

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.



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Jackson Heights 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

Our mission is to provide personalized quality instruction and learning opportunities for individual student success.

Provide the school's vision statement

Our vision is to provide our students with quality instruction to prepare them for future success best.

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.

Jackson Heights reviewed the Snapshot survey by students, parents, and faculty to determine the strengths and the areas for continued improvement. The School Advisory Council (SAC) will be given an opportunity to provide feedback on the draft of the plan.

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.

Jackson Heights offers numerous opportunities for parents and families to attend activities on campus throughout the year. Before the school year began, Mrs. Mansur-Blythe (Principal) offered new students and families an inside look at our campus. Members of our Student Ambassador Club assisted in this task who toured the campus with our new Bobcats. This year, we were excited to open our doors to all students again for our annual Schedule Pick-Up event. To welcome our sixth-grade Bobcats, the Student Ambassador club members, alongside JHMS PTSA, sponsored a Welcome Back Social. Student Ambassadors greeted our sixth-grade students with popsicles and popcorn, handed out school maps, and answered questions about our Jackson Heights. Jackson Heights has continued with user-friendly and visually alike eCampus pages to help our students and families identify assignments and class information easily. As with last school year, Jackson Heights hosted a virtual Open House. Teachers recorded videos to introduce themselves, their curriculum, and their eCampus pages. Teachers then uploaded the videos to eCampus for families to view when best for them. These presentations will remain posted throughout the school year for all new students to view. This year, Jackson Heights is focusing on increasing the line of communication with families by posting more regularly on the web page and through social media - namely, Facebook. We have also created a newsletter, The Bobcat Bulletin, emailed to families quarterly through Skyward. The bulletin highlights important events and information for parents. To showcase the fine arts program offered at Jackson Heights, we invite families and the community to the choral, band, and drama performances either on campus or at a feeder high school. When necessary, our students perform outdoors. We invite parents, students, staff, and various community members to participate in our STEAM Night and ESOL Family Night. Some of Jackson Heights' former students return to assist with presentations and share their experiences at JHMS during our events. The School Safety Officer also presents Community Cyber Safety presentations to aid in keeping our parents and students informed of current cyber dangers. Mrs. Mansur-Blythe personally visits each feeder elementary school in the fall to promote Jackson Heights and the many options available to students at the school, including our STEAM and music programs. To assist our incoming sixth graders and their families with the transition into middle school, we coordinate field trips with the elementary feeder schools and host Incoming 6th Grade Open House, Gifted Night, and Band Night. This event provides an opportunity for families to tour our school to see the variety of courses, extracurricular activities, and clubs offered at Jackson Heights Middle School. Additionally, the principal attends monthly PTSA and SAC meetings where she reports on current school event students' progress, curriculum, and expectations. We convey our school vision and mission statements, upcoming events, and essential school information through the school website and Facebook page. Teachers and staff utilize Skyward and eCampus to inform parents of student progress and critical course information.

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)

Jackson Heights boasts a beautiful outdoor campus where continuous campus beautification is a top priority. The JHMS PTSA recently made purchases for additional plant areas and picnic tables for wheelchair access. PTSA also sponsors Spirit Days for students to enjoy music, popcorn, and other fun treats on some Fridays. The PTSA held a September Membership Drive month and rewarded student members for encouraging increasing membership. To increase school-wide morale, the PTSA frequently provides treats for the staff. Mrs. Mansur-Blythe, the Principal, has a group of students who are part of a School Focus Group for homeroom. The students discuss what is working well at school and areas of improvement. The group also walks the campus with our SRO to provide specifics from their viewpoint regarding school safety. Other school-related activities students can be involved in include School Ambassadors, committed to making current and new students feel welcome, Student Council, and Beta Club. JHMS has committed partnerships with Mathnasium, UCF Women's Basketball, and the Orlando Magic and Action Church, which frequently support our food pantry. We also have an essential partnership with the Oviedo Police Department who houses a School Resource Officer on our campus to show students that a positive relationship with our local police department is a top priority for our school environment. Jackson Heights has a group of teachers who meet with our Dean of Students to consider different ways to impact student experiences. Our PBIS team promotes the use of "Cat Tags" to reward students' good behavior. Students can then trade in their rewards for treats from the "Cat Tag Cart" or homework passes at the teachers' discretion.

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.

Jackson Heights Middle School boasts many stakeholders who significantly support our school community. New Horizons is a team of mental health professionals that connects with Jackson Heights students to offer their services. We have two counselors that see select students in group and individual settings based on an intake process. The Oviedo Police Department supports our school by stationing an officer on campus to show an alliance of safety between school and community. Officer Hau-Santiago monitors happenings in the area and helps our Dean of Students with some discipline situations. Our OPD Officer also connects with the students by being visible before and after school and at lunches. Jackson Heights is lucky to have a large PTSA comprised of parents and students. The PTSA focuses on campus beautification and recently bought several larger planter pots to spruce up the entrance walkway of the school. They also purchased several wheel-chair accessible tables specifically for our students with disabilities. The PTSA also organizes spirit days for students with music, a photo-op scene, and popcorn. They also frequently focus on staff morale by providing special treats throughout the year. The PTSA communicates with families through the PTSA Happenings newsletter, which informs families of upcoming events and offers school-related suggestions. Jackson Heights also has a SAC committee comprised of parents, staff, and a student. The SAC committee listens to the happenings of the school and financially supports our tutorial program. The Orlando Magic frequently contributes to our food pantry by donating not only food but also clothing items. Action Church, a community supporter, also donates food regularly to our food pantry and supports campus beautification. Mathnasium is a local math tutorial business partnered with Jackson Heights and attended many of our family/community events. Jackson Heights also has a Student Ambassadors club run by an instructional staff member. Two students created the club to help foster a welcoming environment for all by giving school tours, volunteering at events, and organizing opportunities to get involved with welcoming new students. One of JHMS's para-professionals has also started a Student Council program to learn more about community service and how to communicate with others diplomatically regarding different concerns.

