital learning. Our CLM demonstrates commitment to rigorous, standards-based student-centered instruction, and a passion to share best practices for meaningful technology infusion with all learners. Mentoring, along with assessment strategies through digital and blended learning. Mentoring activities are logged by the CLM and are monitored with the support of assigned district staff.

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.

Annually reviews budgets and expenditures as well as student and teacher data to ensure schools are adequately staffed to meet the achievement needs of students in each subgroup, at-risk of not meeting State Standards, and those needing enriched and accelerated curriculum. For Title I schools, data are reviewed and funds are used to provide supplemental staff and support improved instruction and evidence-based interventions; small group instruction, guided reading, utilizing manipulatives, and more. We will coordinate 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. Titles 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.

South Seminole Academy has developed partnerships with feeder schools to foster a smooth transition. SSA participates in the Lake Howell High School Cluster to determine various needs, to include both vertical and horizontal articulation, while identifying targeted areas of need to be successful when students get to high school in various subjects. For students entering SSA from elementary school, SSA collaborates with the feeder schools to determine the various needs of the students. For students that have exceptional needs, SSA collaborates with the sending school and participates in the transition meetings. Additionally, SSA leads the high school transition meetings and invites the high school to participate in all meetings. This allows for meaningful dialogue between the sending and receiving schools.

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

SSA has developed a Leadership Continuum for students to develop their interpersonal skills through the use of the 7 Habits of Highly Effective Teens. In 6th grade, students participate in Leaders for Life, which is the foundation course where students learn the 7 Habits and how to apply them to their own life. In 7th grade, students' progress to Emerging Leaders where they apply the habits and begin to learn how to extend leadership into their community. In 8th grade students take Global Leadership, which provides them the opportunity to use their leadership to connect globally. Students participate in a cultural exchange with a school in China, and also work with a Junior Achievement liaison to explore entrepreneurship. The SSA Leadership Continuum provides students the leadership skills and tools to develop future ready skills. In the iJourneys course, students explore their career options by creating interest profiles and develop a pathway for their future. This course also provides students with the opportunity to earn digital tools. Students also complete the i Connect and i Challenge curriculum, which provides them with an opportunity to earn half of a high school credit and the preparedness to earn industry certification/digital tools. As mentioned earlier, South Seminole Academy is in the process of establishing a Business Advisory Council which will be comprised of business leaders, parents, students and staff members. This Council will be instrumental in establishing business and industry opportunities for all of the students at SSA.

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

Digital literacy standards provide students with the foundational knowledge needed to succeed in all environments requiring the use of computers and the Internet. iJourneys is designed to help students plan and think about their future. They will develop an ePortfolio to be used by teachers, counselors, and administrators to assist students with decisions about their educational pathway. Students in this course also have the opportunity to earn a Living Online digital tool. The iConnect course focuses on design and creation of digital slide presentations, including formatting basics, slide transitions, animation, timing, titling, and integration of images, graphics, audio/video and other compatible files. This course provides information needed to earn the Computing Fundamentals and Key Applications digital tools. This course also allows students to apply their skills to create personal brand materials and interest-related marketing tools, which will show that they are an innovative, digitally literate citizen. The iChallenge course uses a combination of online learning, teacher instruction, and project based learning. Students are able to dig deeper into computer science through coding, game-based learning, and web development. All iSeries classes allow students to earn a digital tool certificate or industry certification. South Seminole is in the process of allowing students to earn the Word Processing digital tool in the Leaders For Life elective course and the Spreadsheet Essential digital tool in the Emerging Leaders elective course.SSA is also in the process of allowing Leadership Seminar students to earn a Multimedia digital tool while learning the fundamentals of leadership, business, entrepreneurship and coding. In addition, students can earn an Adobe photoshop industry certification, which is offered via our TV Production and Yearbook classes. South Seminole also has a chapter with the Technology Student Association, a national organization of students who engage in science, technology, engineering and mathematics (STEM). TSA members learn problem-solving, decision-making, critical thinking and leadership skills as they relate to design, communications, power, energy, transportation, engineering, manufacturing, construction and biotechnology. Students compete both at the state and national level in competitions that are related to career and technical education fields. South Seminole also has a Future Business Leaders of America chapter. FBLA is the largest career student business organization in the world. The chapter's goal is to develop competent business leaders through the use of business competitions, conferences and occupational goal setting.

