

# *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](http://www.scps.k12.fl.us)

## **South Seminole Academy Middle School**

**School Improvement Plan 2021-2022**

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## Purpose and Outline of the SIP

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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.

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## School Information

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### **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.

### **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.**

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, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.**

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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.

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## Supportive Environment

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**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)**

South Seminole Academy will be using the HERO system to award students positive behavior "STORM Bucks". These are tracked virtually through student accounts, and work in collaboration with PBS Financial. Students are awarded these bucks from staff, teachers, and administrators. Students can access their accounts, and cash in their points at the PBS store on "Win-Win Wednesday" weekly. Also there are quarterly events that students attend with treats and music for those who have achieved a certain level "STORM Bucks" and "Positive Referrals". Positive Referrals are also awarded and tracked through the HERO system virtually. Students can utilize their "STORM Bucks" for athletic event entrance fees, school events like the Fall Festival, and dances instead of actual money.

**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.**

South Seminole Academy has a list of stakeholders throughout our community that assist us in promoting a positive culture and environment. Parent/Teacher/Student groups such as our PTSA provide support to teachers and students with mini grants to enrich the classroom experience, and promote a positive environment through events and social media platforms. Our SAC provides funding support for our families in need with food, clothing, and school wide initiatives. New Horizons and Children's Home Society provide mental health counseling to students and their families. Peers as Partners in Learning (Fdlrs) provides a program that we utilize with our "Pit Crew" students that support our students with special needs. Partnerships with the Casselberry Police Department allow for community outreach through food drives, bike helmets, and mentoring. South Seminole Academy also works with the Special Olympics of Florida, Inc. as a Unified Champion School to provide students with special needs the opportunity to compete in Track and Field events. In a partnership with the City of Casselberry, Seminole County Government, and our teacher sponsors provide our Girls in Government to expose young female students to mentors serving our community. More support to our students is provided with our Young Men and Women of Distinction, BETA, and Junior National Honor Society programs led by teachers and community leaders leading to a more positive environment and culture. We also work with other community partners: Addition Financial, Planet Smoothie, Six Flags Nursery, Church Together, Rollins College, Junior Achievement, Dragon Financial Services, Edwards Financial, Jeremiah's Italian Ice, Casselberry Community Forum, Casselberry Chamber of Commerce

**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 (FIN 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 Monday morning Leadership time from 9/27 though 1/14 this school year. Students are required to view the lessons and complete an exit slip submitted to their first period teacher.

**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.

**List the members of the leadership team.**

<b>Name</b>	<b>Title</b>	<b>Email</b>	<b>Responsibilities</b>
Mia Coleman	Principal	<a href="mailto:mia_coleman@scps.k12.fl.us">mia_coleman@scps.k12.fl.us</a>	SAC / Community Relations School Budget/ FLEX funds Staffing / Personnel Standards Based Initiatives, CIT /Deans/APs/Gd. Co
Jason McDonald	Asst. Principal	<a href="mailto:jason_mcdonald@scps.k12.fl.us">jason_mcdonald@scps.k12.fl.us</a>	Science Social Studies Foreign Language: World Languages, Spanish Electives: Legal Studies, iSeries AIP/PBS/ CSM Backup
Christopher Mertz	Asst. Principal	<a href="mailto:mertzcd@scps.k12.fl.us">mertzcd@scps.k12.fl.us</a>	Math ESE ESE Paraprofessionals Numeracy Electives: Band, Chorus, Dance, PE HERO System Liaison Title IX Coordinator Testing Coordinator SEL Lead AP
Clifphene Reid	Assistant Principal/Designee	<a href="mailto:clifphene_reid@scps.k12.fl.us">clifphene_reid@scps.k12.fl.us</a>	Reading Leadership: L4L, EL, LS, JROTC Electives: Art, TV Production, Robotics Magnet Facilitation Liaison PTA/ Business Partners/Dividends Community Relations: Rotary/Forum LEAD21 Newsletter Team DPP Lead AP
Rafael Fernandez	Dean	<a href="mailto:rafael_fernandez@scps.k12.fl.us">rafael_fernandez@scps.k12.fl.us</a>	Discipline 7th 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 Field Trips Special Olympics Initiative- Coordinator Facilites and Maintenance Sonitrol End of Year Procedures Master Calendar
Amber Pearson	Dean	<a href="mailto:amber_pearson@scps.k12.fl.us">amber_pearson@scps.k12.fl.us</a>	Discipline 8th Grade Discipline-Bullying accusations SS Instructional Coach Young Women of Distinction Liaison Schedule Pick-Up Student and Staff Recognition EOY Awards Program Wellness Champion Summer School /Transition Intern Coordination Academic Intervention Program Grade Recovery Initiative Leadership Academies / Student Activities Girls in Government Coordinator

