Seminole County Public Schools

Sanford Middle School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Sanford Middle School

1700 S FRENCH AVE, Sanford, FL 32771

http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0151

School Board Approval

This plan was approved by the Seminole County School Board on 10/24/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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. The Department 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. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

There is an increasing need in Florida and throughout the country, to ensure students have the future ready skills to compete in a globally competitive economy and meet the needs of the workplace. The future of the economy is in STEM related careers. The U.S. Bureau of Labor Statistics indicates that employment in STEM occupations are projected to grow more than 9 million between 2012 and 2022. The mission of Sanford Middle School Math, Science, & Technology Magnet is to develop a more widely and diversely populated pipeline of students, with future ready skills, interested in STEM careers in an innovative, safe, and supportive learning environment. Where every student can think critically, and connect and apply STEM principles in order to solve real-world problems, through rigorous and relevant learning experiences across all discipline.

Provide the school's vision statement.

The school where every student is a STEM student and every teacher is a STEM teacher.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Durias, Byron	Principal	Support the Superintendent's vision for teaching and learning. Ensure that all students learn and that all students are safe.
Coursin, Jen	Assistant Principal	Support the Principal's vision for the school.
Grace, Alisa	Assistant Principal	Support the Principal's vision for the school.
Lyons, Stephanie	Assistant Principal	Support the Principal's vision for the school.
Munoz, Berna	Assistant Principal	Support the Principal's vision for the school.
Crumpton, Lori	Instructional Coach	Identify relevant and productive strategies to support content area literacy as well as opportunities to unify and promote school wide literacy.
Schwartz, Megan	Other	Identify relevant and productive strategies to support content area literacy as well as opportunities to unify and promote school wide literacy.
Campbell, Leonie	Teacher, K-12	Identify relevant and productive strategies to support content area literacy as well as opportunities to unify and promote school wide literacy.
James, Natasha	Teacher, K-12	Identify relevant and productive strategies to support content area literacy as well as opportunities to unify and promote school wide literacy.
Kelsey, Elizabeth	Other	The NEST (New Educator Support Team) teacher leader supports new teachers through established monthly meetings offering resources and check-ins to ensure they are able to thrive during their initial transition period.
Futrell, Tisha	Teacher, K-12	Identify relevant and productive strategies to support content area literacy as well as opportunities to unify and promote school wide literacy.
Hudson, Joni	Teacher, K-12	Identify relevant and productive strategies to support content area literacy as well as opportunities to unify and promote school wide literacy.
Friedman, Courtney	Teacher, K-12	Identify relevant and productive strategies to support content area literacy as well as opportunities to unify and promote school wide literacy.
Taylor, Jamie	Teacher, K-12	Identify relevant and productive strategies to support content area literacy as well as opportunities to unify and promote school wide literacy.
Salviejo, David	Teacher, K-12	Identify relevant and productive strategies to support content area literacy as well as opportunities to unify and promote school wide literacy.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Sanford Middle School encourages and solicits ongoing parent and community participation in the decisions impacting the school. During the 2022-2023 school year, parents and members of the school community provided feedback on the SIP plan and goals. The School Advisory Council and curriculum leadership team, in addition to other groups provided recommendations and considerations to be included in the 2023-2024 SIP. Additionally, the School Improvement Plan will be shared both as a whole through the SCPS main website as well as incrementally through varied weekly focuses within Principal Durias' Weekly Warrior communication email. Throughout the year, the Weekly Warrior provides the opportunity to share portions of the SIP during relevant times and in a parent friendly language.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School-Improvement calendar, outlines ongoing professional learning and continuous improvement cycles aimed at regularly reflecting upon the effective implementation and impact of initiatives to increase student achievement.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	71%
2022-23 Economically Disadvantaged (FRL) Rate	50%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT)

	Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	73	57	58	188
One or more suspensions	0	0	0	0	0	0	33	54	36	123
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	11	8	3	22
Course failure in Math	0	0	0	0	0	0	14	4	11	29
Level 1 on statewide ELA assessment	0	0	0	0	0	0	89	103	89	281
Level 1 on statewide Math assessment	0	0	0	0	0	0	99	63	48	210
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	85	78	66	229

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	26	23	0	49
Students retained two or more times	0	0	0	0	0	0	5	2	0	7

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	47	33	17	97
Course failure in ELA	0	0	0	0	0	0	15	7	3	25
Course failure in Math	0	0	0	0	0	0	12	12	14	38
Level 1 on statewide ELA assessment	0	0	0	0	0	0	77	69	59	205
Level 1 on statewide Math assessment	0	0	0	0	0	0	120	89	50	259
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	26	17	9	52

