

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

Markham Woods 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

Engage. Empower. Educate. Every Mustang Every Day

Provide the school's vision statement

Through a culture of collaboration, curiosity and continuous growth, we will increase the achievement of ALL Mustangs in a safe and supportive learning environment.

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.

School Leaders work in partnership with the School Advisory Committee, community surveys, and parent snapshot surveys to identify strengths and needs and build relevant action plans and steps in support of the school.

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 contact families, including but not limited to, (1) contacting families prior to the start of school to welcome the students to the new school year, (2) inviting families to curriculum nights and to other relevant school events to meet teachers and school staff and to learn about the curriculum, (3) providing access to school grades, progress monitoring data and other relevant achievement information through the SCPS Skyward Family Access Portal, (4) ensuring students show evidence of “owning their data” through school wide student data tracking sheets and scheduling student led conferences as applicable, (5) inviting families to participate in SAC and PTSA Boards, (6) inviting families to attend PTSA meetings and participate in school related events, (7) using multiple genres of social networking, as well as sending electronic/paper-based newsletters to families on a regular basis, (8) advertising events on school marquees, (9) and numerous other out-reach strategies developed by school staff. In addition, our MKMS leadership team, especially our principal, engages in systematic, open communication with the students and community.

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)

Through our PBIS initiative, our Mustangs Dare to DREAM! (Do Your Best, Respect Others, Engage in Learning, Always Be Positive and Manage Yourself). Our PBIS Team builds in opportunities for students to earn Mustang Bucks for exhibiting the DREAM expectations. These bucks can be used for rewards as well as entrance to school dances and other activities. Further, SPIRIT theme says have been scheduled once a month to built culture. Finally, positive student experience stems from a teacher focus on student achievement. Our teachers will individualize instruction and provide intervention based upon student need.

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.

Admin, teachers, PTSA, SAC, West Side Community Center, My Brother's Keeper Program, Dividends, Dr. Tina Calderone are all stakeholders that will promote Markham Woods' positive culture and experience.

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.

The safety and well-being of students at Markham Woods Middle School is our top priority. We have resources available to students to ensure the social and emotional needs are met for all students. There is one guidance counselor that make it a priority to interact with every student at Markham Woods Middle. In addition, the counselor assist students in personal; social and educational development; provide support and consultation to ensure students have the optimum learning experience; and coordinate conferences with the students, parents, and instructional staff to provide guidance to help the student succeed. Our school social worker as well as our district mental health counselor conducts student assessments and counseling groups on campus, home visits, and advocates for families during meetings with teachers and administration. Markham also facilitates a community mentor program for identified students using the My Brother's Keeper program. Markham Woods also focuses on restorative practices through all classrooms with the goal of helping teach students how to appropriately voice concerns and grievances and take responsibility for their own behavior and relationship building.

List the members of the leadership team.

Name	Title	Email	Responsibilities
Craig Johnson	Principal	Craig_Johnson@scps.k12.fl.us	School Leader
Eric Basilo	Assistant Principal	Eric_Basilo@scps.k12.fl.us	Support School Leader
Yvonne Bradley	Assistant Principal	Yvonne_Bradley@scps.k12.fl.us	Support School Leader
Peter Barberino	Assistant Principal	Peter_Barberino@scps.k12.fl.us	Support School Leader
Maegan Boza	Administrative Dean	Bozama@scps.k12.fl.us	Student Support
Mallory Harris	Academic Intervention Coordinator	Mallory_Harris@scps.k12.fl.us	Student Support
Allyson Bernard	Instructional Coach	Allyson_Bernard@scps.k12.fl.us	Instructional Support

List the members of the literacy leadership team.

Name	Title	Email	Responsibilities
Yvonne Bradley	AP	Yvonne_Bradley@scps.k12.fl.us	ELA/Reading Literacy
Allyson Bernard	Instructional Coach	Allyson_Bernard@scps.k12.fl.us	Instructional Leadership
Lisa West	Reading Teacher	Lisa_West@scps.k12.fl.us	Reading Teacher
Karla Stahl	Teacher	Karla_Stahl@scps.k12.fl.us	Language Arts
Craig Johnson	Principal	craig_johnson@scps.k12.fl.us	All School
Peter Barberino	Asst. Principal	Peter_Barberino@scps.k12.fl.us	Social Studies and Science Literacy
Eric Basilo	Asst. Principal	Eric_Basilo@scps.k12.fl.us	Math Literacy

Student Transition and Readiness

College and Career Readiness

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

Academic planning is done through our iJourney, iChallenge, and iConnect courses, which 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 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. The Bio-Mechatronics program has established a business advisory committee connecting students with career relevant businesses. Markham has a business management course connecting various business leaders around the community as class speakers and a young entrepreneur club after school for students interested in their own business.

