

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

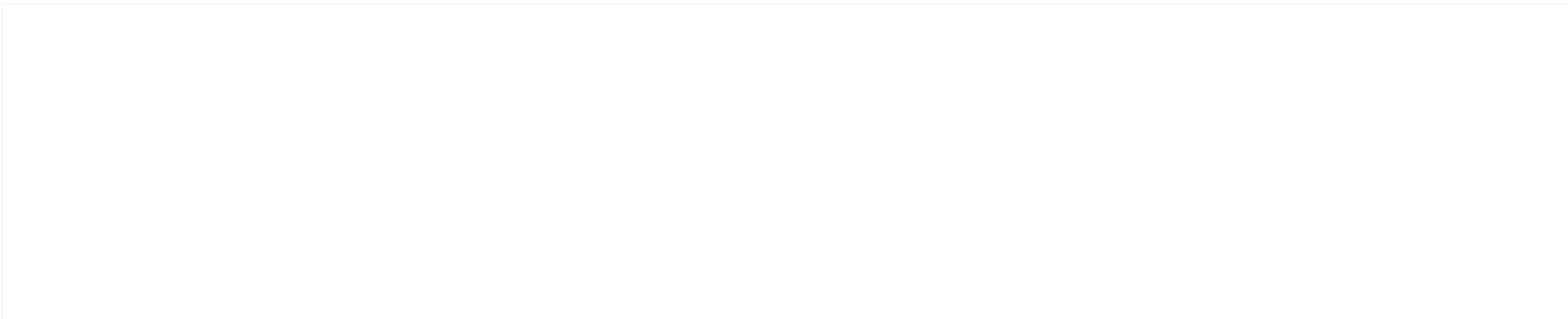
School Improvement Plan 2023-2024

Purpose and Outline of the SIP

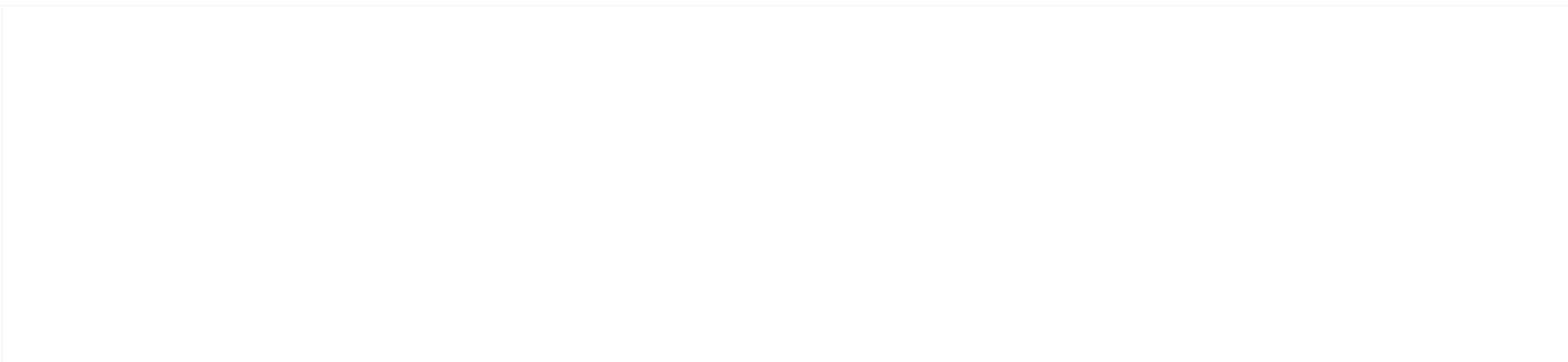
The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the Strategic Plan, designed to help district leadership make the necessary connections between school and 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.



