

Seminole County Public Schools

Tuskawilla Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Tuskawilla Middle School

1801 TUSKAWILLA RD, Oviedo, FL 32765

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0541>

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.

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

Provide the school's vision statement.

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

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
Shuler, Randy	Principal	Financial, Operational, Decision-Making, Vision and Data Monitoring
Mims, Yaschika	Assistant Principal	Curriculum & Instruction: ELA, Reading, ESOL, Math
Garrett, Ryan	Assistant Principal	Curriculum & Instruction: Social Studies, ESE, Master Schedule
Woods, Cynthia	Assistant Principal	Curriculum & Instruction: Science, Foreign Language, Performing Arts, P.E.
Scott, Chris	Administrative Support	Technology Work Orders, including Inventory and management, School Recognition and Communication
Boss, Debra	Dean	Discipline, Bus/Transportation Contact, Sports/Clubs, Restorative Practices, PBS, and Bully Prevention Contact

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.

Tuskawilla Middle School promotes a positive culture and environment through restorative practices, PBIS and conditions for learning. School wide expectations and classroom expectations, routines and

procedures are clearly defined, positively stated and posted so that it is visible for all students/staff to reference. Teachers take advantage of opportunities to build rapport with students during instructional interactions using team building and relationship building strategies/activities in the classroom including, but not limited to ensuring use of students first names, greeting students at door, along with class and individual student recognitions. When students have disagreements or conflicts, they are encouraged to work with a teacher or a restorative practice facilitator to discuss these conflicts in order to obtain a better understanding of another student's perspective. The goal is to assist students in repairing relationships while providing them with the resources and tools needed to be successful while working together and moving forward.

Tuskawilla Middle School prides itself in having a strong collaborative parent and community partnership. All stakeholders are invited to attend SAC Meetings where the plan is discussed. A draft of the School Improvement Plan (SIP) is shared with parents and community members who are encouraged to participate in discussions, ask questions, and provide critical input on school improvement strategies that impact a positive school culture and environment. Inquiries will be made into language translation needs prior to the meetings. Qualtrics software will be used to support parents in a language they can understand. Parents will be informed of the location of the final 2023-2024 School Improvement Plan which can be viewed throughout the year.

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))

SIP action plans will be discussed and monitored regularly for effective implementation in PLCs, COLs and school-wide PD initiatives. We will ensure fidelity and implementation of teaching identified essential benchmarks/standards, analyze classroom data and progress monitoring data, and identify what is working and what needs to be improved. We will Provide targeted intervention for students who need additional support. We will also provide enrichment lessons for students who are already proficient. We will adjust/modify/revise the plan as necessary to ensure continuous improvement.

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	56%
2022-23 Economically Disadvantaged (FRL) Rate	57%
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)	Students With Disabilities (SWD)* English Language Learners (ELL)

(subgroups below the federal threshold are identified with an asterisk)	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: B 2019-20: B 2018-19: B 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	66	74	59	199	
One or more suspensions	0	0	0	0	0	0	22	33	26	81	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	8	22	21	51	
Course failure in Math	0	0	0	0	0	0	17	17	12	46	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	73	102	69	244	
Level 1 on statewide Math assessment	0	0	0	0	0	0	100	64	32	196	
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	81	86	59	226

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	21	24	0	45	
Students retained two or more times	0	0	0	0	0	0	2	2	0	4	

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	14	38	23	75	
Course failure in ELA	0	0	0	0	0	0	3	15	37	55	
Course failure in Math	0	0	0	0	0	0	16	15	33	64	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	65	74	70	209	
Level 1 on statewide Math assessment	0	0	0	0	0	0	95	75	57	227	
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	23	20	32	75	

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	25	33	41	99	
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	14	38	23	75	
Course failure in ELA	0	0	0	0	0	0	3	15	37	55	
Course failure in Math	0	0	0	0	0	0	16	15	33	64	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	65	74	70	209	
Level 1 on statewide Math assessment	0	0	0	0	0	0	95	75	57	227	
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	23	20	32	75