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

Markham Woods Middle School students develop technical and career skills through relevant and real-world applications in enrichment classes and extracurricular activities. These courses include Computer, iJourney, iConnect, iChallenge Bio-Mechatronics, Yearbook, and virtual courses including Critical Thinking and Problem Solving. Extracurricular Activities that enhance technical and career skills include Student Government, Junior Honor Society, SECME, and Robotics. Our goal is to provide additional opportunities for students through virtual classes held on-campus and through developing Computer courses of advancing complexity designed to support future workforce needs.

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?
Teachers will utilize homeroom for school wide data chats regarding student FSA scores and their target to make a learning gain.	Classroom Teachers	Each Quarter	Y	Monthly from August to May	Weekly walks during HR to monitor for HR activities
Core content teachers will have students track progress on content area standards through common formative assessments.	Classroom Teachers	Weekly	Y	August-May	Instructional Rounds and iObservation
Students will make action plans each quarter for their success in each core class. Students will reflect on their efforts at the end of each quarter.	Students	Quarterly	Y	Weekly	Data in Student Planners

Low 30% Monitoring Action Plan

Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Teachers will meet weekly in PLCs to monitor student mastery.	Instructional Coach, Assistant Principals, Classroom Teachers	26-May-22	Y	August 6, 2021-May 26, 2022 (Monthly)	PLC Agendas
Teachers will use C9A data to monitor LQ student master and create actions plans each quarter to address these needs.	Teachers, APs	Quarterly	Y	End of each Quarter	Action Plans

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?
Teachers will track student data on C9As and CFAs and identify student needs, focusing on these High Level 1 and Level 2 students..	Teachers, APs	Weekly	Y	Weekly PLCs	PLC Agendas.

Low Level 3 Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Teachers will track student data on C9As and CFAs and identify student needs, focusing on these low level 3 students to prevent regression	Teachers, APs	Weekly	Y	Weekly PLCs	PLC Agendas

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?
We will offer weekly after school tutorial for students. This will be roughly 2x a week.	Craig Johnson	May 2022	N	Begin September 2021	Tutorial attendance
Using ESSER Funds, we will have a pull out/push in academic support for literacy with our low level reading students (this is further support than just the Reading class.	Ms. Kee	5/31/21	N	Every Week on Wednesday/Thursday/Friday.	I Ready Diagnostic growth and spreadsheet.

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?
Attendance clerk will monitor student attendance each month and submit truancy letters and schedule truancy meetings for students meeting truancy guidelines set by the FLDOE.	Ms. Boles	26--May-22	N	August 10, 2021-May 26, 2022 (Monthly)	Letters sent, Scheduled Truancy Meetings, Attendance Reports
Report monthly attendance concerns to Administration during MTSS Meetings.	Maegan Boza	26-May-22	N	August 10, 2021-May 26, 2022 (Monthly)	Admin Meeting Notes

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?
Safety Team	Safety team will meet monthly to review student safety and relevant safety surveys and create action plans based on identified needs	Leadership Team, Eric Bravo, SRO,	May 26, 2022	Y	Monthly	Safety Team Meeting Notes

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?
PBIS Videos	Maegan Boza and Mallory Harris	Preplan	N	Monthly	5 Essentials Survey
Communicate through homeroom lessons, Public Service Announcements.	Maegan Boza and Mallory Harris	26-May-22	Y	August 10, 2021-May 26, 2022 (Monthly)	Homeroom Lessons, 5 Essentials Survey

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?
Monthly Attendance at West Side Community Center Meeting	Dr. Johnson	Monthly	N	Monthly	Attendance at Community Center.
PTSA Membership competition with cluster middle school	PTSA	September 30	N	After September 30.	# of new PTSA Members

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?
Advanced Opportunity students will be scheduled with a minimum of 1 advanced course	Eric Basilo	August 10,2021	N	August 10,2021	Master Schedule
Leadership team will regularly monitor students through monthly administrative meetings focusing on student grades, teacher effective gradebook usage, and student attendance	Assistant Principals	26-May-22	N	August 10, 2021-May 26, 2022 (Monthly)	Leadership Meeting Notes

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?
Scheduling of all students in grade specific courses offering digital tools and industry certifications	Eric Basilo	10-Aug-21	N	10-Aug-21	Master Schedule
Bio-Mechatronics program will add digital certification opportunities to scheduled coursework.	Eric Basilo, BMT Team	January 2022	Y	January 2022	Digital Certifications
Strategic digital tools testing in a multitude of courses	Eric Basilo	May 2022	N	Monthly	Passed Tests

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?

