

Seminole County Public Schools

The Mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens.



www.scps.k12.fl.us

Seminole High School

School Improvement Plan 2021-2022

Purpose and Outline of the SIP

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

School Information

Provide the school's mission statement

Our mission is 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.

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

SHS regularly solicits feedback from parents and community members. Our students and parents have constant (and nearly immediate) access to our school principal. Parents take an annual Snap Shot Survey. Moreover, parents are very active on our school social media platforms; we have an award winning PTSA, a very well attended School Advisory Council. The SIP is reviewed with members of the SAC committee and broken down into manageable bits using non educational lingo for easier understanding.

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Parent/teacher conferences - PTSA - SAC - Coffee with Counselors - Website, Facebook, Twitter, Skyward Blasts - Articulation Meetings - Conducting Home Visits - Curriculum Night - Parent Newsletters - Report Cards/ Progress Reports - EP/ IEP / 504 / ELL Meetings - Skyward/Family Access (Grade book)

Supportive Environment

Describe how the school addresses building a positive school culture and environment. Include how the school culture and environment will impact positive student experiences. (e.g. PBS supports)

The entire teaching and administrative staff at SHS have been trained in Restorative Practices (RP). RP focuses on building solid relationships so that teachers-students and teachers-admin can repair any damage done and heal instead of holding a grudge. The 9GC has built in an advisement period daily in order to specifically facilitate the RP methodology. With teachers and administrators successfully using RP strategies we expect to see a 5% reduction in the number of disciplinary referrals for the 21-22 year.

Identify stakeholders and their role in promoting a positive culture and environment at the school. Stakeholder groups may include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Teachers and administrators have all been trained on the Restorative Practices model.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

One of the primary goals at Seminole High School is to address not only the academic needs of the students but the social-emotional needs of all students. SHS takes the approach of looking at the student holistically and as an individual. SHS has targeted social-emotional advisement lessons which occur once a week. There have been numerous lessons on communication, cooperation, emotional regulation, empathy, and social initiation. SHS also has courses such as Social Personal in order to intensify social emotional learning with students who need the additional support. The course identifies the students individual needs and works on developing and strengthening coping mechanisms so that the student can be successful not only at school but in society. Additional specialized courses such as Young Men of Excellence and Young Women of Excellence integrate social-emotional learning throughout the day. The students and teachers work in partnerships with other groups or people within the community while nurturing a culture of kindness and tolerance. Some incoming ninth grade students are invited to participate in our Transition program, in which they are provided a mentor to monitor their academic progress and assist with social-emotional needs as they arise. Seminole High School offers New Horizons counseling services, in which students can meet with the counselor one-on-one or in group on a regular basis, or as needed. Faculty and staff can make referrals for students to participate in this program. The counselors and administrators also monitor our at-risk students to support them through Credit Recovery and through counseling.

List the members of the leadership team.

Name	Title	Email	Responsibilities
Dr. Jordan Rodriguez	Principal	jordan_rodriguez@scps.us	Oversight of strategic planning, personnel selection and retention, strategic partnerships, mass communication, and the school budget.
Shelly Prom	Assistant Principal	shelly_prom@scps.us	Director of the Academy of Health Careers. Oversight of Advanced Placement; Advanced Opportunities within Performing and Visual Arts, World Languages, the SIP, serves as School Advisory Council representative.
Lance Abney	Assistant Principal	lance_abney@scps.us	Advanced opportunities, 1+, 2+, 3- students within 9th grade ELA and social studies
Barry Coleman	Assistant Principal	barry_coleman@scps.us	Director of the IB Program. Advanced opportunities, 1+, 2+, 3- students within 10-12th grade ELA and Reading.
Roy DeCosta	Assistant Principal	roy_decosta@scps.us	Oversees Career and Technical Education Programs on the Main Campus, Summer School, Electives, ROTC, and Advanced Opportunities within the social studies department.
Cindy Nelson	Assistant Principal	cindy_nelson@scps.us	Advanced Opportunities, 1+, 2+, 3 - students within 10-12th grade Math; Master Scheduler, Graduation Rate, ESOL, Guidance Department.
Marc Pitters	Assistant Principal	marc_pitters@scps.us	Advanced opportunities, 1+, 2+, 3 - students within 10-12th grade Science, oversees the Exceptional Student Education Department, Facilities Maintenance, MTSS

Jaime Washington

Principal of the 9th Grade
Center

Jaime_washington@scps.us

Advanced opportunities, 1+, 2+, 3- students within 9th grade math and science, oversees Exceptional Student Education and MTSS at 9th Grade Center.

