

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

Sanford Middle School

School Improvement Plan 2021-2022

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

There is an increasing need in Florida and throughout the country, to ensure students have the future ready skills to compete in a globally competitive economy and meet the needs of the workplace. The future of the economy is in STEM related careers. The U.S. Bureau of Labor Statistics indicates that employment in STEM occupations are projected to grow more than 9 million between 2012 and 2022. The mission of Sanford Middle School Math, Science, & Technology Magnet is to develop a more widely and diversely populated pipeline of students, with future ready skills, interested in STEM careers in an innovative, safe, and supportive learning environment. Where every student can think critically, connect and apply STEM principles in order to solve real-world problems, through rigorous and relevant learning experiences across all discipline.

Provide the school's vision statement

The school where every student is a STEM student and every teacher is a STEM teacher.

Describe how the school involved parents and the community in developing this plan and how it will be shared with all stakeholders and in a language parents can understand.

Sanford Middle School encourages and solicits ongoing parent and community participation in the decisions impacting the school. During the 2020-2021 school year, parents and members of the school community provided feedback on the SIP plan and goals. The School Advisory Council and curriculum leadership team, in addition to other groups provided recommendations and considerations to be included in the 2021-2022 SIP. Additionally, the School Improvement Plan will be shared both as a whole through the SCPS main website as well as incrementally through varied weekly focuses within Principal Durias’ Weekly Warrior communication email. Throughout the year, the Weekly Warrior provides the opportunity to share portions of the SIP during relevant times and in a parent friendly language.

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

Nurturing partnerships with families requires a varied approach and ongoing reflection on the quality of the relationships between the school and families. Sanford Middle School uses a variety of communication tools to keep parents informed of the school and their individual child's progress. Sanford Middle School uses the School Messenger callout system, Skyward Family Access, and eCampus announcement feature to communicate school and class related information as well as student progress to families. Current and relevant information is maintained on the school's website as a resource to both current and potential families. Sanford Middle School also maintains several active social media accounts to document and highlight school events, programs, and notable achievements. Parents and students can follow the Sanford Middle School Facebook, YouTube, Twitter, and Instagram accounts. Sanford Middle School has a parent-teacher conference line where parents can call to request a conference be scheduled with their child's teacher(s). The Principal sends a weekly newsletter titled "Weekly Warrior" to families. The Weekly Warrior communicates upcoming dates, important information updates, student, staff, and school highlights, and other timely announcements to foster positive connections with families. The Principal provides a personal message in each Weekly Warrior that reinforces the school's mission, vision, and values. Parents are invited to participate in online surveys and to actively support the goals of the school through the School Advisory Council (SAC), Parent Teacher Student Association (PTSA), and newly developed Business Advisory Council (BAC). In addition to these formal opportunities for family involvement, the Principal hosts a monthly "Coffee with the Principal" forum that provides parents with topical information such as the school's mission, vision, and goals for the school year, bullying, and other pertinent topics. Parents also have the opportunity to engage in a Question and Answer segment with the Principal. Sanford Middle School is proud to host a number of planned events to increase family involvement such as the Dividend Volunteer breakfast, Business Partner Breakfast, Parent Open House, School Choice Magnet Night, STEM Night, Science Fair Night, Incoming 6th Grade Parent Night, and many extra-curricular and interscholastic activities. Parents of Sanford Middle School also play a key role in supporting clubs and activities like the Robotics club, Mu Alpha Theta, Odyssey of the Mind, SECME club, and more. Parent-teacher conferences are scheduled every Tuesday and Thursday morning. Flexible time arrangements are available to meet the needs of families

Supportive Environment

Describe how the school addresses building a positive school culture and environment. Include how the school culture and environment will impact positive student experiences. (e.g. PBS supports)

Sanford Middle School believes that a positive school culture and environment is essential for student success. Sanford Middle School is a Restorative Practices school, focusing large amounts of time to the training and support of teachers to build high expectations for student progress. Developing school structures through restorative practices also helps build student and staff relationships, nurture self-awareness and expression, and help keep students connected to each other and the school. Through a variety of strategies that are implemented school wide, we help students find value in themselves and others and how to speak and listen to one another in an atmosphere of safety, decorum, and equality. In addition to Restorative Practices, Sanford Middle has a PBS team focused on identifying positive student behaviors across campus and acknowledging those behaviors that revolve around B.R.A.V.E. Believe in your potential. Respect your School and community. Always do what is right. Visualize your success. Engage and excel in learning. Our PBS team uses Positive Behavior Referrals to reinforce students exhibiting B.R.A.V.E characteristics through their actions on campus.

Identify stakeholders and their role in promoting a positive culture and environment at the school. Stakeholder groups may include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Administrative Team – Support PBS team and all staff in promoting Restorative Practices and B.R.A.V.E. characteristics school-wide. PBS Team – implement restorative circles to resolve conflicts on campus. Implement school wide systems to support positive behavior reinforcement. All Teachers– Infuse restorative practices into daily instruction to build classroom and school wide positive culture. Utilize “Seminar” to promote Social Emotional Learning campus wide. Promote B.R.A.V.E. characteristics through school spirit and positive behavior initiatives. All Students – participate in weekly Seminar time focusing on culture building. Promote and exhibit B.R.A.V.E. characteristics across campus. Participate in and promote school clubs and organizations. Serve in leadership roles on campus such as SMS Ambassadors program and SMS Tech Team. Community Members, Parents, and Outside Partners – Support school initiatives such as B.R.A.V.E. and Restorative Practices. Attend on and off campus events. Communicate with Principal Durias through “Coffee with the Principal”, SAC, and other available venues.

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.

At Sanford Middle School we believe in the whole child. We believe every student deserves to be: Healthy, Safe, Engaged, Supported, and Challenged. As part of our three-tiered intervention pyramid, all students receive explicit instruction in social-emotional regulation strategies through the weekly Seminar. Through Seminar, students also participate in weekly restorative practice circles to express feelings, receive support, and build a positive community. The MTSS Core team, which consist of a lead Assistant Principal, Deans of Students, Counselors, Academic Intervention Teacher, and School Social Worker, meet weekly to discuss supports and intervention for students needing Tier 2 and Tier 3 services. The Core team invites parents to participate in MTSS meetings to encourage home-school collaboration in supporting the success of the student. Students may be referred to the School Social Worker or Mental Health Counselor for additional support. In an ongoing effort to support teachers in building their capacity to create trauma-sensitive classrooms, all Sanford Middle School teachers have received training and exposure to trauma-informed care and best practices to create spaces within our school where students feel physically, emotionally, and psychologically safe. During the 2021-2022 school year, teachers will participate in professional learning that helps them learn how to effectively implement anti-bias instruction in their classrooms. Teachers will explore practical strategies for accomplishing academic and social-emotional goals side by side. The Principal holds grade-level assemblies to communicate expectations of behavior for both students and adults in the building, as well as introduce and reinforce students' development of GRIT, perseverance, and empathy. The School Resource Officer, works with the school administration to ensure the safety and well-being of students when concerns related to student welfare arise and makes appropriate referrals, as needed.

