

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

Greenwood Lakes 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 Greenwood Lakes Middle School is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens.

Provide the school's vision statement

The vision of Greenwood Lakes Middle School is to engage students through academic learning time, academic and behavioral interventions, introduce levels of cognitive complexity, provide literacy across all content areas, decrease the achievement gap through relationship, instructional relevance and rigor, and instructional technology for the 21st century learner.

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.

The SIP will be reviewed by both the SAC and PTSA committees and their input will be documented. Amendments to the SIP will be made on a yearly basis and the SIP will be posted on the GLMS website for review once it is finalized. GLMS follows the district’s template and uses appropriate and understandable terminology when describing our School Improvement initiatives and practices. The SIP is currently composed in English but can be translated upon request. The Principal and/or SAM will send an email to parents through Skyward Family Access notifying them that it has been posted. School Improvement information will also be sent home in The Eagle Express and a copy will be available in the Title I binder inside the front office.

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.

GLMS encourages community involvement and communicates with parents in a number of ways, including: Schedule Pick-Up; Open House - date is published on the school marquee; Skyward Family Access; the GLMS website; paper handouts and flyers sent home with the students; the bi-monthly Eagle Express newsletter; Twitter, Facebook, and Instagram; and the Principal's Update. GLMS hosts a number of before, during, and after-school community activities including: Science Fair; New Student Orientation; Coffee Connections; Literacy Night; Math Night; ESOL Night; Excel Your Eagle; school Spirit Nights with local business partners; Sporting Events; Fine Arts performances, and Arts Alive.

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)

GLMS staff members expect students to behave in a way that brings positive credit to the school, their family, and themselves. Administration takes PRIDE in building a positive school culture and students who misbehave receive appropriate consequences as set forth in the SCPS Student Conduct and Discipline Code. Through SOAR Time students review behavior expectations, do team building activities, character development, and are encouraged to display PROUD AND POSITIVE behavior at all times. GLMS promotes S.O.A.R. - Showing respect, Owning our behavior, Acting responsible, and Reaching for your personal best.

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.

Stakeholders play an important role in GLMS' everyday affairs. Active participation in school programs, projects, and activities help our students succeed and achieve on a daily basis. Financial support and donations from community members and parents help fund programs like our clothing closet and food pantry for our Families in Need. Effective communication, shared vision, and collegiality are extremely important and our stakeholders are tasked with helping us address the diverse needs of our students.

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.

SOAR Time serves as a non-instructional setting where students are encouraged to verbalize concerns and address issues relevant to their culture, character, lifestyle, and learning needs. SOAR Time builds culture by teaching students to use a common language. Zones of Regulations and character development are a primary focus of these lessons. Administration, Counselors, and Intervention Support Staff, which include but are not limited to Children's Home Society, School Social Worker, Resource Officer, MTSS Specialist, and the Student Study Team are available throughout the day to address individual needs of students.

Describe the school's early warning system/school wide tiered model and provide a list of the early warning indicators used in the system. This list shall include the following: Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension One or more suspensions, whether in school or out of school Behavior Course failure in English Language Arts or mathematics during any grading period A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics, or, for students in grades K-3, a substantial reading deficiency under section 1008.25(5)(a), F.S.

The school has a Multi-Tiered System of Supports (MTSS) core problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and conducts root cause analysis to determine why the problem is occurring. The MTSS core problem solving team utilizes a student performance data management system to view aggregated student data. To aid in recognizing early school disengagement, the MTSS core problem solving team utilizes an early warning identification system and digitized response to intervention process. Student data are aggregated to form a predictive analytic risk score configuration, comprised of indicators that flag a student at risk of graduation (attendance, misconduct, course failure, mobility, grade point average, overage, and retention). To identify at-risk students in compliance with 1001.42, F.S., elementary and middle schools utilize an early warning identification report. This report specifically identifies students who meet two or more at-risk indicators (attendance below 90 percent, one or more in school or out of school suspensions, course failure in English Language Arts or Mathematics, and Level 1 score on statewide, standardized assessments in English Language Arts or Mathematics OR a substantial reading deficiency in Kindergarten through 3rd grade – Tier III Reading Intervention Plan). In addition, the report includes each student's early warning risk score. From this report, schools drill down on the student identification number to obtain more specified data in order to inform root cause analysis. Additionally from this report, schools schedule and monitor parent meeting invitations.

List the members of the leadership team.