Veronica Kelley

SAM

veronica_kelley@scps.us

Oversees Testing on the Main Campus (10th - 12th) grade. Media Center Operations, Inventory.

Courtney Doherty

SAM

courtney_doherty@scps.us

Oversees 12th Grade Discipline, Student Debt, Campus Clubs / Organizations, Student Activities, Field Trips, Clerical Supervisor

List the members of the literacy leadership team.

Name	Title	Email	Responsibilities
Dr Jordan Rodriguez	Principal, Main Campus	jordan_rodriguez@myscps.us	Oversee implementation
Barry Coleman	Assistant Principal over ELA	barry_coleman@myscps.us	Vision and implementation, fidelity
Robin Fansher	Instructional Coach	robin_fansher@myscps.us	Implementation, training for teachers
Jaime Washington	Principal, 9GC	jaime_washington@myscps.us	Vision and implementation
Lance Abney	Assistant Principal, 9GC	lance_abney@myscps.us	Implementation at 9GC, fidelity

Student Transition and Readiness

College and Career Readiness

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

The students meet with their counselors to determine the correct course of action needed for future career and life choices. The students are able to provide feedback regarding their plan and are empowered to work at a pace that is comfortable for them while ensuring mastery in that area. The counselors provide a systemic approach for College and Career Readiness: 1. College Aspirations 2. Academic Planning for College and Career Readiness 3. Enrichment and Extracurricular Engagement 4. College and Career Exploration and Selection Processes 5. College and Career Assessments 6. College Affordability Planning 7. College and Career Admission Processes 8. Transition from High School Graduation to College Enrollment SHS has partnered with Seminole State College for dual enrollment courses which encourages and promote college awareness along with student success. SHS is also one of the leading schools with state industry certification which may articulate into college credit. The Guidance Counselors have developed a method whereby students meet with counselors on an individual basis during the day for schedule and four-year curriculum planning. Evening assemblies are offered to parents and students with enrollment information, college planning and admissions, and Florida's Bright Future admissions, as well as financial aid. Classes and programs are advertised in on-line curriculum pages, hard-copy curriculum guides, as well as face-to-face with individual counselors. Students are encouraged to make appointments to speak with counselors. Colleges/Universities visit the SHS campus; students are encouraged to visit the presentation at the advertised date and time during the day. New this year is the addition of our College and Career Room sponsored by our PTSA. In this room inside the media center students have access and guidance on planning a timeline for applying to colleges, what each college is looking for, the FAFSA process, scholarship applications as well as career counseling should the student decide not to pursue higher education.

Identify the career and technical education programs available to students and industry or community organizations.

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

High School Essential Instructional Priorities

Essential Instructional Priority #1: Quality Instruction

All Seminole County Public Schools will strive for excellence in English/Language Arts, Mathematics and Science based on the current Florida Department of Education A+ Accountability Program.

- A. Lessons aligned to Florida/B.E.S.T./Next Generation Sunshine State Standards at the appropriate level of complexity
- B. Ongoing feedback loop between leadership and teacher, students and teachers and student with students
- C. PLC focused on data, instructional planning and student evidence of learning

All SCPS schools serving K-8 students have an Early Warning system in place that is in compliance with s. 1001.42(18)(b), F.S.; SCPS academic intervention/support programs and/or dropout prevention programs reflected per s. 1003.53(2)(b), F.S.

**All data targets are reported as percentages with the exception of 5E data targets, which are reported as scale scores.*

ELA		
Indicators (Actual)	Strategic Plan	Target
Achievement	B.1.1	95
Achievement for sub group: Black	B.1.1	95
Achievement for sub group: Hispanic	B.1.1	95
Achievement for sub group: White	B.1.1	95
Achievement for sub group: Mul	B.1.1	95
Achievement for sub group: SWD	B.1.1	95
Achievement for sub group: FRL	B.1.1	95
Achievement for sub group: ELL	B.1.1	95
Learning Gains	B.1.1	95
Learning Gains of the Low 25%	B.1.1	95
Learning Gains for High 1 levels	B.1.1	95
Learning Gains for High 2 levels	B.1.1	95
Learning Gains for Low 3 levels	B.1.1	95
Learning Gains for sub group: Black	B.1.1	95
Learning Gains for sub group: Hispanic	B.1.1	95
Learning Gains for sub group: White	B.1.1	95
Learning Gains for sub group: Mul	B.1.1	95
Learning Gains for sub group: SWD	B.1.1	95
Learning Gains for sub group: FRL	B.1.1	95
Learning Gains for sub group: ELL	B.1.1	95

