

Seminole County Public Schools

SOUTH SEMINOLE MIDDLE SCHOOL



2025-26 Schoolwide Improvement Plan

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School Board Approval

This plan was approved by the Seminole County School Board on Board Approved on 10/7.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The MISSION of South Seminole Academy is to empower students to become future leaders by taking action as global citizens, thinking critically, collaborating and learning at high levels. We inspire students to become lifelong inquirers based on their unique interests, gifts, and talents in an inclusive community where students take risks in their learning journey.

Provide the school's vision statement

South Seminole Academy's VISION is to provide an exceptional educational experience that promotes student achievement, and empowers students to demonstrate leadership skills through active engagement in current world issues.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Mr. Byron Durias

byron_durias@scps.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

- School oversight and accountability
- School mission, vision, purpose definition
- Parent newsletter distribution
- Leadership coaching and support
- Staff newsletter issuance
- School improvement plan implementation
- Promotion of coaching culture
- Budget management
- Request handling
- Front office effectiveness
- Creating conducive learning conditions
- Other duties as assigned by the Assistant Superintendent

Leadership Team Member #2

Employee's Name

Dr. Clifphene Reid

clifphene_reid@scps.k12.fl.us

Position Title

Assistant Principal/Principal's Designee

Job Duties and Responsibilities

- Back-up Signer/Approver
- Community Relations: Rotary/Forum
- Electives: Art, TV Production
- Hurricane Experience/Magnet Night/Tours
- IB MYP Programme Contact
- Incoming 6th Grade Induction/Intern Coordinator/Field Experience
- Internal Accounts Manager
- Leadership: L4L, JROTC, GE
- Magnet Coordinator
- Pre-Planning & Opening Week Activities
- Principal's Designee
- Professional Learning Communities
- PTA/Business Partners
- Science
- Science/History Fair Process & Communication
- Social Studies
- Statewide Science Assessment

- Supervision and Events
- Yearbook Review and Approval
- MSAP Grant

Leadership Team Member #3

Employee's Name

Ms. Nicole Craig

hernannz@scps.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

- ELA
- 8th Grade End-of-Year (EOY) Events
- Access for ELLs
- Certification Compliance
- Electives: Legal Studies, CTE
- ESOL
- FTE-MS Advisory
- Gradebooks
- Industry Certifications and Digital Tools
- Internal Accounts Manager
- Leadership Academies
- Master Schedule/Curriculum Guide
- Pre-Planning & Opening Week Activities
- Professional Development/Frontline PD
- Professional Learning Communities
- Reading
- Restorative Practices Trainer
- Summer School/Transition
- Supervision and Events
- Tools 4 Seminole School Contact
- Virtual School Contact
- World Languages: Spanish I
- Behavior Coaching Academy
- WriteScore

Leadership Team Member #4

Employee's Name

Dr. Wendy Cora

wendy_cora@scps.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

- 5 Essential/Snapshot Surveys/Qualtrics
- Academic Intervention Program
- Discipline Compliance and Oversight
- ESE/504 (Instructional & Paras)
- FSAA State Assessment
- Internal Accounts Manager
- Math
- MTSS
- Numeracy Electives: Band, Chorus, Dance, PE
- Professional Learning Communities
- Resiliency Education
- SAC-SIP
- Schedule Pick-up/Open House
- Social Media
- Student Services/Guidance
- Supervision and Events
- Truancy
- Website
- SBTAT

Leadership Team Member #5

Employee's Name

Janice Maffuz

janice_maffuz@scps.k12.fl.us

Position Title

School Administration Manager

Job Duties and Responsibilities

- American Education Week (Teach-In)

- Bell and Lunch Schedules
- Campus Beautification and Projects
- Custodial Contracted Services
- Dividends/Raptor Sign-in
- Events/Calendar Coordinator
- Facilities and Maintenance
- Facilities Requests
- Health Services and Clinic
- Inventory
- Keys
- Libib Contact
- Master Calendar
- Media Center
- Non-ESE Para/Safety Guard
- Pictures
- Sonitrol
- Substitutes Oversight
- Supervision and Events
- Supervision Schedule
- Technology Coordinator
- Testing Coordinator, All
- Workorders

Leadership Team Member #6

Employee's Name

Norman Zogaib

zogaibnl@scps.k12.fl.us

Position Title

Dean

Job Duties and Responsibilities

- All Discipline for 6th grade students with last names starting with A-L; All 8th grade students
- Coordination of Athletic Events Coverage
- Bullying Compliance & Prevention
- Conducting Classroom Visits & Walk-throughs
- Supervising Detention before and after school
- Monitoring and updating Discipline Data
- Managing Emergency Management Plan