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	25	33	41	99
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*	53	54	49	54	59	50	57		
ELA Learning Gains				49			52		
ELA Lowest 25th Percentile				36			35		
Math Achievement*	63	61	56	60	37	36	61		
Math Learning Gains				61			53		
Math Lowest 25th Percentile				55			35		
Science Achievement*	56	56	49	54	62	53	52		
Social Studies Achievement*	76	72	68	79	62	58	66		
Middle School Acceleration	78	76	73	76	51	49	74		
Graduation Rate					59	49			
College and Career Acceleration					76	70			
ELP Progress	70	50	40	71	80	76	58		

* 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	66
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	396
Total Components for the Federal Index	6
Percent Tested	96
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	595
Total Components for the Federal Index	10
Percent Tested	97
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	33	Yes	4	
ELL	50			
AMI				
ASN	82			
BLK	56			
HSP	60			
MUL	66			
PAC				

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%
WHT	72			
FRL	59			

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	32	Yes	3	
ELL	55			
AMI				
ASN	75			
BLK	41			
HSP	57			
MUL	56			
PAC				
WHT	63			
FRL	55			

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	53			63			56	76	78			70
SWD	15			23			24	51	50		5	
ELL	31			47			24	63	64		6	70
AMI												
ASN	67			86			67	94	94		5	
BLK	36			46			39	63	94		5	
HSP	48			54			47	72	69		6	72

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
MUL	50			63			63	70	82		5	
PAC												
WHT	59			71			68	82	79		5	
FRL	42			53			45	70	73		6	72

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	54	49	36	60	61	55	54	79	76			71
SWD	14	27	21	23	49	50	13	44	50			
ELL	43	57	56	39	54	50	46	56	79			71
AMI												
ASN	69	61		74	76		60	87	100			
BLK	36	39	30	39	47	39	19	67	50			
HSP	51	49	37	52	59	57	52	72	70			70
MUL	58	52	30	60	57	50	50	92				
PAC												
WHT	58	49	39	70	65	62	60	87	79			
FRL	47	48	36	50	59	57	42	72	69			66

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	57	52	35	61	53	35	52	66	74			58
SWD	14	27	23	19	30	25	12	27				
ELL	46	54	49	41	42	41	42	55	63			58
AMI												
ASN	68	59		85	69		63		76			
BLK	32	37	26	39	41	33	20	39	56			
HSP	51	49	37	53	47	31	43	64	67			54
MUL	74	59		74	57		58	60	75			
PAC												
WHT	63	55	35	68	57	37	61	72	79			

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
FRL	46	44	36	49	43	30	42	56	65			60

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. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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	51%	53%	-2%	47%	4%
08	2023 - Spring	49%	50%	-1%	47%	2%
06	2023 - Spring	47%	52%	-5%	47%	0%

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	52%	66%	-14%	54%	-2%
07	2023 - Spring	71%	67%	4%	48%	23%
08	2023 - Spring	39%	31%	8%	55%	-16%

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	55%	55%	0%	44%	11%

ALGEBRA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	81%	54%	27%	50%	31%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	93%	53%	40%	48%	45%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	73%	71%	2%	66%	7%

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.

Tuskawilla will focus on increasing by 5% the number of students scoring level 3 or above for ELA. ELA FAST PM3 data in all 3 grade levels reflects a need for improvement.

Reading and Comprehension difficulties are the contributing factors to areas needing improvement. Reading, writing and listening skills will continue to be addressed in all classrooms. Administrators and Instructional Coaches will model and monitor the implementation of researched-based literacy strategies. TWMS ELA classrooms will introduce a co-teaching model with general education and ESE teachers to focus on specific literacy skills. We will also ensure students with disabilities receive their accommodations with consistency and fidelity.

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

Reading and Comprehension difficulties are identified as contributing factors to decline at Tuskawilla Middle School. Reading, writing, and listening skills will continue to be addressed in all classrooms. Administrators and Instructional Coaches will model and monitor the implementation of researched-based literacy strategies. TWMS ELA classrooms will introduce a co-teaching model with general education and ESE teachers to focus on specific literacy skills. We will also ensure students with disabilities receive their accommodations with consistency and fidelity.

