

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

Tuskawilla 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

The mission of Tuskawilla Middle School is to cultivate an environment, built on relationships, where students strive to explore career opportunities, create new possibilities, and innovate the world around them for a better tomorrow.

Provide the school's vision statement

The vision of Tuskawilla Middle School is for all students to be engaged in their learning through individualized and innovative educational experiences to prepare them for success in the ever-changing world.

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.

Tuskawilla Middle School prides itself in having a strong collaborative parent and community partnership. SAC and PTSA members provide strong parent support to the school through volunteerism in the classroom, at special events and through the school store. The Tuskawilla Business Advisory Board engages the surrounding business and collegiate community with the school through programmed consultation, guest speaking, hosting field trips and monetary contributions. The Business Advisory Board participation in STEM Night, Career Expo, and Teach-In allow students to make real-world connections and prepare them for success in this ever-changing world. It is through these partnerships that Tuskawilla continues to innovate and thrive.

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.

Teachers and administrators use multiple strategies to communicate with families, including but not limited to: 1) contacting families prior to the start of school to welcome students to the new school year, 2) inviting parents to STEM night to meet teachers and school staff and to learn about the curriculum and how to support their child academically at home, 3) email Tuskawilla Tips informational updates to parents weekly through school messenger and post on website. This information includes school activities and parenting tips related to school achievement such as homework tips, organizational skills, and study skills, 4) use multiple genres of social networking to families on a regular basis (e.g. School Connect, Skyward, Twitter, Facebook, eCampus), 5) the school website and eCampus contains pertinent school/classroom information including the school calendar, links to teacher websites, links to staff email, as well as a host of helpful resources, 6) teachers contact parents regularly on an individual basis to inform them about their child's progress, 7) parents can keep track of the child's academic progress (grades, attendance, etc.) via the online Skyward Family Access Parent Portal 24/7, 8) the school provides parents with report cards regarding their child's academic progress and upcoming classroom and school events approximately every nine weeks, 9) parents receive weekly updates regarding school activities via mass email using Skyward Family Access, 10) inviting parents to participate in SAC and PTSA Boards, 11) advertising events on the school marquee, school website, Twitter, Facebook and Skyward, 12) teachers have course websites accessible through the eCampus portal. The course websites include assignments, Common Board, and other instructional resources such as the electronic textbook, 13) the guidance department schedules parent-teacher-student conferences, and assists families with connecting to resources in the community, 14) ESOL Parent Leadership Meeting: ESOL Teachers to provide an informational presentation and Q and A to parents of ESOL students, 15) Science/Math Technology (STEM) Night: Parents and students will have the opportunity to engage in hands on activities they can use with their children, 16) Literacy/History Night: Parents and students will be provided with opportunities to interact with strategies that can be used to help their child at home, 17) Incoming 6th Grade Night: Administrative Team, & School Counselors; 6th Grade Teachers will provide parents with the opportunity to tour the campus and learn about Tuskawilla's expectations and course selections, 18) Transition Night for 8th Grade At-Risk Students: Administrative Team, School Counselors, MTSS Coordinator and Transition Team will provide parents with the promotion to High School and the opportunity to attend the High School summer transition program.

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)

The school-based PBS team has created structures in place to reward positive behavior. Students can earn our school-based incentives such as falcon bills and positive behaviors for exhibiting behaviors that align with our S.O.A.R. (Safety first, On Time, Actively Engaged and Respectful and responsible) expectations. All teachers and staff can reward students at any time. Students can redeem their falcon bills for various prizes at the PBS store during lunches in the campus restaurant. Students who receive a positive referral are recognized by administrators and are given additional prizes as an award. The administrator who oversees PBS identifies and highlights ideal behaviors on the school news so that students continue to strive for excellence in their behavior choices.

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.

Tuskawilla Middle School prides itself in having a strong collaborative parent and community partnership. SAC and PTSA members provide strong parent support to the school through volunteerism in the classroom, at special events and through the school store. The Tuskawilla Business Advisory Board engages the surrounding business and collegiate community with the school through program consultation, guest speaking, hosting field trips and monetary contributions. The Business Advisory Board participation in STEM Night, Career Expo, and Teach-In allow students to make real-world connections and prepare them for success in this ever-changing world. It is through these partnerships that Tuskawilla continues to innovate and thrive.