Social Studies			
Indicators	Strategic Plan	Target	
Achievement	B.1.1	95	
Achievement for sub group: Black	B.1.1	95	
Achievement for sub group: Hispanic	B.1.1	95	
Achievement for sub group: White	B.1.1	95	
Achievement for sub group: Mul	B.1.1	95	
Achievement for sub group: SWD	B.1.1	95	
Achievement for sub group: FRL	B.1.1	95	
Achievement for sub group: ELL	B.1.1	95	

Common Assessments			
Indicators	Grade Level/Subject	Strategic Plan	Target
ELA Common Assessment students scoring on grade level	Grade 9	B.2.4	95
	Grade 10	B.2.4	95
History Common Assessment students scoring on grade level	US History	B.2.4	95

High School Essential Instructional Priority 1 – Quality Instruction

Math		
Indicators	Strategic Plan	Target
Achievement	B.1.1	95
Achievement for sub group: Black	B.1.1	95
Achievement for sub group: Hispanic	B.1.1	95
Achievement for sub group: White	B.1.1	95
Achievement for sub group: Mul	B.1.1	95
Achievement for sub group: SWD	B.1.1	95
Achievement for sub group: FRL	B.1.1	95
Achievement for sub group: ELL	B.1.1	95
Learning Gains	B.1.1	95
Learning Gains of the Low 25%	B.1.1	95
Learning Gains for High 1 levels	B.1.1	95
Learning Gains for High 2 levels	B.1.1	95
Learning Gains for Low 3 levels	B.1.1	95
Learning Gains for sub group: Black	B.1.1	95
Learning Gains for sub group: Hispanic	B.1.1	95
Learning Gains for sub group: White	B.1.1	95
Learning Gains for sub group: Mul	B.1.1	95
Learning Gains for sub group: SWD	B.1.1	95
Learning Gains for sub group: FRL	B.1.1	95
Learning Gains for sub group: ELL	B.1.1	95

Science		
Indicators	Strategic Plan	Target
Achievement	B.1.1	95
Achievement for sub group: Black	B.1.1	95
Achievement for sub group: Hispanic	B.1.1	95
Achievement for sub group: White	B.1.1	95
Achievement for sub group: Mul	B.1.1	95
Achievement for sub group: SWD	B.1.1	95
Achievement for sub group: FRL	B.1.1	95
Achievement for sub group: ELL	B.1.1	95

Common Assessments			
Indicators	Grade Level/Subject	Strategic Plan	Target
Math Common Assessment students scoring on grade level	Algebra 1	B.2.4	95
	Geometry	B.2.4	95
Science Common Assessment students scoring on grade level	Environmental Science	B.2.4	95
	Biology	B.2.4	95

5 Essentials		
Indicators	Strategic Plan	Target
5E_SM_Classroom Rigor	B.1.1	70
5E Ambitious Instruction	B.1.1	70
5E Collaborative Teachers	B.1.1	70

Essential Instructional Priority 1 – Quality Instruction

Student Owned Progress Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
ELA 9/10, Alg 1, LA1, Geometry and Biology students are creating data folders that will monitored weekly.	Course teacher and supervising administrators	May-22	Yes	Monthly to admin via PLC; Weekly within PLC and quarterly review	Item Analysis by Standard through various progress monitoring platforms used at our school
The implementation of Khan Academy, IXL, WriteScore and Achieve	Barry Coleman, Cindy Nelson	22-May	Y	Teachers will use these platforms as an integrated part of the curriculum for both/either classwork and/or homework	Score reports monthly
Students enrolled in Advanced Placement courses can now check their progress online as the course progresses.	Advanced Placement teachers and supervising administrators	22-Jun	Y	Weekly within the classes	Teachers can monitor student progress and assign additional remedial/extended practice items as needed

Low 30% Monitoring Action Plan

Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Identify student's scale score and develop a targeted goal to move them into the next level of achievement to show learning gains.	EOC and/or standard level core courses and supervising administrators (Alg 1,Geo, LA1, Bio, US History, ELA 9/10)	May-22	N	Monthly	Khan Academy Project-Algebra1 Khan Acad/C9AEdInsight-Algebra 1, Geometry , LA1; Write Score Reading and Writing-Grades 9&10;10 ELA; Achieve-Intensive Reading C9A EdInsight Data-ALL
Science: Administration and teachers will closely monitor grades, attendance, and discipline to ensure that the lowest 30% are identified and updated regularly so that additional support can be provided. Teachers of the student will work collaboratively to ensure they receive additional support through teacher tutoring, computer-based programs and tutorials.	Marc Pitters, Jaime Washington	May-22	N	Weekly	An increase in student mastery of classroom assessments, including nine week's exams. Students will demonstrate increased mastery of standards at the appropriate level of rigor.

