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School Board Approval

This plan was approved by the Seminole County School Board on Board Approved 10/07/2025.

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

To cultivate the potential in every student to thrive as a global citizen by inspiring a love of learning, encouraging civic engagement, challenging and supporting every student to achieve academic excellence, while embracing the full richness and diversity of our community.

Provide the school's vision statement

Every student will achieve at his or her maximum potential in an engaging, inspiring and challenging learning environment.

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

Mike Pfeiffer

michael_pfeiffer@scps.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

- Focus School Lead
- Strategic Planning and Implementation: HS Goals, Focus School, SIP
- Instruction/Curriculum/Instructional Materials
- Co-Curricular and Extra-Curricular Activities
- Administration and Athletic Director Oversight and Evaluations
- Budget: Operating, AP, CTE, IB, Magnet, Internal Accts

- Human Resources: Staffing, Allocations, Support Points, Supplements, Renewals, Hiring, CIT, Personnel Oversight, SEA Contact
- Discipline Oversight and Behavior Academy
- Interns and Observations
- Community Liaison
- Facilities

Leadership Team Member #2

Employee's Name

Cindy Carlton

cindy_nelson@scps.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

- Departments: Math, World Languages
- Master Schedule
- Curriculum Leaders
- Honor Grad
- Graduation
- Certification
- Communications: Social Media, Parent Square, Bokey Blast
- Exam and Modified Bell Schedules
- Professional Development
- Mental Health Training: Faculty

- Acceleration Tracker Spreadsheet
- School Grade "What If" Prediction Spreadsheet
- Students in Good Standing Tracking
- Student Activities and Clubs
- SAT/PSAT Testing

Leadership Team Member #3

Employee's Name

Barry Coleman

barry_coleman@scps.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

- Departments ELA, Reading, ESOL, AFJROTC
- MTSS: Reading
- Open House
- ToY/EoY
- NEST
- Induction Program
- Accreditation

Leadership Team Member #4

Employee's Name

Roy Decosta

roy_decosta@scps.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

- Departments Social Studies, PE, Athletics, Custodians, Facilities
- YMWE
- Black History Month
- Safe Team & Threat Assessment
- Title IX
- Activities Calendar
- Year End Check List
- Minga
- Inventory
- Summer School Principal

Leadership Team Member #5

Employee's Name

Michelle Prom

shelly_prom@scps.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

- Departments - CTE, Fine/Performing Arts, HA
- ePathways Liaison
- AP Testing
- Substitutes
- Front Office Clerical
- First Aid/CPR Training
- PTSA
- Dividends
- Administrative Ambassador: Tours, VIPs, PR

Leadership Team Member #6

Employee's Name

Kenneth Kallina

kallinke@scps.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

- Departments - ESE, Science, Student Services, FTE
- Dual Enrollment/SCVS/FLVS
- Schedule Pick-Up
- Awards Night
- Grad Tracker Spreadsheet
- School Advisory Council
- School Improvement Plan
- Surveys: 5 Essentials, Snapshot, Faculty
- Attendance and MTSS Attendance
- Credit Denial
- Credit Recovery
- CLT
- Ducks Unlimited
- ACT Testing

Mental Health Training: Students

Leadership Team Member #7

Employee's Name

Dr. Jaime Washington

jaime_washington@scps.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

Budget

Community Liaison

Discipline oversight
& behavior coaching
academy

Guidance & Student
Activities

Human Resources

Instructional Leader

Student support &
engagement

Supervision &
security lead

Supervise & Support
9 Grade teachers to
improve instructional
quality

Leadership Team Member #8

Employee's Name

Chilora Smith

chilora_smith@scps.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

ESE, Science,
Math,
Principal's
Designee, IERS
(Restraint), School
Improvement Plan,
Newsletter, Title
IX, MTSS,
Discipline, Summer
Expedition,
Tutoring, ADA
Contact, Intern
Coordinator,
Parent Square
LEAD, EOY & TOY

Leadership Team Member #9

Employee's Name

Lydia Cook

cooklz@scps.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

9th Grade Center - World Languages, ELA,
Reading, ESOL, PE,
Electives, Social
Studies,
Sonitrol, PD, Custodial,
Facilities/ Rentals,
Discipline, Work Order
System, Giving
Campaign, 5-
Essentials/ Snapshot
Surveys, Dividends,
Emergency
preparedness,
Attendance, Title IX,

Discipline Lead,
professional
development,
Advisement Schedule,
Open House, School
Advisory Counsel Rep.

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.