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	48	44	28	120
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	47	33	17	97
Course failure in ELA	0	0	0	0	0	0	15	7	3	25
Course failure in Math	0	0	0	0	0	0	12	12	14	38
Level 1 on statewide ELA assessment	0	0	0	0	0	0	77	69	59	205
Level 1 on statewide Math assessment	0	0	0	0	0	0	120	89	50	259
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	26	17	9	52

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	48	44	28	120
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	59	54	49	66	59	50	63		
ELA Learning Gains				58			56		
ELA Lowest 25th Percentile				41			31		
Math Achievement*	69	61	56	69	37	36	63		
Math Learning Gains				67			44		
Math Lowest 25th Percentile				50			26		
Science Achievement*	66	56	49	68	62	53	55		
Social Studies Achievement*	71	72	68	82	62	58	76		
Middle School Acceleration	83	76	73	83	51	49	71		
Graduation Rate					59	49			
College and Career Acceleration					76	70			
ELP Progress	39	50	40	44	80	76	57		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	387
Total Components for the Federal Index	6
Percent Tested	97
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	628
Total Components for the Federal Index	10
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	32	Yes	4	
ELL	42			
AMI				
ASN	92			
BLK	43			
HSP	52			
MUL	70			
PAC				
WHT	75			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	48			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	33	Yes	3	
ELL	49			
AMI				
ASN	84			
BLK	48			
HSP	53			
MUL	72			
PAC				
WHT	68			
FRL	52			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	59			69			66	71	83			39
SWD	22			27			23	34	58		6	27
ELL	30			43			30	41	70		6	39
AMI												
ASN	86			93			89	94	97		5	
BLK	32			42			35	49	56		5	
HSP	42			54			52	50	71		6	41
MUL	57			68			69	73	81		5	

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	66			75			76	78	79		5	
FRL	38			48			47	52	65		6	39

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	66	58	41	69	67	50	68	82	83			44
SWD	24	42	36	26	41	35	28	38	50			9
ELL	42	50	38	47	52	37	45	57	73			44
AMI												
ASN	89	75	60	93	87	65	94	98	96			
BLK	37	47	36	41	56	55	41	60	63			
HSP	54	51	36	52	51	41	59	70	71			42
MUL	73	57		75	72		71	80	75			
PAC												
WHT	70	56	51	77	66	49	72	91	82			
FRL	46	50	39	49	55	48	53	64	72			41

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	63	56	31	63	44	26	55	76	71			57
SWD	22	29	23	30	30	24	16	51	28			
ELL	37	47	40	45	40	43	20	69	48			57
AMI												
ASN	88	78	65	89	68	44	86	91	91			
BLK	40	40	24	36	27	15	27	51	55			
HSP	48	47	31	50	33	27	44	81	54			58
MUL	64	56	33	59	35	30	42	83	44			
PAC	54	62		46	46							
WHT	71	57	32	73	47	37	67	76	72			
FRL	44	43	29	43	32	23	33	62	53			55

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
<u>The percentages shown here represent ALL students who received a score of 3 or higher on the statewide</u>
<u>assessments</u>.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.
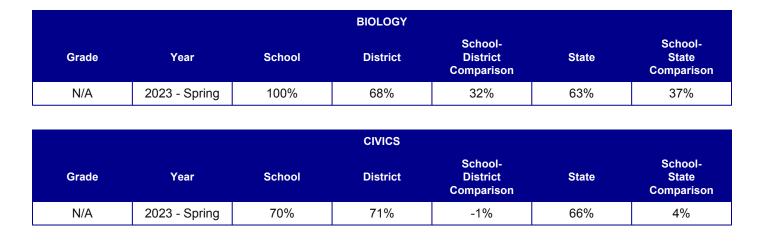
ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	55%	53%	2%	47%	8%
08	2023 - Spring	56%	50%	6%	47%	9%
06	2023 - Spring	58%	52%	6%	47%	11%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	62%	66%	-4%	54%	8%
07	2023 - Spring	74%	67%	7%	48%	26%
08	2023 - Spring	21%	31%	-10%	55%	-34%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	63%	55%	8%	44%	19%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	84%	54%	30%	50%	34%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	97%	53%	44%	48%	49%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	68%	32%	63%	37%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	70%	71%	-1%	66%	4%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Students with disabilities, non-white students, and English language learners continue to be a key demographic to monitor and target successful intervention strategies to close the academic gap.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The proficiency in ELA dropped across all grade levels going from 65% proficiency to 58% proficiency in 6th grade, 65% proficiency to 55% proficiency in 7th grade, and 64% proficiency to 56% proficiency in 8th grade. This was the first year of a three times a year progress monitoring system on the computer versus the previous summative paper based exam held once a year. We shifted away from LAFS standards to BEST benchmarks. The decline from the previous year can partly be contributed to a transitional phase where studetns were relearning the makeup and expectations of the examination.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

All data components are above the state average.

