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

School Improvement Plan 2023-2024

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 supporting the district commitment to excellence and equity. The SIP is a "living document" continually monitored, refined and used by schools to guide their work throughout the year.

School Information

1. Provide the school's mission statement.

2. Provide the school's vision statement.

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations Consulting with various stakeholder groups is critical in formulating school improvement strategies that impact a positive school culture and environment.

3. 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.

4. Describe how the school addresses building a positive school culture and environment.

5. 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.

6. 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.

8. List the members of the leadership team. Describe the roles and responsibilities of the team.

Name   Title   Email

Responsibilities:

Name   Title   Email

Responsibilities:

Name   Title   Email

Responsibilities:

Name   Title   Email

Responsibilities:

Name   Title   Email

Responsibilities:

9. List the members of the literacy leadership team. Describe the roles and responsibilities of the team.

Required Per Rule 6A-6.053: District K-12 Comprehensive Evidence-Based Reading Plan - (3) School Literacy Leadership Teams. Districts must describe in the plan the process the principal will use to form and maintain a Literacy Leadership Team, consisting of a school administrator, reading coach, media specialist, lead teachers, and other relevant team members, as applicable.

Name	Title	Email

Responsibilities:

Name	Title	Email

Responsibilities:

Name	Title	Email

Responsibilities:

Name   Title   Email

Responsibilities:

Name   Title   Email

Responsibilities:

Name   Title   Email

Responsibilities:

Name   Title   Email

Responsibilities:

PreK-12 Transition

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

College and Career Readiness

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

12. Identify the career and technical education programs available to students.

Every Student Succeeds Act

Every Student Succeeds Act - ESSA

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.

If your school appears on the ESSA Findings List, please list your subgroups with an FPPI below 42%.

Subgroups Scoring Below 42%
1st finding -
2nd finding -
3rd finding -
4th finding -
5th finding -

RAISE – Elementary only

RAISE Language

Florida Statute 1008.365, the Reading Achievement Initiative for Scholastic Excellence (RAISE) establishes criteria for identifying schools in need of increasing their focus on literacy support. The criteria includes schools with students in grades Kindergarten through five, where 50% or more of its student in any grade level score below a level 3 on the most recent statewide English Language Arts (ELA) assessment, including students in grades Kindergarten through 3 identified on the coordinated screening and progress monitoring system who are not on track to pass the statewide ELA assessment.

Schools identified as RAISE schools must implement Schoolwide Improvement Plans that include an area of focus to explicitly address strategies for improving reading.

If your school appears on the RAISE List, please check the box on grade levels with less than 50% of students scoring a level 3 on the statewide ELA assessment.

3rd grade
4th grade
5th grade

Excellence and Equity Focus on Quality Instruction

Seminole County Public Schools will strive for excellence in all classrooms for all students.

A.   Lessons aligned to state academic standards with the goal of mastery by the end of the course
B.   Ongoing feedback loops between leadership, teachers, students, and families
C.   Teachers and leaders working in collaborative PLCs addressing the four PLC questions:

1. What do we want all students to know and be able to do?
2. How we will know if they learn it?
3. How will we respond when some students do not learn?
4. How will we extend the learning for students who are already proficient?

Action plans are aligned to the following Key Performance Indicators found within the SCPS Strategic Plan: B1.1, B2.3 and B2.7 and designed to accelerate
 learning for students in all subgroups, inclusive of ESSA and RAISE

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.

Action Plan 1

Accelerating Achievement and Learning Growth of Lower Quartile Learners.

What do we want all students to know and be able to do?

How will we know if they learn it?

How will we respond when some students do not learn?

How will we extend the learning for students who are already proficient?

What evidence/data will there be to reflect monitoring for this strategy/action? (RAISE/ESSA Subgroup specific)

Will professional development be needed? (Yes or No)

Persons responsible

Action Plan 2

Supporting Achievement and Learning Growth of Students in Accelerated Courses.

What do we want all students to know and be able to do?

How will we know if they learn it?

How will we respond when some students do not learn?

How will we extend the learning for students who are already proficient?

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

Will professional development be needed? (Yes or No)

Persons responsible

Professional Development Action Plan

Accelerating Achievement and Learning Growth of Lower Quartile Learners

PD Activity

Dates

How will PD Activity improve instruction and use of assessment data?

PD Participants

Persons responsible

Excellence and Equity Focus on Quality Instruction Action Plan 2 PD Plan

Professional Development Action Plan

Supporting Achievement and Learning Growth of Students in Accelerated Courses (RAMP 4/5 - with Focus on Subgroup Support)

PD Activity

Dates

How will PD Activity improve instruction and use of assessment data?

PD Participants

Persons responsible

Excellence and Equity Focus: 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.   Focus on campus safety
B.   Development of a culture where student voice and belonging is valued
C.   Sharing collective responsibility for the success of all students in the school

Action plans are aligned to the following Key Performance Indicators found with the SCPS Strategic Plan System Initiative D: Conditions for Learning

Action Plan 3

Describe the actions/strategies that will be implemented to address the Action Plan:

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

When will this action/strategy take place?

Deliverable due dates

Will professional development be needed? (Yes or No)

Persons responsible

Action Plan 4

Describe the actions/strategies that will be implemented to address the Action Plan:

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

When will this action/strategy take place?

Deliverable due dates

Will professional development be needed? (Yes or No)

Persons responsible

Excellence and Equity Focus: Skills for Future Ready Graduates

Seminole County Public Schools will prepare each student for success in the 21st century by offering rigorous learning environments.

A. Develop and implement age-appropriate opportunities for the application of the *Skills for Future Ready Graduates* particularly through engagement in computer science, career enrichment, and physics.
B. Provide advisement and resources to support students' awareness of and access to acceleration and middle school coursework aligned to student interests.

Action plans are aligned to the following Key Performance Indicators found within the SCPS Strategic Plan: System Initiative C: Innovation for College, Careers and Citizenship

Action Plan 5 - Digital Tools

Increase in participation and passage of Digital Tools.
A. Increase Digital Tools attempted by:
B. Increase Digital Tools earned by:

Describe the actions/strategies that will be implemented to address Action Plan A & B:

Deliverable due dates

Will professional development be needed? (Yes or No)

When will this action/strategy take place?

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

Persons responsible

Action Plan 6

Provide advisement and resources to support students' awareness of and access to acceleration and middle school coursework aligned to student interests.

Describe the actions/strategies that will be implemented to address the Action Plan:

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

When will this action/strategy take place?

Deliverable due dates

Will professional development be needed? (Yes or No)

Persons responsible

Best Practices for Inclusive Education

Utilize your school's BPIE to complete the following section of the SIP.

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

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Type in text of the BPIE indicator selected and select the status:

Indicator	Status
BPIE Indicator 1 –	
BPIE Indicator 2 –	
BPIE Indicator 3 –	

Best Practices for Inclusive Education

Topic Area - BPIE Indicator 1

Describe the actions/strategies that will be implemented to address the Action Plan:

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

When will this action/strategy take place?

Deliverable due dates

Will professional development be needed? (Yes or No)

Persons responsible

Best Practices for Inclusive Education

Topic Area - BPIE Indicator 2

Describe the actions/strategies that will be implemented to address the Action Plan:

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

When will this action/strategy take place?

Deliverable due dates

Will professional development be needed? (Yes or No)

Persons responsible

Topic Area - BPIE Indicator 3

Describe the actions/strategies that will be implemented to address the Action Plan:

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

When will this action/strategy take place?

Deliverable due dates

Will professional development be needed? (Yes or No)

Persons responsible