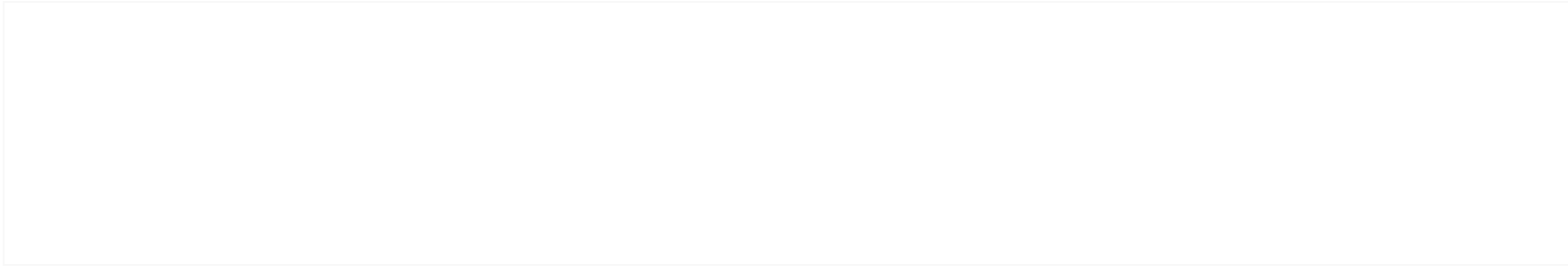
2. Provide the school’s vision statement.



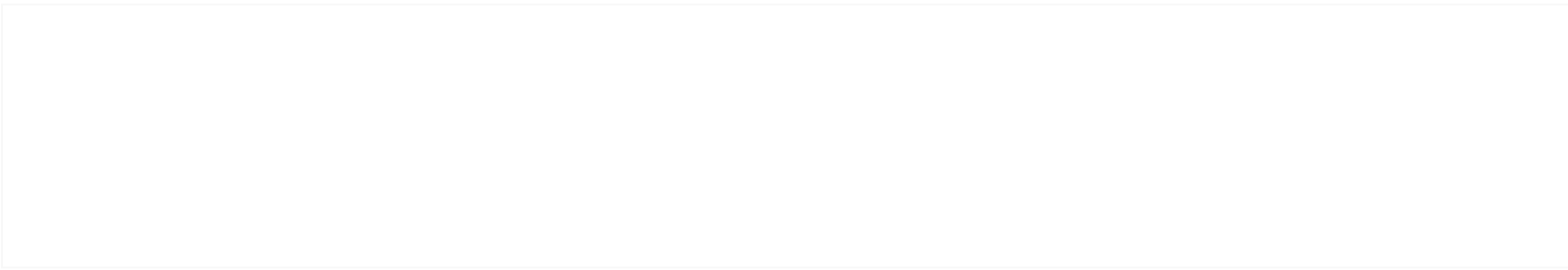
Positive Culture & Environment

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.

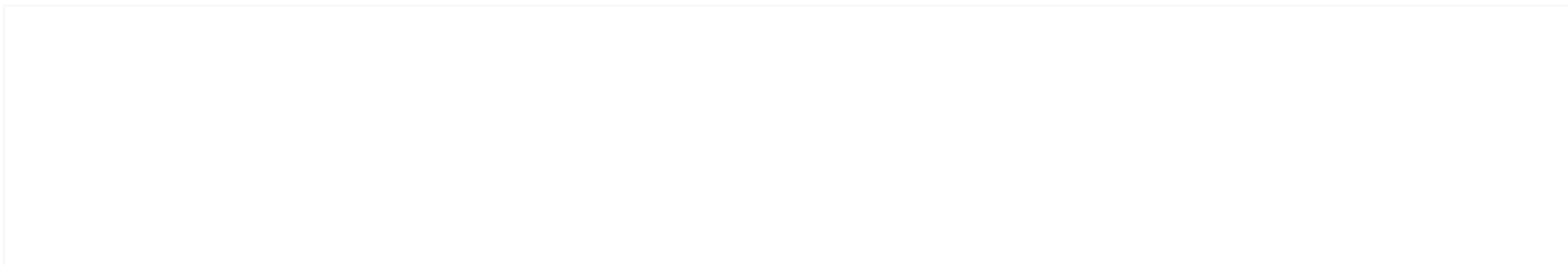
3. Describe how the school involved parents and the community in developing this plan and how it will be shared with all stakeholders and in a language parents can understand.