List the members of the leadership team.

Name	Title	Email	Responsibilities
Byron Durias	Principal	Byron_Durias@scps.k12.fl.us	Support the Superintendent's vision for teaching and learning. Ensure that all students learn and that all students are safe.
Michael Cush	Assistant Principal	cushmz@scps.k12.fl.us	Support the Principal's vision for the school.
Alisa Grace	Assistant Principal	Graceal@scps.k12.fl.us	Support the Principal's vision for the school.
Berna Munoz	Assistant Principal	Munozbz@scps.k12.fl.us	Support the Principal's vision for the school.
Jennifer Coursin	School Administration Manager	Jennifer_Coursin@scps.k12.fl.us	Support the Principal's vision for the school.
Ronald Diltz	Dean of Students	Ronald_Diltz@scps.k12.fl.us	Support the Principal's vision for the school.
Kiafa Moye	Dean of Students	Kiafa_Moye@scps.k12.fl.us	Support the Principal's vision for the school.
Rachel Farrell	Instructional Coach	Rachel_Farell@scps.k12.fl.us	Support the Principal's vision for the school.
Lori Crumpton	Instructional Coach	Lori_Crumpton@scps.k12.fl.us	Support the Principal's vision for the school.
Megan Schwartz	Instructional Coach	Megan_Schwartz@scps.k12.fl.us	Support the Principal's vision for the school.

List the members of the literacy leadership team.

Name	Title	Email	Responsibilities
Berna Munoz	Assistant Principal	bernamz@scps.k12.fl.us	Support the literacy team in developing and promoting school wide literacy initiatives.
Lori Crumpton	Instructional Coach	lori_crumpton@scps.k12.fl.us	Identify relevant high yield strategies to support specific content area literacy as well as opportunities to streamline and promote school wide literacy.
Rachel Farrell	Instructional Coach	rachel_farrell@scps.k12.fl.us	Identify relevant high yield strategies to support specific content area literacy as well as opportunities to streamline and promote school wide literacy.
Megan Schwartz	Instructional Coach	megan_schwartz@scps.k12.fl.us	Identify relevant high yield strategies to support specific content area literacy as well as opportunities to streamline and promote school wide literacy.
Natasha James	Instructional Coach	jamesnz@scps.k12.fl.us	Identify relevant high yield strategies to support specific content area literacy as well as opportunities to streamline and promote school wide literacy.
Elizabeth Kelsey	Instructional Coach	elizabeth_kelsey@scps.k12.fl.us	Identify relevant high yield strategies to support specific content area literacy as well as opportunities to streamline and promote school wide literacy.

Student Transition and Readiness

College and Career Readiness

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

Sanford Middle School's motto is "Where Exploration...Leads to Innovation". An essential component of advancing students' awareness of college and career awareness is having high expectations for all students and believing that all students can achieve at high levels given the appropriate support and resources. In addition to the mindset and attitudes of the adults leading students, there must be learning opportunities designed to prepare students with the skills--critical thinking, problem solving, communication, technical, and adaptive--to navigate the college or career landscape. Using the Future Ready Graduate framework, Sanford Middle School provides students with opportunities to develop their skills through cooperative learning structures where students must work collaboratively with their peers to achieve an outcome or through accelerated learning that expand students' opportunities to earn Career Technical Education (CTE) professional certifications. All Sanford Middle School students, as part of the iJourney course, complete a career plan, which helps them better understand and identify potential career paths. As part of the student goal-setting process, students are encouraged to consider what college they might attend and write the name of the college in their planner. Connecting their current academic experiences with a long term academic goal provides students focus and helps them persevere. Sanford Middle School is proud to boast a variety of electives that expose students to career options. These courses include, but are not limited to: the Pre-Vet & Central Florida Zoo Partnership, Pre-Med, Marine Bio, Aeronautics, Robotics & Engineering, Gaming, Environmental Science (Greenhouse), Herpetology and Video Production courses. Sanford Middle School also has many active business partnerships including the University of Florida Extension Program, Full Sail University, Northrup Grumman, Navair, and more. Each November, Sanford Middle School also hosts a variety of business and industry professionals for the annual Teach-In Day. Sanford Middle School continues to leverage its community partners to advance college and career awareness for its students.

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

Students at Sanford Middle School Math, Science, & Technology Magnet School have the opportunity to explore a variety of career and technical education programs as well as earn Industry Certification in Digital Information Technology, a professional level certification typically obtained during the high school year. Students also have the opportunity to earn Digital Tool Credentialing in IC3 Computing Fundamentals, IC3 Key Applications, IC3 Living Online, ANIMATION, ADOBE SUITE/PHOTOSHOP, and ICT Gaming Essentials. Sanford Middle School students are provided real-world learning opportunities in the following programs: I-Series classes: iJourney, iChallenge, and iConnect, Pre-vet, Pre-Med, Gaming & Design, Digital Art and Design, Animation, Video Production, Aeronautics, Pre-Mechanical/Civil Engineering, Robotics, Web Design, Digital Information Technology (DIT), and Marketing and Branding.