High Level 1 and 2 Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Identify student's scale score and develop a targeted goal to move them into the next level of achievement to show learning gains.	ELA 9/10, Alg 1, Geo, LA1, Bio, US History, Instructional coaches	May-22	yes	Monthly	Khan Academy Project-Algebra1 Khan Acad/C9AEdInsight-Algebra 1, Geometry , LA1 Write Score Reading and Writing-Grades 9&10;10 ELA Achieve-Intensive Reading Biology county quizzes and unit tests; C9A EdInsight Data-ALL
Science Data chats: face to face meetings with administration on how teachers are monitoring student progress. Review data from classroom from unit assessments with individual folders. PLC agenda item to monitor regularly. Teachers will allow students to track their own progress in relation to the standards. Bubble students that fall into Bucket, AO, Lowest 30 targets for standards based tutoring. District Science Rachel Novella PD on how to pull the data by standard. C9A quarterly review with entire dept	Marc Pitters, Jaime Washington	May 22	N	Weekly	Students will demonstrate increased mastery of standards at the appropriate level of rigor. An increase in student mastery of classroom assessments, including nine week's exams

Low Level 3 Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
The use of Khan, IXL, and Achieve not only assists struggling students to reach proficiency, but also has components to assist students accelerate beyond minimal proficiency.	Math and ELA	May-22	Y	concurrently with quiz/unit test preparations	Increase in student mastery of classroom assessments with increased rigor
PLC agenda item	PLC leader, supervising administrator	May-22	N	Weekly in PLC meetings	Increase in differentiation activities as evidenced through lesson plans; administrators will ensure all efforts go toward acceleration by weekly walk throughs in high stake areas
Science Data Chats: face to face meetings with administration on how teachers are monitoring student progress. Review data from classroom from unit assessments with individual folders. PLC agenda item to monitor regularly. Teachers will allow students to track their own progress in relation to the standards. Bubble students that fall into Bucket, AO, Lowest 30 targets for standards based tutoring. District Science Rachel Novella PD on how to pull the data by standard. C9A quarterly review with entire dept.	Marc Pitters, Jaime Washington	May 22	N	Weekly	Students will demonstrate increased mastery of standards at the appropriate level of rigor. An increase in student mastery of classroom assessments, including nine week's exams

High School Essential Instructional Priorities

Essential Instructional Priority #2: Conditions for Learning

The district has identified the conditions for learning as physical safety, student wellness, attendance, teacher-student relationships, social-emotional learning and student conduct. System focus on continuous improvement of these conditions will benefit student learning.

- A. Cultivation of positive, appropriate relationships resulting in increasing engagement of all students
- B. Development of a student centered culture
- C. Continued focus on campus safety and building a culture of respect
- D. Sharing collective responsibility for the success of all students in the school

**All 5E data targets are reported as scale scores, SCPS Safety data targets are out of 10, and other data targets are reported as percentages.*

Indicators	Strategic Plan	Target
5E Supportive Environment	D.1	70
SCPS Safety	D.1	10
5E_SE_Academic Personalism	D.3	70

Indicators	Strategic Plan	Target
5E_SE_Student-Teacher Trust	D.3	70
5E_CT_Collective Responsibility	B.1.1	70
Students with 10+ Absences	D.2	25

Essential Instructional Priority 2 – Conditions for Learning

Attendance Monitoring Action Plan

Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Families will be called after 3 absences and will be mailed letters of concern after 5-10-15 unexcused absences in a course during a semester.	Attendance Secretary, Admin Team, Guidance Team	May-22	N	Continual	Weekly updates in administrative meetings. Counseling may be referred, truancy officers may be involved
Credit Denial Due to Excessive Absenteeism. To ensure students are aware of the importance of regular attendance, certain privileges are tied to student attendance (Senior Lunch, Prom, Campus parking, etc.)	Assistant Principal Roy Decosta, Guidance Team	May-22	N	Each Semester	Attendance Reports, Letters informing students / family of loss of credit.

