

Sandusky Middle School
One Plan
2023-2026

Mission Statement: To provide a diverse educational experience where all students will become respected, productive, and valued members of our community.

Goal Area #1: ELA: The underlying root cause is that students are performing below grade level in ELA due to a lack of rigor and depth of knowledge exposure and the lack of differentiated instruction to meet individual students' needs on a consistent basis.		
SMART Goal: Sandusky Middle School will focus on English Language Arts in Seventh Grade, Eighth Grade for all students to increase 30% as measured with District Short Cycle Assessments (MAP) by 06/30/2026 - 10% annually will meet or exceed their expected growth.		
Student Measure: An overall improvement of 10% annually, will be reached for All Students in English Language Arts - District Formative Assessments (MAP) as reported by the Principal each 95 days. Students will meet or exceed their expected growth.		
Adult Implementation Measure: Teachers will use the identified areas from English Language Arts - District Short Cycle Assessments to target and differentiate instruction based on student need with administrative observations and walkthroughs in 26 out of 30 teachers. (scaled score) to be measured quarterly.		
Strategy #1: Curriculum, Instruction, and Assessment: All teachers are aligned to the science of reading where the instruction covers the five big ideas (Phonics, vocabulary, comprehension, motivation, fluency) and includes differentiation and writing. Link for examples		
Action Step Year 1	Action Step Year 2	Action Step Year 3
Participation by ELA teachers and/or Intervention Specialists in professional learning opportunities related to the science of reading, differentiation and writing.	Participation and implementation by ALL teachers in professional learning opportunities related to differentiation and writing, include onboarding of any new staff, and monitoring to support and coach implementation	Implementation of the differentiation and writing components in ALL classrooms and ALL teachers, include onboarding of any new staff, and monitoring to support and coach implementation
Evaluate current high quality instructional material and resources, district approved, and how they are being used, and build the capacity of internal trainer(s) to support and coach the use of these tools.	Carry through 2026	

Data will be reviewed in teacher based teams, building leadership teams, and district leadership teams with the leadership and Title Teachers. The focus of teacher based teams will be planning instruction and implementing and monitoring the selected evidence based strategies.	Under the leadership of teachers, staff will refine data analysis to address gaps in instruction and plan accordingly during teacher based teams, building leadership teams, and district leadership teams.	Carry through 2026

Strategy #2: School climate and supports: Take a data-driven, comprehensive approach that begins with engaging students and families as well as preventing absences from adding up before students fall behind academically.

Action Step Year 1	Action Step Year 2	Action Step Year 3
Staff will attend professional development about Tiers of intervention for chronic absenteeism. Utilize the start of school year PD days for teachers and school staff to discuss yearly plan and whole school strategies.	Staff will establish daily, weekly and monthly routines to build relationships in the classroom and welcome students back after absences.	Carry over to 2026
Review early warning data once a month with the whole staff. Ensure staff are prepared to discuss attendance in a caring manner	Hold weekly/monthly recognition. Ensure positive, regular communication with families about student attendance.	Carry over to 2026
Ensure staff are prepared to discuss attendance in parent-teacher conferences in a caring manner in parent-teacher conferences, attendance improvement meetings, outreach calls and home visits.	Anticipate and plan activities/supports to minimize dips in attendance during holidays.	Carry over to 2026
Develop personalized relationships with students who are at risk for attendance issues.	Create Student Attendance Success Plans.	Carry over to 2026

Goal Area #2: Safe and Healthy Schools: The teams for PBIS, Threat Assessment, School Violence Alliance, and OIP teams need to collaborate and align priorities. The committees will need to gather data from all domains to improve Tier I-Tier III support with fidelity at SMS.

SMART Goal: Tier II and Tier III behavior students in seventh and eighth grade will decrease 30% in behavior at Sandusky Middle School by 2026 by discipline occurrences measured quarterly.

Student Measure: An overall improvement or decrease in student behaviors of 10% annually will be reached for Tier II and Tier III students as measured by discipline occurrences at Sandusky Middle School quarterly.

Adult Implementation Measure: PBIS TFI (Twice - Fall and Spring) will be used to measure implementation with 45% increase in rubric score. Use the PBIS matrix of Tiered Fidelity Inventory to rate effectiveness.

Strategy #1: Leadership, Administration and Governance: PBIS, Threat Assessment, School Violence Alliance, and OIP teams will collaborate and meet monthly to receive data and establish support for all students.