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/B.E.S.T./Next Generation Sunshine State 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	

Essential Instructional Priority 1 – Quality Instruction

Student Owned Progress Monitoring Action Plan

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?
Students will maintain data logs regarding their individual goals and for tracking progress for their annual growth for the 2021-2022.	Byron Durias, Principal; Michael Cush, Alisa Grace, and Berna Munoz, Assistant Principals; Megan Schwartz, Rachel Farrell, Lori Crumpton, Elizabeth Kelsey, and Natasha James, Instructional Coaches; Joe Darcy, Academic Intervention Specialist; All Teachers	Weekly, Quarterly, Ongoing	N	Weekly	Tier II monitoring with feedback to teachers; Tier II referrals; Data tracking student samples; Tier II Intervention data
Students will utilize scales to track their knowledge before, during, and after learning in their content area classes (ELA, SS, Math, Science).	Byron Durias, Principal; Michael Cush, Alisa Grace, and Berna Munoz, Assistant Principals; Megan Schwartz, Rachel Farrell, Lori Crumpton, Elizabeth Kelsey, and Natasha James, Instructional Coaches; Joe Darcy, Academic Intervention Specialist; All Teachers	Weekly, Quarterly, Ongoing	N	Weekly/bi-weekly	PLC/COL discussions; AP and coach check-ins, classroom walk-throughs

Student Skyward/grade tracking	Byron Durias, Principal; Michael Cush, Alisa Grace, and Berna Munoz, Assistant Principals; Megan Schwartz, Rachel Farrell, Lori Crumpton, Elizabeth Kelsey, and Natasha James, Instructional Coaches; Joe Darcy, Academic Intervention Specialist; All Teachers	Quarterly	N	Weekly/bi-weekly	PLC/COL discussions; AP and coach check-ins, classroom walk-throughs; Tier II/Grade recovery referrals; Grade recovery referrals; Grade recovery data
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Low 30% Monitoring Action Plan

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?
Teachers are responsible for knowing who their Low 30 students are, as well as being aware of the school's Low 30 population.	Byron Durias, Principal; Michael Cush, Alisa Grace, and Berna Munoz, Assistant Principals; Megan Schwartz, Rachel Farrell, Lori Crumpton, Elizabeth Kelsey, and Natasha James, Instructional Coaches; Joe Darcy, Academic Intervention Specialist; All Teachers	Monthly	Y	Ongoing; Monthly; Quarterly	Low 30 monitoring spreadsheets; Data boards in WAR room; Tier II Intervention data; C9A data; Student progress tracker
After each C9A teachers will be responsible for analyzing their Low 30 students' performance and data	Byron Durias, Principal; Michael Cush, Alisa Grace, and Berna Munoz, Assistant Principals; Megan Schwartz, Rachel Farrell, Lori Crumpton, Elizabeth Kelsey, and Natasha James, Instructional Coaches; Joe Darcy, Academic Intervention Specialist; All Teachers	Quarterly	Y	Ongoing; quarterly	Low 30 monitoring spreadsheets; Data boards in WAR room; Tier II Intervention data; C9A data; Student progress tracker
Coaches will analyze the school's Low 30 performance and data and post that data in the WAR room (data boards)	Byron Durias, Principal; Michael Cush, Alisa Grace, and Berna Munoz, Assistant Principals; Megan Schwartz, Rachel Farrell, Lori Crumpton, Elizabeth Kelsey, and Natasha James, Instructional Coaches; Joe Darcy, Academic Intervention Specialist; All Teachers	Quarterly	N	Ongoing; quarterly	Low 30 monitoring spreadsheets; Data boards in WAR room; Tier II Intervention data; C9A data; Student progress tracker

Low 30 students being referred to Tier II Intervention will be monitored on their progress on the standards for which they were referred	Byron Durias, Principal; Michael Cush, Alisa Grace, and Berna Munoz, Assistant Principals; Megan Schwartz, Rachel Farrell, Lori Crumpton, Elizabeth Kelsey, and Natasha James, Instructional Coaches; Joe Darcy, Academic Intervention Specialist; All Teachers	Ongoing; Weekly	N	Weekly	Low 30 monitoring spreadsheets; Data boards in WAR room; Tier II Intervention data; C9A data; Student progress tracker; Formative assessment data
Teachers will monitor their Low 30 students' performance on the common formative assessments given based off their COL's determined Essential Standards	Byron Durias, Principal; Michael Cush, Alisa Grace, and Berna Munoz, Assistant Principals; Megan Schwartz, Rachel Farrell, Lori Crumpton, Elizabeth Kelsey, and Natasha James, Instructional Coaches; Joe Darcy, Academic Intervention Specialist; All Teachers	Ongoing	N	Ongoing	Low 30 monitoring spreadsheets; Data boards in WAR room; Tier II Intervention data; C9A data; Student progress tracker; Formative assessment data

The principal and assistant principals will meet quarterly with each content area teacher and support facilitator to conduct individual data chats.	Byron Durias, Principal; Michael Cush, Alisa Grace, and Berna Munoz, Assistant Principals; Megan Schwartz, Rachel Farrell, Lori Crumpton, Elizabeth Kelsey, and Natasha James, Instructional Coaches; Joe Darcy, Academic Intervention Specialist; All Teachers	At the end of each nine-week grading period	Y	Quarterly	Teachers will provide reflections of progress related to goals and strategies discussed during the data chat.
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High Level 1 and 2 Monitoring Action Plan

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?
H1H2 individual student data will be maintained in the WAR room (data boards) and monitored monthly to ensure students are receiving appropriate support and resources	Byron Durias, Principal; Michael Cush, Alisa Grace, and Berna Munoz, Assistant Principals; Megan Schwartz, Rachel Farrell, Lori Crumpton, Elizabeth Kelsey, and Natasha James, Instructional Coaches; Joe Darcy, Academic Intervention Specialist; All Teachers	Quarterly	N	Ongoing; monthly	Data room display; H1H2 data monitoring spreadsheet with quarterly C9A updates/formative assessment updates; Tier II Intervention data
Teachers will submit their H1H2 data to their AP and will include formative assessment proficiency data, strengths, and areas of improvement	Byron Durias, Principal; Michael Cush, Alisa Grace, and Berna Munoz, Assistant Principals; Megan Schwartz, Rachel Farrell, Lori Crumpton, Elizabeth Kelsey, and Natasha James, Instructional Coaches; Joe Darcy, Academic Intervention Specialist; All Teachers	Quarterly	N	Quarterly	Data room display; H1H2 data monitoring spreadsheet with quarterly C9A updates/formative assessment updates; Tier II Intervention data