Safety Survey Action Plan

Topic Item	Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Monthly Active Threat Drills	Conduct monthly variations of active threats- Code red/yellow, fire drills, door checks	Jordan Rodriguez (Principal), Sylvester Wynn (SAM), Lance Abney (AP 9GC)	May-22	Y	Monthly	Drills are memorialized in Raptor
Promotion of P3 Campus App	Promote and encourage the use of the P3 Campus, which allows students to anonymously report suspicious activity	Jordan Rodriguez (Principal), Jaime Washington (Principal)	Aug-22	N	Monthly	Social Media Posts, Skyward messages to community

Communication about Safety Action Plan

Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Public Safety Announcements, Newsletter Information on campus safety, Code Yellow Drills, Code Red Drills, Fire Drills, Security Checks (Gates, Doors, etc.) Threat Assessment Training, Social Media, Skyward blasts, promotion of P3 Campus App for anonymous reporting.	Admin team; Sylvester Wynn (Security Admin), Lance Abney	May-22	N	Concurrently throughout the year; monthly for required drills	Students, faculty and staff will feel safer and will reflect this via our 5 Essentials data

Building Relationships and Connecting with Stakeholders Action Plan

Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Teachers will focus on relationship building prior to starting the curriculum	All teachers	First week of school	N	Frist Week of School	Admin Walking classes
Teachers will use Restorative practices to build and maintain relationships	Teachers, admin	May 22	Y	Ongoing	Fewer discipline referrals; evidence on 5 essentials from students about teachers caring
Parents are invited to participate in Open House, conferences, booster meetings, SAC, PTSA	Jordan Rodriguez, Jaime Washington, Lakisya Killingsworh, Shelly Prom, teachers with booster organizations	May 22	N	Ongoing	Parent sign in as a level of participation; feedback on 5 essentials from parents
SHS Hospitality will host monthly events for faculty/staff to build fellowship	Shelly Prom	May 22	N	Monthly	Faculty participation in events

High School Essential Instructional Priorities

Essential Instructional Priority #3: Skills for Future Ready Graduates

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

- A. Schools will provide advanced academic courses and academic support to Advanced Opportunities students.
- B. All students will have access to courses through Advanced Placement, International Baccalaureate, dual enrollment and industry certification that can lead to post-secondary credit.
- C. High Schools will prepare and support all students to graduate with their age-appropriate cohort.

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

**All data targets are reported as percentages.*

Indicators	Strategic Plan	Target	Indicators	Strategic Plan	Target
College and Career Success	B.1.1	95	Graduation Rates	A.2	95
College and Career Success: Black	B.1.1	95	Graduation Rates: Black	A.2	95
College and Career Success: Hispanic	B.1.1	95	Graduation Rates: Hispanic	A.2	95
College and Career Success: White	B.1.1	95	Graduation Rates: White	A.2	95
College and Career Success: Mul	B.1.1	95	Graduation Rates: Mul	A.2	95
College and Career Success: SWD	B.1.1	95	Graduation Rates: SWD	A.2	95
College and Career Success: FRL	B.1.1	95	Graduation Rates: FRL	A.2	95
College and Career Success: ELL	B.1.1	95	Graduation Rates: ELL	A.2	95
AO students enrolled in advanced courses: Black	B.2.7	95	5E – School Wide Future Orientation	A.2	70
AO students enrolled in advanced courses earning a grade of C or higher: Black	B.2.7	95	5E – Expectations for Postsecondary Education	A.2	70
AO students enrolled in advanced courses: Hispanic	B.2.7	95	Industry Certifications Earned	C.3	70
AO students enrolled in advanced courses earning a grade of C or higher: Hispanic	B.2.7	95			
AO students enrolled in advanced courses: FRL	B.2.7	95			
AO students enrolled in advanced courses earning a grade of C or higher: FRL	B.2.7	95			
AO students enrolled in advanced courses earning a grade of C or higher: FRL	B.2.7	95			

College Board Assessments (SAT/PSAT)			
Indicators	Grade Level	Strategic Plan	Target
EBRW	Grade 9	B.2.5	95
	Grade 10	B.2.5	95
	Grade 11	B.2.5	95
	Grade 12	B.2.5	95

College Board Assessments (SAT/PSAT)			
Indicators	Grade Level	Strategic Plan	Target
Math	Grade 9	B.2.5	95
	Grade 10	B.2.5	95
	Grade 11	B.2.5	95
	Grade 12	B.2.5	95