- Leading High Flyer Focus Group
- Overseeing Journey's Reentry/Transitions
- Coordinating Middle School Sports
- Member of MTSS Committee
- Member of PBIS Committee
- Implementing Progressive Discipline
- Ensuring Raptor Compliance
- Facilitating Restorative Practices
- Ensuring School Safety & Security/Fire Drills
- Chairing School-Based Threat Assessment
- Coordinating Special Olympics Initiative
- Exploring Suspension Alternatives

Leadership Team Member #7

Employee's Name

Acorcha Menefee

lewisaz@scps.k12.fl.us

Position Title

Dean

Job Duties and Responsibilities

- All Discipline: 6th grade M-Z; All 7th grade
- Behavior Coaching Academy
- Bullying Compliance & Prevention
- Classroom Visits & Walk-throughs
- Discipline Data Monitoring & Updates
- High Flyer Focus Group
- Journey's Reentry/Transitions
- MTSS Committee
- PBIS Committee
- Progressive Discipline
- Red Ribbon Week/Bully Prevention Month
- Restorative Practices
- School Safety & Security Team
- School-Based Threat Assessment Co-Chair
- Suspension Alternatives
- Transportation Contact

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

South Seminole Academy gathers feedback from families, parents, and students every year through The Snapshot Survey. We used this feedback to develop the School Improvement Plan (SIP). All school events are promoted on SSA social media platforms, School Messenger, and SSA News, where families, parents, and students can share their concerns or suggestions. This feedback was considered in the SIP development. We invite and encourage parents to join the School Advisory Council (SAC) and provide training to all participants in the school improvement process. SAC members are welcome to give input into all plans related to school improvement, and minutes are recorded during SAC meetings. Detailed information is shared with parents and other stakeholders during SAC, PTSA, and Title 1 monthly and annual meetings. All feedback is reviewed to develop the plan.

3. 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

In order to ensure effectiveness of interventions included in the SIP, regular data collection and analysis will take place in the form of Benchmark Assessments, Formative Assessments (i.e. FAST) and regular progress monitoring. Data will be disaggregated and analyzed by subgroups to identify and address achievement gaps during monthly administrative/support staff progress monitoring meetings. Input will be collected from all stakeholders via survey to gather feedback from them regarding their experiences and perceptions of the school's efforts to improve achievement. Feedback will be analyzed to identify areas of strength and areas needing improvement. A continuous improvement cycle will be in place to regularly review and revise the plan based on these findings and feedback. In an effort to support communication and transparency, updates will be provided regularly on the progress of the SIP and any revisions made.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	MIDDLE/JR. HIGH 6-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	72.3%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: C 2023-24: B 2022-23: C 2021-22: B 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment							275	244	257	776
Absent 10% or more school days							59	57	76	192
One or more suspensions							30	26	28	84
Course failure in English Language Arts (ELA)							17	18	7	42
Course failure in Math							40	25	21	86
Level 1 on statewide ELA assessment							52	51	51	154
Level 1 on statewide Math assessment							78	55	45	178
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)							24	17	1	42
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)							2	0	0	2

Current Year 2025-26

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							86	64	66	216

Current Year 2025-26

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							20	21	3	44
Students retained two or more times							4	10	3	17

Prior Year (2024-25) As Last 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 school days							53	40	47	140
One or more suspensions							34	42	20	96
Course failure in English Language Arts (ELA)							19	20	6	45
Course failure in Math							33	45	45	123
Level 1 on statewide ELA assessment							75	80	41	196
Level 1 on statewide Math assessment							85	69	44	198
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2024-25) As Last Reported (pre-populated)

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							90	81	47	218

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year							27	20		47
Students retained two or more times							3	8		11

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	57	64	58	52	57	53	42	54	49
Grade 3 ELA Achievement			27			21			
ELA Learning Gains	58	62	59	58	56	56			
ELA Lowest 25th Percentile	55	54	52	54	50	50			
Math Achievement*	50	69	63	50	65	60	49	61	56
Math Learning Gains	50	64	62	54	65	62			
Math Lowest 25th Percentile	54	57	57	62	60	60			
Science Achievement	44	62	54	43	56	51	42	56	49
Social Studies Achievement*	76	78	73	77	73	70	70	72	68
Graduation Rate									
Middle School Acceleration	57	82	77	59	77	74	68	76	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	40	66	53	46	65	49	34	50	40

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	54%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	541
Total Components for the FPPI	10
Percent Tested	97%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
54%	56%	54%	59%	50%		56%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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%
Students With Disabilities	36%	Yes	6	
English Language Learners	46%	No		
Asian Students	89%	No		
Black/African American Students	48%	No		
Hispanic Students	53%	No		
Multiracial Students	60%	No		
White Students	59%	No		
Economically Disadvantaged Students	50%	No		