All Teacher Advocates will create a H1H2 EdInsight group that they will monitor regularly to provide support assistance, and resources to for students identified within their non-content area Tier 2 classes. Based on formative assessment data, these students should be/can be referred to Tier II Intervention	Byron Durias, Principal; Michael Cush, Alisa Grace, and Berna Munoz, Assistant Principals; Megan Schwartz, Rachel Farrell, Lori Crumpton, Elizabeth Kelsey, and Natasha James, Instructional Coaches; Joe Darcy, Academic Intervention Specialist; All Teachers	Quarterly	Y	Ongoing; weekly	Data room display; H1H2 data monitoring spreadsheet with quarterly C9A updates/formative assessment updates; Tier II Intervention data
Coaches and APs will monitor Tier II Intervention frequency for H1H2 students	Byron Durias, Principal; Michael Cush, Alisa Grace, and Berna Munoz, Assistant Principals; Megan Schwartz, Rachel Farrell, Lori Crumpton, Elizabeth Kelsey, and Natasha James, Instructional Coaches; Joe Darcy, Academic Intervention Specialist; All Teachers	Quarterly; ongoing	N	Ongoing	Data room display; H1H2 data monitoring spreadsheet with quarterly C9A updates/formative assessment updates; Tier II Intervention data
iReady data will be used to monitor H1H2 students' progress within intensive reading and math courses	Byron Durias, Principal; Michael Cush, Alisa Grace, and Berna Munoz, Assistant Principals; Megan Schwartz, Rachel Farrell, Lori Crumpton, Elizabeth Kelsey, and Natasha James, Instructional Coaches; Joe Darcy, Academic Intervention Specialist; All Teachers	Quarterly	N	Monthly/quarterly	Data room display; H1H2 data monitoring spreadsheet with quarterly C9A updates/formative assessment updates; Tier II Intervention data; iReady data

The retained H1H2 students will be pulled for Tier 2 instruction and monitored by the Academic Intervention Program Teacher.	Byron Durias, Principal; Michael Cush, Alisa Grace, and Berna Munoz, Assistant Principals; Megan Schwartz, Rachel Farrell, Lori Crumpton, Elizabeth Kelsey, and Natasha James, Instructional Coaches; Joe Darcy, Academic Intervention Specialist; All Teachers	Quarterly; Ongoing	N	Quarterly; Ongoing	Grade-level list monitored every three weeks in the W.A.R. room
Tier II Academic Support Goal (2021-2022): To create a systematic process that ensures every child receives the additional time and support needed to learn at high levels. What does this mean? Tier 2 instruction is supplemental, small group instruction designed for approximately 15% of students not making adequate progress in Tier I. Tier 2 interventions do not supplant Tier I instruction, but are provided in addition to what the student is receiving in Tier I. A system will be in place where students will receive interventions WHEN proficiency is not obtained on essential standards in every course. • Written, systematic, school wide • Within the school day • Timely • Directional (rather than invitational)	Byron Durias, Principal; Michael Cush, Alisa Grace, and Berna Munoz, Assistant Principals; Megan Schwartz, Rachel Farrell, Lori Crumpton, Elizabeth Kelsey, and Natasha James, Instructional Coaches; Joe Darcy, Academic Intervention Specialist; All Teachers	Weekly	Y	Ongoing	Student performance and proficiency as indicated by formative assessment measures on identified standards in ELA and Math.

Professional Learning Communities Teachers work in high performing, inter-dependent, learning teams as content (PLCs) or grade-level content (COLs) in recurring cycles of collective inquiry and action research to achieve better results for students they serve based on a school-wide vision for standards-based instruction. Vision for Standards-based Instruction: Consistent opportunities for students to work on grade-appropriate work Strong Tier 1 core instruction that is student-centered with rigor Deep levels of student engagement in the work Teachers have high expectations and believe students can do grade-level work Target-task alignment Students are organized to achieve the standards Focus on the Instructional Core: Student, Teacher, Content	Byron Durias, Principal; Michael Cush, Alisa Grace, and Berna Munoz, Assistant Principals; Megan Schwartz, Rachel Farrell, Lori Crumpton, Elizabeth Kelsey, and Natasha James, Instructional Coaches; Joe Darcy, Academic Intervention Specialist; All Teachers	Weekly	Y	Ongoing	PLC Summary Forms C9A data at our above 65% proficiency Team Norms Essential Standards Focus Calendars Common Assessments Common Lesson Plans Quarterly School-Wide Data Presentation Observation and evaluation feedback data
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Low Level 3 Monitoring Action Plan

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?
Teachers will submit their LL3 data to their AP regularly and will include formative assessment proficiency data, strengths, and areas of improvement.	Byron Durias, Principal; Michael Cush, Alisa Grace, and Berna Munoz, Assistant Principals; Megan Schwartz, Rachel Farrell, Lori Crumpton, Elizabeth Kelsey, and Natasha James, Instructional Coaches; Joe Darcy, Academic Intervention Specialist; All Teachers	Quarterly	Y	Monthly	Data monitoring spreadsheet with quarterly updates for C9A and formative assessment updates based on essential standard assessments Tier II Intervention data Data room display
HL1, HL2, and HL3 student individual data will be maintained in the Data Room and monitored at least monthly to ensure students are receiving appropriate support and resources	Byron Durias, Principal; Michael Cush, Alisa Grace, and Berna Munoz, Assistant Principals; Megan Schwartz, Rachel Farrell, Lori Crumpton, Elizabeth Kelsey, and Natasha James, Instructional Coaches; Joe Darcy, Academic Intervention Specialist; All Teachers	Quarterly	Y	Monthly	Data monitoring spreadsheet with quarterly updates for C9A and formative assessment updates based on essential standard assessments Tier II Intervention data Data room display
All Teachers not providing Tier 2 Content instruction (aka Teacher Advocates)will create a HL1, HL2, LL3 Edinsight Group that they will monitoring regularly to provide support, assistance, and resources to students identified within their 2nd period.	Byron Durias, Principal; Michael Cush, Alisa Grace, and Berna Munoz, Assistant Principals; Megan Schwartz, Rachel Farrell, Lori Crumpton, Elizabeth Kelsey, and Natasha James, Instructional Coaches; Joe Darcy, Academic Intervention Specialist; All Teachers	Quarterly	Y	Monthly	Data monitoring spreadsheet with quarterly updates for C9A and formative assessment updates based on essential standard assessments Tier II Intervention data Data room display

Based on formative assessment data, LL3 students can be referred to Tier II intervention	Byron Durias, Principal; Michael Cush, Alisa Grace, and Berna Munoz, Assistant Principals; Megan Schwartz, Rachel Farrell, Lori Crumpton, Elizabeth Kelsey, and Natasha James, Instructional Coaches; Joe Darcy, Academic Intervention Specialist; All Teachers	Quarterly	Y	Monthly	Data monitoring spreadsheet with quarterly updates for C9A and formative assessment updates based on essential standard assessments Tier II Intervention data Data room display
Coaches and APs will monitor Tier II intervention frequency/Pre-IB teachers will report on student progress/proficiency	Byron Durias, Principal; Michael Cush, Alisa Grace, and Berna Munoz, Assistant Principals; Megan Schwartz, Rachel Farrell, Lori Crumpton, Elizabeth Kelsey, and Natasha James, Instructional Coaches; Joe Darcy, Academic Intervention Specialist; All Teachers	Quarterly	Y	Monthly	Data monitoring spreadsheet with quarterly updates for C9A and formative assessment updates based on essential standard assessments Tier II Intervention data Data room display