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.

Jackson Heights Middle School understands the importance of cultivating an environment where we meet the social-emotional needs of students. At the start of the 2021-2022 school year, staff prioritized promoting safety and well-being. In an Instructional Expectations session during preplanning, Mrs. Mansur-Blythe and our Instructional Coach, Mrs. Laura McKown, spoke specifically about the following: Feeling invited, feeling safe, experiencing happiness and joy when learning, introducing those in need to our counseling professionals, and a sense of confidence. Teachers promote the discussion of mental health and SEL during homeroom with district-made lessons through Nearpod. Each week students will review lessons with their homeroom teacher. Jackson Heights has a Student Services building dedicated to the well-being of our students where our school guidance counselors, dean, and school resource officer can assess their needs. We have also partnered with the local community to acquire full-time licensed mental health counselors through New Horizons to provide counseling services to students. Over the summer, New Horizons held a summer camp at Jackson Heights. Each day they discussed positivity and mental health while immersing students in fun activities and connecting to others. Jackson Heights Middle School also has a Risk Assessment and Threat Assessment team that meets throughout the year to assess potential risks and threats and make recommendations for rectifying. We also have a Safety Team where members speak at least weekly about school safety issues. Our Social Skills class equips our diverse population with the essential skills needed to function in the real world. The students in the Self-Contained ESE unit have a sensory room used as a safe space for students with anxiety to cool down. PIT Crew class further assists students with disabilities by creating a supportive, understanding, and compassionate culture. The PIT Crew students assist with learning in the self-contained classroom environment and provide friendships to their peers by walking them to class and eating lunch together. The Bobcats - Leaders in Training (B-LiT) program serves our most at-risk population. B-LiT provides a select group of students who teachers nominated with one-on-one mentorship and academic support. The program meets weekly after school. In addition, we place students identified through the Academic Intervention Program (AIP) based on MTSS findings or data from FSA and common assessments in an academic achievement class.

List the members of the leadership team.

Name	Title	Email	Responsibilities
Sarah Mansur-Blythe	Principal	sarah_mansur@scps.k12.fl.us	
Claudomy Pierre	Assistant Principal	claudomy_pierre@scps.k12.fl.us	
Melissa Hager	Assistant Principal	melissa_hager@scps.k12.fl.us	
Michelle Mouton-Pentz	School Administration Manager	michelle_mouton-pentz@scps.k12.fl.us	
Andrew Porter	Dean	andrew_porter@scps.k12.fl.us	
Laura McKown	Instructional Coach	laura_mckown@scps.k12.fl.us	

List the members of the literacy leadership team.

Name	Title	Email	Responsibilities
Laura McKown	Instructional Coach & ELA Grade 8, Gifted	laura_mckown@scps.k12.fl.us	The Literacy Team member will facilitate coaching cycles as needed and support PLCs with data and instruction. The Literacy Team member will participate in data discussions with PLC and monitor student success with Data Folders, formative assessments, district Common 9 Week Assessments, teacher-created assessments, and Write Score and STAR assessment data. The team member will create engaging lessons based on the class's specific needs and individual students, following the Instructional Frameworks of SCPS. The Literacy Team member will provide rigorous lessons for students based on EP goals and the student's strengths receiving the gifted services.
Nathassia Diaz	ELA Grades 6 & 8	diaznz@scps.k12.fl.us	The Literacy Team member will participate in data discussions with PLC and monitor student success with Data Folders, formative assessments, district Common 9 Week Assessments, teacher-created assessments, and Write Score and STAR assessment data. The team member will create engaging lessons based on the class's specific needs and individual students, following the Instructional Frameworks of SCPS.
Katherine Fernandez	ESOL Grades 6-8	fernankn@scps.k12.fl.us	The Literacy Team member will participate in data discussions with PLC and monitor student success with Data Folders, formative assessments, district Common 9 Week Assessments, teacher-created assessments, and iReady, Write Score, and STAR assessment data. The team member will create engaging lessons based on the class's specific needs and individual students, following the Instructional Frameworks of SCPS. The Literacy Team member will use iReady to assess particular student needs, fill previous year gaps, and remediate using a small group model.
Leanne Perkins	Reading Grades 7 & 8, Foundation & Intensive, Reading Endorced	leann_perkins@scps.k12.fl.us	The Literacy Team member will participate in data discussions with PLC and monitor student success with Data Folders, formative assessments, district Common 9 Week Assessments, teacher-created assessments, and iReady, Write Score, and STAR assessment data. The team member will create engaging lessons based on the class's specific needs and individual students, following the Instructional Frameworks of SCPS. The Literacy Team member will use iReady to assess particular student needs, fill previous year gaps, and remediate using a small group model.