Janice Maffuz

SAM

[janice\\_maffuz@scps.k12.fl.us](mailto:janice_maffuz@scps.k12.fl.us)

Discipline 6th Grade Discipline-Bullying accusations  
Lead-CSM Health Services & Clinic Dividends/Raptor  
Sign in Title 1 Facilitator/Family Engagement/Parent  
Academy Faculty Handbook Non-ESE Paraprofessional  
Schedule & Supervision School Safety Guard/Integrated  
Technician KidZone contact Fundraisers/Lifetouch  
Pictures Substitutes Lead21 Newsletter Team Event Set-  
up MTSS C9A only Test Administrator A Gift for  
Teaching Contact

**List the members of the literacy leadership team.**

<b>Name</b>	<b>Title</b>	<b>Email</b>	<b>Responsibilities</b>
Clifphene Reid	Assistant Principal	<a href="mailto:clifphene_reid@scps.k12.fl.us">clifphene_reid@scps.k12.fl.us</a>	Create and monitor school-wide literacy initiatives/activities as well as classroom implementation of literacy strategies.
Kelly Metzler	Instructional Coach	<a href="mailto:kelly_metzler@scps.k12.fl.us">kelly_metzler@scps.k12.fl.us</a>	Create and implement school-wide literacy initiatives/activities as well as assist teachers with classroom implementation of literacy strategies.



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## Public and Collaborative Teaching

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### **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. 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.

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## Student Transition and Readiness

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### 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/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

<b>Math</b>		
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	

<b>Science</b>		
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	

<b>Middle School Acceleration</b>		
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	

<b>Common Assessments</b>			
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?
Student tracking and monitoring performance on standards through common formative assessments. ESE students will have data chats with their teachers and the support facilitator.	Students, teachers, ESE facilitators	Weekly	Y	Weekly	Leadership Notebook, Student access Skills aligned gradebook
Student tracking and monitoring performance on standards through the district created C9A. ESE students will have data chats with their teachers and the support facilitator.	Students, teachers, ESE facilitators	Quarterly	Y	Quarterly	Leadership Notebook, Student access Skills aligned gradebook
Student tracking progress on the learning goal utilizing the scale and benchmark assessments. ESE students will be supported in using the scale to set goals.	Students	Per Goal	Y	Daily	Student Interactive Notebook

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	Leadership Notebook, Student Classroom access Skills aligned gradebook m
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
Data chats after progress monitoring assessments. ESE students will discuss their data with their teacher and/or case manager	Student, Teacher, Adam Kiefer and Kelly Metzler (Instructional Coaches), ESE case managers	Semester	N	Semester	Classroom data chats days led by students with appropriate school personnel
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, Adam Kiefer and Kelly Metzler (Instructional Coaches)	Semester 2	N	Semester 2	Student led conference night data chats are held in leadership hall/gym



