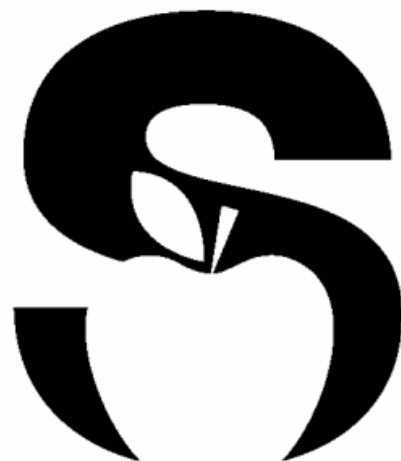# *Seminole County Public Schools*

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's 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.

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.

7. How will your school's culture and environment be monitored through the lens of behavior or discipline data?

South Seminole Academy tracks behavior in many ways, The MINGA system (replacing HERO) is used to track targeted behaviors and also award students' positive behavior with "STORM Bucks". This tracking allows for trends to be identified and allows us to target our resources. The school has a Multi-Tiered System of Supports (MTSS) core problem solving team that meets on a regular basis. When monitoring behaviors, the MTSS Team tracks behavior trends and issues with specific students and the school as a whole. Behavior Plans are regularly created, updates to the student tiers, and parental contact made depending upon the behavioral needs of the student. The MTSS team works together to determine the root cause of behavioral trends on campus. With Academic Parent Teacher Teams (APTT) we further increased the necessary bond between school and home to holistically address behavior concerns.

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:

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:

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.

Digital literacy standards provide students with the foundational knowledge needed to succeed in all environments requiring the use of computers and the Internet. iJourneys (now titled Orientation to Career and Technical Occupations) is designed to help students plan and think about their future. They will develop an ePortfolio to be used by teachers, counselors, and administrators to assist students with decisions about their educational pathway. Students in this course also have the opportunity to earn a Living Online digital tool. The iConnect course focuses on design and creation of digital slide presentations, including formatting basics, slide transitions, animation, timing, titling, and integration of images, graphics, audio/video and other compatible files. This course provides information needed to earn the Computing Fundamentals and Key Applications digital tools. This course also allows students to apply their skills to create personal brand materials and interest-related marketing tools, which will show that they are an innovative, digitally literate citizen. The iChallenge course uses a combination of online learning, teacher instruction, and project based learning. Students are able to dig deeper into computer science through coding, game-based learning, and web development. All iSeries classes allow students to earn a digital tool certificate or industry certification. 6th grade ELA Pre-IB students can take the
IC3 Spark digital literacy certification exam designed to familiarize them with technology related to the Internet, computers, and digital citizenship. The 7th and 8th grade Pre-IB ELA students can earn the multimedia digital tool. In addition, students can obtain Adobe photoshop skills as they take the TV Production course. South Seminole also has a chapter with the Technology Student Association, a national organization of students who engage in science, technology, engineering and mathematics (STEM). TSA members learn problem-solving, decision-making, critical thinking and leadership skills as they relate to design, communications, power, energy, transportation, engineering, manufacturing, construction and biotechnology. Students compete both at the state and national level in competitions that are related to career and technical education fields. South Seminole also has a Future Business Leaders of America chapter. FBLA is the largest career student business organization in the world. The chapter's goal is to develop competent business leaders through the use of business competitions, conferences and occupational goal setting.

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.

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?

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

How will we know if teachers are accomplishing this?

How will school leaders respond when teachers need support?

How will we extend professional learning for teachers?

Will professional development be needed?

Persons responsible

Action Plan 2

Acceleration of standard-level students using core instruction.

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?

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

How will we know if teachers are accomplishing this?

How will school leaders respond when teachers need support ?

How will we extend professional learning for teachers?

Will professional development be needed?

Persons responsible

Complete the following if you will offer PD associated with Action Plan 1.

Action Plan 1

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

Professional Development Action Plan 2

Acceleration of standard-level students using core instruction.

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?

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?

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 job related 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, college/career/military exploration, and physics.
B. Provide advisement and resources to support students' awareness of and access to acceleration and high school coursework aligned to student interests.

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

Action Plan 5

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 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?

Persons responsible

Action Plan 6

Provide support for student access and success in advanced courses.

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?

Persons responsible

Action Plan 7

Provide advisement and resources to support stakeholder awareness of the benefits of student participation and outcomes in preparing for PSAT 8/9.

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?

Persons responsible

Professional Development Action Plan 6

 Provide support for student access and success in advanced courses.

PD Activity

Dates

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

PD Participants

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 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

BPIE PD Plan

Topic Area:

PD Activity

Dates

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

PD Participants

Persons responsible