Action Step Year 1	Action Step Year 2	Action Step Year 3
Establish Homebase groups to create positive relationships amongst students and staff to support a positive school climate along with Reallyville support for SEL. (7th & 8th grade years 1 - 3)	Carry over to 2026	
Establish a group of identified peer mediators to be trained in order to implement a peer conflict resolution plan.	Implement a peer conflict resolution plan to be monitored by staff but facilitated by students.	Establish a peer mentorship program amongst entering 7th graders and 9th graders.
The team, including social workers, school leaders, and teachers, will assess strategies and write a school improvement plan.	The team, including social workers, school leaders, and teachers, will evaluate progress on the plan and strategies and refine as needed.	Carry this one through 6/30/2026
Establish meetings twice a month for the school team to address behavior.	Review previous year's data to determine the need for frequency of team meetings.	Carry this one through 6/30/2026
Coordinate with other school leaders and the district leadership team to promote and maintain a positive school climate.	Review progress with developing a positive school climate and refining a plan for continuous improvement.	Carry this one through 6/30/2026
Monitor discipline data to determine causes of behavior for students in Tiers 2 and 3	Review previous year's data for returning and incoming students to identify students who are in Tiers 2 and 3, and learn about their challenges and strengths.	Meet with transition grade (6th, 9th) personnel to conduct a warm hand-off for students who have significant behaviors. Develop a plan for summer and the first day of school interventions.

In accordance with the school plan, develop and implement appropriate tiered interventions and support to students and families.	Review the previously utilized strategies to refine the interventions.	Carry this one through 6/30/2026
Strategy #2: School Climates and Supports: Educators will develop and implement effective prevention and intervention strategies that promote positive student behavior.		
Action Step Year 1	Action Step Year 2	Action Step Year 3
In Homebase, students will learn how to make choices and collaborate within the class.	Within Homebase, teachers will establish a system to facilitate a student led learning environment.	Students will complete a social emotional project that focuses on the Science of Reading, differentiation, and writing.
PBIS Matrix Review	PBIS Matrix Review	PBIS Matrix Review
Whole staff PBIS Implementation Roll Out in August and Review in January	Whole staff PBIS Implementation Roll Out in August and Review in January	Whole staff PBIS Implementation Roll Out in August and Review in January
PBIS Team - Complete the TFI (Fall and Spring) and create a plan for improved implementation	PBIS Team - Complete the TFI (Fall and Spring) and create a plan for improved implementation	PBIS Team - Complete the TFI (Fall and Spring) and create a plan for improved implementation

Goal Area #3: Engagement: The underlying root cause is the need for more consistent and continuous promotion of academic related family events with incentives.

SMART Goal: Sandusky Middle School will focus on attendance in Family Events for Parents and families of students to increase 30% as measured with participation data by 6/30/2026

Student Measure: Reduce chronic absenteeism 45% by the end of three years using attendance data.

Adult Implementation Measure: PBIS TFI (Twice - Fall and Spring) will be used to measure implementation with 50% increase in rubric score. Use the PBIS matrix of Tiered Fidelity Inventory to rate effectiveness.

Strategy #1: Community, Family Engagement : Develop a school-wide culture that promotes a safe and respectful climate offering a warm and welcoming environment that emphasizes building relationships with families and community organizations.

Action Step Year 1	Action Step Year 2	Action Step Year 3
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Put in place strategies to connect to groups of students showing signs of attendance issues (e.g., Success Mentors). Ensure IEPs address attendance.		
Ensure outreach is conducted in families' home languages and draws upon family cultures.	Conduct a resource fair for students and their families.	
Develop personalized relationships with families who have students at risk for attendance/behavior issues.	During parent-teacher conferences, recognize good attendance and express concerns in a supportive manner if needed.	
Promote attendance messaging during registration/enrollment. Have home visits/phone calls to build relationships and remind families about the first day of school.	Plan welcoming traditions for incoming grades, transition grades, and new students and their families. Ensure there is attention paid to student groups with historically high levels of absenteeism.	
Strategy #2: Leadership, Administration, Governance: Family engagement is an important and interdependent partnership between schools, communities and families, so the staff will create effective feedback loops with timely and consistent communication. Family engagement through multiple media.		
Action Step Year 1	Action Step Year 2	Action Step Year 3
Community members and groups are engaged in academic awareness on shared information, forums, parent/teacher conferences, and community events.	Community members and groups are trained in evidence based academic strategies based on shared information, forums and community events.	Community and family implementation in the evidence based academic strategies based on shared information, parent/teacher conferences; forums and community events.
Parents are engaged in academic awareness based on shared information, parent/teacher conferences; forums and community events.	Parents are trained in evidence based academic practices based on shared information, forums and community events.	Parental implementation in academics based on shared information, parent/teacher conferences; forums and community events.
Use social media and/or digital communication tools to educate families on academic awareness	Increase use of social media and/or digital communication tools to educate and engage families on the evidence based academic strategies	Increase and analyze use of social media and/or digital communication tools to educate and engage families on academics.