Katie O'Neal	ELA Grades 7 & 8, Gifted	katherine_oneal@scps.k12.fl.us	The Literacy Team member will participate in data discussions with PLC and monitor student success with Data Folders, formative assessments, district Common 9 Week Assessments, teacher-created assessments, and Write Score and STAR assessment data. The team member will create engaging lessons based on the class's specific needs and individual students, following the Instructional Frameworks of SCPS. The Literacy Team member will provide rigorous lessons for students based on EP goals and the student's strengths receiving the gifted services.
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Henry Richmond	ELA Grades 7 & 8	richmohs@scps.k12.fl.us	The Literacy Team member will participate in data discussions with PLC and monitor student success with Data Folders, formative assessments, district Common 9 Week Assessments, teacher-created assessments, and Write Score and STAR assessment data. The team member will create engaging lessons based on the class's specific needs and individual students, following the Instructional Frameworks of SCPS.
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Caitlyn Travis	Support Facilitator, Reading Endorced	traviscz@scps.k12.fl.us	The Literacy Team member will participate in data discussions with PLC and monitor student success with Data Folders, formative assessments, district Common 9 Week Assessments, teacher-created assessments, and Write Score and STAR assessment data. The team member will create engaging lessons based on the class's specific needs and individual students, following the Instructional Frameworks of SCPS. The Literacy Team member will provide interventions based on Reading IEP goals and additional literacy support through homeroom, in-class support, and small group pull-outs as needed.
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Maria Burgos-Diaz	Science, Grade 8, CAR-PD	burgosmz@scps.k12.fl.us	The Literacy Team member will participate in data discussions with PLC and monitor student success with Data Folders, formative assessments, district Common 9 Week Assessments, teacher-created assessments, and Write Score and STAR assessment data. The team member will create engaging lessons based on the class's specific needs and individual students, following the Instructional Frameworks of SCPS. The Literacy Team member will provide reading strategies for students identified and placed in CAR-PD.
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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.

Jackson Heights Middle School is preparing students for their future by focusing on college and career readiness. To provide students real-world experiences, we offer various opportunities to learn and prepare for different careers. We host a STEAM Night to provide opportunities for our community, business partners, and families to enjoy an evening of activities focused on science, technology, engineering, arts, and math. We invite local universities, businesses, and high schools to present and actively participate in these STEAM-related activities with students. The event is to expose students to different STEAM-related subjects and careers. In addition, Jackson Heights Middle School offers BioScience classes, Digital Tools Certifications, and iSeries classes: iJourney, iChallenge, and iConnect. Through the iJourney requirement, all JHMS 8th-grade students must complete a College Career Portfolio, which helps them identify future-ready goals. Students may also elect to be student assistants, teacher assistants (classroom-based), or PIT Crew, where students support their peers with disabilities. Furthermore, we offer various electives, including Video Production, News Crew, and Robotics, a popular program with two competing teams. We also offer students Pre-Advanced Placement courses and provide an opportunity for all 8th-grade students to create a College Board account and take the PSAT.

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

Jackson Heights Middle School has a STEAM (Science, Technology, Engineering, Arts, and Math) Program of Exploration. This program has been in place since the fall of 2013. Students at JHMS can take various STEAM incorporated courses. Students can take multiple Robotics, Chorus, Band, Art, and Video Production levels in the elective department. JHMS offers a variety of Digital Tool Certifications through iSeries classes. Students in 6th, 7th, and 8th grades are taking the iJourney course, and students in 7th and 8th grades are taking iConnect and iChallenge courses. Also, in science, our students have the opportunity to take BioScience, Science Research, or Ecology as an elective. Students in 6th, 7th, and 8th grade take a Comprehensive Science course through their standard or advanced science classes.

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?
Student-owned progress monitoring Paw Prints for Success folders used for tracking data and goal-setting.	Leadership Team and Curriculum Leaders, all core-academic and reading teachers	September 2021	Y	This action will take place continuously throughout the 2021-2022 school year following district Common 9 Week Assessments with weekly monitoring.	Evidence will show completed Paw Prints for Success folders for each student and teacher data chats with the administration team. Monitoring of data folders by teachers and administration will be ongoing.
Content Area Data Sheets for district Common 9 Week Assessments and STAR data. Students will track proficiency of the standards for each quarter. Based on the results of the quarterly exam, students will determine areas of weakness, set a goal, and choose a strategy to achieve a goal. History and Science teachers will track the types of questions students are missing.	All content-area teachers, Curriculum Leaders	Quarterly - following district Common 9 Week Assessments	N	This action will take place continuously throughout the 2021-2022 school year and be reviewed quarterly.	Evidence will show in PLC common assessments and district Common 9 Week Assessments and the FSA/EOC.
Student monitoring of FSA/EOC scores. Teachers will distribute student assessment scores which students will add to their student data folders. Teachers will facilitate individual data chats with students.	All content area and reading teachers and the ESE team	September 2021	Y	September 2021	Completed Paw Prints for Success data folders for each student. Evidence will show completed Paw Prints for Success data folders for each student and student awareness of their own FSA/EOC scores and personal academic growth. A parent's signature is noting acknowledgment of the information.

Elective's Data Chats for monitoring of reading standards.	All electives teachers, Pierre, McLinden, McKown	October 2021	Y	This action will take place monthly in electives classroom settings.	Evidence will show in the implementation of reading strategies as noted in electives teachers' lesson plans.
Principal Chats with all content area, reading, and ESE teachers.	Mansur-Blythe, Pierre, Hager, content area and reading teachers, and ESE teachers	October and November 2021 (Principal meeting with teachers), Feb 2022 (APs meeting with teachers)	N	October 2021 - February 2022	Principal and APs will meet with each core content area, reading, and ESE teacher. Teachers will bring evidence of tracking student data and the interventions used for students with gaps in their learning. Teachers will also provide evidence of student data folders. The rating of Domain 2 in iObservation will reflect the data monitoring.
Parent/Teacher Conferences to include data folders. Paw Prints for Success data folders will be present at conferences for students to discuss with the parent(s) and teacher(s).	All instructional staff, Mansur-Blythe, Hager, Pierre	September 2021	N	The action will take place as necessary at PTC throughout the 2021-2022 school year.	Evidence will show in the discussion of Paw Prints for Success folders during PTC.
Curriculum Leaders will monitor and support teachers' use of data folders. Each PLC creates a data folder page relevant to the content area's information to track students.	Mansur-Blythe, Pierre, Hager, McKown, Krauss, Mouton-Pentz, Francher, and Kuiper	September 2021	N	This action will take place through weekly discussions during PLCs and during quarterly assessment reviews of data.	Evidence will show in data additions to the Paw Prints for Success data folders and evidence of regular discussions of data in PLC lesson plans.