Essential Instructional Priority 3 – Skills for Future Ready Graduates

Advanced Opportunities and Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Assessment Monitoring	All faculty of AO students, Assistant Principal designated for AO oversight (Cindy Nelson)	May-22	N	Monthly	Progress reports, Report cards
Student placement in advanced courses	Counselors, Administrative Team	Aug-22	N	Immediately upon registration	Transcripts will reflect AO course placement
Differentiated Instruction	AO teachers	May 2022	N	Ongoing	Lesson Plans submitted to supervising AP
High Yield Instructional Strategies	AO Teachers	May 2022	N	Ongoing	Lesson plans submitted to supervising teachers

College Board (SAT) Support and Monitoring

Strategy/Action Item 1	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
All teachers are involved in making % 2022 cohort accountable and aware of the importance of taking the SAT on School Day to earn concordant scores (Operation Graduation initiative) plus Saturday administrations.	Barry Coleman	May 22	Y	Ongoing	Lesson Plans, Admin walkthroughs, Student participation in Testing
Instructional modifications to 11 and 12 grade ELA and math courses to focus in SAT prep	Barry Coleman, Robin Fansher	May-22	N	Ongoing	Lesson plans submitted to AP
STAR Assessment (progress monitoring)	ELA and math teachers	May-22	N	Ongoing	Student participation and test scores

Industry Certifications Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Culinary will offer ServSafe to first year students instead of waiting for 2nd/3rd year	Shelly Prom culinary teachers	May 22	N	Spring 22	Students will have earlier opportunities to earn certification by taking it in the first year
Allied Health students in the Health Academy who do not pass will be remediated and encouraged to retest	Health Academy senior teachers	May 22	N	Spring 22	Students who do not pass the first administration will be remediated to be successful on the follow up administration
Students in DIT will have three different testing options depending on their ability level	Shelly Prom	May 22	N	Spring 22	Pass rates

Graduation Rate Action Plan

12th Grade - Action Plan for Increasing Proficiency in ELA

Current Percent Proficient and/or Achieved a Concordant Score - 69%

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Infusion of SAT / ACT Strategies into English 4 and Intensive Reading Classrooms	Jordan Rodriguuz, Barry Coleman	May 22	Y	Pre Plan, quarterly	PD Learning Logs / Decrease in # of students not meeting concordancy. Walk- throughs
SAT / ACT Prep Tutorials	Jordan Rodriguuz, Barry Coleman	May 22	N	Quarterly	Attendance Sheets, Decrease in # of students not meeting concordancy.
Schedule non-reportable ACT on 10/5/21	Veronica Kelley	10.5.21	N	Quarterly	Decrease in # of students not meeting concordance

12th Grade - Action Plan for Increasing Proficiency/Concordancy in Math

Current Percent Proficient and/or Achieved a Concordant Score - 79%

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Infusion of SAT / ACT Strategies into MCR / Liberal Arts Math courses	Jordan Rodriguez, Cindy Nelson	May 22	Y	Pre Plan, quarterly	PD Learning Logs / Decrease in # of students not making concordance. Walk- Throughs
SAT / ACT Prep Tutorials	Jordan Rodriguez, Cindy Nelson	May 22	N	Quarterly, after school	Attendance sheets / decrease in # of students not making concordance
Schedule non-reportable ACT on 10/5/21	Veronica Kelley	10.5.21	N	October 21	Decrease in # of students not making concordance

Proactive Approaches for Proficiency/Concordancy - Grades 9-11

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
ACT / SAT tutorials available throughout year	Jordan Rodriguez, Barry Coleman	May 22	N	Quarterly	Attendance sheets
Regular "Check Up" Meetings w/ students not meeting concordance	All AP's , counselors	May 22	N	Monthly	Logs kept by admin/guidance
Ensuring all students have active Khan Academy Accounts linked to College Board Accounts in order to derive benefit of targeted tutoring that is available for SAT	Shelly Prom, Barry Coleman, Cindy Nelson	12/21	N	Monthly	Reports run through College Board / Khan Academy

Every Student Succeeds Act Instructional Priorities

The Every Student Succeeds Act (ESSA) was enacted by the US Department of Education in 2015 requiring each state to have a plan for ensuring the achievement of all students. ESSA requires the calculation of Federal Percent of Points Index (FPPI) that measures academic achievement of student subgroups. Florida's FPPI includes student achievement data associated with the Florida Accountability school grade components and English Language Proficiency progress as measured by the ACCESS for English Language Learners 2.0 assessment.