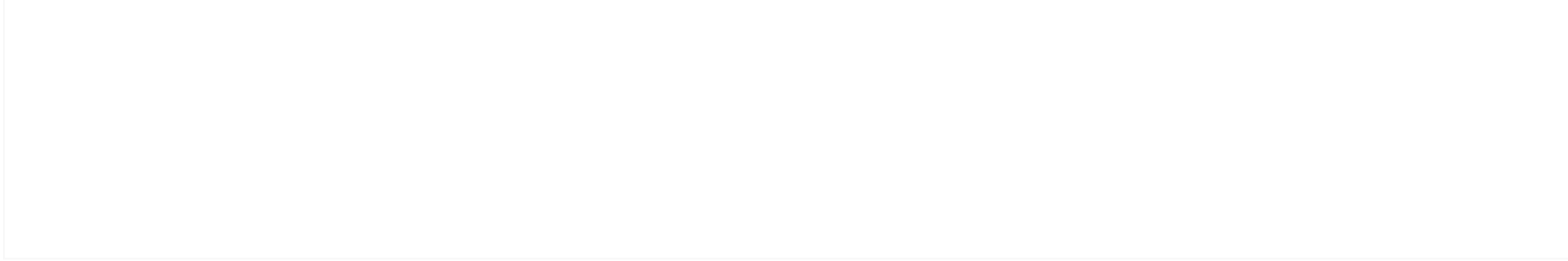
4. Describe how the school addresses building a positive school culture and environment.



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.

A large, empty rectangular box with a thin black border, intended for the user to provide a detailed description of how the school ensures the social-emotional needs of all students are being met. The box is currently blank.

Effective Leadership

7. 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:

Name

Title

Email

Responsibilities:

Name	Title	Email

Responsibilities:

Name	Title	Email

Responsibilities:

Name	Title	Email

Responsibilities:

8. 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:

9. Describe the role of the literacy coach in meeting the needs of students, faculty, and families?

Student Transition and Readiness

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.

Seminole High School offers a variety of technical opportunities including Automotive Maintenance and Light Repair, Automotive Collision Repair and Refinishing, Avionics, Aviation, Television Production, Digital Design, Web Design, Computer Programming, Culinary Arts, Air Force Junior ROTC, On- The-Job-Training Education, alternate diploma job placement education, and JET. There are opportunities for dual enrollment at Seminole State College for Business, Criminal Justice, and Construction Technology. There are also opportunities for the apprenticeship training automotive. Industry certifications can be earned in the following courses: Allied Health- Certified Medical Administrative Assistant; Automotive- Collision Repair and Refinishing – ASE Painting and Refinishing, B2 and ASE Mechanical and Electrical Components B5; Automotive Maintenance and Repair- ASE Auto Maintenance and Light Repair G1 Aviation – FAA Ground School; Culinary1- ServSafe; Digital Design- (InDesign, Illustrator, Photoshop, Dreamweaver, Animate, Office,Premiere);Digital Information Technology (MOS- Wordk, Excel, Power Point, and/or Outlook); Electrocardiograph Technician- EKG; Nursing Assistant- Certified Nursing Assistant; TV Production – Adobe Certified Associate, Photoshop/Creative Cloud, After Effects, Premiere Pro Web Development Program- (Dream Weaver, Certified Internet Web, Photoshop, Animate Adobe Certified Expert, Premiere Pro, MOS, CIW)

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 41% 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 41%.

Subgroups Scoring Below 41%

1st finding

2nd finding

3rd finding

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.

Excellence and Equity Focus on Quality of Instruction

Action Plan 1A – Identified Area 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?

Will professional development be needed? (Yes or No)

When will this action/strategy take place?

Deliverable due dates

Persons responsible

Excellence and Equity Focus on Quality of Instruction

Action Plan 1B – Identified Area 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?

Will professional development be needed? (Yes or No)

When will this action/strategy take place?

Deliverable due dates

Persons responsible

Excellence and Equity Focus on Quality of Instruction

Action Plan 2 – Professional Learning Communities

Increase the effectiveness and functionality of all Professional Learning Communities.

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

How will we know if they are accomplishing it?

How will school leaders respond when teachers need support?

How will we extend professional learning for teachers?

Will professional development be needed? (Yes or No)

Excellence and Equity Focus on Quality Instruction Action Plan 1A PD Plan

Action Plan 1A

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 1B PD Plan

Action Plan 1B

PD Activity

Dates

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

PD Participants

Persons responsible

Excellence and Equity Focus on Conditions for Learning

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

Excellence and Equity Focus on Conditions for Learning Action Plan

Action Plan 3 - Building relationships that lead to students having a trusted adult on campus

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?

Will professional development be needed? (Yes or No)

When will this action/strategy take place?

Deliverable due dates

Persons responsible

Excellence and Excellence and Equity Focus on Conditions for Learning Action Plan

Action Plan 4 - Proactive Measures to Address Student Behaviors

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?