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?
Continue the Leading for Success Team: Each department will set an overall school goal as "Learning Gains for All."	instructional staff and administration team	October 2021	Y	The action will take place quarterly throughout the 2021-2022 school year.	Evidence will be seen through increased student achievement and the SMART goals set and being met quarterly.
A school-wide focus on the 7 High Effect Size strategies to reach all students through rigorous instruction.	instructional staff and administration team	August 2021	Y	This action will take place throughout the school year as observed during observations.	As depicted in regular admin walkthroughs, the administrative team will see evidence through quality, rigorous instruction for all students.
Teacher Leaders and Coaches will use the coaching model to support all teachers to improve instruction and student learning gains.	McKown, Mouton-Pentz, Krauss, Fox, O'Neal, Burgos-Diaz, Francher, Kuiper	August 2021	N	Coaching will start at pre-plan and continue throughout the 2021-2022 school year for all instructional staff.	Evidence will show in coaching logs noting the communication with teachers regarding instruction.
Offer Math and Science Busters Tutorial targeted to H1, H2, L3 students.	Mansur-Blythe, McKown, Pierre, Hager, Mouton-Pentz, Mackay, Mason, Francher, Travis, math instructional team and, science instructional team	October 2021	N	The action will take place bi-weekly or as needed for students.	Evidence will be seen through student tutorial attendance, increased STAR assessment, and district Common 9 Week Assessments results.

Continue PLC Data Chats for bucket identification of Black, Hispanic, Free/Reduced Lunch, Advanced Opportunities, and Lowest Quartile students and determine strategies to differentiate for specific needs.	all instructional staff and McKown	September 2021	Y	For teachers, the action will take place weekly or per unit of study.	Evidence will show through increased student achievement on Common Nine Week Assessments in the various subgroups to decrease the disparity and through weekly PLC notes.
Elective classes will incorporate HOT Reading Strategies into their regular curriculum.	Elective team members, Mansur-Blythe, Pierre, McKown, McLinden	2021-2022 Quarter 1	Y	The action will take place weekly throughout the 2021-2022 school year.	Evidence will show in weekly lesson plans noting the use of reading strategies.
The AIP teacher will provide additional support to students in the lowest quartile through pull-out intervention class. Teachers will use various data points to assess gaps in learning.	McNeil, Pierre, Hager, Mansur-Blythe	August 2021	N	This action will be ongoing throughout the 2021-2022 school year.	Evidence will show in the academic improvement for AIP students and promotion to the next grade.
Intensive Reading and Intensive Math students will complete 45 minutes/week of iReady instruction lessons with 75% accuracy.	Fox, Perkins, Maddox, Gainey, K Fernandez, McKown, Hager, Pierre, Mansur-Blythe	August 2021	Y	This action will take place weekly.	Evidence of iReady lessons for 45 minutes/week with a 75% pass rate.
The Administrative Team will participate in Collaboration Walkthroughs focusing on the complexity of lessons and the student learning focus - LSI Trackers	Mansur-Blythe, Hager, Pierre, Porter	October 2021	Y	The action will take place throughout the 2021-2022 school year.	Evidence will show increased awareness of instructional strengths and attention to weaknesses regarding rigor (standards, learning goal, DOK).

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?
Know the strengths and weaknesses of, form relationships with, and frequently monitor grades and progress for Jackson Heights students in the H1 and H2 categories.	instructional staff, support staff, and administration	August 2021	Y	This action will take place throughout the 2021-2022 school year.	Evidence will show through increased support on Snapshot Surveys, decreased missing assignments and low grades, and decreased discipline referrals.
Content area teachers will identify H1 and H2 students and make instructional decisions accordingly.	content-area instructional teachers, McKown, Mouton-Pentz, Francher, Kuiper, Krauss	September 2021	Y	The action will take place weekly and continuously throughout the 2021-2022 school year.	Evidence will show in improved lesson plans, instructional decisions based on data, and PLC collaboration.
Reading teachers will monitor iReady data for intensive students.	K Fernandez, Fox, Perkins, Maddox, Gainey, McKown, Hager, Mansur-Blythe, Pierre	August 2021	Y	Weekly reports will be analyzed weekly by McKown and intensive teachers and shared with the administration team.	Evidence of iReady lessons for 45 minutes/week with a 75% pass rate.
Teachers will hold data chats with intensive students using data folders and iReady reports.	K Fernandez, Fox, Perkins, Maddox, Gainey, McKown, Hager, Mansur, Pierre	Quarter 1 - 2021	N	Weekly reports will be analyzed weekly by McKown and intensive teachers and shared with the administration team.	Evidence of iReady lessons for 45 minutes/week with a 75% pass rate.