Schools with subgroups scoring below 42% of the points possible on the FPPI, must develop targeted support plans to accelerate learning for students in these subgroups.

See data points in Quality Instruction for the subgroups listed below.

School has a subgroup scoring below 42% on the FPPI

Yes

Finding(s):

Students with disabilities

ELLs

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

Setting consistent school discipline. Establishing school norms that create and build values. Professional Developments. Getting parents involved more frequently. Creating traditions and classroom innovations that are fun for the students and teacher. Celebrating student's achievements and their positive behavior. Maintaining a positive physical school environment.

Action Plan

1st Finding

Students with disabilities

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
<p>The school leadership team analyzes data to identify barriers and initiate improvement steps that increase the number of students with low-and high incidence disabilities, across all grades, in general education and natural contexts. School analyzes data of all SWDs to identify current barriers and practices for the provision of educational services in general education classes and natural contexts. • School increases the number of SWDs who receive educational services in inclusive classrooms and natural contexts. • Data are collected, analyzed and shared with all teachers regarding student achievement of SWDs in general education and natural contexts. • Data chats are conducted with students to create strong accountability and high expectations.</p>	<p>Jaime Washington, Jordan Rodriguez, Cindy Nelson, Marc Pitters</p>	<p>May 22</p>	<p>N</p>	<p>Quarterly</p>	<p>Data from state, district and school assessments and alternate assessments, other achievement measures, behavior data, educational environment (percentage of time in general education), graduation rate, postschool outcomes, observations from classroom walk-throughs and progress toward individual educational plan (IEP) goals.</p>

Action Plan

2nd Finding

ELLs

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
The school leadership team analyzes data to identify barriers and initiate improvement steps that increase the number of students that graduate in general education and natural contexts. School analyzes data of all ELLs to identify current barriers and practices for the provision of educational services in general education classes and natural contexts. • School increases the number of ELLs who receive educational services in inclusive classrooms and natural contexts. • Data are collected, analyzed and shared with all teachers regarding student achievement of ELLs in general education and natural contexts. • Data chats are conducted with students to create strong accountability and high expectations.	Cindy Nelson, ELL teachers	May 22	N	Quarterly	Data

Essential Instructional Priorities

Best Practices for Inclusive Education (BPIE)

- A. Supports implementation of improved inclusive practices for students with disabilities
- B. Designed to identify priority needs and organize resources
- C. Supports development of short and long term improvement strategies
- D. Aligns with the district level BPIE

Once every 3 years, each school shall complete a Best Practices in Inclusive Education (BPIE) assessment and include improvement efforts in the school district's exceptional student education policies and procedures. The due date of the new BPIE is 3 years of less from the written date. § 1003.57, Florida Statutes

The school leadership team analyzes data to identify barriers and initiate improvement steps that increase the number of students with low- and high- incidence disabilities, across all grades, in general education and natural contexts.	Partially Almost
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2. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWDS.	Partially Almost
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Short-and long-term efforts to implement and improve inclusive educational practices, as measured by the BPIE, are included in the SIP.	Partially Almost
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Action Plan

Indicator 1

The school leadership team analyzes data to identify barriers and initiate improvement steps that increase the number of students with low- and high- incidence disabilities, across all grades, in general education and natural contexts.

Strategy/ Action Item 1	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
<p>• Seminole High School will analyze data of all SWDs to identify current barriers and practices for the provision of educational services in general education classes and natural contexts. • Seminole High School will increase the number of SWDs who receive educational services in inclusive classrooms and natural contexts. • Seminole High School will collect data, analyze and share with all teachers regarding student achievement of SWDs in general education and natural contexts. • Seminole High School has clearly identified roles and responsibilities for the key person (e.g., ongoing communication, data analysis and progress monitoring of BPIE goals). • Seminole High School’s key person is responsible for oversight and coordination of goals and action steps related to inclusive best practices.</p>	<p>Marc Pitters (Main Campus) / Jaime Washington (9th Grade Center); ESE teachers</p>	<p>May-22</p>	<p>Y</p>	<p>Quarterly</p>	<p>Data from state, district and school assessments and alternate assessments, other achievement measures, behavior data, educational environment (percentage of time in general education), graduation rate, postschool outcomes, observations from classroom walk-throughs and progress toward individual educational plan (IEP) goals.</p>

Indicator 2

2. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWDS.