Which data component showed the most improvement? What new actions did your school take in this area?

Algebra 1 and Geometry.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Student attendance and on-grade level performance in ELA and Math

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. ELA across all grade levels
2. Increasing the learning gains of SWD, ELLs, and minority students
3. School safety perceptions being improved amongst students
4. A continued concentration on tier 2 and tier 3 instruction to close learning gaps.
5. Building school culture through our thrivers theme.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Increasing academic achievement of students with disabilities. ESSA Federal Percent of Points Index indicates this is a high priority need and focusing on the success of these students will reduce achievement gaps and prepare these students for future academic success.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase achievement and learning gains for students with disabilities.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored through classroom walk throughs, review of progress monitoring data and through data chats with professional learning communities.

Person responsible for monitoring outcome:

Byron Durias (byron_durias@scps.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The following evidence-based interventions are available to middle schools to help them support students based upon the area of need of the individual student: CAR-PD, iReady, Lexia, Corrective Reading, and Reading Mastery.
The following evidence-based interventions are available to middle schools to help them support students based upon the area of need of the individual student: iReady, DreamBox, Seminole Numeracy Project.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

A variety of interventions are available to the schools to allow them to meet the needs of individual students. This allows all the areas of reading to be addressed from foundations to comprehension across the K-12 continuum.
All of the listed interventions have been approved by Just Read, Florida through the vetting process for the K-12 Comprehensive Evidence- Based Reading Plan.

Math- All the listed interventions have research-based evidence for efficacy.
Standards based lessons differentiated to meet the needs of these specific student groups and data driven deliberate action planning will improve achievement and learning gains for our students. This strategy is aligned to having high expectations for all learners and teachers.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Students
What do we want all students to do?
We want all students to successfully learn the benchmarks in their subjects.

How will we know if they learn it?
We will know they know it through their success in formative and summative assessments.

How will we respond when some students do not learn?
We will provide strategic intervention to students who have struggled through formative and summative assessments. We will continue to spiral back to ensure students get ample opportunities to be exposed to the grade level material.

What evidence/data will there be to reflect monitoring for this strategy/action?
Students will continuously be monitored through formative and summative assessments, FAST, and iReady (when applicable).

Teachers
What do we want all teachers to do?
We want all teachers to know how to support their students and feel comfortable in their practices to meet students where they are in order to take them where they need to be to meet their grade level expectation.

How will we know if teachers are accomplishing this?
We will know students are meeting the needs of their students through the discussions of their PLCs where they review formative and summative data. Data will continue to be monitored at increments to ensure enough time is given to address student obstacles.

How will school leaders respond when teachers need support?
We will continue to offer support through coaching cycles and offering opportunities for growth through PDs and instructional rounds.

How will we extend professional learning for teachers?
We will offer targeted professional developments that address the concern of teachers and ones that mutually benefit students.

Person Responsible: Byron Durias (byron_durias@scps.k12.fl.us)

By When: Ongoing throughout the school year

#2. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Students succeed when conditions for learning are optimized. A focus on campus safety, development of a culture where student voice and belonging are valued and sharing collective responsibility for the success of all students in the school increase student achievement.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase 5 Essentials Survey and SCPS Safety Survey results indicating a high degree of trust, collective responsibility and academic personalism.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Conditions for Learning monitoring will occur during classroom walk through, PLC meetings, attendance and discipline data reviews.

Person responsible for monitoring outcome:

Byron Durias (byron_durias@scps.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The Multi-Tiered Support System (MTSS) process is a team-based approach that relies on a strong collaboration between families and professionals from a variety of disciplines regardless of the level implemented. MTSS provides a positive and effective means to support student learning, attendance and behavior.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

MTSS methods are research-based and proven to positively impact school climate and increase academic performance.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Focusing on campus safety
Continuously practice and refine our on-site response protocols and procedures.

Developing a culture where student voice and belonging is valued
High-Quality Relationships & Healthy School Culture including Good Student-Staff Relationships, Strategic Supervision, Positive Interventions and Supports, and Seminar Block

Person Responsible: Byron Durias (byron_durias@scps.k12.fl.us)

By When: Ongoing throughout the school year

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CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

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In collaboration with the Assistant Superintendent, school leaders identify and align resources to meet the needs of all students and maximize desired student outcomes. Evaluation of student achievement data and related early warning factors such as attendance and discipline referrals are at the core of this work. Principals review data with the school leadership team, staff, and other relevant stakeholders, then develop or modify goals and strategies to align with the school needs presented. These goals and strategies are then operationalized through action items within the annual School Improvement Plan. These specific interventions or activities are noted within the SIP, and funding resources are assigned (i.e., Title I, Part A, UniSIG).