## 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?
Students who are in the lowest quartile will be identified and tracked through shared spreadsheets and EdInsight groups. ESE students will be tracked separately to monitor their performance on progress monitoring assessments.	Teachers Students Adam Kiefer (Instructional Coach) Kelly Metzer (Literacy Coach) Clifphene Reid (AP) Jason McDonald (AP) Christopher Mertz (AP) Mia Coleman (Principal)	September	N	September	Teachers and instructional coaches will utilize data tracking in a shared spreadsheet as evidence.
Students will track their mastery of standards through common formative assessments developed by PLCs. ESE students will receive additional support from the classroom teacher and/or their case managers in tracking their data	Teachers Case Managers Adam Kiefer (Instructional Coach) Kelly Metzer (Literacy Coach) Clifphene Reid (AP) Jason McDonald (AP) Christopher Mertz (AP) Mia Coleman (Principal)	Weekly	N	Weekly	Teachers will utilize student's Leadership Notebook, Skills Aligned Gradebook, and performance from PLC Common Formative Assessments as evidence to monitor this strategy.
i-Ready Minutes and lessons passed will be tracked on a weekly basis. Students should pass their lessons with 75% or more on an individual lesson and engage for at least 45 minutes per week on iReady. ESE students will be tracked separately to monitor time and pass rate on iReady.	Teachers Case Managers Adam Kiefer (Instructional Coach) Kelly Metzer (Literacy Coach) Clifphene Reid (AP) Jason McDonald (AP) Christopher Mertz (AP) Mia Coleman (Principal)	Weekly	Y	Weekly	Evidence will take the form of teacher observations of students, students tracking their own data, and reports generated on iReady.

Formative assessments will be utilized to guide instruction based on the following data: Common Nine Week's Assessment, iReady, USA Test Prep, and Write Score. ESE students will be monitored by facilitator and case manager for progress on goals. .

Teachers Case Managers  
Adam Kiefer  
(Instructional Coach)  
Kelly Metzger (Literacy Coach)  
Clifphene Reid  
(AP) Jason McDonald  
(AP) Christopher Mertz  
(AP) Mia Coleman  
(Principal)

Quarterly

Y

Quarterly

Teachers and instructional coaches will utilize the Leadership Notebooks, feedback from iReady, Write Score, and USA TestPrep, and Skills Aligned Gradebook data to monitor this strategy

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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 Case Managers  
Adam Kiefer  
(Instructional Coach)  
Kelly Metzger (Literacy Coach)  
Clifphene Reid  
(AP) Jason McDonald  
(AP) Christopher Mertz  
(AP) Mia Coleman  
(Principal)

Monthly

Y

Daily

Students will utilize classroom data tracking tools to track and monitor their progress as it relates to goals that were previously set.

## 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?
Students performance on quarterly Common Nine Week Exams (C9As) will be analyzed to identify deficient standards.. Students not making adequate progress will be identified and placed for specific interventions to close gaps.	Luci Coker (Magnet Facilitator) Adam Kiefer (Instructional Coach) Kelly Metzger (Literacy Coach) Amber Pearson (Dean/Instructional Coach) Rafael Fernandez (Dean) Janice Maffuz (SAM) Clifphene Reid (AP) Jason McDonald (AP) Christopher Mertz (AP) Mia Coleman (Principal)	Quarterly	Y	Quarterly	Data tracking spreadsheets, CTS reports, student intervention plan.
C9A data will be monitored to track students progress toward proficiency as indicated by the Executive Summary Reports. Students not making adequate progress will be identified and placed for specific interventions to close gaps.	Luci Coker (Magnet Facilitator) Adam Kiefer (Instructional Coach) Kelly Metzger (Literacy Coach) Amber Pearson (Dean/Instructional Coach) Rafael Fernandez (Dean) Janice Maffuz (SAM) Clifphene Reid (AP) Jason McDonald (AP) Christopher Mertz (AP) Mia Coleman (Principal)	Weekly	Y	Weekly	Data tracking sheets in Leadership Notebook, Interactive Student Notebook, Leadership Notebook (Digital), student intervention plan.

<p>Student tracking mastery of standards through common formative assessments. ESE students will receive small group accommodations, push in Math/ELA classes by ESE teacher, Tier 2 interventions with support facilitator, printed notes, extended time, preferential seating, and/or testing accommodations as noted on IEP.</p>	<p>Luci Coker (Magnet Facilitator) ESE Facilitators Adam Kiefer (Instructional Coach) Kelly Metzger (Literacy Coach) Amber Pearson (Dean/Instructional Coach) Rafael Fernandez (Dean) Janice Maffuz (SAM) Clifphene Reid (AP) Jason McDonald (AP) Christopher Mertz (AP) Mia Coleman (Principal)</p>	<p>Quarterly</p>	<p>Y</p>	<p>Quarterly</p>	<p>Data tracking in Leadership Notebook, Interactive Student Notebook</p>
<p>Underperforming students from accountability groups will be targeted for specific intervention plans based on C9A data through after school tutorial and Boost Camp funds. iReady instruction delivered via blending learning model to engage and provide students opportunity to work independently, collaboratively with peers and one-one with teachers. Formative Assessment data will be analyzed for standard by standard interventions prior to the C9A.</p>	<p>Luci Coker (Magnet Facilitator) Adam Kiefer (Instructional Coach) Kelly Metzger (Literacy Coach) Amber Pearson (Dean/Instructional Coach) Rafael Fernandez (Dean) Janice Maffuz (SAM) Clifphene Reid (AP) Jason McDonald (AP) Christopher Mertz (AP) Mia Coleman (Principal)</p>	<p>Weekly</p>	<p>Y</p>	<p>Weekly</p>	<p>Elevate Intervention time, Pull-Out, After school tutorial</p>