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWDs. There are clearly identified roles and responsibilities for the key person (e.g., ongoing communication, data analysis and progress monitoring of BPIE goals). The key person is responsible for oversight and coordination of goals and action steps related to inclusive best practices. The key person is identified in various school documents, such as: -- Staff roster; -- Professional Learning Community (PLC) minutes; -- Team planning logs; -- Staff handbook; -- School website; and -- Newsletters.	Marc Pitters (Main Campus) / Jaime Washington (Ninth Grade Center); ESE Teachers	May-22	N	Quarterly	The assistant principal over ESE services is a resource for parents, students, and teachers. The ESE department chairs work collaboratively with the rest of the staff to provide professional development. ESE teachers maintain logs of support facilitation and student monitoring. Name and job description, including the role and responsibility of key person. Schedule or communication log of activities/meetings of key person. Samples of documents including the name and contact information of the key person who oversees inclusive practices.

Indicator 3

Short-and long-term efforts to implement and improve inclusive educational practices, as measured by the BPIE, are included in the SIP.

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Short-and long-term efforts to implement and improve inclusive educational practices, as measured by the BPIE, are included in the SIP. The school has developed an action plan indicating goals related to inclusive practices, which are included in the SIP. The leadership team reviews and shares the language and intent of s. 1003.57 4(F), F.S., with all staff and stakeholders. Once every three years, the school completes a BPIE assessment and reports the results of all planned short- and long-term improvement efforts to the district. The school leadership team analyzes data quarterly to monitor and evaluate progress toward meeting SIP goals related to inclusive practices in the school. All stakeholder groups are represented and involved in a collaborative system of decision making to implement and improve inclusive practices across the school, as noted in the SIP. The school provides access to the SIP on the school website and on request in the front office. The school handbook or website includes information on the school's process of shared decision making. Family input on inclusive practices is gathered in a variety of ways (surveys, interviews, focus groups, etc.).	Cindy Nelson, Marc Pitters, Jaime Washington	May 22	Y	Quarterly	The school reviews the SIP with a variety of stakeholders, including SAC. The SIP is available to all stakeholders and is posted on the website. The school forms a team and participates in the BPIE process. Student data is analyzed quarterly as it pertains to SIP goals. Copy of SIP, including distribution process (e.g., website, front office request form), data reports, meeting notes and schedule, roster and schedule of school leadership team meetings showing diverse representation.

Professional Development Plan

PD Activity	SIP Priority	Date or Schedule	Impact on improved instruction and use of assessment data	PD Participants	# Anticipated Participants	Position(s) Responsible
Achieve 3000 Training	1	Aug 2021		ELA 9/10 teachers, instructional coaches	15	Barry Coleman
Write Score Training	1	Aug 2021		ELA 9/10 teachers, Instructional coaches	15	Barry Coleman
Math, ELA, US History, and Science Data dives	1	October, January	Helping math, ELA, Social studies, and bio teachers understand the C9A data and how to plan accordingly	Alg 1, Geo, LA1, ELA 9/10, US History, bio teachers	35	County TOA's for each subject area
Restorative Practices	Building Relationships	August, October	Teachers will be able to implement better relationship building techniques in order to cut down discipline and build trust Teachers will be able to implement better relationship building techniques in order to cut down discipline and build trust	All teachers, admin	300	Jordan Rodriguez, Jaime Washington

IB Training	3	December 2019, Summer 2020	FLIBS (Florida League of IB Schools) Training ensures IB instructors are up to date with the most accurate methodology and pedagogy expected by the governing body of IB.	Instructors from Grade Levels 9-12, varying subject areas (mathematics, ELA, Social Sciences, Science)	5	Barry Coleman - Assistant Principal over IB
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ESE Strategies	Below 42% on the FPPI	8/21	ESE strategies will influence assessment data through successful implementation	School Wide	300	Isobel Nation
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Updates for School Based ESE Administrators	Below 42% on the FPPI	21-22 as needed	ESE updates will help administrators improve instruction for ESE students	ESE admin	300	Marc Pitters, Cindy Nelson, Jaime Washington
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Supporting Students with Disabilities in Gen Ed Secondary Top Tips for Supporting SWD Recommendations for SWD Services for SWD Creating a Collaborative Classroom Support Facilitation Access Points 2021 Accommodation & Modifications for SWD	Below 42% on the FPPI	21-22 as needed	ESE PD on demand for all faculty will help influence instruction and assessment data for ESE students	school wide	300	Marc Pitters, Cindy Nelson, Jaime Washington
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