Will professional development be needed? (Yes or No)

When will this action/strategy take place?

Deliverable due dates

Persons responsible

Excellence and Equity Focus on Skills for Future Ready Graduates

Essential Instructional Priority #3: Skills for Future Ready Graduates -

Seminole County Public Schools will prepare each student for academic and career success in the 21st century by offering relevant real-world experiences and a rigorous learning environment.

- A. Develop and implement programs, coursework, and opportunities to support the real-world application of the Skills for Future Ready Graduates through active involvement in and pursuit of college, career, and /or military.
- B. Provide advisement, resources, course progressions and targeted support for Advanced Placement, International Baccalaureate, dual enrollment, and/or coursework that leads to industry certification.
- C. Prepare and support all students to graduate with their age-appropriate cohort.

SCPS high schools review feedback reports on graduation rate, acceleration and post-secondary success per s. 1008.37(4), F.S.

The below action plans are aligned to the following Key Performance Indicators found within the SCPS Strategic Plan: A.1, B.2.6-7, C. High 1-2 and designed to accelerate learning for students in all subgroups, inclusive of ESSA.

Excellence and Equity Focus on Skills for Future Ready Graduates Action Plan

Action Plan 5 – College and Career Acceleration

Increase student access and performance on Advanced Placement, Inter baccalaureate, Dual Enrollment and Industry Certifications to achieve 100% College and Career Acceleration by 2025.

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?

Will professional development be needed? (Yes or No)

When will this action/strategy take place?

Deliverable due dates

Persons responsible

Excellence and Excellence and Equity Focus on Skills for Future Ready Graduates Action Plan

Action Plan 6 – Operation Graduation - ELA

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?

Will professional development be needed? (Yes or No)

When will this action/strategy take place?

Deliverable due dates

Persons responsible

Excellence and Excellence and Equity Focus on Skills for Future Ready Graduates Action Plan

Action Plan 7 – Operation Graduation - Mathematics

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?

Will professional development be needed? (Yes or No)

When will this action/strategy take place?

Deliverable due dates

Persons responsible

Excellence and Excellence and Equity Focus on Skills for Future Ready Graduates Action Plan

Action Plan 8 – Graduation Readiness – Grades 9 – 11 English Language Arts (ELA)

Create instructional strategies and assessment-based alignment to increase the percentage of students in grades 9-11 demonstrating

proficiency that will lead to their ELA assessment graduation requirement. • 80% of class 2025 students will earn the concordant score.

• 60% of class 2026 students will earn the concordant score. • Increase overall attendance. • Increase FAST ELA Grade 10 Proficiency Scores from 52% to 60%. • Increase SAT ERBW scores for students who did not meet their ELA assessment graduation requirement through the FAST or FSA ELA Grade 10 Assessment. • Increase ACT English and Reading subtest scores for students who did not meet their ELA assessment graduation requirement through the FAST or FSA ELA Grade 10 Assessment.

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?

Will professional development be needed? (Yes or No)

When will this action/strategy take place?

Deliverable due dates

Persons responsible

Excellence and Excellence and Equity Focus on Skills for Future Ready Graduates Action Plan

Action Plan 9 - Graduation Readiness – Grades 9 – 11 Mathematics

Create instructional strategies and assessment-based alignment to increase the percentage of students in grades 9-11 demonstrating proficiency that will lead to their Math assessment graduation requirement

**• 90% of class 2025 students will earn the concordant score. • 75% of class 2026 students will earn the concordant score.
• Increasing attendance. • Increase Geometry EOC Proficiency Scores for students who did not meet their math assessment graduation requirement through the Algebra 1 EOC. • Increase PSAT Math scores for students who did not meet their math assessment graduation requirement through the Algebra 1 EOC. • Increase PSAT Math scores for students who did not meet their math assessment graduation requirement through the Algebra 1 EOC.**

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?

Will professional development be needed? (Yes or No)

When will this action/strategy take place?

Deliverable due dates

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

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 focus area:

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

Best Practices for Inclusive Education

Topic Area - BPIE Indicator 2

Describe the actions/strategies that will be implemented to address the focus area:

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

Best Practices for Inclusive Education

Topic Area - BPIE Indicator 3

Describe the actions/strategies that will be implemented to address the focus area:

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