At Seminole High School, our School Advisory Council seeks input from our stakeholders, which include the school leadership team, teachers, staff, parents, students, and the community. At the start of the year, the SAC leader meets with the school leadership team to discuss potential target areas to focus on. After that initial meeting, the School Improvement Plan is drafted and presented to the leadership team. Once the leadership team approves the plan, it is introduced to the stakeholders at our first SAC meeting. Stakeholders are given an opportunity to voice comments and concerns before approving 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)).

The School Advisory Council at Seminole High School meets quarterly with stakeholders (school leadership team, teachers, staff, parents, and students) to discuss and monitor the implementation and impact of our Improvement Plan and make revisions as necessary. The school administration team meets weekly to discuss goals related to the SIP and communicates that information to staff through regular PLC meetings.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	53.9%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
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: B 2023-24: C 2022-23: C 2021-22: B 2020-21:

D. Early Warning Systems

1. Grades K-8

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.

2. Grades 9-12 (optional)

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
	9	10	11	12	
School Enrollment	1044	1008	898	773	3,723
Absent 10% or more school days	241	224	194	137	796
One or more suspensions	144	85	60	25	314
Course failure in English Language Arts (ELA)	224	219	229	151	823
Course failure in Math	201	294	232	146	873
Level 1 on statewide ELA assessment	230	0	0	0	230
Level 1 on statewide Algebra assessment	143	0	0	0	143

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
	9	10	11	12	
Students with two or more indicators	346	243	205	122	916

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
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

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
	9	10	11	12	
Students with two or more indicators					0

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
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

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*	59	65	59	53	62	55	48	55	50
Grade 3 ELA Achievement									
ELA Learning Gains	62	63	58	57	63	57			
ELA Lowest 25th Percentile	61	62	56	54	61	55			
Math Achievement*	44	49	49	34	44	45	30	39	38
Math Learning Gains	49	53	47	41	50	47			
Math Lowest 25th Percentile	56	55	49	50	54	49			
Science Achievement	68	73	72	67	72	68	63	69	64
Social Studies Achievement*	74	79	75	60	74	71	64	70	66
Graduation Rate	88	92	92	88	92	90	90	94	89
Middle School Acceleration									
College and Career Acceleration	56	62	69	57	61	67	55	60	65
Progress of ELLs in Achieving English Language Proficiency (ELP)	53	65	52	55	64	49	37	59	45

*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)	N/A
OVERALL FPPI – All Students	61%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	670
Total Components for the FPPI	11
Percent Tested	96%
Graduation Rate	88%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
61%	56%	58%	55%	52%		57%

* 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	44%	No		
English Language Learners	45%	No		
Asian Students	79%	No		
Black/African American Students	53%	No		
Hispanic Students	58%	No		
Multiracial Students	61%	No		
White Students	68%	No		
Economically Disadvantaged Students	54%	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	59%		62%	61%	44%	49%	56%	68%	74%		88%	56%	53%
Students With Disabilities	23%		51%	52%	28%	41%	48%	36%	44%		81%	24%	59%
English Language Learners	26%		46%	42%	27%	48%	54%	38%	30%		85%	44%	53%
Asian Students	86%		66%	43%	82%	64%	70%	91%	91%		97%	90%	90%
Black/African American Students	42%		61%	63%	40%	49%	51%	53%	57%		84%	34%	
Hispanic Students	49%		57%	60%	38%	46%	60%	64%	68%		87%	52%	52%
Multiracial Students	70%		64%	50%	43%	40%	50%	66%	82%		86%	54%	
White Students	70%		66%	66%	51%	49%	53%	81%	83%		91%	68%	
Economically Disadvantaged Students	45%		58%	61%	37%	46%	53%	56%	60%		83%	40%	51%

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	53%		57%	54%	34%	41%	50%	67%	60%		88%	57%	55%
Students With Disabilities	14%		43%	48%	16%	35%	49%	35%	29%		82%	13%	48%
English Language Learners	23%		47%	45%	26%	36%	36%	42%	30%		72%	39%	55%
Asian Students	88%		70%		66%	62%		94%	83%		97%	91%	70%
Black/African American Students	32%		52%	53%	22%	38%	46%	46%	43%		84%	31%	
Hispanic Students	48%		52%	50%	31%	40%	59%	61%	53%		85%	55%	54%
Multiracial Students	52%		60%	65%	35%	42%	53%	74%	58%		92%	61%	
White Students	63%		60%	60%	48%	43%	44%	82%	74%		92%	66%	58%
Economically Disadvantaged Students	38%		52%	53%	25%	38%	51%	54%	51%		81%	41%	53%