<p>Tier II Academic Support Goal (2020-2021): To create a systematic process that ensures every child receives the additional time and support needed to learn at high levels. What does this mean? Tier 2 instruction is supplemental, small group instruction designed for approximately 15% of students not making adequate progress in Tier I. Tier 2 interventions do not supplant Tier I instruction, but are provided in addition to what the student is receiving in Tier I. A system will be in place where students will receive interventions WHEN proficiency is not obtained on essential standards in every course. • Written, systematic, school wide • Within the school day • Timely • Directional (rather than invitational)</p>	<p>Byron Durias, Principal; Michael Cush, Alisa Grace, and Berna Munoz, Assistant Principals; Megan Schwartz, Rachel Farrell, Lori Crumpton, Elizabeth Kelsey, and Natasha James, Instructional Coaches; Joe Darcy, Academic Intervention Specialist; All Teachers</p>	<p>Weekly</p>	<p>Y</p>	<p>Ongoing</p>	<p>as indicated by formative assessment measures on identified standards in ELA and Math.</p>
<p>Professional Learning Communities Teachers work in high performing, inter-dependent, learning teams as content (PLCs) or grade-level content (COLs) in recurring cycles of collective inquiry and action research to achieve better results for students they serve based on a school-wide vision for standards-based instruction. Vision for Standards-based Instruction: Consistent opportunities for students to work on grade-appropriate work Strong Tier 1 core instruction that is student-centered with rigor Deep levels of student engagement in the work Teachers have high expectations and believe students can do grade-level work Target-task alignment Students are organized to achieve the standards Focus on the Instructional Core: Student, Teacher, Content</p>	<p>Byron Durias, Principal; Michael Cush, Alisa Grace, and Berna Munoz, Assistant Principals; Megan Schwartz, Rachel Farrell, Lori Crumpton, Elizabeth Kelsey, and Natasha James, Instructional Coaches; Joe Darcy, Academic Intervention Specialist; All Teachers</p>	<p>Weekly</p>	<p>Y</p>	<p>Ongoing</p>	<p>PLC Summary Forms C9A data at our above 65% proficiency Team Norms Essential Standards Focus Calendars Common Assessments Common Lesson Plans Quarterly School-Wide Data Presentation Observation and evaluation feedback data</p>

Tutorial Action Plan

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?
Provide students support beyond the school day in the core content areas (ELA, Math, Science, Social Studies) and Spanish I, from qualified faculty. Students will self-select into tutorials to advocate for learning in areas of growth and deficiency. The goal is to provide multiple days of tutoring in each content area. The tutorial can also be a Tier II intervention for students who are not consistently completing assigned work in class. The delivery method will be a combination of face-to-face and remote.	Byron Durias, Principal; Michael Cush, Alisa Grace, and Berna Munoz, Assistant Principals; assigned Tutorial Instructors	Daily (four out of five days per week)	N	Weekly, Beginning after the first quarter progress reports	An increase in the the 5 Essential components of: Academic Personalism Collective Responsibility Fewer students receiving grades of D or F Sign-in Sheets by name, grade, subject, area of need

Middle School Essential Instructional Priority #2 – Conditions for Learning

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	

Essential Instructional Priority 2 – Conditions for Learning

Attendance Monitoring Action Plan

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?
Teachers should keep all tardy and checking slips and contact home if excessive tardiness or absences occur	Byron Durias, Principal; Michael Cush, Alisa Grace, and Berna Munoz, Assistant Principals; Truancy Coordinator; Keonisha Black, Attendance Secretary; MTSS Core Team	Ongoing	N	Daily, Ongoing	Email / phone correspondence with parents (teachers keep records) Truancy records Attendance Reports Attendance Letters MTSS Meeting Agenda, Notes
1st and 5th period teachers monitor truancy and contact the Truancy Coordinator if patterns are established after they contact parent	Byron Durias, Principal; Michael Cush, Alisa Grace, and Berna Munoz, Assistant Principals; Truancy Coordinator; Keonisha Black, Attendance Secretary; MTSS Core Team	Ongoing	N	Daily, Ongoing	Email / phone correspondence with parents (teachers keep records) Truancy records Attendance Reports Attendance Letters
The Attendance Secretary runs daily Teacher Attendance Not Taken Reports which are e-mailed to the admin team for follow-up	Byron Durias, Principal; Michael Cush, Alisa Grace, and Berna Munoz, Assistant Principals; Truancy Coordinator; Keonisha Black, Attendance Secretary; MTSS Core Team	Ongoing	N	Daily, Ongoing	Email / phone correspondence with parents (teachers keep records) Truancy records Attendance Reports Attendance Letters

Safety Survey Action Plan

Topic Item	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?
High-Quality Relationships & Healthy School Culture	1. Good Student-Staff Relationships 2. Strategic Supervision 3. Positive Interventions & Supports 4. Seminar Block: Restorative Practices & Social Emotional Learning Time	Byron Durias, Principal; Michael Cush, Alisa Grace, Berna Munoz, Assistant Principals; Jennifer Coursin, School Administration Manager; Kiafa Moye, Ronald Diltz, Deans; Effren Torres and Queuontina Mikell, School Safety Guards; Officer Anthony Cook, School Resource Officer; All faculty, staff, and students.	Daily, Weekly, Monthly, Ongoing	Y	Daily Weekly, Monthly, Ongoing	PBS letter updates with a review of current positive referral rates and school discipline data.