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

	Strategic Plan	Target
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
Student tracking and monitoring performance on standards through formative assessments. ESE students will have data chats with their teachers and the support facilitator that pushes into the class.	Student, Teacher	Weekly	Y	Weekly	Leadership Notebook, Student access Skills aligned gradebook	Y
Student tracking and monitoring performance on standards through district created C9A. ESE students will have data chats with their teachers and the support facilitator that pushes into the class.	Student, Teacher	Quarterly	Y	Quarterly	Leadership Notebook, Student access Skills aligned gradebook	Y

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
Student tracking progress on the learning goal utilizing the scale and benchmark assessments. ESE students will be provided with a scaffolded scale and instructions to set goals.	Student	Per Goal	Y	Daily	Student Interactive Notebook	Y
Success Criteria provided for students to assess their mastery of the learning target. ESE students will receive guided notes, extra copies, and/or additional time to complete assignments, as needed and noted on IEP.	Student, Teacher	Daily per Learning Target	Y	Daily	Classroom	Y
Differentiated instruction via a blended learning model to support students learning goals. ESE students will take part in small group instruction based on student need. Students will receive extended time on assignments based on data collected.	Student, Teacher	Weekly	Y	Weekly	Classroom	Y

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 chats after progress monitoring assessments. ESE students will discuss their data with their teacher and/or case manager.	Student, Teacher, Coaches	Semester	N	Semester	Student led conference night data chats are held in leadership hall/gym	Y
Students will articulate their progress in Student Led Conferences nights. ESE students will participate in student led conferences with a member of the faculty to discuss current progress.	Student, Teacher, Coaches	Semester	N	Semester	Student led conference night data chats are held in leadership hall/gym	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
Students who are in the lowest quartile will be identified and tracked in the Africa Conference Room.	Teachers Students Lexa Hernandez (ELA Coach) Adam Kiefer (Math Coach) Eric DeJesus (Lit. Coach) Patricia Elkharchafi (AP) Christopher Mertz (AP) Mia Coleman (Principal)	September	N	September	Teachers and instructional coaches will utilize data Cards and CTS Reports as evidence.	N
Formative assessment will be utilized to guide instructions based on the following data: Common Nine Week's Assessment, iReady, USA Test Prep, iXL, and Write Score. ESE students will be identified on the data cards displayed in Leadership Lounge.	Teachers Students Lexa Hernandez (ELA Coach) Adam Kiefer (Math Coach) Eric DeJesus (Lit. Coach) Patricia Elkharchafi (AP) Christopher Mertz (AP) Mia Coleman (Prin)	Quarterly	Y	Quarterly	Teachers and instructional coaches will utilize the Leadership Notebooks and Skills Aligned Gradebook data to monitor this strategy.	Y

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
Minutes and lessons passed within iReady will be tracked on a weekly basis. Students should pass their lessons with 70% or more on an individual lesson and engage for 45 minutes per week on iReady. ESE students will be tracked separately to monitor time and pass rate on iReady.	Teachers Students Lexa Hernandez (ELA Coach) Adam Kiefer (Math Coach) Eric DeJesus (Lit. Coach) Patricia Elkharchafi (AP) Christopher Mertz (AP) Mia Coleman (Prin)	Weekly	Y	3x/yr	Evidence will take the form of teacher observations (of students), data sheets, and reports generated on iReady.	Y
Students will track their mastery of standards through formative assessments. ESE students will receive additional support from teachers and/or case managers in tracking their data.	Teachers Students Lexa Hernandez (ELA Coach) Adam Kiefer (Math Coach) Eric DeJesus (Lit. Coach) Patricia Elkharchafi (AP) Christopher Mertz (AP) Mia Coleman (Prin)	Weekly	N	Weekly	Teachers will utilize Leadership Notebook, Skills Aligned Gradebook and data generated from USA Test Prep as evidence to reflect monitoring of this strategy.	Y