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.

A guidance counselor is available to all students if and when counseling is needed. Each guidance counselor works closely with the administration team to keep them abreast of various issues that arise with students. A New Horizons counselor is available for referral to conduct individual as well as group counseling sessions. When needed, the school's social worker and psychologist are consulted. A Mental Health Counselor is available for referral to conduct individual sessions with students as needed. Periodically, outside services are suggested as needed by the school based leadership team. Teachers and administrators are also available to assist and mentor students when the need arises. When appropriate, parents are consulted along way.

List the members of the leadership team.

Name	Title	Email	Responsibilities
Randy Shuler	Principal	randy_shuler@scps.k12.fl.us	Financial, Operational, Decision Making, Vision, Data Monitoring
Ryan Garrett	Assistant Principal	ryan_garrett@scps.k12.fl.us	ELA, Reading, ESOL, POE, Performing Arts, Master Schedule, Communications
Yaschika Mims	Assistant Principal	yaschika_mims@scps.k12.fl.us	ESE, Social Studies, Guidance, Discipline, MTSS, Emergency Management, School Safety
Cynthia Woods	Assistant Principal	Cynthia_woods@scps.k12.fl.us	Math, Science, PD, Cluster, Textbooks, Pre-Plan, Awards Night, Student Recognition, SAC, School Improvement Plan
Jazmyne Longley	School Administration Manager	Jazmyne_longley@scps.k12.fl.us	Discipline, Transportation, PBS, Bullying, Fundraisers, Field Trips
Chris Scott	School Administration Manager	christopher_scott@scps.k12.fl.us	Facilities, Technology, Custodial

List the members of the literacy leadership team.

Name	Title	Email	Responsibilities
Randy Shuler	Principal	Randy_shuler@scps.k12.fl.us	Financial, Operational, Decision-Making, Vision Data Monitoring
Ryan Garrett	Assistant Principal	Ryan_garrett@scps.k12.fl.us	ELA, Reading, ESOL, Master Schedule, Communications, COVID-19 Safety Manager
Jarrett Jefferson	Instructional Coach	Jarrett_jefferson@scps.k12.fl.us	Data Management, Read to Lead, Battle of the Books, Reading Quest
Tara Richardson	ELA Teacher	Richartz@scps.k12.fl.us	ELA Instruction
Nicole Wright	ELA Teacher	wrightnl@scps.us	ELA Instruction
Carlos Rodriguez	ELL Reading	rodrigcj@scps.us	ELL Reading Instruction

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.

TWMS created an Entrepreneurship Program of Emphasis for students to explore career opportunities, design thinking and real world application skills. The Business Advisory Board includes: Wells Fargo Bank, University of Central Florida, Florida Community Bank, Seminole State College, Hamster Time Sno Cones, My House Fitness, Creative Collab Collection, Oviedo/Winter Springs Life Magazine, SantPhoto, Curtis Shaffer Photography, Dean Stewart Photography, JW Architectural Consultant, Oviedo Medical Center, Gittess Orthodontics, Army Research and Simulation Lab, CORA Rehabilitation Centers, CBC Helps, Seminole County Fire/Orange County Sheriff, Mayor of Casselberry, Seminole County Sheriff, HPN Worldwide, Cherry Tree Quality Consulting, Adjuvo Tech, AssistRx, Inc. Students are exposed to college and career options through iJourney, iConnect, iChallenge and events such as STEM night. Business partnerships include: Full Sail University, Full Sail Labs, Central Florida Zoo & Botanical Gardens, Siemens, University of Central Florida, Seminole County Sheriff's Office, Mathnasium, EIZO, and L3.

During the spring of 2022, all 8th grade students will be invited to attend a field trip to one of the University of Central Florida's three campuses (Main, Downtown, or Rosen). Students will have the opportunity to tour various areas of the campus based on their academic interests. Arrangements will be made for students to meet with an Admissions Counselor who will discuss degree program opportunities, Financial Aid Officer (cost, tuition, and scholarships), and Student Services President to learn about campus residency, sports, clubs, and other pertinent information relating to College and Career Readiness.