Name	Title	Email	Responsibilities
Breezi Erickson	Principal	breezi_erickson@scps.k12.fl.us	Structures & Monitors School Learning Environment
Rendon Fletcher	Assistant Principal	rendon_fletcher@scps.k12.fl.us	Collaboratively develops and implements instructional framework
Jacqueline Wick	Assistant Principal	jacqueline_wick@scps.k12.fl.us	Collaboratively develops and implements instructional framework
Evan Sokolowsky	School Administration Manager	evan_sokolowsky@scps.k12.fl.us	Title I Compliance, Facilities, & Testing Coordinator
Anthony Todaro	Dean of Students	Todaroaz@scps.k12.fl.us	Supports teachers in managing classroom behaviors & other related district initiatives
Megan Waller	Dean of Students	megan_waller@scps.k12.fl.us	Supports teachers in managing classroom behaviors & other related district initiatives

List the members of the literacy leadership team.

Name	Title	Email	Responsibilities
Emily Montalvo	Instructional Coach	loganez@scps.k12.fl.us	Coaches & provides support for instructional staff, analyzes student data
Kristin Thole	Instructional Coach (Reading)	kristin_thole@scps.k12.fl.us	Coaches & provides support for instructional staff, analyzes student data
Alexandra Cruz de Haney	MTSS Coordinator	cruzdaz@scps.k12.fl.us	Coordinates MTSS meetings and communicates student needs
Breezi Erickson	Principal	Breezi_Erickson@scps.k12.fl.us	Administrator – Oversees and Evaluates Literacy Team. Analyzes Student Data
Katelyn Atkins	Classroom Teacher - ELA	kimpelkz@scps.k12.fl.us	ELA Lead Teacher. Analyzes Student Data

Public and Collaborative Teaching

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

Subject area teachers share plan time. The PLC meets during this time to collaborate on lesson plans, curriculum, common assessments, and to analyze and discuss student data which will be used to differentiate instruction. Opportunities are made available for teachers to co-teach, cross curricular plan, observe peers, and provide feedback accordingly. Coaches host a weekly instructional “20-n-Out” PD in order to build relationships and collaborate on various instructional strategies. New Teacher meetings, PLCs, connected learning Mentor Professional Development, and Curriculum Leaders meetings encourage common understanding and application of instructional practices in a supportive environment where teachers provide peer feedback via walk-throughs and discussion.

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

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

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

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

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Our school annually reviews budgets and expenditures as well as student and teacher data to ensure schools are adequately staffed to meet the achievement needs of students in each subgroup, at-risk of not meeting State Standards, and those needing enriched and accelerated curriculum. For Title I schools, data are reviewed and funds are used to provide supplemental staff and support improved instruction and evidence-based interventions; small group instruction, guided reading, utilizing manipulatives, and more. Our school will coordinate Title I and Supplemental Academic Instruction funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. Titles I and II are coordinated to ensure district professional learning and intensive instructional coaching are provided to schools. In addition, the school district coordinates IDEA and Title I funds to ensure the gap between special education students and other student groups is reduced. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

Student Transition and Readiness

College and Career Readiness

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

GLMS Guidance Counselors visit elementary schools in January reviewing middle school expectations, scheduling and course options, and registration requirements. Performing Arts programs also visit feeder schools around course selection time to promote their programs. In January, Sixth Grade Parent Night provides an opportunity for new Eagle Families to learn about the transition to Middle School. The Parent Night agenda includes touring the campus, discovering the difference between advanced and standard coursework, seeing elective opportunities, talking with Guidance Counselors, and the Myths and Mysteries of Middle School. ESE teachers, both 5th and 6th, meet to discuss incoming students needs and how best to support students once they reach middle school. Parents are then encouraged to visit us during Coffee Connections for any additional information or questions. Guidance Counselors are available to answers questions regarding course work throughout the school year. Eighth Graders transitioning to high school participate in school visits (if available), high school Parent Nights, and High School Guidance visits to ensure correct classes are selected. Eighth grade teachers and guidance counselors discuss appropriate course selections with students and parents.

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

Our iJourney and iChallenge courses incorporate a career planning unit designed to help students explore potential careers and paths for those vocations. In addition, guest speakers are invited to speak to classes about real-world professions and experiences during SCPS's annual Teach-In. Students that are identified as Advanced Opportunity students are placed in at least one advanced class to help them prepare for college and advanced coursework in high school. All Level 3 FSA Math students are given the opportunity to take Algebra 1 Honors which is a high school level course. Eagles of Excellence also meet on a weekly basis and set short and long term academic goals. The Eagles of Excellence group attends a field trip to UCF and/or Seminole State in the spring where they learn about the opportunities that local universities offer. Finally, front office student assistants learn and practice administrative assistant and real world skills by supporting the daily function of the school.