Intensive reading and math teachers monitor iReady Diagnostic and Growth Monitoring assessment data.	K Fernandez, Fox, Perkins, Gainey, Maddox, McKown, Hager, Mansur, Pierre	Quarter 1 - 2021	Y	Individual student progress will be tracked each quarter.	Evidence of iReady lessons for 45 minutes/week with a 75% pass rate.
ELA Common 9 Weeks Assessment exams monitored by all content area teachers. Select standards monitored and incorporated into instruction and admin/teacher data chats. Current Focus: RI. 1.1 - Citing Text Evidence, RI 1.2 Identify Central Idea	All content-area teachers, McKown, Hager, Pierre, Mansur-Blythe, Mouton-Pentz	Quarter 1 - 2021	Y	Standards will be re-assessed quarterly throughout the 2021-2022 school year.	Evidence will show through increased student achievement in reading as evidenced through common assessment data.
CAR-PD teachers monitor ELA standards-based assessments to support instruction needed in CAR-PD classes.	Burgos, Clancy, Patterson, Mansur-Blythe, Hager, Pierre, McKown	Quarter 1	Y	Teachers will review the assessments quarterly throughout the 2021-2022 school year.	Evidence will show in the learning gains and proficiency on the FSA and increased scores on the Common Nine Week Assessments.
CAR-PD-specific data analysis discussion with district CARPD coordinator.	Burgos, Clancy, Patterson, Mansur-Blythe, Hager, Pierre, McKown, district CAR support	Quarter 2 - 2021	Y	Teachers will hold data discussions with the district coordinator each semester.	Evidence will show in the learning gains and proficiency on the FSA and increased scores on the Common Nine Week Assessments.
ELA teachers monitor Write Score data following each assessment for trends and areas of need.	Mansur-Blythe, Officer Hau-Santiago	August 2021	N	The action will take place quarterly throughout the 2021-2022 school year.	Evidence will show an increase in student participation in school safety issues.

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?
Know the students in the low three-bucket category and also fall into the lowest 30% category. Form relationships with and monitor the grades of these students, including STAR and Common 9 Week Assessments.	instructional staff, support staff, and administration	Quarter 1 - 2021	Y	The action will take place daily and at each unit completion.	Evidence will show in improved instructional walkthroughs, Snapshot survey, and decreased discipline referrals.
CAR-PD teachers monitor ELA standards-based assessments to support instruction needed in CAR-PD classes.	Mansur-Blythe, Hager, Pierre, McKown, Clancy, Burgos-Diaz, Patterson	Quarter 1 - 2021	N	The action will take place each quarter throughout the 2021-2022 school year.	Evidence will show learning gains and proficiency on the FSA and increased scores on the Nine Weeks Common Assessments.
Teachers will hold data chats with students to focus on specific standards of weakness.	All content-area instructional teachers	Quarter 1 - 2021	Y	The action will take place each quarter throughout the 2021-2022 school year.	Evidence will show "One year's growth in one year's time" for all students, learning gains and proficiency on the FSA, and increased Common Nine Weeks Assessment scores.
CAR-PD-specific data analysis discussion with district CARPD coordinator.	Clancy, Burgos-Diaz, Patterson, Mansur-Blythe, Hager, Pierre, McKown, district CAR-PD coordinator	Q1 - 2021	Y - CA teachers only	The action will take place quarterly throughout the 2021-2022 school year.	Evidence will show learning gains and proficiency on the FSA and increased Common Nine Week Assessment scores.
ELA teachers monitor Write Score data following each assessment for trends and areas of need.	McKown, Hager, Mansur-Blythe all ELA teachers	Q1 - 2021	Y - EL team only	The action will take place quarterly with reviews of Write Score data.	Evidence will show in increased levels of achievement on Write Score assessments.

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?
Select students chosen based on teacher recommendations are invited to participate in Bobcat-Leaders in Training (B-LiT).	Pierre, Hager, Mansur-Blyte, Travis, and additional tutorial instructional staff	September 2021	N	The activity will take place every Wednesday after school and weekly during homeroom for select students.	Evidence will show in the weekly attendance logs and the grade sheets for students, showing decreased missing assignments and increased grades.
Civics, Algebra 1, and Geometry students can participate in Boost Camp sessions for assessment review.	Hager, Pierre, Mouton-Pentz, Hoffmann, Algebra 1, Geometry, and Civics teachers	Quarter 3 of 2022	N	The action will take place during quarters 3 and 4 of 2022.	Evidence will show increased EOC/FSA scores for Civics, Algebra 1, and Geometry students who participate.
Students can participate in before-school Math Busters and after-school Math Homework Hotline.	Mouton-Pentz, Pierre, Mason, Mackay, and other participating math instructional teachers	October 2021	Y - tutoria teache	The tutorial will take place bi-weekly throughout the 2021-2022 school year.	Evidence will show increased FSA math scores and STAR assessment progression.

Additional Action Plans

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?
ELA tutorial	Students can participate in small groups tutoring based on specific weaknesses using targeted assignments.	McKown, Hager, Diaz, and additional ELA teachers	October 2021	Y	The tutorial will take place after school.	Evidence will show increased FSA ELA scores and STAR assessment progression.

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?
The team will monitor attendance data by communicating with teachers and parents of students with patterns of low attendance and make a referral to guidance and the social worker as needed.	Hager, McNeil, Persick, Yonkers, Hortenstine (Social Worker)	Q1 2021	N	This action will take place quarterly or as needed and throughout the 2021-2022 school year.	Evidence will show a decrease of ten plus absences by at least 5%.
The team will create a culture where students and staff are excited to attend school to encourage attendance.	All instructional staff and counselors, McNeil, Travis, McKown, Hager, Mansur-Blythe, Pierre, Mouton-Pentz, Porter	August 2021	N	The action will take place quarterly and continuously throughout the 2021-2022 school year.	Evidence will show a decrease of ten plus absences by at least 5%.
The school Social Worker will work collaboratively with guidance counselors and the AIP teacher to follow up with families and stress the importance of attendance.	Guidance counselors, Hager, Mansur-Blythe, Pierre, Mouton-Pentz, Porter, Hortenstine, McNeil	August 2021	N	The action will take place quarterly and as needed throughout the 2021-2022 school year.	Evidence will show a decrease of ten plus absences by at least 5%.