Guest Speakers will be invited to Tuskawilla to assist students in understanding the benefits and rewards of achieving and maintaining high grade point averages as evidence of their academic achievements. Students will also learn how to calculate their cumulative GPA during this session.

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

Students have the following career and technical education programs available to them: Business Keyboarding (iSpark Certification), iJourneys (Living Online Certification), iConnect (Key Applications Certification and Computing Fundamentals Certification), iChallenge (Coding Fundamentals Certification and Additional certifications through the new Entrepreneurship Program of Emphasis).

Middle School Essential Instructional Priority # 1 – Quality Instruction

Essential Instructional Priority #1: Quality Instruction

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

- A. Lessons aligned to Florida/B.E.S.T./Next Generation Sunshine State Standards at the appropriate level of complexity
- B. Ongoing feedback loop between leadership and teacher, students and teachers and student with students
- C. PLC focused on data, instructional planning and student evidence of learning

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

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

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

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

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

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

Middle School Essential Instructional Priority #1 – Quality Instruction

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

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

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

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

Essential Instructional Priority 1 – Quality Instruction

Student Owned Progress Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Students will monitor their progress during WIN class.	All teachers and administration	May-22	N	Weekly	Student Tracking Sheets, Formative, Summative and C9A Assessments, STAR 360 Assessments
Intensive Reading/Math student progress minutes and proficiency are tracked using iReady	Intensive teachers, all administration, instructional coach	May-22	N	Weekly	iReady tracking reports
Students will track their progress in all of their core content classes based on mastery of the standards	Core content area teachers, all administration, instructional coach	May-22	N	Weekly	Student Tracking Sheets, Formative, Summative and C9A Assessments, STAR 360 Assessments

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 will receive Tier 2 support in core content classes.	ELA and Math Teachers	May 2022	N	Weekly	Formative, Summative and C9A Assessments, Write Score, STAR Assessments, DreamBox
All students will be required to complete 30 minutes of Khan Academy per week.	Math teachers	May-22	N	Weekly	Khan reports
iReady will be used to support students in reading and math intensive classes.	Intensive Reading teachers	May-22	N	Weekly	iReady Diagnostic and weekly iReady reports

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 will receive Tier 2 support in core content classes.	ELA and math teachers.	May-22	N	Weekly	Formative, Summative and C9A Assessments, Write Score, STAR Assessments, DreamBox
All students will be required to complete 30 minutes of Khan Academy each week.	Math teachers	May-22	N	Weekly	Khan reports
iReady will be used to support students in intensive reading classes.	Intensive reading teachers	May-22	N	Weekly	iReady Diagnostic and weekly iReady reports

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 will receive Tier 2 support in core content classes.	ELA and Math Teachers, Administration	May-22	N	Weekly	Formative, Summative and C9A Assessments, Write Score, STAR Assessments, DreamBox and Khan reports
All students will be required to complete 30 minutes of Khan Academy per week.	Math teachers	On-going	N	On-going	Gradebook
All 6th and 7th grade math students are being taught using the advanced IP. This will keep the Low Level 3 students accelerated.	Math teachers	Ongoing	N	Ongoing	Standards-Based Instruction, Student Work, Gradebook
Low Level 3's make up advanced 7th grade math now that the 4's and 5's are moved to Algebra. These students are monitored by their teachers for progress and pacing on the IP.	Math teachers	Ongoing	No	Ongoing	Standards-Based Instruction, Student Work, Gradebook
Students in intensive reading.	Reading Teachers	Ongoing	N	Ongoing	Gradebook

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?
Algebra EOC Tutoring	Algebra teachers	May-22	No	Weekly	Increased pass rate on the EOC
Civics EOC Tutoring	Civics teachers	May-2	No	Weekly	Increased pass rate on the EOC
Science SSA Tutoring	Science teachers	May-21	No	Weekly	Increased pass rate on the SSA

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?
Writing Tutorial	Targeted writing tutorial will take place after school after both sessions of Write Score have been administered.	ELA teachers	October and January	Yes	October and January	Targeted tutorial based on data