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	48%				30%			63%	64%		90%	55%	37%
Students With Disabilities	18%				14%			24%	27%		83%	22%	48%
English Language Learners	12%				10%			34%	31%		74%	45%	55%
Asian Students	83%				67%			91%	76%		97%	97%	
Black/African American Students	30%				17%			43%	50%		85%	29%	
Hispanic Students	37%				28%			57%	64%		90%	47%	55%
Multiracial Students	51%				29%			61%	89%		92%	55%	
White Students	62%				45%			77%	73%		91%	68%	73%
Economically Disadvantaged Students	33%				21%			48%	55%		85%	39%	51%

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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	10	58%	65%	-7%	58%	0%
ELA	9	59%	63%	-4%	56%	3%
Biology		65%	71%	-6%	71%	-6%
Algebra		38%	61%	-23%	54%	-16%
Geometry		43%	60%	-17%	54%	-11%
History		66%	76%	-10%	71%	-5%
Civics		<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		17%	18%	-1%	16%	1%
History		95%	79%	16%	48%	47%
Biology		<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Geometry		<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Biology		69%	39%	30%	29%	40%
Algebra		12%	19%	-7%	18%	-6%
Geometry		33%	25%	8%	19%	14%
History		46%	47%	-1%	33%	13%

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?

The data component that showed the most improvement was U.S. History proficiency, which increased by 14 percentage points. This growth was achieved through a renewed emphasis on data-driven instruction, consistent common assessments, and strengthened teacher buy-in around standards-based planning and instructional accountability.

In addition, our school saw a 9-point increase in Math proficiency, specifically in Algebra I and Geometry. This improvement was driven by a structural shift in our ESE support model, moving from traditional support facilitation to a co-teaching model in accountability math classes. This allowed for more targeted, inclusive instruction and increased access to grade-level content for all students.

Lowest Performance

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

While math proficiency increased by 9%, it remained our lowest-performing academic area. Algebra I proficiency was 39% compared to the state average of 60%, and Geometry proficiency was 44% compared to the state average of 55%. A major contributing factor to this performance gap is the disproportionate testing population. Many of our highest-performing students complete Algebra I and Geometry in middle school and are therefore not included in the high school-tested cohort.

For example, only 393 students took the Algebra I EOC out of an average cohort size of 1,000 students, meaning approximately 600 high-performing students were not represented. Similarly, 800 students tested in Geometry, leaving out about 200 students, most of whom are among the highest-achieving. This structural enrollment pattern results in our proficiency percentages reflecting a more academically at-risk subgroup, contributing to the overall lower scores despite internal gains.

Greatest Decline

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

The data component with the lowest performance was our College and Career Acceleration (CCA)

rate by 1%. This decline can be attributed to the lingering academic impacts of the COVID-19 pandemic, as well as a schoolwide emphasis on improving the graduation rate, which became a top priority. As a result with more graduates it impacted our CCA reate.

To address this, the school has been exploring new strategies to increase CCA participation and completion. As part of these efforts, we have expanded our academic offerings by adding the Cambridge AICE program beginning in the 2025–2026 school year. This initiative is designed to provide students with increased access to rigorous coursework and additional acceleration pathways moving forward.

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.

While math proficiency increased by 9%, it remained our lowest-performing academic area. Algebra I proficiency was 39% compared to the state average of 60%, and Geometry proficiency was 44% compared to the state average of 55%. A major contributing factor to this performance gap is the disproportionate testing population. Many of our highest-performing students complete Algebra I and Geometry in middle school and are therefore not included in the high school-tested cohort.

For example, only 393 students took the Algebra I EOC out of an average cohort size of 1,000 students, meaning approximately 600 high-performing students were not represented. Similarly, 800 students tested in Geometry, leaving out about 200 students, most of whom are among the highest-achieving.

EWS Areas of Concern

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

Attendance: While we achieved a 10% decrease in the number of students absent 10 and 15 days or more last year, attendance continues to be an area of focus. We are working to build on the positive momentum from the past two years by strengthening our schoolwide attendance initiatives and early intervention systems to support students with chronic absenteeism.

ESE Discipline: With the addition of new ESE units on campus last year, we have identified the need to refine our structures and supports for students with behavioral disabilities and academic challenges. Our focus moving forward is to develop more targeted interventions, professional development, and restorative practices that effectively address the unique needs of these students and reduce disciplinary incidents.

Highest Priorities

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

1. Increase in CCA
2. Increase in Math Proficiency
3. Increase in Graduation Rate
4. Reduction in Absenteeism

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 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.

This area focuses on two core instructional priorities:

Benchmark-Aligned Instruction, and Student Engagement.

Improving this area is essential for ensuring that all students, especially those in Levels 1–5, are exposed to rigorous, standards-aligned instruction and are actively engaged in the learning process. This focus aligns with SCPS Strategic Plan System Initiative B – High Standards and Student Achievement, specifically: Performance Objective 1: Top performance in English Language Arts statewide, and KPI-7: Reduce ELA subgroup achievement gaps.