Leadership Team will mentor HL1, HL2, and L3 students on delayed assignment in Reading and Math.

Luci Coker (Magnet Facilitator) Adam Kiefer (Instructional Coach) Kelly Metzger (Literacy Coach) Amber Pearson (Dean/Instructional Coach) Rafael Fernandez (Dean) Janice Maffuz (SAM) Clifphene Reid (AP) Jason McDonald (AP) Christopher Mertz (AP) Mia Coleman (Principal) Luci Coker (Magnet Facilitator) Adam Kiefer (Instructional Coach) Kelly Metzger (Literacy Coach) Amber Pearson (Dean/Instructional Coach) Rafael Fernandez (Dean) Janice Maffuz (SAM) Clifphene Reid (AP) Jason McDonald (AP) Christopher Mertz (AP) Mia Coleman (Principal)

Biweekly

Y

Biweekly

CNN10 mentoring utilizing point sheets to monitor student progress

Blended learning models will be implemented to enhance rigor within content with appropriate target/task alignment. ESE students 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 (Magnet Facilitator) Adam Kiefer (Instructional Coach) Kelly Metzger (Literacy Coach) Amber Pearson (Dean/Instructional Coach) Rafael Fernandez (Dean) Janice Maffuz (SAM) Clifphene Reid (AP) Jason McDonald (AP) Christopher Mertz (AP) Mia Coleman (Principal)

Biweekly

Y

Biweekly

Elevate intervention time, pull-out, after school tutorial

### 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?
Students performance on quarterly Common Nine Week Exams (C9As) will be analyzed to identify deficient standards. Students not making adequate progress will be identified and placed for specific interventions to close gaps.	Luci Coker (Magnet Facilitator) Adam Kiefer (Instructional Coach) Kelly Metzger (Literacy Coach) Amber Pearson (Dean/Instructional Coach) Rafael Fernandez (Dean) Janice Maffuz (SAM) Clifphene Reid (AP) Jason McDonald (AP) Christopher Mertz (AP) Mia Coleman (Principal) ESE Staffing Specialist	Quarterly	Y	Quarterly	Data tracking charts, CTS reports
C9A data will be monitored to track students progress toward proficiency as indicated by the Executive Summary Reports. Students not making adequate progress will be identified and placed for specific interventions to close gaps.	Luci Coker (Magnet Facilitator) Adam Kiefer (Instructional Coach) Kelly Metzger (Literacy Coach) Amber Pearson (Dean/Instructional Coach) Rafael Fernandez (Dean) Janice Maffuz (SAM) Clifphene Reid (AP) Jason McDonald (AP) Christopher Mertz (AP) Mia Coleman (Principal)	Weekly	Y	Weekly	Data tracking sheets in Leadership Notebook, Interactive Student Notebook, Leadership Notebook (Digital), student intervention plan.