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 differentiate their instruction based on the Blended Learning Model to support student learning goals. ESE students will participate in small group instruction, receive notes, and/or have extended time on assignments, as needed and noted on IEP.	Teachers Students Lexa Hernandez (ELA Coach) Adam Kiefer (Math Coach) Eric DeJesus (Lit. Coach) Patricia Elkharchafi (AP) Christopher Mertz (AP) Mia Coleman- (Prin)	Monthly	Y	Daily	Students will utilize compelling scoreboards to track and monitor their progress as it relates to goals that were previously set.	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
Students performance on quarterly Common Nine Week Exams (C9As) Bi-weekly: Student identified & tracked in Africa Conference Room.	Lucy Coker (Magnet Facilitator) Lexa Hernandez (ELA Coach) Adam Kiefer (Math Coach) Eric Dejesus (Lit. Coach) Amber Pearson (Dean) Rafael Fernandez (Dean) Janice Maffuz (SAM) Patricia Elkharchafi (AP) Christopher Mertz (AP) Mia Coleman (Prin)	Quarterly	Y	Quarterly	Data Tracking Charts, CTS Reports	N/A
C9A data will be monitored to track students progress toward proficiency as indicated by the Executive Summary Reports.	Luci Coker (Facilitator) Lexa Hernandez (ELA Coach) Adam Kiefer (Math Coach) Eric Dejesus (Lit. Coach) Amber Pearson (Dean) Rafael Fernandez (Dean) Janice Maffuz (SAM) Patricia Elkharchafi (AP) Christopher Mertz (AP) Mia Coleman (Prin)	Weekly	Y	Weekly	Data tracking sheets in Leadership Notebook, Interactive Student Notebook, Leadership Notebook (Digital)	N/A

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
Student tracking mastery of standards through formative assessments. Students with disabilities will receive small group accommodations, push in Math/ELA classes by ESE teacher, Tier 2 time with support facilitator, printed notes, extended time, preferential seating, and/or testing accommodations as noted on IEP.	Luci Coker (Facilitator) Lexa Hernandez (ELA Coach) Adam Kiefer (Math Coach) Eric Dejesus (Lit. Coach) Amber Pearson (Dean) Rafael Fernandez (Dean) Janice Maffuz (SAM) Patricia Elkharchafi (AP) Christopher Mertz (AP) Mia Coleman (Prin)	Quarterly	Y	Quarterly	Data tracking in Leadership Notebook, Interactive Student Notebook, Leadership Notebook (Digital)	Y
Boost Camps: Accountability Groups (Big Rock 9)students will be targeted based on C9A data utilizing After School Tutorial Funds iReady instruction delivered via blending learning model to engage and provide students opportunity to work independently, collaboratively with peers and one-one with teacher. Formative Assessment data will be analyzed for standard by standard interventions before the C9A.	Luci Coker (Facilitator) Lexa Hernandez (ELA Coach) Adam Kiefer (Math Coach) Eric Dejesus (Lit. Coach) Amber Pearson (Dean) Rafael Fernandez (Dean) Janice Maffuz (SAM) Patricia Elkharchafi (AP) Christopher Mertz (AP) Mia Coleman (Prin)	Weekly	Y	Weekly	Elevate Intervention Time, Pull Out, After-school/Before-school Tutoring	Y