D. 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.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	57%		58%	55%	50%	50%	54%	44%	76%	57%			40%
Students With Disabilities	22%		51%	53%	25%	47%	41%	16%	53%	23%			32%
English Language Learners	35%		52%	47%	42%	57%	62%	23%	61%	45%			40%
Asian Students	93%		77%		100%	85%							
Black/African American Students	45%		51%	57%	37%	48%	50%	38%	65%	44%			
Hispanic Students	53%		59%	53%	46%	49%	56%	40%	76%	55%			40%
Multiracial Students	67%		64%		57%	45%		47%	77%	64%			
White Students	66%		59%	51%	60%	52%	55%	49%	83%	58%			
Economically Disadvantaged Students	52%		55%	51%	45%	50%	54%	39%	70%	50%			37%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	52%		58%	54%	50%	54%	62%	43%	77%	59%			46%
Students With Disabilities	18%		46%	47%	24%	51%	57%	16%	52%	18%			35%
English Language Learners	23%		50%	50%	33%	49%	42%	10%	50%				46%
Asian Students	73%		79%		69%	60%							
Black/African American Students	41%		59%	53%	37%	44%	55%	24%	74%	44%			
Hispanic Students	45%		55%	55%	46%	55%	65%	40%	71%	56%			47%
Multiracial Students	71%		62%		62%	60%			87%				
White Students	60%		60%	55%	60%	56%	58%	54%	82%	66%			
Economically Disadvantaged Students	46%		56%	53%	44%	51%	59%	34%	71%	53%			44%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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	42%				49%			42%	70%	68%			34%
Students With Disabilities	16%				27%			19%	38%				50%
English Language Learners	20%				32%			12%	53%				53%
Asian Students	60%				87%								
Black/African American Students	30%				38%			31%	55%	71%			
Hispanic Students	40%				43%			36%	72%	52%			55%
Multiracial Students	49%				54%			31%					
White Students	49%				58%			56%	74%	79%			
Economically Disadvantaged Students	35%				42%			34%	65%	57%			50%

E. 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.

SUBJECT	GRADE	2024-25 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	54%	66%	-12%	60%	-6%
ELA	7	55%	63%	-8%	57%	-2%
ELA	8	53%	62%	-9%	55%	-2%
Math	6	35%	71%	-36%	60%	-25%
Math	7	57%	72%	-15%	50%	7%
Math	8	28%	33%	-5%	57%	-29%
Science	8	41%	61%	-20%	49%	-8%
Civics		72%	76%	-4%	71%	1%
Algebra		57%	61%	-4%	54%	3%
Geometry		85%	60%	25%	54%	31%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

ELA proficiency has show significant improvement, increasing from 52 to 57 (+5).

New actions include:

- Enhanced collaboration between ELA and Reading departments, with a focus on shared benchmarks and professional learning teams (PLTs).
- Discussing student data with the aim of setting goals for improvement.
- District support for Framework lessons, including modeling, observations, and coaching.
- Collective accountability among departments for student learning.
- Ensuring strong Tier 1 Core Instruction featuring consistent, standards-based instruction at grade level.
- A more intentional focus on high-performing, interdependent teams using continuous improvement cycles.
- Providing interventions during the school day through ELEVATE Tier 2 Instruction, which includes small group instruction for students who are not making sufficient progress.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Science remains our lowest-performing data component, with only 44% of students demonstrating proficiency in this area. Although this reflects a slight increase from last year's 43%, the pace of improvement is far too slow. Immediate and focused action is required.

We take full responsibility for this outcome and recognize the following key factors that contributed to last year's performance:

- **Ineffective Use of Resources:** We did not fully leverage the adopted science text and digital tools to support rigorous, standards-aligned instruction.
- **Inconsistent Monitoring of Understanding:** Our instructional practices lacked consistent checks for understanding, which limited our ability to identify and address student misconceptions in real time.

- **Weak Vocabulary Instruction:** Science vocabulary was not systematically taught or reinforced, creating barriers to content comprehension and application.
- **Underuse of Formative Data:** Instructional adjustments based on formative assessment data were inconsistent, resulting in missed opportunities to meet students where they are.

Trend: While the 1-point gain is a step in the right direction, it is not enough. We must act with urgency to close gaps, accelerate learning, and ensure that science instruction is engaging, data-driven, and aligned to student needs.

Greatest Decline

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

The most significant decline from the prior year was in Math – Lowest 25%, dropping from 62 to 54 (-8 points).

As a school, we take full responsibility for this outcome and are committed to improvement. Key contributing factors include:

- **Collaborative Planning:** While time was provided, teams did not consistently engage in focused, data-driven collaboration. We are strengthening our PLC structures to improve alignment and accountability.
- **Support for ESE Students:** Many students in this group are ESE. We recognize the need to implement accommodations better and differentiate instruction.
- **Intervention Targeting:** The Elevate intervention lacked strategic student selection. We are refining our data use to ensure interventions are purposeful and effective.
- **Tier 1 Rigor:** Instruction often lacked rigor and real-world application. We are prioritizing professional development to support student-centered, high-rigor instruction.
- **Instructional Responsiveness:** Teachers require additional support in utilizing data to inform instructional adjustments. We are building capacity to meet the diverse needs of our students better.