<p>The administration will inform families of the School Messenger app and encourage them to use student absence notification.</p>	<p>Mansur-Blythe, Hager, Pierre</p>	<p>August 2021</p>	<p>N</p>	<p>The action will take place as needed throughout the 2021-2022 school year.</p>	<p>Evidence will show decreased student absences and increased parent awareness of student attendance.</p>
<p>The Academic Intervention Program (AIP) course will support MTSS, truant, and retained students.</p>	<p>McNeil, Hager, Persick</p>	<p>August 2021</p>	<p>N</p>	<p>The action will take place continuously throughout the 2021-2022 school year. Students will be evaluated for promotion at the semester mark.</p>	<p>Evidence will show decreased student absences for AIP students.</p>

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?
Increased Supervision of Students	Create and follow a thorough teacher supervision plan before school, during class change, and after school. The administration team will monitor staff compliance to duty stations.	Porter, Mansur-Blythe, Pierre, Hager, Mouton-Pentz, Finch, and all instructional and non-instructional personnel	August 2021	Yes - Preplanning 202	Supervision of students will take place daily throughout the 2021-2022 school year.	Evidence will show decreased incidents before school, between classes, and after school.
Addition of a School Safety Guard	The addition of a school safety guard will support consistent monitoring of the school perimeter and arrival and dismissal of students, monitoring during lunchtime, class change, and class.	Porter, Finch	August 2021	N	Safety Guard monitoring will take place daily throughout the 2021-2022 school year.	Evidence will show decreased incidents before school, between classes, and after school.
School Safety Team	The School Safety Team will regularly discuss school safety to create a secure and safe environment for students and staff.	Administration team and SRO, support staff, Finch	August 2021	Y - quarterly safety PD	Safety Team discussions will take place weekly during administration meetings and as necessary.	Evidence will show decreased incidents before school, between classes, and after school.

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?
Discipline - Dean of Students monitors school-wide discipline and supervision and provides support for teachers and students.	Porter, Mansur, Pierre, Hager, Mouton-Pentz, Finch, Frye	August 2021	Y, pre-plan 2021 - breakou sessions and full staff meeting	This action will take place daily and as needed throughout the 2020-2021 school year.	Evidence will show a decrease in the number of discipline referrals and incidences inside and outside the classrooms.
Threat Assessment Team meets as necessary to assess potential threats to JHMS.	Porter, Pierre, Mansur-Blythe, Taylor, Officer Hau-Santiago, Kuiper, L Frye, Richmond	August 2021	N	The Threat Assessment Team will meet as needed throughout the 2021-2022 school year.	The evidence will show in the perception of a safer campus environment as seen by teachers, students, parents.
Morning announcements include safety procedures and reminders for students.	Mansur-Blythe	August 2021	N	Safety announcements will take place weekly throughout the 2021-2022 school year.	Evidence will show an increase in student awareness of safety procedures and protocols.
Student Focus Group as part of a student safety committee to involve students in a campus walking tour to identify areas of need from their point of view.	Mansur-Blythe, Officer Hau-Santiago	August 2021	N	The action will take place quarterly throughout the 2021-2022 school year.	Evidence will show an increase in student participation in school safety issues.

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?
JHMS emails a staff newsletter to all faculty and staff members every Monday morning. The Bobcat Bytes recognizes staff for going above and beyond their call of duty by thanking them for the extra activities to support our school. The Bytes also contains a weekly Champion. A staff member writes the Champion for a staff member to create an environment of inner school support.	Mansur-Blythe, Hager	Pre-plan 2021	N	The Bobcat Bytes are written weekly and distributed each Monday morning.	Evidence will show increased morale among staff members.
JHMS creates a monthly parent newsletter, the Bobcat Bulletin. The Bulletin shares upcoming events and essential information about our school. Parents receive the Bulletin via Skyward messenger.	the administration team	August 2021	N	The Bobcat Bulletin is written and emailed to families monthly.	Evidence will show parents and families increased knowledge of school events.
The JHMS PTSA writes a bi-monthly newsletter to families. The PTSA Happenings is a news publication which the administration staff sends to families via Skyward messenger. The Happenings shares upcoming events and essential information about our school and offers advice to families regarding school-related topics.	PTSA President, Mouton-Pentz, Hager	August 2021	N	The action takes place bi-monthly or as communicated by the PTSA.	Evidence will show parents and families increased knowledge of school events.

JHMS hosts many events for families and community members such as Open House, STEAM Night, Student of the Month, Straight A Celebration, Schedule Pick-Up, band, chorus, theatre performances, and Battle Bots (Robotics).

all JHMS faculty, staff, and administration

Pre-planning 2021

N

These activities will take place as scheduled throughout the 2021-2022 school year.

Evidence will show increased communication and interactions between the JHMS community and families.

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?
The team will hand schedule students to be enrolled in AO courses to ensure compliance.	Taylor, Diperna, Persick Terry, Pierre	Summer 2021	N	The action will take place the summer before the 2021-2022 school year.	Evidence will show the scheduling of at least 95% of AO students in at least one advanced course.
The team will monitor data throughout the summer and adjust students' schedules as needed.	Mouton-Pentz, McKown, Mansur-Blythe, Pierre, Hager, Diperna, Taylor, Persick	Summer 2021	N	The monitoring of data will take place throughout the summer and at the start of the 2021-2022 school year as needed.	Evidence will show that at least 95% of AO students are scheduled in at least one advanced course. All students will be appropriately placed based on their previous school year's testing success.
The team will monitor the grades of AO students throughout the school year.	Mansur, Pierre, Hager, Diperna, Taylor, Persick, McKown, McNeil, all instructional staff	First semester 2021	N	The team will monitor students following semester one and semester two of the 2020-2021 school year.	Evidence will show AO students enrolled in advanced courses earning a grade of C or higher.
The team, including the principal, counselors, ESE facilitators, and AIP Coordinator, will articulate closely with feeder schools.	Mansur-Blythe, McNeil, Diperna, Taylor, Kuiper, Persick	December 2021	N	Articulation will take place from December 2021 - May 2022.	Evidence will show increased student enrollment from Oviedo feeder schools.