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

Greenwood Lakes Middle School offers two blended learning courses titled Coding Fundamentals (iCHALLENGE) (required for grade 8) and Orientation to Career and Technical Occupation and Career Planning (iJOURNEYS) (required for grade 7 & 6). The iJOURNEYS course gives students an opportunity to explore careers in multiple aspects of modern workforce. The course takes students on an introspective look at their interests, goals, and the skills needed to achieve those career and personal goals. Students in iJOURNEYS take 1 CTE exam. The iCHALLENGE course gives students the opportunity to take their career and goals from iJOURNEYS and dig deeper into the technology based skills needed to reach those careers. Students learn multiple programs and operating systems in this computer based course and gain skills needed to be successful in the modern job market. Students in iCHALLENGE take 2 CTE exams. Together, these two courses allow students to leave middle school with 3 CTE exams passed, giving them the knowledge needed to move forward to the high school level and the career and college path. GLMS students also have the opportunity to take classes in Law & Order and Forensics. The Law & Order and Forensics programs directly align to Lake Mary High School's 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?
FSA, grade, and behavior goal setting activities designed for both teachers, students, and parents to own their learning. SOAR Time Activities including FSA PowerPoints and Data Chats are conducted during SOAR Time to help students understand and dig deep into their "My SOARing Story" in their Student Planner (page 2 & 3). Data Chats are conducted through specific classes and subjects throughout the year.	All GLMS Staff & Students	SOAR Time (every Monday)	Y	Monthly	SOAR Time Lessons & Schedule, Student Planner

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?
<p>GLMS will monitor Lower 30% grades and attendance and provided appropriate interventions including: Conferences, Tutoring, MTSS Interventions, and any additional services that may be required to support a students' academics. Once a semester one-on-one data chats will be conducted with Intensive Reading and Intensive Math students to ensure there is a clear understanding of their academic data. The lowest 30% will be invited to attend after school tutoring on both Tuesdays and Thursdays each week. Students will work on missed skills as identified in both iReady Math and Reading. Teachers will work to teach/reteach missed skills in order for students to increase academic performance and confidence.</p>	<p>Administration, Deans, SAM, Guidance, & MTSS. Tutorial Teachers</p>	<p>Data Chats in November 2021 & February 2022. Tutorial weekly. Tutoring: Every Tuesday & Thursday</p>	<p>Y</p>	<p>Weekly/Monthly</p>	<p>SOAR Time Lessons & Schedule, Student Planners, Incubator (Data Room/Walls), Grades, FSA Scores, EdInsight</p>

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?
<p>GLMS will monitor High Level 1 students' grades & attendance and provided appropriate interventions including: Parent/Teacher Conferences, Tutorial, MTSS Intervention, and any additional services that may be required to support a students' academic learning environment.</p>	<p>Cherish Beacham & Kim Longarzo (Guidance Team); Classroom Teachers</p>	<p>Monthly</p>	<p>Y</p>	<p>Monthly & C9A's</p>	<p>SOAR Time Lessons & Schedule, Student Planners, Incubator (Data Room), Grades, FSA Scores, EdInsight</p>
<p>High Level 2 monitoring – GLMS will monitor High Level 2 students' grades & attendance and provided appropriate interventions including: Parent/Teacher Conferences, Tutorial, MTSS Intervention, and any additional services that may be required to support a students' academic learning environment.</p>	<p>AIP/MTSS Teacher</p>	<p>Monthly</p>	<p>Y</p>	<p>Monthly & C9A's</p>	<p>SOAR Time Lessons & Schedule, Student Planners, Incubator (Data Room), Grades, FSA Scores, EdInsight</p>

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?
<p>Low Level 3 monitoring – GLMS will monitor Low Level 3 students' grades & attendance and provided appropriate interventions including: Parent/Teacher Conferences, Tutorial (if needed), MTSS Intervention, and any additional services that may be required to support a students' academic learning environment.</p>	<p>Administration; Instructional Coaches; Classroom Teachers</p>	<p>Monthly</p>	<p>Y</p>	<p>Monthly & C9A's</p>	<p>SOAR Time Lessons & Schedule, Student Planners, Incubator (Data Room), Grades, FSA Scores, EdInsight</p>