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.

In 2024–2025, 62% of Grade 9 & 10 students demonstrated learning gains on the ELA assessment. By the end of the 2025–2026 school year, the school will increase ELA Learning Gains by 3 percentage points, reaching 65%.

This goal is measurable, data-based, and targets gains across all performance levels.

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 through multiple ongoing systems:

Quarterly PLC data reviews to analyze formative assessment trends and calibrate instruction to

grade-level benchmarks.

Student data trackers used weekly to monitor progress and support goal-setting.

Walkthroughs using the SCPS Instructional Priorities Tool to ensure engagement and cognitive rigor.

PLC conferencing to reflect on performance and implement real-time instructional adjustments.

Monitoring efforts will directly impact student achievement by ensuring continuous progress checks and timely intervention for students not meeting benchmarks. Progress monitoring also supports alignment to KPI-1: Increase school grade points and KPI-4a: Boost PSAT college readiness (Grades 9–10).

Person responsible for monitoring outcome

Mr. Coleman & Ms. Cook, 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 school is implementing a combination of collaborative learning structures and data-driven instruction. Collaborative discussions Structured academic talk Scaffolded writing portfolios Formative assessment cycles

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

Conduct quarterly PLC data reviews and professional development focused on Benchmark-Aligned Instruction and strategies to support growth for Level 1–5 students.

Person Monitoring:

Mr. Coleman & Ms. Cook, Assistant Principal

By When/Frequency:

Quarterly

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

Teachers will engage in structured PLCs each quarter to review formative and summative data, identify trends in student performance, and calibrate instructional tasks to the B.E.S.T. standards.

Professional development will focus on designing rigorous, standards-aligned lessons that target reading comprehension and writing development. The school will monitor implementation through PLC agendas and minutes, submitted lesson plans, and administrative walkthroughs. Student data trackers and common assessment results will be reviewed quarterly to measure progress toward learning gains targets.

Action Step #2

Implement structured student-centered engagement strategies in all ELA classrooms, including collaborative discussions, academic talk, and embedded writing tasks.

Person Monitoring:

Mr. Coleman & Ms. Cook, Assistant Principal

By When/Frequency:

Training at Beginning of the Year

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

ELA teachers will be trained and supported in the use of engagement protocols such as think-pair-share, accountable talk, structured group tasks, and scaffolded writing assignments. These practices will increase cognitive ownership and ensure students are engaging deeply with content. Impact will be monitored through the SCPS Instructional Priorities Tool during administrative walkthroughs, with specific focus on student discourse, task alignment, and engagement indicators. Samples of student work and writing portfolios will be reviewed regularly in PLCs to assess depth of understanding and skill development.

Action Step #3

Utilize weekly student data tracking and goal-setting systems to build metacognition and drive instructional decisions.

Person Monitoring:

Mr. Coleman & Ms. Cook, Assistant Principal

By When/Frequency:

Weekly

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

Students will use customized data trackers to monitor their progress on reading fluency, comprehension benchmarks, and writing targets. Teachers will conference with students and use tracker trends to guide reteaching, intervention, and enrichment efforts. The school will monitor implementation through regular review of student data trackers, progress monitoring tools, and reflection logs. Evidence of goal-setting and conferencing will be reviewed during classroom visits and PLC meetings to ensure the system is effectively impacting student growth.

Area of Focus #2

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.

Math proficiency remains one of the school's highest priorities based on state and schoolwide data. Despite a 9% improvement from the previous year, overall proficiency levels in both Algebra I (39%) and Geometry (44%) still fall significantly below the state averages of 60% and 55%, respectively.

This gap highlights the need for targeted instructional improvements in benchmark alignment and student engagement. Targeted strategies to engage learners and close performance gaps are essential for achieving equitable student outcomes. This focus aligns with the SCPS Strategic Plan System Initiative B – High Standards and Student Achievement, particularly Performance Objective 1 and KPI-7.

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.

In 2024–2025, schoolwide Math Learning Gains on the Algebra I and Geometry EOCs was 49%. By the end of the 2025–2026 school year, we will increase schoolwide Math Learning Gains to 60%, aligning with KPI-2 of the strategic plan.

Monitoring

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

This focus will be monitored through weekly PLC meetings, formative assessment data reviews, and administrative walkthroughs using the SCPS Instructional Priorities Tool. Student work samples will be evaluated during PLC debriefs, and instructional feedback will be delivered to teachers through timely feedback cycles. Ongoing monitoring ensures that instruction remains aligned to benchmarks and responsive to student learning needs.