This reflection guides our next steps as we work to ensure all students, especially those in the lowest quartile, receive the support they need to grow.

Greatest Gap

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.

Middle School Acceleration had the largest gap compared to the state—SSA at 57% vs. the state's 77% (-20 points).

This gap is driven by declines in both learning gains and proficiency in accelerated math:

- Geometry: Learning gains fell from 79% to 64%; proficiency dropped from 93% to 84%.
- Algebra: Learning gains declined from 28% to 25%; proficiency dipped from 58% to 57%.

These trends suggest students entered acceleration with unfinished learning and lacked deep conceptual understanding. Our Elevate Tier 2 intervention was not consistently targeted to close these gaps or prepare students for core instruction.

To address this, we will:

- **Strengthen foundational math skills** before acceleration.
- **Refine Elevate** to better align with student needs and core instruction.
- **Increase student ownership** by teaching them how to monitor progress and use available tools.
- **Use formative data** to drive timely instructional adjustments.

We are committed to ensuring acceleration leads to both access and academic growth.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Reflecting on the Early Warning System data from Part 1 - a potential area of concern is: absent 10% or more school days. Our data shows in 24-25 53% of students were absent 10% or more school days in 6th grade ... this rose to 53% in 25-26 (+12), 7th grade: 24-25 40% rising to 65% (+25), and 8th grade: 24-25 47% rising to 85% (+38).

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

South Seminole Academy's highest priorities for school improvement in the upcoming school year are:

1. Improving attendance
2. Math lowest quartile
3. Middle school acceleration

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The area of focus for South Seminole Academy is improving Math performance among students in the Lowest Quartile across all grade levels. This group experienced a significant decline in achievement, dropping from 62% proficiency to 54%, an 8-percentage-point decrease from the prior year. This trend indicates that our most at-risk students are not making sufficient learning gains, which directly impacts overall school performance and student success in math. This area was identified as a critical need through analysis of prior year performance data, highlighting a gap that must be addressed to ensure equitable academic growth for all learners.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Increase Math Lowest Quartile Learning Gains from 54% to 63%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The implementation and impact of this Area of Focus will be closely monitored through regular progress checks, including formative assessments, district benchmark data, progress monitoring assessments, and classroom performance tasks. Data will be reviewed frequently during PLCs to identify trends, adjust instruction, and provide targeted interventions. Administration and instructional coaches will conduct ongoing classroom walkthroughs to ensure fidelity of instructional strategies and provide timely feedback.

Person responsible for monitoring outcome

Dr. Wendy Cora

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Teachers and Leadership will use benchmark data and walkthrough data to identify benchmarks for intervention as well as research-based instructional protocols for use between assessment periods. In addition, The following evidence-based interventions are available to support students based upon the area of need of the individual student: iReady, Teacher Led Ready Florida BEST Math Instruction, Khan Academy, Seminole Numeracy Project.

Rationale:

The use of research-based instructional protocols that focus on known benchmarks that students have struggled with will allow teachers and leadership to pinpoint intervention as well as help close achievement gaps. All the listed interventions have research-based evidence for efficacy.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Data Analysis and Action Plan

Person Monitoring:

Dr. Wendy Cora

By When/Frequency:

ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

School Teams (including Principal, Assistant Principals, Instructional Coaches, Department chairs, PLCs (Department Wide Teams) and PLTs (Course/Grade Specific Teams) will review and compare new data to previous data to identify trends, growth, and areas of need. From that analysis, a plan of action will be determined in an effort to make sure South Seminole Academy is maximizing impact.

Area of Focus #2

Address the school’s highest priorities based on any/all relevant data sources.

Graduation/Acceleration specifically relating to Acceleration

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

South Seminole Academy's performance in Middle School Acceleration fell significantly below the

state average. While the state average is 77%, SSA's average is 57%, representing a 20-point gap. This disparity suggests limited access to, or success in, accelerated coursework such as Algebra I and high school-level science, which can limit students' long-term academic opportunities. These areas were identified through a thorough review of prior year data and were determined to be critical needs due to their direct influence on student growth, equity, and college and career readiness.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Increase Middle School Acceleration from 57% to 78%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Progress toward increasing Middle School Acceleration from 57% to 78% will be monitored through ongoing data analysis, course enrollment tracking, and student performance in accelerated classes. Counselors and administrators will regularly review student placement data to ensure equitable access to high school-level courses such as Algebra I, Geometry, & Environmental Science. Teachers of accelerated courses will participate in collaborative planning and data chats to monitor student progress and adjust instruction as needed. Walkthroughs and classroom observations will be conducted to ensure instructional rigor and alignment with course expectations. Mid-year and end-of-year data will be analyzed to assess growth and guide future adjustments in scheduling, supports, and student identification processes.