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
Leadership Team will mentor students with HL1; HL2 &; LL3 in Reading and Math.	Luci Coker (Facilitator) Lexa Hernandez (ELA Coach) Adam Kiefer (Math Coach) Eric Dejesus (Lit. Coach) Amber Pearson (Dean) Rafael Fernandez (Dean) Janice Maffuz (SAM) Patricia Elkharchafi (AP) Christopher Mertz (AP) Mia Coleman (Prin)	Biweekly	Y	Biweekly	Elevate Intervention Time, Pull Out, After-school/Before-school Tutoring	Y
Blended Learning models implemented to enhance rigor within content; target/task alignment. Students with disabilities will receive small group accommodations, push in Math/ELA classes by case manager, Elevate Intervention Time with support facilitator, printed notes, extended time, preferential seating, and/or testing accommodations as noted on IEP.	Luci Coker (Facilitator) Lexa Hernandez (ELA Coach) Adam Kiefer (Math Coach) Eric Dejesus (Lit. Coach) Amber Pearson (Dean) Rafael Fernandez (Dean) Janice Maffuz (SAM) Patricia Elkharchafi (AP) Christopher Mertz (AP) Mia Coleman (Prin)	Biweekly	Y	Biweekly	Elevate Intervention Time, Pull Out, After-school/Before-school Tutoring	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
Students will be monitored bi-weekly. Students identified are tracked in the Africa Conf. Room.	Luci Coker (Facilitator) Lexa Hernandez (ELA Coach) Adam Kiefer (Math Coach) Eric Dejesus (Lit. Coach) Amber Pearson (Dean) Rafael Fernandez (Dean) Janice Maffuz (SAM) Patricia Elkharchafi (AP) Christopher Mertz (AP) Mia Coleman (Prin) Karen Morris (ESE) Mike Pandolfo (Staffing Specialist)	Quarterly	Y	Quarterly	Data Tracking Charts, CTS Reports	N/A
Tracking monitoring for proficiency through C9As. Students with disabilities will receive small group accommodations, push in Math/ELA classes by ESE Teacher, Elevate time with support facilitator, printed notes, extended time, preferential seating, and/or testing accommodations as noted on IEP.	Luci Coker (Facilitator) Lexa Hernandez (ELA Coach) Adam Kiefer (Math Coach) Eric Dejesus (Lit. Coach) Amber Pearson (Dean) Rafael Fernandez (Dean) Janice Maffuz (SAM) Patricia Elkharchafi (AP) Christopher Mertz (AP) Mia Coleman (Prin)	Weekly	Y	Weekly	USA Test Prep, "I can" quizzes (skills check) in Leadership Notebook, Interactive Student Notebook	Y

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 (Y or N/A)
Student tracking mastery of standards through formative assessments. Students with disabilities will receive small group accommodations, push in Math/ELA classes by ESE teacher, Elevate intervention time with support facilitator, printed notes, extended time, preferential seating, and/or testing accommodations as noted on IEP.	Luci Coker (Facilitator) Lexa Hernandez (ELA Coach) Adam Kiefer (Math Coach) Eric Dejesus (Lit. Coach) Amber Pearson (Dean) Rafael Fernandez (Dean) Janice Maffuz (SAM) Patricia Elkharchafi (AP) Christopher Mertz (AP) Mia Coleman (Prin)	Quarterly	Y	Quarterly	Student tracking sheets in Leadership Notebook, Interactive Student Notebook	Y
Leadership Team will mentor students with HL1; HL2 &LL3 in Reading and Math.	Luci Coker (Facilitator) Lexa Hernandez (ELA Coach) Adam Kiefer (Math Coach) Eric Dejesus (Lit. Coach) Amber Pearson (Dean) Rafael Fernandez (Dean) Janice Maffuz (SAM) Patricia Elkharchafi (AP) Christopher Mertz (AP) Mia Coleman (Prin)	Biweekly	Y	Biweekly	Elevate Intervention time, Pull Out, Before-school/After-school Tutoring	Y

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
Boost Camps: Accountability Groups (Big Rock 9)students will be targeted based on C9A data utilizing After School Tutorial Funds Blended Learning models implemented to enhance rigor within content; target/task alignment. Students with disabilities will receive small group accommodations, push in Math/ELA classes by ESE teacher, Elevate intervention time with support facilitator, printed notes, extended time, preferential seating, and/or testing accommodations as noted on IEP.	Luci Coker (Facilitator) Lexa Hernandez (ELA Coach) Adam Kiefer (Math Coach) Eric Dejesus (Lit. Coach) Amber Pearson (Dean) Rafael Fernandez (Dean) Janice Maffuz (SAM) Patricia Elkharchafi (AP) Christopher Mertz (AP) Clifphene Reid (AP) Mia Coleman (Principal)	Weekly	Y	Weekly	Elevate Intervention time, Pull Out, Before-school/After-school Tutoring	Y