Person responsible for monitoring outcome

Cindy Carlton & Chilora Smith, 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 school is implementing collaborative learning structures and data-informed planning practices to improve instruction. They have demonstrated effectiveness in improving math achievement through peer discourse, student ownership, and standards alignment.

Rationale:

Student achievement in Math lags behind state averages, and a concentrated effort to increase instructional rigor and student ownership is needed to close achievement gaps. By fostering collaboration and aligned instruction, students will gain deeper mathematical understanding.

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

Leverage PLCs and formative data to plan and deliver benchmark-aligned lessons.

Person Monitoring:

Cindy Carlton & Chilora Smith, Assistant Principal

By When/Frequency:

Weekly

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

Weekly PLCs will review formative assessment data to identify instructional gaps and co-plan standards-aligned tasks. Teachers will group students for intervention and enrichment during Wednesday Straight 7 sessions. Impact will be monitored via PLC minutes, lesson plan reviews, and formative data comparisons.

Action Step #2

Implement student-centered, collaborative learning structures to increase engagement and ownership.

Person Monitoring:

Cindy Carlton & Chilora Smith, Assistant Principal

By When/Frequency:

Beginning of the Year Training

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

Teachers will design and deliver tasks that require peer discussion, justification of answers, and collaborative problem-solving. Students will take on active roles in group settings. Walkthrough data, student reflections, and work products will be reviewed weekly to assess engagement.

Action Step #3

Monitor and adjust instruction through weekly walkthroughs using the SCPS Impact Tool, student work samples, and PLC debriefs.

Person Monitoring:

Cindy Carlton & Chilora Smith, Assistant Principal

By When/Frequency:

Weekly

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

Administrators and PLC leads will use the SCPS Impact Priority to conduct walkthroughs that focus on task alignment and student engagement. Data collected will inform coaching conversations and professional learning adjustments. Work samples will be analyzed in PLCs to ensure instructional rigor is maintained.

Area of Focus #3

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

Instructional Practice specifically relating to Social Studies

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.

This area of focus targets Benchmark-Aligned Instruction and Student Engagement in U.S. History. Data from the prior year indicates strong performance with opportunity for continued growth. Instructional focus will be placed on structured literacy strategies, historical text analysis, and academic discourse. These methods support subgroup gains and align with SCPS Strategic Plan System Initiative B – High Standards and Student Achievement.

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.

In 2024–2025, U.S. History EOC proficiency was 74%. The target for the 2025–2026 school year is to increase proficiency to 79%. This growth goal supports KPI-1 and KPI-7 by boosting school grade points and closing achievement gaps through structured instructional support.

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 through weekly PLCs, walkthrough data, student work analysis, and reflection cycles. Instructional leadership will provide timely feedback and guide data-driven adjustments to ensure tasks are aligned to benchmarks and student engagement remains high.

Person responsible for monitoring outcome

Roy Decosta, 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:

Teachers will implement structured reading strategies and collaborative instruction centered on historical texts. These evidence-based practices, such as close reading, annotation, and peer discussion. These strategies are proven to build content literacy and critical thinking skills in secondary students.

Rationale:

While performance in U.S. History is strong, increased expectations for school grade performance and subgroup growth require high-impact practices to ensure all learners achieve mastery. Structured literacy and collaborative inquiry support both content understanding and student engagement.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate 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

Use SCPS Framework U.S. History lessons aligned to state benchmarks that engage students through collaborative structures and active learning.

Person Monitoring:

Roy DeCosta

By When/Frequency:

Weekly

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

Teachers will meet in PLCs to design lessons that integrate benchmark-aligned objectives and collaborative group tasks. Student discourse and application of historical thinking skills will be emphasized. Lesson plans and classroom observations will be reviewed for fidelity and impact on student performance.

Action Step #2

Integrate regular practice with primary and secondary historical sources using structured reading strategies.

Person Monitoring:

Roy Decosta

By When/Frequency:

Weekly

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

Students will use strategies such as annotation, summarizing, and questioning to analyze historical texts. Teachers will model and monitor these practices through scaffolded activities and formative assessments. Student work samples and common assessment data will be reviewed in PLCs to ensure growth and standard alignment.

Action Step #3

Monitor instructional quality and student engagement through classroom walkthroughs, student work analysis, and PLC reflection cycles.

Person Monitoring:

Roy Decosta

By When/Frequency:

Weekly

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

Instructional leaders will use the SCPS Instructional Priorities Tool collect walkthrough data aligned to benchmark and engagement expectations. Results will inform coaching conversations and PLC adjustments to improve rigor and student participation. Work samples and teacher reflections will also guide professional development needs.