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?
The team will monitor student schedules for maximum participation in Digital Tools classes.	Mansur-Blythe, Diperna, Pierre, Taylor, Persick, McLinden	August 2021	N	The action will take place during the summer before the 2021-2022 school year.	Evidence will show an increase in Digital Tools certification to 2500 plus.
The administration will require Digital Tools' enrollment in each grade level.	Mansur-Blythe, Diperna, Taylor, Persick McLinden, Komm, Moore, Pierre	August 2021	N	The action will take place during the summer before the 2021-2022 school year.	Evidence will show an increased number of students taking Digital Tools certification courses at each grade level.
The team will monitor students for the iCert examination through the Gmetrix practice tests, where students practice different areas in training and testing mode.	Moore, McLinden, Komm, Pierre, Mansur-Blythe	Q1 2021	Y	The action will take place two times per quarter or every 20 days.	Evidence will show an increased number of students passing the iCert examination.
Students enrolled in Life Skills will be exposed to multi-media, communication, and web design and be given the opportunity for certifications.	Mitchell, Binsack, McLinden, Pierre, Mansur-Blythe	August 2021	Y	The action will take place two times per quarter or every 20 days.	Evidence will show an increased number of students passing the iCert examination.

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

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

According to the data presented from the School Safety Dashboard, Jackson Heights falls into the "low" incident category with 1.7 incidents per 100 students. Though this ranks us at 126 out of 553 middle schools statewide, Jackson Heights will continue monitoring and decreasing this data. The addition of a school security guard increases the supervision of our campus to ensure safety for all further. School staff and administration will also follow the specific supervision plan created by the Dean of Students to monitor those times when incidents are most likely to occur. Subsequently, critical areas of the school are focused on for additional monitoring, such as bathrooms and stairwells. The JHMS Security Guard makes regular rounds of the school to check all areas.

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?
SWD will benefit from increased time with ESE Support Facilitators. JHMS will place SWD in a homeroom period with their ESE case manager to support instructional content.	Kuiper, Hager, DiPerna, all ESE teachers	August 2021	Yes - only ESE teachers	Homeroom classes will be held each week on Wednesday morning.	Evidence will show increased efforts in assignment completion and understanding of content.
SWD will benefit from one-on-one conversations with ESE Support Facilitators regarding data from common assessments. ESE Support Facilitators will review data from Paw Prints for Success data folders with individual students as needed.	Kuiper, Hager, all ESE Support Facilitators	September 2021	Yes - only ESE teachers	Reviewing data folders with students will take place as needed for students individually throughout the 2021-2022 school year.	Evidence will show increased student awareness of their data.
SWD will benefit from additional academic and social-skill support from the general-ed population. PIT Crew members will be present in self-contained classrooms to add support for students.	Kuiper, Agnew, Fields, DiPerna	Spring 2020	N	This action will begin the spring semester of the previous year. Students will apply to be PIT Crew members for the 2021-2022 school year.	Evidence will show increased social-skill behaviors and academic confidence for SWD.

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 leadership team analyzes data to identify barriers and initiate improvement steps that increase the number of students with low- and high-incidence disabilities, across all grades, in general education and natural contexts.	Partially Almost
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School administrators communicate expectations for all school personnel to use person-first language in all written and verbal communications.	Partially Almost
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School leaders provide job-embedded professional development for all school-based personnel, as appropriate for their job role, on best practices for inclusive education for all SWDs.	Partially Almost
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Action Plan

Indicator 1

The school leadership team analyzes data to identify barriers and initiate improvement steps that increase the number of students with low- and high-incidence disabilities, across all grades, in general education and natural contexts.

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?
All ESE teachers will attend regular PLC meetings, including meetings with their specific general-education cohort.	Hager, Kuiper, Diperna, all ESE and core content teachers	Q1 2021	N	The action will take place weekly throughout the 2021-2022 school year.	Evidence will show in an increased quarter exam, FSA, and STAR results. ESE teachers will provide evidence in support facilitation logs, data chats with students, and LRE data.
ESE teachers will participate in Parent-Teacher Conferences and Student Study meetings as necessary.	Hager, Kuiper, Diperna, Mansur-Blythe, Pierre, all ESE teachers	August 2021	N	The action will take place as needed throughout the 2021-2022 school year.	Evidence will show in Student Study meeting notes, and Parent-Teacher Conference notes.

Indicator 2

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?
The ESE team will hold a school-wide PD session that will include using the first language across all modalities.	Kuiper, all ESE teachers, Hager	August 2021	Y	The PD will take place during preplanning 2021.	Evidence will show in the communication between teachers and students in the first-person language.

Indicator 3

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

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
The team will have a school-wide PD to inform teachers of best practices for SWD, including first-person language and accommodations vs. modifications in the classroom.	All ESE teachers, Kuiper, Hager, DiPerna	August 2021	Y	The action will take place during pre-planning 2021.	Evidence will show in the accommodations listed on teacher lesson plans.
New teachers will participate in a PD information session to explain the ESE process, testing process, and differences in disabilities.	Kuiper, Hager, McKown, DiPerna, all new teachers	October 2021	Y - new teacher only	This action will take place at the start of the 2021-2022 school year.	Evidence will show in new teachers' understanding of disabilities and instructional processes put in practice.