Tutorial

Strategy/Action Item 1	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place? (Frequency of action?)	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed (Y or N/A)
ELA: Prior to each nine week's exam for each core subject area, identified students will take part in boost camps on Saturdays and/or before and after school tutoring. Additionally, in-house boost camps will be offered to focus on targeted areas of need. ESE students will be contacted by their teacher and/or case manager to promote attendance at tutoring and boost camps.	Teacher/coach	Quarterly	N	Quarterly	Common nine week assessments & Skills Aligned gradebook data will be utilized as evidence to reflect monitoring for this strategy.	Y
Math: Prior to each nine week's exam for each core subject area, identified students will take part in boost camps on Saturdays and before and after school tutoring. ESE students will be contacted by their teacher and/or case manager to promote attendance at tutoring and boost camps.	Teacher/coach	Quarterly	N	Quarterly	Formative Assessment results by standard and Common nine week assessments will be utilized as evidence to reflect monitoring for this strategy.	Y

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
Civics: Prior to each nine week's exam for each core subject area, identified students will take part in boost camps on Saturdays and/or before and after school tutoring. Additionally, in-house boost camps will be offered to focus on targeted areas of need. ESE students will be contacted by their teacher and/or case manager to promote attendance at tutoring and boost camps.	Teacher/coach	Quarterly	N	Quarterly	Common nine week assessments & Skills Aligned gradebook data will be utilized as evidence to reflect monitoring for this strategy.	Y

Additional Action Plans

Topic/ Strategy	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
Tutorial	Science: 8th grade science classes will complete tutorial sessions prior to C9A; prior to SSA; after-school and Saturday Boost camps. ESE students will be contacted by their teacher and/or case manager to promote attendance at tutoring and boost camps.	Teacher/coach	Quarterly	N	Quarterly	C9A data	Y

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
After three days of unexcused absences or a pattern of absence in a calendar month, with no parental notification to the school, the parent/guardian will be contacted via telephone, e-mail, personal contact, or mail. The purpose of this contact is to notify the parent of the unexcused absences and to discuss the reason for the absences.	Ron Motley-Behavior Interventionist	Bi-weekly	N	Parental contact will be made at the end of each week for each student who accumulates at least 3 unexcused absences or a pattern of absences.	EdInsight Report	N/A
After ten unexcused absences within ninety calendar days a referral will be made to the school social worker, after all previous interventions were not successful.	Ron Motley-Behavior Interventionist	Bi-weekly	N	Referrals will be submitted at the end of each week to the school social worker for students who accumulate at least 10 unexcused absences or a pattern of absences.	There will be a bi-weekly report submitted of students with ten or more absences and a copy of the referral will be placed in students' files	N/A

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
After five unexcused absences in a calendar month, school based interventions will be utilized. For example, one intervention will be contacting the parent/guardian for a meeting to discuss attendance and create an attendance plan.	Ron Motley-Behavior Interventionist	Bi-weekly	N	Parental contact will be made at the end of each week to set up a meeting with the parents/guardians of students who accumulate at least 5 unexcused absences or a pattern of absences.	There will be a bi-weekly report submitted of students with five or more absences and a copy of the Attendance Action Plan will be placed in students' files.	N/A

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
All students will be introduced to emergency procedures regarding campus safety twice a year by classroom teachers through our school-wide Leadership Jumpstart curriculum. These procedures include, but are not limited to Fire Drill and Code Red drills. The procedures will be introduced during the first week of school, and then revisited at the start of the second semester. ESSA: Teachers will provide written notes of the instructions, and extended time for comprehension of the procedures.	Rafael Fernandez, Amber Pearson, Lexa Hernandez	August 2020, January 2021	Y– Presented to teachers during pre-planning	At the start of each semester, and monthly throughout the year	Efficient responses by students during training drills to the specific situations as reflected on the logs and after action reports	Yes