Area of Focus #4

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

Instructional Practice specifically relating to Science

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 school's focus on Benchmark-Aligned Instruction in Biology stems from analysis of EOC trends and the need to meet or exceed state performance levels. Science literacy and engagement through active inquiry practices directly impact student achievement, particularly in high-stakes EOC courses. The identified strategies are aimed at improving rigor and student ownership of learning, aligned to SCPS Strategic Plan System Initiative B – High Standards and Student Achievement.

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.

In 2024–2025, the Biology EOC proficiency rate was 68%. The goal for the 2025–2026 school year is to increase proficiency to 73%, exceeding the state average and boosting our school grade under KPI-1.

Monitoring

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

Progress will be monitored through benchmark assessments, PLC data reviews, and leadership walkthroughs using the SCPS Instructional Priority Tool. Frequent analysis of student work and assessment results will ensure instruction remains aligned to Biology standards. Feedback loops through PLCs and coaching will ensure adjustments are timely and data-informed.

Person responsible for monitoring outcome

Kenneth Kallina & Chilora Smith, 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:

Progress will be monitored through benchmark assessments, PLC data reviews, and leadership walkthroughs using the SCPS Instructional Priority Tool. Frequent analysis of student work and assessment results will ensure instruction remains aligned to Biology standards. Feedback loops through PLCs and coaching will ensure adjustments are timely and data-informed.

Rationale:

: Performance in Biology lags slightly behind the state average and reflects a need for stronger academic language integration and structured engagement. By strengthening lesson alignment to benchmarks and promoting inquiry-based collaboration, students will build deeper scientific understanding and critical thinking skills.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Use benchmark and formative assessment data in PLCs to plan and deliver standards-aligned instruction

Person Monitoring:

Kenneth Kallina & Chilora Smith, Assistant
Principal

By When/Frequency:

Weekly

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

Biology teachers will meet weekly in PLCs to review student performance data and design tasks that target specific Biology standards. Instruction will be tailored to address skill gaps and include intervention during Wednesday Straight 7 sessions. PLC notes, assessment results, and lesson plans will be monitored by the assistant principal.

Action Step #2

Implement student-centered instruction with purposeful collaboration and active learning.

Person Monitoring:

Kenneth Kallina & Chilora Smith, Assistant
Principal

By When/Frequency:

Weekly

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

Teachers will use structured lab activities, small-group discussion, and academic language routines to foster student engagement. Student justification of answers using scientific vocabulary will be modeled and reinforced. Walkthroughs, student reflections, and work samples will be used to assess the frequency and depth of engagement strategies.

Action Step #3

Monitor instruction and engagement through walkthroughs, student work analysis, and teacher reflection.

Person Monitoring:

Kenneth Kallina & Chilora Smith, Assistant
Principal

By When/Frequency:

Weekly

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

Administrators and instructional leaders will conduct regular walkthroughs using the SCPS Instructional Priority Tool. They will review student work samples for alignment and rigor, provide coaching feedback, and guide PLCs in ongoing instructional refinement. Teacher reflection and peer observation will also support continuous improvement.

Area of Focus #5

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.

This area of focus is centered on expanding access to advanced coursework and credentialing programs to increase our CCA rate. Increasing student participation in acceleration opportunities supports equity, rigor, and readiness for college and careers.

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 from 59% CCA to 65% CCA.

Monitoring

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

Progress toward the CCA outcome will be monitored through student-by-student tracking of enrollment and success in acceleration programs, quarterly data reviews with program leads, and schedule audits to ensure access. Adjustments will be made based on student performance, participation, and feedback to maximize success in acceleration pathways.

Person responsible for monitoring outcome

Michelle Prom, 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 school is implementing an expanded AICE program, additional sections of Ecology with Ducks Unlimited certification, and enhanced student monitoring to improve participation in credential-bearing and college-preparatory courses. These strategies are evidence-based practices for increasing CCA outcomes as defined under ESSA Section 8101(21)(B), with demonstrated effectiveness in promoting college and workforce readiness.

Rationale:

Increasing access to high-rigor and industry-relevant coursework is essential for improving postsecondary readiness and meeting school accountability goals. Providing structured opportunities and monitoring for student participation will directly support gains in our CCA rate.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Cambridge AICE courses and expand sections of Ecology to provide more credentialing opportunities for students.

Person Monitoring:

Mr. Coleman & Mr. Kallina

By When/Frequency:

Beginning of the Year

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

School leaders will schedule and staff new AICE and Ecology sections and monitor enrollment. Participation and pass rates for certifications and exams will be tracked through progress monitoring reports and semester performance reviews.

Action Step #2

Use individualized student-by-student tracking to ensure all students are scheduled into at least one CCA opportunity.