Person responsible for monitoring outcome

Dr. Wendy Cora & Dr. Clifphene Reid

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

To increase Middle School Acceleration from 57% to 78%, South Seminole Academy is implementing targeted, evidence-based interventions aimed at expanding access to and success in high school-level coursework. These include data-informed student identification processes to ensure equitable placement in accelerated courses such as Algebra I and Physical Science, collaborative planning among teachers to support rigorous instruction, and regular progress monitoring through formative assessments and data chats. Instructional strategies will be aligned with best practices for acceleration, including scaffolding, differentiated instruction, and academic supports like tutoring and enrichment. These interventions are designed to improve student readiness, performance, and participation in accelerated pathways, leading to measurable gains in acceleration rates.

Rationale:

The use of research-based instructional protocols that focus on known benchmarks that students have struggled with will allow teachers and leadership to pinpoint intervention as well as help close achievement gaps.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Implement a Data-Driven Student Identification and Placement Process

Person Monitoring:

Dr. Wendy Cora & Dr. Clifphene Reid

By When/Frequency:

ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

SSA will develop and implement a systematic, data-informed process to identify students who demonstrate readiness for accelerated coursework. This will include analysis of prior achievement data (state assessments, benchmark exams, course grades), teacher recommendations, and progress monitoring tools. Special attention will be given to ensuring equitable access for underrepresented student groups. Counselors and instructional leaders will review data frequently to adjust placements and support student success.

Action Step #2

Strengthen Instructional Support and Monitoring in Accelerated Courses

Person Monitoring:

Dr. Wendy Cora & Dr. Clifphene Reid

By When/Frequency:

ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers of Algebra I, Geometry, and Environmental Science will participate in ongoing professional development focused on high-impact instructional strategies, scaffolding techniques, and differentiation for diverse learners. Instructional coaches and administrators will conduct regular classroom walkthroughs and provide targeted feedback to ensure rigor and alignment with course standards. Student progress will be monitored biweekly through formative assessments and data chats, with academic supports (e.g., tutoring, mentoring) provided as needed.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as

a crucial need from the prior year data reviewed.

The area of focus for South Seminole Academy is continued improvement in ELA Achievement across all grade levels. This group experienced an increase in achievement, rising from 52% to 57%, a 5-percentage-point increase from the prior year. This trend indicates that our students are making learning gains, and successfully impacting overall school performance and student success in ELA.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

All Levels - ELA - 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. A variety of interventions are available at the school. All of the listed interventions have been included in the K-12 Comprehensive Evidence- Based Reading Plan.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

ELA - In the area of literacy, performance data from benchmark assessments given at South Seminole Academy are used to progress monitor whether core instruction is meeting the needs of students. A benchmark of 80% of students being at or above the 26th percentile is used to monitor whether further supports are needed. This data along with the data from district leadership walkthroughs in ELA classrooms are used by assistant superintendents to help school leaders problem solve after the administration of these assessments. Teachers and Leadership use this data to identify benchmarks for intervention and using research-based instructional protocols to deliver those interventions between assessments.

Person responsible for monitoring outcome

Ms. Nicole Craig - Assistant Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

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: Content Area Reading (demonstrates a rationale) and iReady (moderate evidence). For students with disabilities who are served in separate classroom environments for the majority of the instructional day, additional curriculum has been included to address reading deficits as needed: Reading Mastery (promising evidence),

Corrective Reading (strong evidence), and Lexia Power Up (strong evidence). Lexia Power Up may also be used with students who are English Language Learners.

Rationale:

The use of research-based instructional protocols that focus on known benchmarks that students have struggled with will allow teachers and leadership to pinpoint intervention as well as help close achievement gaps.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Data Analysis and Plan of Action

Person Monitoring:

Byron Durias, Principal; Dr. Wendy Cora, Assistant Principal; Dr. Clifphene Reid, Assistant Principal; Nicole Hernandez Craig, Assistant Principal; Kelly Metzler, Instructional

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The Leadership Team will review and compare new data to previous data to identify trends, growth, and areas of need. From that analysis, a plan of action will be determined in an effort to make sure South Seminole Academy is maximizing impact.

Area of Focus #4

Address the school’s highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to South Seminole Academy’s 2024–2025 ESSA Subgroup Data Summary, students with disabilities scored 36% on the Federal Percent of Points Index, remaining below the 41% threshold. This percentage mirrors the 2023–2024 performance, and a review of historical data reveals that this status has remained unchanged for six consecutive years. As a result, supporting students with disabilities remains a top priority at SSA. It is essential to view these students as general education learners first, while ensuring that all teachers are actively collaborating to deliver individualized instruction and accommodations tailored to their unique needs. This focus area was selected in

response to consistently low performance in English Language Arts, Math, and Science among students with disabilities.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Previous year proficiency data for students with disabilities were as follows:

ELA - 17% 23-24 up to 20% 24-25

Math - 23% 23-24 up to 25% 24-25

Science - 16% stayed the same at 16% 24-25

The goals for students with disabilities for this school year are as follows:

ELA - 47%

Math - 43%

Science - 46%

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This area of focus will be monitored at least quarterly through the analysis of benchmark and progress monitoring assessments. Professional Learning Teams (PLTs) will review benchmark data—including subgroup and individual student performance—as part of the continuous improvement process. Administrators will conduct classroom walkthroughs to provide feedback on the implementation of action steps, with the goal of improving academic achievement for students with disabilities. Additionally, administrators will hold data chats with teachers to discuss the effectiveness of implemented strategies and guide efforts to enhance outcomes for students with disabilities.