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
During the virtual 6th Grade Orientation, all 6th grade students will have the emergency procedures regarding campus safety presented. Students will also be afforded the opportunity to ask questions to their teachers during the Q and A portion of the presentation. These procedures include, but are not limited to Fire Drill and Code Red drills. ESSA: Teachers will provide written notes pertaining to the presentation, and extended time for comprehension.	Rafael Fernandez, Amber Pearson	Aug-2020	No	First day of school	Efficient responses by students during training drills to the specific situations as reflected on the logs and after action reports	Yes
Seminole County approved informational videos will be shown to students throughout the year reinforcing the policies and procedures for campus safety. Teachers will also conduct refresher lessons once every nine weeks on campus safety. ESSA: Teachers will provide written notes of the policies and procedures, and extended time for comprehension of the procedures.	Rafael Fernandez	August 2020 - May 2021	N	Throughout the school year	Efficient responses by students during training drills to the specific situations as reflected on the logs and after action reports	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
Securing Perimeter	Additional Fencing and Gates	Jannice Maffuz, Rafael Fernandez	July 2020	N	July 2020	Monitor one point entry	N
Supervision of Campus	Consistent and Deliberate security sweeps by School Safety Guard and Leadership Staff	Rafael Fernandez	August 2020	N	August 2020 - May 2021	Reduction of incidents in common areas	N

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
AO support and monitoring D and F Grade Analysis Reports will be completed after each progress report and Nine-Week quarterly exam. AO students with a D or F in any advanced course, will have their course data evaluated by the Academic Intervention Program (AIP) Team and Guidance Counselor to determine the root cause of the grade, ie. attendance, missing assignments, poor test/quiz grades, lack of extra support, etc. and action steps will be put in place.	Clifphene Reid (AP) Ronald Motley (Behavior Interventionist) Yisenia Soto (AIP Paraprofessional) Lisa Callovi (Counselor)	10/2020, 1/2021, 3/2021 6/2021	Y	Quarterly	Completion of a quarterly AO D and F Grade Report Intervention Form.	N/A

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
AO students with a D or F will be given various interventions to improve their grade such as, a referral for Tier 2 Academic Intervention, a Guidance Department referral, a Behavior Interventionist referral or a parent conference will be scheduled. Students with disabilities will continue to receive interventions requested on their IEPs to help improve their grades. For example, extended time to complete an assignment.	Clifphene Reid (AP) Ronald Motley (Behavior Interventionist) Yisenia Soto (AIP Paraprofessional) Lisa Callovi (Counselor)	Weekly	Y	Weekly	Completion of a quarterly AO D and F Grade Report Intervention Form which details the intervention received.	Y
After interventions have been implemented, a grade report will be created to determine if the intervention worked, based on if their grade improved.	Clifphene Reid (AP) Ronald Motley (Behavior Interventionist) Yisenia Soto (AIP Paraprofessional) Lisa Callovi (Counselor)	10/2020, 1/2021, 3/2021 6/2021	Y	Quarterly	A quarterly AO Grade Report will be completed to determine success of intervention.	N/A

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
South Seminole Academy is working with ePathways to afford students the opportunity to earn the Word Processing digital tool in the 6th Grade Leaders 4 Life elective course and the Multimedia Essentials digital tool in the 7th Grade Emerging Leaders elective course.	Clifphene Reid (AP) TBD (ePathways Facilitator) Michelle Orozco (ePathways TOA)	10/2/2020	Y	Quarterly	Implementation of the Multimedia Essentials and Word Processing certification curriculum and exam preparation being executed in these additional classes.	N/A
A comprehensive digital tool and industry certification testing logistics schedule will be created to allow students sufficient time to take their three practice exams in preparation for their actual digital tool/certification exams.	Clifphene Reid (AP) Luci Coker (Magnet Facilitator) Adam Kiefer (Instructional Coach)	August 2020, January 2021	N	Per Semester	Creation of a digital tool/industry certification testing logistics schedule.	N/A

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
Personalized practice exams in preparation for the digital tool/industry certification exams will be created for students to have individualized focused practice based on the areas they are struggling in. Students with disabilities will receive additional time and support by their teachers, in preparation for these exams.	Clifphene Reid (AP) All iSeries teachers	10/2020, 1/2021, 3/2021 6/2021	Y	Quarterly	Individualized Digital Tools/Industry Certification Practice Exams.	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 Almost
School administrators communicate expectations for all school personnel to share responsibility for all of the students in their building and consider all SWDs as general education students first.	Partially Almost
The SIP and subsequent reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.	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 leadership team reviews and shares the language and intent of s. 1003.57 4(F), F.S., with all staff and stakeholders.	Leadership Team	Jan-21	Y	Once during first semester	The school leadership team will analyze shared data to monitor and evaluate progress toward meeting SIP goals related to inclusive practices in the school.	Y
All stakeholder groups are represented and involved in a collaborative system of decision making to implement and improve inclusive practices across the school, as noted in the SIP.	Leadership team, counselors, teacher leaders, and families	Apr-21	Y	Ongoing throughout the 2020-21 school year.	Informational meetings and collaboration will occur with parents and school-related stakeholders when looking at inclusive practices based on student needs. These discussions will occur during IEP, SST, or data review meetings, in addition to flexible scheduling during the articulation time. This information will also be shared during our annual ESE informational parent night.	Y