School Organization and Practices	38% percent of students indicated feeling "Somewhat safe" outside around the school on the 2020 5 Essentials Survey. 36% and 38% feel somewhat safe in the hallways and bathrooms respectively. In order to improve students feeling safer in these campus areas, we will 1. Respond preemptively to safety and security matters. 2. Control Access to the school. 3. Harden classrooms. 4. Continuously practice and refine our on-site response protocols and procedures.	Byron Durias, Principal; Michael Cush, Alisa Grace, Berna Munoz, Assistant Principals; Jennifer Coursin, School Administration Manager; Kiafa Moye, Ronald Diltz, Deans; Effren Torres and Queuontina Mikell, School Safety Guards; Officer Anthony Cook, School Resource Officer; All faculty, staff, and students. School Safe Team	Daily, Weekly, Monthly, Ongoing	Y	Daily, Weekly, Monthly, Ongoing	A reduction in the percentage of students feeling "Somewhat Safe" on campus on the school safety survey
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Communication about Safety Action Plan

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?
Principal's Address, Coffee with the Principal, Friday Focus, Weekly Warrior Parent Newsletter; School Messenger; Skyward Blasts	Byron Durias, Principal	Principal's Address-Semesterly Coffee with the Principal--Monthly Weekly Warrior--Weekly Friday Focus--Weekly	N	BOY, MOY, monthly, weekly, EOY	Principal's Address presentation; Coffee with the Principal presentation and sign-in sheets; the published issues of the Weekly Warrior and Friday Focus

Building Relationships and Connecting with Stakeholders Action Plan

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?
Implementing Restorative Practices school-wide including restorative circles, affective statements, question cards, fair process, and reintegration.	Byron Durias, Principal; Michael Cush, Alisa Grace, and Berna Munoz, Assistant Principals; Ronald Diltz and Kiafa Moye, Deans; Megan Schwartz, Rachel Farrell, Lori Crumpton, Elizabeth Kelsey, and Natasha James, Instructional Coaches; All Teachers	Weekly	Y	Weekly	Seminar lessons, discipline data,
Communicate to all stakeholders through the "Weekly Warrior" by implementing a Restorative Practice Corner.	Principal Durias	Weekly	N	Weekly	Weekly Warrior

Optional Additional Action Plan

Topic Item	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?
Seminar-- Restorative Practices & Social-Emotional Lessons	As part of our three-tiered intervention pyramid, all students, at Tier I, receive explicit instruction in social-emotional regulation strategies through the weekly Seminar. Also during Seminar, students participate in weekly restorative practice circles to express feelings, receive support, and build a positive community. In support of a healthy school culture, SMS faculty and staff use affirmative statements to reinforce desired behaviors and expectations and to set boundaries around non-desired behaviors.	Byron Durias, Principal; Michael Cush, Alisa Grace, and Berna Munoz, Assistant Principals; Megan Schwartz, Rachel Farrel, Lori Crumpton, Natasha James, and Elizabeth Kelsey, Instructional Coaches; Joe Darcy, Academic Intervention Specialist; All Teachers	Weekly	Y	Once a Week, on Wednesday	An increase in the the 5 Essential components of: Student-Teacher Trust Safety Supportive Environment Reduction in Out of School Suspensions for infractions labeled, aggression, unsafe act, and fighting. More students on the school snapshot survey indicating positively towards the school Improvement in teacher and student attendance

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	

Essential Instructional Priority 3 – Skills for Future Ready Graduates

Advanced Opportunities and Monitoring Action Plan

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?
AO support and monitoring All teachers monitor 10+ AO students and track their data bi-quarterly (progress, report card, c9A data, trends noticed) Coaches follow up with teachers if necessary Quarterly meetings with Mr. Durias re: AO data and tracking Referral to Tier II intervention if necessary	Byron Durias, Principal; Michael Cush, Alisa Grace, and Berna Munoz, Assistant Principals; All Teachers	Quarterly	Y	Quarterly	AO data tracking sheets

Increasing the Number of Digital Tools Earned Action Plan

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?
Teachers will prepare students for sitting for digital tool and industry cert exams.	Byron Durias, Principal, Berna Munoz, Assistant Principal, Jennifer Coursin, SAM Digital, Ms. Escalara, Mr. Springfield, Mr. Sarafan, Mr. Cohen, Ms. Taylor, Ms. Paris, and Mr. Broadway Teachers; Faith Whittingham, ePathways Facilitator	Ongoing	Y	Ongoing	Increase in the number of digital tools and industry certifications taken and passed
Teachers will track the number of students showing proficiency on the practice test before students sit for the exam. Students will take up to three opportunities to pass the exam.	Byron Durias, Principal, Berna Munoz, Assistant Principal, Jennifer Coursin, SAM Digital, Ms. Escalara, Mr. Springfield, Mr. Sarafan, Mr. Cohen, Ms. Taylor, Ms. Paris, and Mr. Broadway Teachers; Faith Whittingham, ePathways Facilitator	Quarterly	Y	As indicated by the CTE testing calendar	Increase in the number of digital tools and industry certifications taken and passed
CTE teachers will receive professional development to customize Geometrix practice to meet individual needs, based on practice test	Byron Durias, Principal, Berna Munoz, Assistant Principal, Jennifer Coursin, SAM Digital, Ms. Escalara, Mr. Springfield, Mr. Sarafan, Mr. Cohen, Ms. Taylor, Ms. Paris, and Mr. Broadway Teachers; Faith Whittingham, ePathways Facilitator	August 10, 2021	Y	BOY & MOY, as needed	Increase in the number of digital tools and industry certifications taken and passed

Increase the number of uCertify test taken aligned to standards taught.	Byron Durias, Principal, Berna Munoz, Assistant Principal, Jennifer Coursin, SAM Digital, Ms. Escalara, Mr. Springfield, Mr. Sarafan, Mr. Cohen, Ms. Taylor, Ms. Paris, and Mr. Broadway Teachers; Faith Whittingham, ePathways Facilitator	Ongoing	N	Throughout the year	Increase in the number of digital tools and industry certifications taken and passed
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Every Student Succeeds Act Instructional Priorities

The Every Student Succeeds Act (ESSA) was enacted by the US Department of Education in 2015 requiring each state to have a plan for ensuring the achievement of all students. ESSA requires the calculation of Federal Percent of Points Index (FPPI) that measures academic achievement of student subgroups. Florida's FPPI includes student achievement data associated with the Florida Accountability school grade components and English Language Proficiency progress as measured by the ACCESS for English Language Learners 2.0 assessment.

Schools with subgroups scoring below 42% of the points possible on the FPPI, must develop targeted support plans to accelerate learning for students in these subgroups.

See data points in [Quality Instruction for the subgroups listed below](#).