Person Monitoring:

Ms. Carlton & Ms. Prom

By When/Frequency:

Quarterly

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

Counselors and administrators will maintain live tracking spreadsheets to verify student placement in acceleration opportunities. Data will be reviewed monthly to identify gaps and adjust schedules to ensure full access across student subgroups.

Action Step #3

Engage program coordinators (IB, AP, AICE, CTE, Dual Enrollment) in data-driven conversations to

improve participation and pass rates

Person Monitoring:

Ms. Prom

By When/Frequency:

Quarterly

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

Program leaders will meet quarterly with the school leadership team to review trends in CCA participation and outcomes. Data will inform recruitment strategies, student supports, and instructional planning to improve success rates.

Area of Focus #6

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

Graduation/Acceleration specifically relating to Graduation

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.

This Area of Focus targets increasing the graduation rate by ensuring students stay on track to meet all credit, assessment, and attendance requirements. The rationale stems from the identification of students who are credit deficient or off-track due to attendance issues, course failures, or testing requirements. Intentional, face-to-face interventions and progress monitoring are essential to prevent dropouts and increase student achievement.

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.

The school will increase the overall graduation rate to 98% during the 2025–2026 school year compared to the prior year. This will be tracked using state cohort graduation data and internal tracking systems for on-track seniors.

Monitoring

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

Graduation progress will be monitored through semesterly face-to-face counselor meetings for all off-track seniors, digital credit checks, attendance reports, and progress toward course recovery. Early warning systems and graduation trackers will be used to assess interventions and adjust student plans. Administrators will meet regularly with counselors to review progress and implement corrective

action.

Person responsible for monitoring outcome

Kenneth Kallina, 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:

Seminole High School will implement proactive counselor interventions, digital credit checks, attendance-based incentives, and the use of credit denial protocols to improve student accountability and re-engagement. These strategies align with ESSA Section 8101(21)(B) and are supported by research showing that personalized academic advising, attendance accountability systems, and real-time credit monitoring lead to improved graduation outcomes.

Rationale:

While graduation rates have risen ensuring the systems are in place for long term success of student graduation are important to ensure they are cultural for the future.

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

Conduct semesterly face-to-face counselor meetings with all seniors who are off-track, supported by digital credit check tools and documentation of next steps.

Person Monitoring:

Kenneth Kallina

By When/Frequency:

Semesterly

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

Counselors will meet one-on-one with students to review graduation requirements and outline a success plan. Logs of completed meetings, updated trackers, and student status reports will be reviewed by the leadership team each semester.

Action Step #2

Implement schoolwide use of attendance-based incentives and enforce credit denial for students with excessive absences.

Person Monitoring:

Kenneth Kallina

By When/Frequency:

Monthly

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

step:

Attendance teams will monitor daily and monthly reports. Attendance contracts, incentive logs, and denied credits will be tracked and reviewed biweekly by administrators to address root causes of chronic absenteeism.

Action Step #3

Engage teachers, counselors, and MTSS teams in reviewing at-risk student data and implementing credit recovery or intervention support.

Person Monitoring:

Kenneth Kallina

By When/Frequency:

Monthly

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

Intervention logs, progress monitoring data, and course recovery enrollment will be shared during MTSS and PLC meetings. School leaders will audit recovery progress monthly and make adjustments to ensure timely credit accrual.

Area of Focus #7

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.

Seminole High School has identified a significant number of out-of-school suspensions and disciplinary incidents involving ESE students as a top priority. ESE behavior referrals and removals have consistently exceeded district and school-level targets, necessitating a more intentional, data-driven response to support students with disabilities in inclusive and self-contained settings.

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.

Reduce the total number of out-of-school suspensions for ESE students by 20% in the 2025–2026 school year compared to 2024–2025 data. Monitor through discipline dashboards and monthly behavior tracking reports.

Monitoring

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

Discipline data will be monitored through Focus reports, SST, IEP compliance audits, staffing logs,

and MTSS behavior tracking. Leadership will conduct monthly review meetings with ESE and sams' teams to evaluate trends and intervention progress. Success will be reflected in reduced referrals and improved academic engagement among ESE students.

Person responsible for monitoring outcome

Roy Decosta & Kenneth Kallina

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 school will implement multi-tiered systems of support (MTSS), effective IEP writing practices, behavior de-escalation training, and use of a district-wide Behavior Coaching Academy for professional development. These strategies are supported by evidence-based frameworks for supporting students with disabilities under ESSA Section 8101(21)(B).

Rationale:

One of the focus's of the District Behavior Coaching Academy will be working with new and veteran ESE teachers to support them in working with student behaviors as well as a statistical decline in ESE student discipline.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Implementation of the district's Behavior Coaching Academy on-site to support teacher growth, combined with new-teacher ESE training and focused academic supports for behavior units.