<p>Student tracking mastery of standards through common formative assessments. ESE students will receive small group accommodations, push in Math/ELA classes by ESE teacher, Tier 2 interventions with support facilitator, printed notes, extended time, preferential seating, and/or testing accommodations as noted on IEP.</p>	<p>Luci Coker (Magnet Facilitator) Adam Kiefer (Instructional Coach) Kelly Metzger (Literacy Coach) Amber Pearson (Dean/Instructional Coach) Rafael Fernandez (Dean) Janice Maffuz (SAM) Clifphene Reid (AP) Jason McDonald (AP) Christopher Mertz (AP) Mia Coleman (Principal)</p>	<p>Quarterly</p>	<p>Y</p>	<p>Quarterly</p>	<p>Data tracking in Leadership Notebook, Interactive Student Notebook.</p>
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<p>Leadership Team will mentor HL1, HL2, and L3 students on delayed assignment in Reading and Math.</p>	<p>Luci Coker (Magnet Facilitator) Adam Kiefer (Instructional Coach) Kelly Metzger (Literacy Coach) Amber Pearson (Dean/Instructional Coach) Rafael Fernandez (Dean) Janice Maffuz (SAM) Clifphene Reid (AP) Jason McDonald (AP) Christopher Mertz (AP) Mia Coleman (Principal)</p>	<p>Weekly</p>	<p>Y</p>	<p>Biweekly</p>	<p>CNN10 Intervention time, after-school tutorial</p>
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Underperforming students from accountability groups will be targeted for specific intervention plans based on C9A data through after school tutorial and Boost Camp funds. iReady instruction delivered via blending learning model to engage and provide students opportunity to work independently, collaboratively with peers and one-one with teachers. Formative Assessment data will be analyzed for standard by standard interventions prior to the C9A.

Luci Coker (Magnet Facilitator) ESE teachers  
Adam Kiefer  
(Instructional Coach)  
Kelly Metzger (Literacy Coach) Amber Pearson  
(Dean/Instructional Coach) Rafael  
Fernandez (Dean) Janice  
Maffuz (SAM)  
Clifphene Reid (AP)  
Jason McDonald (AP)  
Christopher Mertz (AP)  
Mia Coleman (Principal)

Weekly

Y

Weekly

Elevate intervention time, pull-out, after-school tutorial

## 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?
<p>After school tutorial for Semester 1 will focus on essential standards needed for student success. Students will be able to participate in ELA and/or Math tutorials for 6 hour long sessions. Additionally, inhouse boost camps will be offered to focus on targeted areas of need. Parents of ESE students who performed at a Low Level 3 or below will be contacted by school personnel inviting them to our after school tutorial.</p>	<p>Adam Kiefer Kelly Metzler</p>	<p>Semester 1</p>	<p>N</p>	<p>Tutorials will take place on 9/28, 10/19, 10/26, 11/2, 11/9, and 11/16.</p>	<p>Students will complete a pre and post assessment using USA TestPrep at the start and conclusion of the Semester 1 program. Common nine week assessments and skills-aligned gradebook data will also be utilized as evidence to reflect monitoring of this strategy.</p>
<p>After school tutorial for Semester 2 will focus on essential standards needed for student success. Students will be able to participate in ELA and/or Math tutorials for 6 hour long sessions. Additionally, inhouse boost camps will be offered to focus on targeted areas of need. Parents of ESE students who performed at a Low Level 3 or below will be contacted by school personnel inviting them to our after school tutorial.</p>	<p>Adam Kiefer Kelly Metzler</p>	<p>Semester 2</p>	<p>N</p>	<p>Tutorials will take place on 1/25, 2/1, 2/8, 2/15, 2/22, 3/1..</p>	<p>Students will complete a pre and post assessment using USA TestPrep at the start and conclusion of the Semester 2 program. Common nine week assessments and skills-aligned gradebook data will also be utilized as evidence to reflect monitoring of this strategy.</p>

## 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?
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, Janice Maffuz	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
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, Janice Maffuz	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.

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, Janice Maffuz

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

## Safety Survey Action Plan

<b>Topic Item</b>	<b>Strategy/ Action</b>	<b>Person(s) Responsible</b>	<b>Deliverable Due Date</b>	<b>PD (Y/N)</b>	<b>When will this action take place?</b>	<b>What evidence will there be to reflect monitoring for this strategy?</b>
Securing Perimeter	Additional Fencing and Gates	Jannice Maffuz, Rafael Fernandez	August 2021	N	August 2021 - May 2022	Monitor one point entry
Supervision of Campus	Consistent and Deliberate security sweeps by School Safety Guard and Leadership Staff	Rafael Fernandez	Aug-2021	N	August 2021 - May 2022	Reduction of incidents in common areas