Person responsible for monitoring outcome

Byron Durias, Principal; Dr. Wendy Cora, Assistant Principal, Dr. Clifphene Reid, Assistant Principal; Nicole Craig, Assistant Principal; Kelly Metzler Instructional Coach; Jade McGee, Instructional Coach; Dr. Julia Johns-Blanks Academic Intervention

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

A. Support facilitators will assist general education teachers in inclusive lesson planning. B. Administrators will conduct classroom walkthroughs to ensure proper implementation of the support

facilitation model for students with disabilities. C. Teachers will monitor subgroup performance data and provide targeted interventions to students with disabilities not making adequate progress. D. ESE Teacher on Assignment along with Dr. Cora (ESE Assistant Principal) and Dr. Knowles (ESE Department Chair) will implement focus sessions on: (1) How Best to Use Your Support Facilitator, (2) Incorporating ESE Students Into Your General Education Classroom, (3) Station Rotations, (4) Classroom Management

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Lesson Planning Collaborative Process

Person Monitoring:

By When/Frequency:

Byron Durias, Principal; Dr. Wendy Cora, Assistant Principal, Dr. Clifphene Reid, Assistant Principal; Nicole Craig, Assistant Principal; Kelly Metzler Instructional Coach; Jade McGee, Instructional Coach

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Support facilitators will collaborate with general education teachers during the lesson planning process. Plans will incorporate differentiated instruction, scaffolding strategies, and principles of Universal Design for Learning (UDL). Administrators and Coaches will attend PLT meetings to ensure adequate content area lesson planning completed by support facilitators and general education ELA and Math teachers.

Action Step #2

Administrative Observation

Person Monitoring:

By When/Frequency:

Byron Durias, Principal; Dr. Wendy Cora, Assistant Principal, Dr. Clifphene Reid, Assistant Principal; Nicole Craig, Assistant Principal; Kelly Metzler Instructional Coach; Jade McGee, Instructional Coach

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administrators will conduct regular classroom observations to ensure the effective implementation of the support facilitation model for students with disabilities. Following each observation, teachers will receive constructive feedback to support continuous improvement. Administrators will share classroom observation data along with quarterly benchmark results for the Students with Disabilities subgroup with the administrative team to monitor progress. Teachers will analyze the data both by individual teacher and student to identify trends and instructional needs.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Through the use of evidence-based intervention supports, South Seminole Academy works to invest in fostering a culture that promotes engagement and attendance. However, some students struggle to attend school regularly. Unchecked absences can lead to lower achievement levels and gaps in knowledge that may prove challenging to overcome. It is critical for students and families to understand that absence due to arriving late, or missing full days, whether excused or unexcused can negatively affect learning. Efforts to curb tardiness, chronic absenteeism, and truancy can address the needs of students and families, mitigating student failure. 24-25 data shows 6th grade - 53%, 7th grade 40%, 8th grade 47% with an increase in 25-26 to 6th grade 65%, 7th grade 65%, 8th grade 85%.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The data from the 24-25/25-26 school year comparison indicates that the percentage of absences increased over the years from 17% in 24-25 to 28% of the population in 25-26. Therefore, South Seminole Academy aims to limit the number of students with 10% or more school days missed to less than 20% of the total population.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Attendance Data will be monitored with daily attendance tracking for accuracy by individual classroom teachers. The MTSS team will meet weekly to discuss students by grade level, making recommendations based on individual student need and tier levels. In addition, the Truancy team (school social worker, school counselors, and school administrator) will consistently track students' attendance providing additional interventions and proactive response. Because of the individualized and consistent monitoring, students' achievement will show increasing growth as students continue to come to school with supports in place.

Person responsible for monitoring outcome

Mr. Byron Durias, Dr. Cliphene Reid, Ms. Nicole Craig, Dr. Wendy Cora, Ms. Ashley Steed, Ms. Minell Ellerbe, & Ms. Crystal Gonzalez

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

To improve student attendance and support academic achievement, South Seminole Academy is implementing a multi-tiered, evidence-based system of monitoring and intervention. Daily attendance will be tracked accurately by individual classroom teachers, ensuring real-time data collection. The MTSS team will meet weekly to review attendance trends by grade level and make individualized recommendations based on student needs and tier placement. Additionally, the Truancy Team—comprised of the school social worker, counselors, and an administrator—will monitor and respond to attendance concerns with targeted interventions, including family outreach, goal setting, and support services.