School has a subgroup scoring below 42% on the FPPI

Yes

Finding(s):

Students with disabilities

Action Plan

1st Finding

Students with disabilities

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?
ESE Support Facilitators will work together with core content and reading teachers to ensure students are provided opportunities to engage in instruction at the appropriate rigor of grade-level standards	Alisa Grace, Assistant Principal; ESE, Reading and Core Content Teachers	Bi-Weekly	N	Daily	Lesson Plans
Tier 2 Intervention	All Instructional Staff	Weekly	Yes	Students are either pulled based on specific need in ELA and Math and are supported in their individual classrooms weekly during Tier 2 time.	Tier 2 ELA and Math logs

How will your school's culture and environment be monitored through the lens of behavior or discipline data?

Based on the data from Safe Schools for Alex, Sanford Middle School has seen an increase in student suspensions since 2014. While suspension rates dropped from 2018 to 2019, our overall trend over the past 6 years in the data presented by Safe Schools for Alex has been an increase in out of school suspensions. The increased use of Restorative Practices as apart of our student behavior practices should positively impact our suspension rates as a school. With a focus on accountability, fair process, and providing students opportunities to right their own wrongs, Sanford Middle expects to see our suspensions rates to decline as we move away from standard punitive discipline to a more holistic process.

Essential Instructional Priorities

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

The school has developed, and regularly monitors progress for, goals related to short- and long-term improvement efforts to implement and improve inclusive educational practices, as measured by the BPIE

Partially Almost

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

Partially Beginning

School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.

Not Yet

Action Plan

Indicator 1

The school has developed, and regularly monitors progress for, goals related to short- and long-term improvement efforts to implement and improve inclusive educational practices, as measured by the BPIE

Strategy/ Action Item 1	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?
During pre-plan, the Exceptional Student Education team at Sanford Middle School will provide professional develop to increase the number of SWDs being serviced in the general education setting.	Byron Durias, Principal; Alisa Grace, Assistant Principal; Megan Schwartz, Rachel Farrel, Lori Crumpton, Natasha James, and Elizabeth Kelsey, Instructional Coaches; Joe Darcy, Academic Intervention Specialist; All Teachers	August 14, 2021	Y	BOY	Teacher learning logs, observation data, MTSS data, IEPs, 504s

Communicate, clearly and consistently, that all school personnel share the responsibility for all students in our building and that we consider SWDs general education students first and that SWDs are not the sole responsibility of special education teachers during academic and non-academic school activities	Byron Durias, Principal; Alisa Grace, Assistant Principal; Megan Schwartz, Rachel Farrel, Lori Crumpton, Natasha James, and Elizabeth Kelsey, Instructional Coaches; Joe Darcy, Academic Intervention Specialist; All Teachers	Ongoing	Y	Ongoing, Monthly, Quarterly	Professional Development, meeting agendas, staff newsletters, teacher data chats with the Principal and Assistant Principals
Provide data, reports, and analysis	Byron Durias, Principal; Alisa Grace, Assistant Principal; Jennifer Baker, Susan Cline, Sandra Maldonado-Ross, Kate Corwin, Kenyatta Tyrell, Susan Cline, Erika Munoz-Karoul, ESE Teachers; Joe Darcy, Academic Intervention Teacher	Ongoing	N	Quarterly	Meetings with Mr. Durias and Mrs. Grace, reports of visits to classrooms, data of monitoring students in the general education setting.

Indicator 2

School administrators communicate expectations for all school personnel to share responsibility for all 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?
Communicate, clearly and consistently, that all school personnel share the responsibility for all students in our building and that we consider SWDs general education students first and that SWDs are not the sole responsibility of special education teachers during academic and non-academic school activities	Byron Durias, Principal; Alisa Grace, Assistant Principal; Megan Schwartz, Rachel Farrel, Lori Crumpton, Natasha James, and Elizabeth Kelsey, Instructional Coaches; Joe Darcy, Academic Intervention Specialist; All Teachers	Ongoing	Y	Ongoing, Monthly, Quarterly	Professional Development, meeting agendas, staff newsletters, teacher data chats with the Principal and Assistant Principals
Administer a staff survey to determine the beliefs and attitudes towards inclusive practices	Byron Durias, Principal; Alisa Grace, Assistant Principal; Megan Schwartz, Rachel Farrel, Lori Crumpton, Natasha James, and Elizabeth Kelsey, Instructional Coaches; Joe Darcy, Academic Intervention Specialist; All Teachers	BOY and EOY	Y	Semester one and two	Survey data results

Indicator 3

School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.

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?
Provide all school personnel with ongoing information and resources on person first language.	Byron Durias, Principal; Alisa Grace, Assistant Principal; Megan Schwartz, Rachel Farrel, Lori Crumpton, Natasha James, and Elizabeth Kelsey, Instructional Coaches; Joe Darcy, Academic Intervention Specialist; All Teachers	Ongoing	Y	Monthly, Quarterly	Staff and community newsletters, shared articles and resources/publications, professional development
Provide guidelines on the use of person first language in all written, electronic, and verbal communication	Byron Durias, Principal; Alisa Grace, Assistant Principal; Megan Schwartz, Rachel Farrel, Lori Crumpton, Natasha James, and Elizabeth Kelsey, Instructional Coaches; Joe Darcy, Academic Intervention Specialist; All Teachers	Ongoing	N	Ongoing	Staff and community newsletters, resources, admin and leadership agendas, meeting notes

Professional Development Plan

PD Activity	SIP Priority	Date or Schedule	Impact on improved instruction and use of assessment data	PD Participants	# Anticipated Participants	Position(s) Responsible
Warrior University - Teachers will engage in micro-learning opportunities via ecampus created by our instructional support team. Learning opportunities will be based on patterns gathered from classroom observations and in collaboration with faculty.	#1 - Quality Instruction	Weekly; Wednesday SIP time	Learning opportunities will be on demand and provide teachers with self paced lessons to support specific needs identified on quarterly exams and classroom formative assessment data.	School Wide	80	Byron Durias, Principal; Berna Munoz, Assistant Principal; Elizabeth Kelsey, Natasha James, Megan Schwartz, Lori Crumpton, Rachel Farrell, Instructional Coaches
Tier 2 Instructional Support Training	#1 - Quality Instruction	9/8/21	Discuss school wide systems and strategies to support student achievement and teacher expectations associated with school-side systems and strategies that support student achievement	All instructional staff	80	Byron Durias, Principal; Berna Munoz, Assistant Principal; Elizabeth Kelsey, Natasha James, Megan Schwartz, Lori Crumpton, Rachel Farrell, Instructional Coaches
Bell to Bell Instruction	#1 - Quality Instruction	8/20/21	Providing instructional strategies to insure instruction continues for all students regardless of individual pacing. Providing additional opportunities for students who finish before the end class.	All instruction staff	80	Byron Durias, Principal; Berna Munoz, Assistant Principal; Elizabeth Kelsey, Natasha James, Megan Schwartz, Lori Crumpton, Rachel Farrell, Instructional Coaches