Tutorial Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
After School Tutorial is offered for all students on Tuesday and Thursday afternoons. Students have the opportunity to get extra help in all subject areas. Tutorial teachers use a variety of teaching practices to teach, reteach, and reinforce skills through either direct instruction or computer based programs (iReady and Khan Academy). Federal ESSER funding also allows GLMS to have a secondary tutorial for FRL, SWD, and ELL students. Students in these subcategories have the opportunity to receive tutorial services in Reading, Writing, Math, Science and Civics throughout the school year.	Administration; Tutorial Teachers (TBD)	2020 - 2021 School Year	Y	Weekly - Tuesday/Thursday	Monthly & C9A's

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?
Monitoring Attendance (Daily). Our School Social Worker actively monitors attendance and makes personal phone calls to parents/guardians if students do not regularly attend school. If a connection cannot be made our SSW will make home visits as needed. Truancy letters are regularly sent out as outlined in SCPS' MTSS Truancy Policy.	MTSS Team: Deans, Guidance, Administration, Social Worker	Weekly	Y	Weekly	Notes in EdInsight; improvement in student attendance

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?
Hallways and Restrooms	<p>Active Supervision. 20% of students who took the Safety Survey do not feel safe in the restroom and 12% do not feel safe in the hallway (2019-2020). GLMS has a School Safety Guard that actively walks the main vein of campus and escorts students back to class if they frequently abuse hallway passes. Administrators also pay extra attention to our hallways and outdoor restrooms and frequently address student behaviors.</p>	Administration , Deans, SRD, School Safety Guard, and Teachers	Daily	Y	Daily	2020-2021 Safety Survey

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?
SOAR Time activities will introduce and regularly review elements of campus safety. Safety videos will be played over the morning news and monthly and/or quarterly fire drills, code red drills, weather drills, etc. will be conducted as outlined in Raptor by the SCPS district office.	Administration, Evan Sokolowsky (SAM)	Quarterly, Monthly, Weekly	Y	Quarterly, Monthly, Weekly	Safety evacuations and pertinent information will be logged in Raptor immediately following safety drills

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?
<p>Community Nights and Spirit Nights will be held throughout the school year. Title I ESOL, Math, and Literacy Nights will be held throughout the school year. Intensive Math and Intensive Reading rosters are specifically targeted and Intensive teachers personally call to invite all families. The nights are posted on our Website, Marquee, and emailed out through Skyward and anyone is welcome to attend. Surveys are handed out at the end of each event in order to get feedback from our stakeholders. Administration and Instructional Coaches read through the surveys annually and make adjustments based on stakeholder input. PBS actively reaches out to the community to build partnerships and host monthly PBS Spirit Nights at local restaurants.</p>	<p>Administration, Deans, SRD, and Teachers</p>	<p>Daily</p>	<p>Y</p>	<p>Daily</p>	<p>PTSA & SAC Membership, Partners in Education</p>

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?
Data will be pulled each progress report and 9 weeks to ensure students are being successful. Appropriate interventions will occur if needed including tutoring, parent/teacher conferences, and mentoring.	Guidance Counselors: Cherish Beacham & Kim Longarzo	Ongoing 2021- 2022	Y	9 weeks	Grades, Tutoring Progress Sheets, AO Data

Increasing the Number of Digital Tools Earned Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Teachers will progress monitor using metrics in order to identify standard strengths and weaknesses. Teachers will use this data to teach/reteach needed standards in order to prepare students for Digital Tool Certificates.	iSeries Teachers & Rendon Fletcher (Assistant Principal)	Each Semester	Y	Semester	Passing rate on student certifications will increase

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 school culture and environment are monitored through the lens of behavior or discipline data through PBS. Discipline data is reviewed every week in administration meetings, as well as quarterly by all staff. Based on trends in discipline data, new PBIS programs are initiated to address these trends; such as the mentor program, Eagles of Excellence, student/teacher of the month, SOAR bucks, etc. The discipline data also provides an insight if MTSS interventions are effective or need adjusting.

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?
<p>Champion 12 - Teachers and Staff will be extra diligent on monitoring the work produced and instructional strategies used on 12 target students. Administration highly encourages teachers to select SWD's in order to provide them the extra support that they need to be successful. This strategy also assists teachers in reflecting on building the most inclusive and supportive standard-based lesson plans.</p>	<p>All Teachers, Administration, ESE Support Facilitators</p>	<p>Monthly</p>	<p>Y</p>	<p>Monthly during Cross-Curricular Planning</p>	<p>C9A and FSA data</p>
<p>Case Managers plan with content area teachers to build collaboration</p>	<p>ESE Case Managers and Classroom Teachers</p>	<p>Weekly through PLCs</p>	<p>Y</p>	<p>Weekly</p>	<p>Weekly lesson plans</p>