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?

Based on 2022 FSA Math Percent Level 3+ data, Tuskawilla's overall math achievement improved by 8% on 2023 FAST Math Assessment.

New Actions: Increase the amount of support to our students with disabilities within the core content classrooms. Increase the level of rigor for all. All students are enrolled into all advanced classes with additional intervention and acceleration. Continued Tier 2 Intervention Time is provided to students twice a week for 30 minutes to assist in areas of struggle. This support time is called WIN - What I Need. Ongoing work towards identified essential standards in classroom. As well as specific identified intervention for students in areas of difficulties with specific standards through teacher-led stations.

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. School Safety
2. Reading/Math Achievement.
3. Science/Civics Achievement
4. Teacher-Student Relationships (Restorative Practices)

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:

Randy Shuler (randy_shuler@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 currently have all students in advanced level classes focusing on Teacher/COL identified essential standards.

How will we know if they learn it?

--Teacher/COL identified Essential Standards; Tracking student learning through Formative Assessment of Essential Benchmarks; Benchmark assessments; Teacher daily checks for understanding.

How will we respond when some students do not learn?

--Tier 2 Intervention Time provided to students twice a week for 30 minutes to assist in areas of struggle; Continuous work towards identified essential standards in classroom; Reinforcement in areas where students are having difficulties with specific standards.

What evidence/data will there be to reflect monitoring for this strategy/action?

--Formative and Summative Assessments; Progress Monitoring Assessments 3 times a year; STAR Assessment; FAST monitoring to collect data on progression of individual sub groups.

Teachers

What do we want all teachers to do?

--Teachers are challenged with identifying at-risk and/or AO students in individual subgroups to track and monitor. COLs meet with the principal quarterly to discuss their identified group of student's progression and identify needed support.

How will we know if teachers are accomplishing this?

--Classroom walkthroughs with quality feedback; Monitor weekly PLCs and COLs to ensure school-wide priorities are being achieved; Tracking of student data.

How will school leaders respond when teachers need support?

--Instructional Coaches are available to support COLs and individual teachers as needed; Classroom walkthroughs with quality feedback; Administrators will provide reflective feedback and offer opportunities for teachers to meet and discuss the feedback; Action plans will be developed; Administrators will monitor this process and provide support as needed; Professional Development as needed.

How will we extend professional learning for teachers?

--Professional Development will be provided for teachers for building relations through Restorative Practices; Principal, Randy Shuler meets with subgroups quarterly.

Person Responsible: Randy Shuler (randy_shuler@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:

Randy Shuler (randy_shuler@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.

School Safety Survey score is currently 6.2 and our goal is to improve to 7.0 or higher this school year.

1. Code Red Drills will be practices several times throughout the year.
2. Increased supervision during transition time with focus on restroom areas throughout the day.
3. PBS initiatives focused on safety on campus.
4. Communication is provided to parents each time a drill is carried out.

5E - Teacher-Parent Trust is currently 36 and our goal is to improve to 40+ this school year.

1. We are increasing the amount of information that we send home by way of Skyward and School Messenger emails, as well as on various social media platforms including Facebook, Twitter, school website, and marquee.
2. We are also looking to build relationships with families by continuing to host curriculum nights in lieu of the traditional Open House. We offer STEM Night in the fall and Literacy Night in January.
3. Through the use of Skyward Family Access and eCampus, families can stay connected with how their student is doing in each of their classes.
4. We offer families the opportunity to set up parent-teacher conferences with teachers on Tuesdays and Thursdays. Emails and phone calls are welcome anytime. We have weekly communication as needed or longer newsletters that are sent out to our families highlighting important information and events that take place on campus.

Person Responsible: Randy Shuler (randy_shuler@scps.k12.fl.us)

By When: Ongoing throughout the school year

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).

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).