Person Monitoring:

Kenneth Kallina & Roy DeCosta

By When/Frequency:

Beginning of Year - On Going Training

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

Research supports that high-quality instruction, effective staff training, and proactive behavioral supports reduce discipline disparities for students with disabilities. Strengthening IEP implementation and student-teacher relationships can improve both climate and academic results.

Action Step #2

Conduct monthly reviews of ESE discipline data and monitor IEP implementation fidelity.

Person Monitoring:

By When/Frequency:

Kenneth Kallina & Chilora Smith, Assistant
Principal

Monthly

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

Leadership will meet with the ESE team to analyze discipline trends, review dashboard data, and provide coaching. Corrective action plans will be created for students with repeat offenses, and fidelity checklists will ensure IEP goals and supports are implemented.

Action Step #3

Develop a positive behavior unit with consistent staff and student relationship-building strategies to reduce removals and suspensions. Create ESE Student of Concern Form for Early Intervention.

Person Monitoring:

Kenneth Kallina & Chilora Smith, Assistant
Principal

By When/Frequency:

Beginning of the Year - Ongoing Throughout
School Year

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

The leadership team will conduct biweekly walkthroughs, review relationship-building initiatives, and track student behavioral data from the unit. Success will be defined by fewer removals and increased engagement. Monitor use of Student of Concern form with Support Facilitators and Case Managers to ensure students are supported when they begin to struggle academically or behaviorally.

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.

Consistent attendance is directly correlated with student academic performance, graduation rates, and participation in college and career acceleration (CCA) programs. During the 2024-2025 school year, chronic absenteeism and truancy affected student achievement and caused students to fall behind in coursework and credit accumulation. Additionally, students who were truant or accumulated more than 9 unexcused absences in any course were placed on the credit denial list, affecting being in good standing on campus for events.

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 school will reduce the number of students who accrue 10 or more unexcused absences per semester by 10% in the 2025-2026 school year, as tracked in EdInsight and Skyward. The goal is to

increase the percentage of students in good standing, thereby reducing credit denial cases and improving course pass rates.

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.

The school will track attendance data monthly using EdInsight and run credit denial and truancy lists on the first Monday of each month. Students and families will be notified via Minga of their standing. Staff will implement attendance interventions and monitor progress through parent conferences, progress reports, and real-time attendance dashboards. Monitoring will include tracking participation in recovery options and use of the school's attendance form for excused absences.

Person responsible for monitoring outcome

Dr. Jaime Washington, Principal & Mr. Kallina, 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:

Attendance Recovery and Incentive System Students may recover absences through documented participation in Khan Academy units, successful completion of assessments, and perfect 10-day attendance streaks. This allows them to restore good standing and remove credit denial. Participation will be tracked through submission forms and verified by staff.

Rationale:

These interventions are proactive and inclusive, providing all students with equitable opportunities to restore credit and stay on track for graduation. Offering multiple paths for recovery, along with clearly communicated expectations and incentives, reinforces the importance of regular attendance while giving students the tools to succeed.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Use of Social Worker, Guidance Staff, and Truancy Court to Curb Absenteeism.

Rationale:

Following SCPS guidelines to ensure legal compliance with truancy protocols.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Monthly Monitoring of Attendance and Communication with Families

Person Monitoring:

Dr. Jaime Washington, Principal & Mr. Kallina,
Assistant Principal

By When/Frequency:

Ongoing

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

Run monthly attendance and truancy reports via EdInsight. Communicate standing updates to families through Minga and school email. Monitoring: Documentation logs, EdInsight data, and monthly audit of student list changes.

Action Step #2

Implement Attendance Recovery Opportunities

Person Monitoring:

Dr. Jaime Washington, Principal & Mr. Kallina,
Assistant Principal

By When/Frequency:

Ongoing

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

Provide students with clear pathways to recover attendance through Khan Academy, Edmentum, or testing. Monitor completion through submissions and attendance records. Monitoring: Staff will verify submissions weekly and update standing. Reports will be reviewed by leadership.

Action Step #3

Leverage Incentives and Enforce Credit Denial Policy

Person Monitoring:

Dr. Jaime Washington, Principal & Mr. Kallina,
Assistant Principal

By When/Frequency:

Ongoing

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

Use incentives such as prom eligibility, parking, and senior privileges to reinforce attendance policies. Enforce the 9-absence credit denial limit with opportunities to recover. Monitoring: Office of Attendance will track privilege eligibility and communicate policy updates to stakeholders monthly.

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.

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

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.

No Answer Entered

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).

No Answer Entered

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