Instructional Model Refresher	#1 Quality	8/20/21	Overview of SCPS instructional model focused on student learning rather than teaching.	All Instructional Staff	80	Byron Durias, Principal; Berna Munoz, Assistant Principal; Elizabeth Kelsey, Natasha James, Megan Schwartz, Lori Crumpton, Rachel Farrell, Instructional Coaches
Instructional Coaching Model Support	#1 Quality Instruction	Weekly	Instructional Coaches provide individualized coaching for staff on campus to support high quality instruction	Individual Teachers	15-20	Berna Munoz, Instructional Coaches
Restorative Practices	#2 Conditions for Learning	7/28-29	Provide instructional support on restorative practices focusing on restorative circles, fair process, student voice and other practices to support stronger relationships and voice on campus.	All instructional Staff	80	Byron Durias, Principal; Berna Munoz, Assistant Principal; Elizabeth Kelsey, Natasha James, Megan Schwartz, Lori Crumpton, Rachel Farrell, Instructional Coaches
Teaching Strategies and Advocate for Your Students	#2 Conditions for Learning	9/8/21	Suggestions and tips on how to be the best advocate for your students to address student needs.	All Instructional Staff	80	Byron Durias, Principal; Berna Munoz, Assistant Principal; Elizabeth Kelsey, Natasha James, Megan Schwartz, Lori Crumpton, Rachel Farrell, Instructional Coaches

Epathways Professional Development	#3 Skills for Future Ready Graduates	Monthly	Support for iSeries teachers to promote instructional excellence through effective modeling and organized practice, deliberate differentiation, and purposeful student collaboration.	iSeries teachers	4	Berna Munoz, Epathways district coach
Tier 2 Intervention - DreamBox Learning	1, 2, 3	9/14 - 9/16	PD focused on supporting math intervention in all math classes	Math Department	12	Department of Teaching & Learning
Planning Tools for Student Success with Dr. Gooch	1,2	TBD		School-wide	100	Byron Durias, Principal
Identifying High Yield Instructional Strategies with Dr. Gooch	1,2,3	TBD		School-wide	100	Byron Durias, Principal
Professional Learning Communities (PLCs)	1,2	At least monthly	Continuous Improvement, Collaborative Planning	Content Area Teams	15 -20	Byron Durias, Principal; Michael Cush, Alisa Grace, Berna Munoz, Assistant Principals; Natasha James, Jen Coursin, Elizabeth Kelsey, Lori Crumpton, Megan Schwartz, Rachel Farrell Coaches; Curriculum Leaders

Community of Learners (COLs)	1,2	At least weekly	Continuous Improvement, Collaborative Planning	Grade-level, content teacher teams	5 -7	Byron Durias, Principal; Michael Cush, Alisa Grace, Berna Munoz, Assistant Principals; Natasha James, Jen Coursin, Elizabeth Kelsey, Lori Crumpton, Megan Schwartz, Rachel Farrell Coaches; Curriculum Leaders
Teacher-Led Professional Development aligned to the following PD focus areas: Instructional Practice, STEM Integration, Equity & Social Justice, Technology in the Classroom, Wellness & Self-care, and Best Practices	1,2	Twice a month, beginning the second nine-weeks	Leadership development, shared accountability for adult learning	School-wide	100	Byron Durias, Principal; Michael Cush, Alisa Grace, Berna Munoz, Assistant Principals; Natasha James, Jen Coursin, Elizabeth Kelsey, Lori Crumpton, Megan Schwartz, Rachel Farrell Coaches; Curriculum Leaders
PLCs: Laying the Ground Work for Effective Intervention—Identify Essential Outcomes for All Students	1, 2	September 2021	Teachers will understand the Tier II process and how it will impact student learning and achievement by providing designated times and spaces to continue unfinished learning based in essential standards	School-wide	100	Byron Durias, Principal; Michael Cush, Alisa Grace, Berna Munoz, Assistant Principals; Natasha James, Jen Coursin, Elizabeth Kelsey, Lori Crumpton, Megan Schwartz, Rachel Farrell Coaches; Curriculum Leaders

EdInsight as a tool to support our collective responsibility of monitoring and supporting target groups--HL1, HL2, & LL3	1,2	During COL/PLC	A presentation outlining how to pull High L1, L2, and Low L3 student data in every teacher's 2nd period class so they can effectively track and monitor their student progress	School-wide	100	Byron Durias, Principal, Liz Kelsey, Digital Learning Leader, Eric Basilo, Alisa Grace, Sonia Hwang-Penson, Assistant Principals; Jaime Barnes, Lori Crumpton, Erica Sowpel, Rachel Farrell, Coaches
Create Common Pacing Guides & Curriculum Maps Each Teacher will follow	1,2	Quarterly	Allow teachers to understand pacing guides, curriculum maps, and their importance in the planning process to ensure essential standards are covered to fidelity	COL, PLCs	100	Byron Durias, Principal; Michael Cush, Alisa Grace, Berna Munoz, Assistant Principals; Natasha James, Jen Coursin, Elizabeth Kelsey, Lori Crumpton, Megan Schwartz, Rachel Farrell Coaches; Curriculum Leaders
SIP Quarterly Strategic Planning PLC	1,2	Quarterly	Data from the C9As will be disaggregated by curriculum leaders and presented to the staff to promote collective responsibility, examine trends, identify areas of improvement, and determine next steps. CLs will present their grade level data	School-wide	100	Byron Durias, Principal; Michael Cush, Alisa Grace, Berna Munoz, Assistant Principals; Natasha James, Jen Coursin, Elizabeth Kelsey, Lori Crumpton, Megan Schwartz, Rachel Farrell Coaches; Curriculum Leaders

Social Justice Teaching 101; Equity; Culturally Relevant Pedagogy; and Racial Equity	1, 2	TBD	<ul style="list-style-type: none"> • To create and sustain classroom and school environments that honor diversity, equity and justice; • Speak up—and teach students to speak up—against bias and injustice; • Build a collaborative and respectful learning community with a diverse group of learners and educators. 	School-wide	40 -80	Byron Durias, Principal
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