Middle School Essential Instructional Priority #2 – Conditions for Learning

Essential Instructional Priority #2: Conditions for Learning

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

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

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

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

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

Essential Instructional Priority 2 – Conditions for Learning

Attendance Monitoring Action Plan

Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Teachers take attendance daily.	All teachers.	Daily	N	Daily	Skyward Attendance Reports
On the 5th, 10th and 15th absences, the FTE runs a report and investigates findings.	FTE	Ongoing	N	When necessary	Parent communication, letters, documentation
Social Worker contacts the home.	Social worker	Ongoing	N	When necessary	Parent communication, letters, documentation
Parents will be notified of the Safe Arrival app that is being launched this year to communicate student absences with parents.	Attendance secretary	Daily	N	Daily	Safe Arrival daily reports
A postcard will be mailed to families of students who have chronic absenteeism.	Attendance clerk.	When necessary	N	When necessary	Parent communication, reports

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?
Supervision	Increase the amount of supervision during passing time	All administrators and teachers	Ongoing	N	Ongoing	Decrease in incidences during passing time
Cameras	Increase the amount of cameras on campus	All administrators	Ongoing	N	Ongoing	More cameras on campus

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?
Code Red Drills will be practiced several times throughout the year.	All administration, faculty and staff, SRD	Ongoing	Yes	Multiple times throughout the year	School Safety reports with the dates of the drills
Active shooter video will be shown on the morning news	All teachers	May-22	No	When necessary	An email to Susanne Force with the date of completion
PBS initiatives focused on safety on campus	PBS team, all faculty, staff, admin	Ongoing	No	Ongoing	5 Essentials Survey data
Video announcements on school safety	All administration, TV production teacher	Ongoing	No	Ongoing	5 Essentials Survey data

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?
We are increasing the amount of information that we send home by way of Skyward and School Messenger emails, as well as on various social media platforms including Facebook, Twitter, website, and marquee.	Administrators	When necessary	N	When necessary	Skyward, School Messenger reports and Social Media entries
We are also looking to build relationships with families by continuing to host curriculum nights in lieu of the traditional Open House. We offer STEM Night in the fall and Literacy Night in January.	Faculty/Staff Administrators	October and January	N	October and January	Feedback from Stakeholders
Through the use of Skyward Family Access and eCampus, families can stay connected with how their student is doing in each of their classes.	Faculty/Staff Administrators	When necessary	N	When Necessary	Skyward reports
We offer families the opportunity to set up parent-teacher conferences with teachers on Tuesdays and Thursdays. Emails and phone calls are welcome anytime.	Faculty/Staff Administrators	Tuesday and Thursday	N	Tuesday and Thursday	Parent-Teacher Conference Notes

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

Essential Instructional Priority #3: Skills for Future Ready Graduates

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

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

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

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

Essential Instructional Priority 3 – Skills for Future Ready Graduates

Advanced Opportunities and Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
AO students are monitored by their teachers, formatively assessed, and provided differentiated instruction based on their abilities.	All teachers	Ongoing	N	Ongoing	Student grades, dashboard
Guidance counselors will meet with parents and suggest advanced course selections for capable students.	Guidance counselors	Ongoing	N	Ongoing, as early as possible, as a student is enrolled	Student grades
Students that earn a level 3 or better on the math FSA in 7th grade will be placed in Algebra for 8th grade.	Master Scheduler	1st Day of School	N	1st Day of School	Student grades

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?
All 6th students are enrolled into the iJourney class	Counselors, Master Scheduler	1st Day of School	N	1st Day of School	Transcripts
All 7th and 8th students are placed in a second iSeries course to earn additional certification	Counselors and Master Scheduler	1st Day of School	N	1st Day of School	Transcript
Integration of Industry Tool Certification course to our ECI courses for all grades and into 8th grade video production.	ECI Teachers and Video Production Teacher	May-22	No	May-22	Certification pass rate

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?

The administrator who oversees discipline, Mrs. Longley has and will examine the discipline referral data from the previous year to identify common trends to address for the school year. Mrs. Longley will also monitor on a quarterly basis to ensure that behaviors are being addressed immediately. Mrs. Longley will address any areas of concern (Inappropriate and Unsafe Acts) on a bi-weekly video segment for students to outline and review the SCPS student code of conduct. Mrs. Longley will address any new areas of concern as they arise and offer solutions and examples on how to effectively address the behavior.