Rationale:

This consistent and personalized approach to attendance monitoring is designed to remove barriers to school participation, leading to improved student engagement and increased academic growth.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Establish a Consistent Daily Attendance Monitoring System

Person Monitoring:

Mr. Byron Durias, Dr. Cliphene Reid, Ms. Nicole Craig, Dr. Wendy Cora, Ms. Ashley Steed, Ms. Minell Ellerbe, & Ms. Crystal Gonzalez

By When/Frequency:

weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Classroom teachers will be trained and held accountable for accurate, daily attendance entry by a designated time each morning. Attendance data will be reviewed weekly by the Truancy Team and the MTSS team to identify students showing early signs of chronic absenteeism. Immediate follow-up actions, such as parent contact or check-ins by support staff, will be implemented to address emerging attendance issues before they escalate.

Action Step #2

Implement Tiered Interventions Through the MTSS and Truancy Teams

Person Monitoring:

By When/Frequency:

Ms. Crystal Gonzalez & Ms. Ashley Steed weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The MTSS team will meet weekly to analyze attendance data by tier, identifying students in need of targeted or intensive interventions. The Truancy Team—including the school social worker, counselors, and administrator—will coordinate individualized action plans, which may include home visits, attendance contracts, counseling support, or referrals to community resources. Progress will be monitored biweekly to evaluate the effectiveness of interventions and adjust support as needed to promote regular school attendance.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

The School Improvement Plan (SIP), involvement of Title I, school budget, and School Wellness Policy (SWP) will be shared with stakeholders through various channels, including the school webpage at <https://www.ssa.scps.k12.fl.us/>, social media platforms, School Messenger, the Principal's newsletter, SAC & PTSA Meetings, and regular on-campus events. To ensure open communication and transparency, regular updates on the progress of the SIP, school budget, and SWP, along with any revisions, will be provided using the aforementioned platforms. As much as possible, translated documents will be distributed in a language that parents can understand. Additionally, Title I engagement will focus on supporting parents in understanding the connection between low-income backgrounds and academic achievement.

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

Teachers and administrators use multiple strategies to communicate with families and build positive school culture and environment, including but not limited to:

- contacting families prior to the start of the school year to welcome students
- inviting parents to Schedule Pick Up, Open House, Curriculum Night, and special events to meet teachers and school staff and to learn about the curriculum and how to support their child

at home.

- Weekly Principal newsletter to parents including school activities and parenting tips related to school achievement such as homework tips, organizational skills, study skills, and to report on the happenings on campus.

- use multiple genres of social networking with families on a regular basis (e.g. Parent Square, Skyward, Twitter, Facebook, Instagram, eCampus) to encourage open communication.

The complete PFEP can be found on the school's website: <https://www.ssa.scps.k12.fl.us/>

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

South Seminole Academy is taking comprehensive measures to enhance the academic program within the school. One of the key initiatives involves increasing the quantity and improving the quality of learning time while implementing an enriched and accelerated curriculum. This ambitious goal will be achieved through the development of a common plan period for all core content areas. During this dedicated planning period, each content area will have the opportunity to collaborate with their Professional Learning Team (PLT), Instructional Coach (Math & ELA) and administrator to ensure alignment with the SCPS Frameworks at the requisite levels of rigor and engagement. In addition to this, South Seminole Academy has introduced an intervention period linked to Math (Period 6) and ELA (Period 5). It is during these periods that students who require additional support in these vital subject areas are identified and assigned specific Math and/or ELA teachers to provide necessary remediation and intentional pre-teaching. Going one step further, other students will have the chance to experience enrichment and acceleration during these periods alongside their classmates and their respective 5th or 6th period teacher. Furthermore, South Seminole Academy is committed to providing all students with a robust Tier I grade-level, standards-based instruction to ensure that every student receives the necessary support and educational resources.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

Throughout the course of the school year, formally on a quarterly basis, Federal Projects and Resource Development department leadership meet with leadership from the Department of Teaching