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
<p>ELA teachers will participate in Write Score Training.</p>	<p>Priority 1 - Low 30 & High 1 and High 2</p>	<p>September 2021</p>	<p>The Write Score Training will provide teachers the opportunity to analyze specific details within the three target areas on the FSA Writes rubric, determine areas of strength and weakness by period, teacher, and grade level, and make instructional decisions based on this data.</p>	<p>Participants will include ELA instructional teachers.</p>	<p>10 teachers</p>	<p>Mansur-Blythe, Hager, McKown, ELA instructional teachers</p>
<p>Intensive math and reading teachers will participate in iReady Training provided by iReady staff.</p>	<p>Priority 1 - High 1 and High 2</p>	<p>September 2021</p>	<p>The iReady Training will provide Intensive Math, Intensive Reading, and ESOL Reading teachers tools to support acceleration including personalized instruction, grade-level instructional resources, prerequisite reports, and multiple data sources to monitor progress and drive instruction. Additionally, training will be provided to our Foundational Reading teachers on the new standards, resources within iReady that support these foundational reading skills, as well as the Phonics for Reading program.</p>	<p>PD participants will include ELA & math teachers using the iReady program.</p>	<p>5 teachers</p>	<p>Mansur-Blythe, McKown, Hager, Pierre, and intensive reading and math teachers</p>

Instructional staff will participate in ESOL Teaching Strategies training.	Priority 1 - High 1 and High 2	October 2021	Staff will receive instruction on grading policies for ELLs and additional resources to support student growth and well-being.	PD participants will include all school instructional staff via virtual presentation.	50+ teachers	Hager, K Fernandez, Maddox, McKown
Teachers will participate in Instructional Data Review professional development.	Priority 1 - Low 30	October 2020	Teachers will receive instruction on locating data resources and reading data to drive instruction and create lessons specific to the class and individual student needs. Teachers will use multiple data points including but not limited to FSA, Star, iReady, quarter exams, and teacher/district-created formative assessments to determine gaps in learning and create a plan of action for bridging gaps and learning loss. Teachers will group students according to need and incorporate interventions based on the students' current proficiency levels. PLCs will interpret data together to identify patterns or trends and focus on the acceleration of all students.	all instructional staff, McKown	50+ teachers	Mansur-Blythe, Pierre, Hager, McKown, all instructional staff
Safety and Security	Priority 2 - Conditions for Learning	Pre-plan 2021	Providing staff with the resources they need to create a safe and secure environment will support the ability for students to comfortable work and learn in the classroom setting.	All faculty & staff	50+	Mansur-Blythe, Pierre, Hager, Porter, Mouton-Pentz, Finch, Officer Hau-Santiago, Guidance Counselors

Articulation with Elementary & High School	Priority 3 - AO	Second semester 2021	Articulation with elementary and high schools will bridge the content and rigor of instruction.	all core-content instructional teachers	50+ teachers	Mansur-Blythe, Pierre, Hager, McKown, Mouton-Pentz, Francher, Krauss, Kuiper
SWD will benefit from increased time with ESE Support Facilitators. JHMS will place SWD in a homeroom period with their ESE case manager to support instructional content.	SIP Priority 3	August 2021	ESE Support Facilitators will focus on the best way to manage the homeroom classroom to benefit students' instructional needs. A well-managed block of time will allow facilitators to support specific skills and standards needing attention.	PD participants will include all ESE Support Facilitators.	5	Hager, Kuiper, all ESE Support Facilitators
SWD will benefit from one-on-one conversations with ESE Support Facilitators regarding data from common assessments. ESE Support Facilitators will review data from Paw Prints for Success data folders with individual students as needed.	SIP Priority 3	October 2021	ESE Support Facilitators will discuss the best ways to review data points with individual students. Doing so will encourage students to recognize their strengths and also identify their points of weakness.	PD participants will include all ESE Support Facilitators.	5	Hager, Kuiper, all ESE Support Facilitators, McKown
The ESE team will hold a school-wide PD session that will include using the first language across all modalities.	SIP Priority 1, H1, H2, Low 30	August Preplanning 2021	The PD activity will promote the correct usage of language when speaking about our SWD. Using the first-person language will help student confidence, allowing them to feel comfortable and included during class and focus on instruction rather than the disability.	PD participants will include all instructional and non-instructional staff.	50+ participants	All positions within the school are responsible for the usage of first-person language with SWD.

The team will have a school-wide PD to inform teachers of best practices for SWD, including first-person language and accommodations vs. modifications in the classroom.	SIP Priority 1, H1, H2, Low 30	August Preplanning 2021	The PD will teach the difference between classroom accommodations and modifications. Teachers will correctly adjust their instructional practices in response to students' needs.	PD participants will include all instructional and non-instructional staff.	50+ participants	All instructional staff within the school are responsible for understanding accommodations vs. modifications for SWD.
New teachers will participate in a PD information session to explain the ESE process, testing process, and differences in disabilities.	SIP Priority 1, H1, H2, Low 30	November 2021	The PD will teach new instructional staff members the appropriate process for identifying students' academic needs.	PD participants will include all new instructional staff.	15 participants	Kuiper, DiPerna, McKown, all new instructional staff members
New Teacher Instructional Training	SIP Priority 1 - Low 30, BPIE 3 & BPIE 2	August Preplanning 2021	Teachers will be made aware of the 7 High Effect Size strategies, differentiated instruction, and using data to drive instruction.	PD participants will include all new instructional teachers.	15	McKown, Hager, Pierre, all new instructional staff
Leading for Success	Priority 2 - Attendance, Priority 1 - Low 30	Quarterly review beginning Q2 throughout the 2021-2022 school year.	Leading for Success will provide current school data for each department.	PD participants will include all JHMS faculty and staff.	50+	Mansur-Blythe, Hager, Pierre, Duff, Porter, Mouton-Pentz, curriculum department leaders
Instructional Focus - 7 High Effect Size Strategies	Priority 1 - Low 30	October 2021	The PD will take place via a PowerPoint review of the 7 High Effect Size strategies which naturally support improved instruction because of the rigor involved when using one of the indicators.	PD participants will include all instructional staff.	50+ teachers	Mansur-Blythe, Pierre, Hager, McKown, Porter, Mouton-Pentz