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

Short-and long-term efforts to implement and improve inclusive educational practices, as measured by the BPIE, are included in the SIP	Partially Beginning
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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 Beginning
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School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.	Partially Beginning
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Action Plan

Indicator 1

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

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?
Teachers use common formative assessments and Student Tracking Charts in classrooms to monitor student growth on standards. The school leadership team and ESE team analyze, monitor, and evaluate data during weekly PLC meetings.	Case Managers, ESE Guidance Counselor, Leadership Team	Weekly	Y	Weekly	C9A Action Plans, Student Tracking Charts

Indicator 2

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?
Provide PD and break out sessions on effective inclusion strategies	Case Managers, Assistant Principal over ESE	Nov-22	Y	Semester	Support facilitation logs, lesson plans reflection, classroom walk-through, evaluation

Indicator 3

School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.

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?
Collaborative planning between ESE and general education teachers	Case Managers, General Education Teachers, Instructional Coaches	Ongoing	N	Weekly	PLC Minutes, Observations

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
Rigor Pool Activity	1	September 2021	What Does Rigor Look Like? = Student Autonomy & Complexity	New Teachers	15	Principal
Cluster PLC with MKMS	Progress Monitoring	Quarterly	Collaborative Planning; Sharing; Networking	All classroom teachers from both schools	140	Administration, Instructional Coaches, and All Teachers
Cross-Curricular Planning	Progress Monitoring	Monthly	Sharing, supporting, and impacting students across ALL content areas.	All Classroom Teachers	65	Administration, Instructional Coaches, and All Teachers
Social and Emotional Learning	Building Relationships	SOAR Time Schedule/Weekly	SCPS SnapShot survey data will be analyzed and used to modify instruction	School-wide	80	Administration & Teachers
Safety	Safety Survey	September/February	SCPS Safety Survey data will be analyzed and used to modify instruction	School-wide	65	Administration
Attendance Training for New Teachers	Attendance Monitoring	August	More time in class = More instructional time	New Teachers	15	Administration & Instructional Coaches

Strategies to Enhance Learning for ESE Students	1,2	September	Teachers will learn individualized strategies to enhance ESE student learning	All Staff	65	ESE Teachers (Overturf) and Instructional Coaches
Faculty Meeting Breakout Sessions	AO Monitoring	August	Monitor data to target specific deficits	School-wide - All Teachers	65	Administration
Curriculum Leaders Meeting	1, 2, 3	Monthly - Second Wednesday of each month	Data Review, Literacy Strategies, Kagan Structures Modeled, Instructional Best Practices	Curriculum Leaders, Instructional Coaches, & AP's	18	Principal
New Teacher Welcome Meeting	1, 2, 3	8/2/2021	Develop understanding and increase use of PBS, Eagle Expectations, High-Yield Instructional Strategies	New Teachers (1st and 2nd Year)	15	Principal
New Teachers Meetings & Peer Observation Walks	1, 2, 3	Every Friday	Increase the use of High-Yield Instructional Strategies	New Teachers (1st and 2nd Year)	15	Principal, Curriculum Leaders, & Instructional Coaches
School-wide Data Review, Instructional Focus-Personalized Planning	1, 2, 3	August/September 2021	2019-2021 Data Review & Reflection, Focus and Goals for 2021-2021	All Teachers & Staff	75	Principal & Instructional Coaches

Faculty Meetings	1, 2, 3	Monthly - 1st Wednesday of each month	A Child's Champion Activity: Strategic Ante-Up Selection, Instructional Strategies, Rigor, Feedback, & Data Analysis	All Teachers & Staff	75	Principal
Rigor Pool Activity	1	August 2021	What Does Rigor Look Like? = Student Autonomy & Complexity	New Teachers	15	Principal
School Improvement Calendar: PLCs will plan every Wednesday unless unscheduled due to contract. PLCs will focus on 3 critical items: Data, Instructional Strategies, and Planning. During this time PLCs will cross curriculum plan in the Incubator while selecting a student they will Champion	1, 2	Wednesday Afternoons (3-4 PM)	Data, Instructional Strategies Modeled, Lesson Planning, Cross Curriculum Case Study & Action Plans	School Wide	75	Principal, APs, Curriculum Leaders, Instructional Coaches
Coaches 20-N-Out & ESE BIP Training	1, 2, 3	Weekly/Monthly	Instructional Strategies, Technology, ESE & SLP strategies, Data, EdInsight, etc.	Open invitation School-Wide	15-20 each week	Instructional Coaches