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?
Tutorial will be offered to students with disabilities who need support in reading and math skills.	Assigned Tutorial Teachers; ESE Administrator	November 2021	N	Weekly tutorials	iReady data, STAR data, and FSA 2022 results will be used to track progress and effectiveness of the tutoring support.
ESE Teachers and/or IEP Case Managers will provide check-ins and mentoring for students with disabilities to support them on goals, academics, and other needs additional support for students with disabilities.	ESE Teachers, Case Managers, and ESE Administrator	August 2021	N	Weekly, Bi-weekly, monthly	Student academic data (grades, STAR, iReady, Common 9 weeks assessments) and progress on goals will be used to monitor students. Student progress will be discussed at IEP meetings, Student Study Meetings and MTSS team meetings.
Dreambox Learning Lessons for students with disabilities needing Tier 2 instruction in math as well as, Seminole Numeracy Project for those needing Tier 3 interventions	Math Teachers; Administration	November 2021	Y	Weekly during instruction	iReady, STAR data, common 9 weeks assessment, Numeracy and Dreambox lesson assessments.

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

School data reflect that all SWDs, regardless of the type or severity of disability, receive their education and related services in age-and grade appropriate, heterogeneous, general education contexts 80% or more of the day.	Partially Almost
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All students, including SWDs, are given equal consideration for recognition through honors, awards and other designations offered by the school.	Partially Almost
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General and special education teachers use the Florida Standards as the foundation for instruction of all SWDs, including those with a significant cognitive disability.	Partially Almost
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Action Plan

Indicator 1

School data reflect that all SWDs, regardless of the type or severity of disability, receive their education and related services in age-and grade appropriate, heterogeneous, general education contexts 80% or more of the day.

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?
Scheduling decisions are made to include and accommodate students.	Guidance counselors, Master Scheduler, Case Manager, ESE Teacher	1st Day of School	No	1st Day of School	Transcript
Support Facilitators are scheduled to support different students/classes throughout the day.	Master Scheduler	1st Day of School	No	1st Day of School	Support Facilitator Log

Indicator 2

All students, including SWDs, are given equal consideration for recognition through honors, awards and other designations offered by the school.

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?
Throughout the year, all subject areas are able to select a Student of the Month, which include the teachers that serve the Students With Disabilities	Cynthia Woods	Ongoing	No	Ongoing	Monthly list of recipients and Facebook pictures
Awards Night at the end of the year includes Citizenship Awards, where teachers are able to select students based on their citizenship rather than academics.	Cynthia Woods	May-22	No	May-22	List of recipients

Indicator 3

General and special education teachers use the Florida Standards as the foundation for instruction of all SWDs, including those with a significant cognitive disability.

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?
All teachers at TWMS are expected to utilize the SCPS created Instructional Frameworks for their subject areas, which use the Florida Standards.	All Administration and all teachers	Ongoing	Yes	Ongoing	Lesson plans

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
Write Score Training.	1	October 2021 January 2022	Help teachers improve students' writing. Help teachers pinpoint instruction, save time, and meet students' diverse literacy needs.	ELA Teachers	10	ELA Administrator Instructional Coach
PLC Structures	1	1st Semester	Data will be used to drive instruction, decision-making and to provide appropriate interventions and acceleration to students as needed.	All Teachers	80	All Administrators
Ukeru Training	1	1st Semester	Managing and de-escalating conflict by converting/diverting aggressive behaviors.	ESE Teachers, ESE Paraprofessionals, additional identified staff	50	All Administrators
Code Red Drills will be practiced several times throughout the year.	2	Ongoing	Increased school safety through ongoing practicing	All Administrators, Faculty/Staff, SRD	100	All Administrators
Collaboration on Learning (COL's)	1	Ongoing	Data will be used to drive instruction, decision-making and to provide appropriate interventions and acceleration to students as needed.	All Teachers	80	All Administrators

Middle School Mornings	1	Ongoing	Standards-based instruction	Core Content Teachers	50	All Administrators
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2nd Semester PD: Elaboration	1	2nd Semester	Questioning, literacy	All Teachers	80	All Administrators
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