## 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?
<p>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.</p>	<p>Rafael Fernandez, Amber Pearson</p>	<p>August 2021, January 2022</p>	<p>Y</p>	<p>At the start of each semester, and monthly throughout the year</p>	<p>Efficient responses by students during training drills to the specific situations as reflected on the logs and after action reports</p>
<p>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.</p>	<p>Rafael Fernandez</p>	<p>August 2021 - May 2022</p>	<p>N</p>	<p>Throughout the school year</p>	<p>Efficient responses by students during training drills to the specific situations as reflected on the logs and after action reports</p>

## 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?
Parent Newsletter provided to family/guardians each week.	Reid, Maffuz & Coker	May-22	N	Weekly	Archive of Newsletter URL link on school website
Events hosted by school to encourage family/guardian participation.	Janice Maffuz (SAM) & Clifphene Reid (AP)	May-22	N	Quarterly	Attendance Record
School and PTSA partner to implement initiatives and host events	Janice Maffuz (SAM) & Clifphene Reid (AP)	May-22	N	Monthly	PTSA Minutes
SSA staff and students attend and community events and host events for all stakeholders	Clifphene Reid (AP)	May-22	N	Quarterly	Attendance Record



## 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 21<sup>st</sup> 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 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)	10/2021, 1/2022, 3/2022 6/2022	Y	Quarterly	Completion of a quarterly AO D and F Grade Report Intervention Form.
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) Lisa Callovi (Counselor)	Weekly	Y	Weekly	Completion of a quarterly AO D and F Grade Report Intervention Form which details the intervention received.

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) Lisa  
Callovi (Counselor)

10/2021,  
1/2022, 3/2022  
6/2022

Y

Quarterly

A quarterly AO Grade Report will be completed to determine success of intervention.

## 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?
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.	Jason McDonald (AP) Clifphene Reid (AP) Kathleen Robinson (ePathways Facilitator) Michelle Orozco (ePathways TOA)	12/17/2021	Y	Quarterly	Implementation of the Multimedia Essentials and Word Processing certification curriculum and exam preparation being executed in these additional classes.
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.	Jason McDonald (AP) Clifphene Reid (AP) Adam Kiefer (Instructional Coach/Co- Testing Coordinator)	August 2021, January 2022	N	Per Semester	Creation of a digital tool/industry certification testing logistics schedule.
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.	Jason McDonald (AP), All iSeries teachers	10/2021, 1/2022, 3/2022 6/2022	Y	Quarterly	Individualized Digital Tools/Industry Certification Practice Exams.

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## Every Student Succeeds Act Instructional Priorities

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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**

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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 as the appropriate rigor of grade-level standards.	Christopher Mertz (AP), Reading and Core Teachers	Bi-Weekly	N	Daily	Lesson Plans

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

Based on the data from Safe School for Alex, South Seminole Academy has seen a decrease in out of school suspensions since 2014. These out of school suspension rates have fluctuated every year from 2014 to 2019. We are currently on a downward trend from 2018 to 2019 in suspensions. We are also below the statewide suspension rate per 100 students. With a focus on character lessons, mental health, counseling, identifying areas of need for students and families, and community support we expect to see a continuation of a reduction in out of school suspensions.

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## Essential Instructional Priorities

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### 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*

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Short-and long-term efforts to implement and improve inclusive educational practices, as measured by the BPIE, are included in the SIP.	Partially Almost
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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
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The SIP and subsequent reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.	Partially Beginning
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## Action Plan

### Indicator 1

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

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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?
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	22-Jan	Y	Once during first semester	The school leadership team will analyze shared data to monitor and evaluate progress toward
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	22-Apr	Y	Ongoing throughout the 2021-22 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.
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 2022	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.



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## 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.

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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?
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	Once during Quarter 1 and 4/1/2022	Y	Once during quarter 1 within each PLC	Teachers and/or other stakeholders will utilize and articulate the aforementioned expectations.
Administrators review staff schedules to ensure all personnel have opportunities to support students with and without disabilities.	Christopher Mertz	Aug-21	Y	At the start of the year or as needed if a need arises	Teachers will have an allocated time in their schedule to work with students. (ex. Tier 2 time, scheduling).
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-22	Y	At the start of the year for healthcare plans or as the needs arise	Teachers will have the information and utilize it. For Students that in a more self-contained settingsafety procedures as needed. (ex. PCM) have been provided to ensure safety needs are being met for all stakeholders.