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 will provide access to the SIP on the school website and on request in the front office.	Rafael Fernandez, Christopher Mertz	First semester and April 2021	N	As needed or upon request	Mr. Fernandez will continue to gather information as questions arise so that they can be addressed with families or the front office. Ms. Elkharchafi will ensure the information is on the website.	N/A

Indicator 2

School administrators communicate expectations for all school personnel to share responsibility for all of the students in their building and consider all SWDs as general education students first.

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
Administrators will clearly and consistently articulate the following expectations for all school personnel during faculty meetings, PLC, or other needed stakeholder meetings. -- General and special education teachers are expected to share instructional and behavioral support responsibilities for SWDs in each classroom and other school settings. -- SWDs are not the sole responsibility of special education personnel during academic and nonacademic school activities. -- School personnel refer to special education teachers by name rather than exceptionality of students on their caseload (e.g., Mrs. Smith rather than the Autistic Teacher).	Leadership team	Apr-2021	Y	Once during quarter 1 within each PLC	Teachers and/or other stakeholders will utilize and articulate the aforementioned expectations.	Y

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
Administrators review staff schedules to ensure all personnel have opportunities to support students with and without disabilities.	Christopher Mertz	Aug-2020	Y	At the start of the year or as needed if a need arises. (ex. Tier 2 time, ESE teacher flexible scheduling).	Teachers will have an allocated time on their schedule to work with students.	Y
Administrators ensure that all personnel are responsible for and understand the health and safety procedures for all students, especially those who have extensive support needs.	Leadership team, Clinic Assistant, School Board Nurse	Apr-2021	Y	At the start of the year for healthcare plans or as the needs arise. For students that are in a more self-contained setting, safety procedures (ex. PCM) have been provided to ensure safety needs are being met for all stakeholders.	Teachers will have the information and utilize it, as needed.	Y

Indicator 3

The SIP and subsequent reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.

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 administrator provides a report to school personnel throughout the year.	Chris Mertz	Apr-2021	N	First Quarter and as needed throughout the year	Teachers will receive information on inclusive practices being implemented at SSA.	Y
At the end of the school year, the school provides a report to the district that includes progress toward implementing and improving inclusive practices as described in the SIP.	Chris Mertz	Apr-2021	N	Continuous until the end of the school year	Information will be shared with ESSS team and/or updated BPIE.	Y
The school administrator provides a report to families as part of school open house activities.	Leadership Team	Apr-2021	Y	PTSA, SAC, or ESE informational meetings	BPIE and/or shared information from throughout the year.	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
Super 7 Instructional Strategies	1abc, 2bd	Monthly	All Subjects	Teachers Teachers	60	Coaches
i-Ready Training, Data Analysis, Purposeful Grouping	1abc, 2bd	Quarter 1	Intensive Reading, Intensive Math	Intensive Reading and Math Teachers, ELA and Math Instructional Coach	13	District TOA
Khan Academy/Algebra Nation Training	3a	Ongoing	Math Math	Math Department	11	Instructional Coach
Amplify Training	3a	Ongoing	Literacy	ELA Department	3	Instructional Coach
Big Rock 9 Data Dives	1abc, 2bd	September, January, April	All Assessed Subjects	Teachers	All	APs and Coaches
Quality Instruction: Conditions for Learning	2abcd	Semester 1	TBD	Faculty	All	APs and Coaches

Skills for Future Ready Graduates	3abc	Semester 2	All staff	Faculty	All	APs and Coaches
Middle School Mornings	1abc, 2bd	Quarterly	All Assessed Subjects	Teachers	All	TOAs