Through our PBIS systems, our Leadership Team will increase positive student interaction and provide consistent discipline support for students and staff.

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?
Targeted Support for ESE students in Math through extended in school support.	ESE Support Facilitators	May 2022	n		

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 Beginning

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

Partially Beginning

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 Beginning

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	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 collected and analyzed throughout the year. The data will then be shared with all teachers regarding student achievement of Students With Disabilities in their respected coursework.	Principal, Assistant Principals, Instructional Coach	26-May-22	Y	August 10, 2021-May 26, 2022 (Quarterly)	Student Grades, 9 week exams, Learning Gains on State Test
Data chats will be conducted with students to create strong accountability and high expectations.	Classroom Teachers, Assistant Principals	26-May-22	N	August 10, 2021-May 26, 2022 (Monthly)	Student Tracking Sheets, Lesson Plans

Indicator 2

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

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?
School Principal and Assistant Principals will clearly and consistently review the following expectations for all school personnel during faculty meetings, School Advisory, Committee meetings as well as during Professional Learning Committees: - General and special education teachers are expected to share instructional and behavioral support responsibilities for Students With Disabilities in the classroom and throughout the academic school day. - Students With Disabilities will not be the sole responsibility of special education teachers throughout the academic school day.	Principal, Assistant Principals, Instructional Coach, Classroom Teachers	26-May-22	Y	August 10, 2021-May 26, 2022 (Quarterly)	Teacher Schedules, Faculty Meetings Sign-in Sheets, PLC Notes, Classroom Walkthroughs/Classroom Observations
Administrators review staff schedules to ensure all personnel have opportunities to support students with and without disabilities.	Eric Basilo	10-Aug-21	N	10-Aug-21	Master Schedule

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?
Individualized Education Plan goals and objectives for all Students With Disabilities will be aligned to general education standards.	Classroom Teachers, Principal, Assistant Principals, Instructional Coach	26-May-22	N	August 10, 2021 - May 26, 2022 (Quarterly)	Weekly Lesson Plan Checks, Walkthroughs/Classroom Observations, 9-week exams
Teachers will differentiate learning goals and classroom instruction for students with a significant cognitive disabilities using the same, or similar, age-appropriate materials as used by students without disabilities.	Classroom Teachers, Principal, Assistant Principals, Instructional Coach	26-May-22	N	August 10, 2021 - May 26, 2022 (Quarterly)	Weekly Lesson Plan Checks, Walkthroughs/Classroom Observations, 9-week exams

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
BAV	Quality Instruction	1st Quarter	We will have school wide Academic Vocabulary used in all classrooms to create common language	Instructional	80	Brett Nell, Lisa West, Noel Breter, Karla Stah;
The 4 PLC Questions	Quality Instruction	Preplan	Teachers will understand the 4 questions that guide the PLC and our PLC process	Instructional	80	Curriculum Leaders
What Makes a Learning Gain	Quality Instruction	Preplan	Teachers and Students will learn what a Learning Gain is. Students will then participate in activities focused on how many points they need to make a LG.	Teachers	80	Dr. J
Cluster PLC - Monthly our teachers will hold virtual PLCs with our other cluster middle school to create and discuss interventions	Quality Instruction	Monthly	Teachers will learn new interventions and strategies in the PLC to help them address student needs based upon CFA Data.	Teachers at two schools	80	Teachers
New Teacher Instructional Rounds	1	Once each Semester	Teachers will get to observe other teachers teach	New Teachers	15	Leadership Team
Curriculum Leaders Instructional Rounds	1	Once each Semester	Curriculum Leaders will understand the strengths and weaknesses of their departments and provide support as needed.	Curriculum Leaders	12	Leadership Team

Cluster PLCs

1

5 Times/Year

Teachers will partner with PLCs at Greenwood Lakes Middle school to build interventions/extensions based upon the most needed standards

PLC

150

Curriculum Leaders