### Indicator 3

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

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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?
The school administrator provides a report to school personnel throughout the year.	Christopher Mertz	Apr-22	N	First Quarter and as needed throughout the year	Teachers will receive information on inclusive practices being implemented at SSA.
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.	Christopher Mertz	Apr-22	N	Continuous until the end of the school year	Information will be shared with ESSS team and/or updated BPIE.
The school administrator provides a report to families as part of school informational meetings throughout the year. open house activities.	Leadership Team	Apr-22	Y	Informational meetings throughout the year	BPIE and/or shared PTSA, SAC, or ESE information from open house activities.

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## 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
Skills Aligned Gradebook and Formative Assessments	1	September 2021	Focus on standards and improving student learning	Teachers	70	APs, Coaches
I-Ready	1	S2	Increase achievement in Intensive Math and Reading	Intensive Reading and Math teachers, ELA and Math coaches	23	APs, Coaches
Collaboration and Productive Struggle	1	November 2021	Increase rigor and deepen understanding of content	Teachers	70	APs, Coaches
CFA Data Analysis and intervention referral	1	S2	Targeted intervention to improve student learning	Teachers	70	APs, Coaches
Amplify Middle School Mornings for Reading, ELA, Math, Science, and Social Studies Super 7 Instructional Strategies	1	Amplify: Ongoing Middle School Mornings for Reading, ELA, Math, Science, and Social Studies: Quaterly Super 7 Instructional Strategies: Monthly	Amplify: Improve literacy Middle School Mornings for Reading, ELA, Math, Science, and Social Studies: Expand teacher content knowledge and effective pedagogy Super 7 Instructional Strategies: Increase rigor in the classroom	Amplify: 5 Middle School Mornings for Reading, ELA, Math, Science, and Social Studies: Teachers Super 7 Instructional Strategies: Teachers	Amplify: 9 Middle School Mornings for Reading, ELA, Math, Science, and Social Studies: 70 Super 7 Instructional Strategies: 70	Amplify: AP's, Coaches Middle School Mornings for Reading, ELA, Math, Science, and Social Studies: District TOA Super 7 Instructional Strategies: AP's, Coaches

Mindfulness	2	October 2021	Improve conditions for learning	Teachers	70	District TOA
Implicit Bias	2	December 2021	Understand how biases affect teaching	Teachers	70	District TOA
Conditions for Learning	2	S2	Focus on Maslow's hierarchy of needs to improve student achievement	Teachers	70	AP's, Coaches
Skills for Future Ready Graduates	3	S2	Prepare students for life after secondary school	Teachers	70	District TOA
ELL Intervention and Support	1	Aug 21-May 22	Provide ELL students with ongoing interventions and support needed.	Teachers	70	Clifphene Ried (AP), Chloe Lee (ESOL Teacher), Lissbett Ramos (ESOL Teacher)
Pre-Plan ESE Refresh	1	Aug 2021	Refresh of all ESE items for the year	Schoolwide	70	Christoper Mertz/ Karen Morris
Educational Plans (Gifted) - PEER Training	1	September 2021	Quarterly Report Card for Gifted Students	Teachers with Gifted/ESE Students	70	Melissa Brown
ESE/IEP Updates and Training	3	September 2021-May 2022	IEP compliance, best practice instructional strategies, and Co-Teach Model	Teachers	70	Melissa Brown

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Collaboration Between ESE Teachers & General Education Teachers (ESE)	1	T2T On Demand - October 2021	Better communication between classroom teacher and ESE teachers to better support our ESE students	Teachers	70	Elizabeth Pocius
Communicating with Parents During IEP Meetings (ESE)	1	T2T On Demand - October 2021	Better communication parents of ESE students	Teachers	70	Elizabeth Pocius
Accomodations & Modifications for SWD 2021-2022- ESE	1	T2T On Demand - October 2021	Keep teachers better informed on changes for the school year	Teachers	70	Elizabeth Pocius

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