and Learning (Title II, Part A), Families in Need (Title IX, Part A), Student Support Services (IDEA), Alternative Program (Title I, Part D), and Early Learning (Pre-K/VPK). At these quarterly cross-department collaborative meetings, status updates of the Title I, Part A funded activities and initiatives are discussed. Such topics could include discussions between Federal Projects and Resource Development staff and Department of Teaching and Learning (DTL) staff discussing the implementation of a primary grades phonics program at Title I elementary schools. Resulting from these conversations, DTL leadership may suggest more purchased materials for the phonics program, and/or more on-site training days. These decisions would have an impact to the Title I budget for the next school year, which would then lead to further conversations with DTL leadership about adjusting needs and priorities for the other Title I, Part A funded activities. Federal Projects and Resource Development department leadership also meet with leadership from the Department of Teaching and Learning (Title II, Part A), Families in Need (Title IX, Part A), Student Support Services (IDEA), Alternative Program (Title I, Part D), and Early Learning (Pre-K/VPK) to develop the Title I, Part A plan. The various areas of focus which are supported with Title I, Part A funds are discussed with the respective leadership from those departments/programs, to ensure that the activities being proposed have the highest likelihood of success. During the planning phase of Title I school-wide plans, which typically begins late February or early March for the upcoming school year, leadership from the Federal Projects and Resource development department coordinate Title I collaborative planning sessions. Invited to these planning sessions are Title I school principals and designees from their leadership teams. Title I school team planning sessions are grouped so that all of the schools supported by a specific Assistant Superintendent meet together. Having the Assistant Superintendent participate in the collaborative planning session proves helpful, in that they are available to remind the principals of other programs or funding sources available. For instance, the Assistant Superintendent, Student Support Services would be able to remind a principal that IDEA funds are already in place to support an initiative that the principal wanted to include in their upcoming Title I, Part A plan.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

South Seminole Academy is implementing a "house structure" schoolwide. Every student at SSA is placed into one of three **Houses**, smaller communities within our school that foster connection, identity, and a sense of belonging and collective responsibility. These Houses support academic growth and leadership through team-building, school spirit, and career-themed projects.

- **House of Valor** – Courageous thinkers and future leaders who take bold steps toward innovation and integrity.
- **House of Legacy** – Reflective, respectful, and purposeful, students honor the past and shape the future.
- **House of Horizon** – Forward-thinkers, designers, and explorers with eyes on the future and minds set on change.

Students stay with their House throughout their time at SSA, building strong bonds with staff and peers, while also engaging in friendly competitions and House-based celebrations of success. This house structure is an intentional strategy providing opportunities for deeper levels of support and connection during their Leadership Academy period each week.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

At South Seminole Academy of Career Exploration, students experience three years of self-discovery as they explore a variety of electives and learn about Career and Technical Education (CTE) pathways they can choose to continue at SCPS high schools. Students connect with their future early and develop a sense of purpose in learning.

All students take LEAP Learning Pathways and LEAP Exploring Pathways, CTE electives that cover career exploration of all CTE pathways. Students also have the option to select CTE electives in three different pathways: Business and Creation, Service, and Technology Pathways with several electives in each path so students can more deeply explore the careers that interests them the most.

By engaging in these CTE pathways, students develop critical skills like Skills for Future Ready Graduates and interpersonal skills through inquiry and Project/Problem Based Learning (PBL). Business and community partners strengthen these CTE pathways by judging student competitions, sharing industry best practices in our Program Advisory Committee, and hosting students for field trips and job shadowing experiences.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

At South Seminole Academy, we have a tiered model for addressing behavior issues. This model allows for redirection of problem behavior and Restorative Practice opportunities to help students correct their response to issues. The steps to intervention include:

1. Students are assisted with redirection and affective statements.
2. Parent contact is made, the expectation is retaught, and intervention is applied.
3. Parent contact is made again, the expectation is retaught a second time, and another intervention is applied, which may include a restorative practice circle.
4. Parent contact is made by describing the behavior, and the student is referred to the school administration. Upon receipt by the administration, interventions range from referral to the School Counselor, referral to MTSS, and/or consequences assigned. In the event of a major infraction, these students are immediately referred to administration.

For ESE students protected under IDEA, we follow a similar tiered model with some additions. Student IEPs and BIPs (where applicable) are shared with teachers to ensure appropriate accommodations are followed. If a third day of suspension occurs, the student is referred for a Student Study for a more thorough analysis of their IEP. In the event of a major infraction, these students are immediately referred to administration. As needed, preparation is made for a Manifestation Determination Review.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Teachers, paraprofessionals, and other school personnel are provided with professional learning opportunities to enhance their instructional techniques and utilize data from academic assessments. We also aim to attract and keep effective teachers, especially in high-need subjects. These

opportunities include:

1. Common planning time for focused Professional Learning Teams (PLTs) twice a week
2. School-Wide Professional Development
3. Teacher-Led Professional Development

Additionally, new teachers are paired with a mentor teacher and encouraged to attend NEST meetings to ensure they receive support and information necessary to enhance their comfort level and aid in teacher retention.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

Not applicable to South Seminole Academy

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

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.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

ELA - In the area of literacy, benchmark assessments in secondary schools are used to progress monitor whether core instruction is meeting the needs of students. A benchmark of 80% of students being at or above the 26th percentile is used to monitor whether further supports are needed. This data along with the data from district leadership walkthroughs in ELA classrooms are used by assistant superintendents to help school leaders problem solve after the administration of these assessments.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00