

# *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](http://www.scps.k12.fl.us)

## **Crooms Academy of Information Technology**

**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**

The mission of Crooms Academy of Information Technology is to provide innovative teaching and learning in a technology-enriched environment and to engage students in an academically challenging curriculum that prepares them for post-secondary education with industry-validated technology skills.

### **Provide the school's vision statement**

To build a culture of excellence and success for every student.

### **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.**

The School Advisory Council meets regularly with the principal to discuss school related items to offer feedback and suggestions to developing plans for our school. The administration team utilizes data from the School Snapshot Survey to drive decision-making. Our school has a robust Business Advisory Council that meets frequently to collaborate on efforts to continually improve our career and industry programs.

**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.**

---

Crooms Academy of Information Technology works to build positive relationships with families to increase involvement well before students enter high school. Without natural enrollment, it is critical that we maintain continuous outreach to spark student and family interest leading to serious consideration, application, and ultimate commitment to the Crooms mission and vision. Recruitment of future Crooms students is achieved through various collaborative efforts to connect with surrounding communities. Our participation in the SCPS Middle and High School Choice Expo, visits to all SCPS middle schools, organization of middle school field trips to Crooms, and our own Crooms Magnet Night, Open House, and Panther Preview allow us to inform families and increase their involvement in our school's mission and vision. Teachers and administrators use multiple strategies to contact currently enrolled families, including but not limited to, (1) contacting families prior to the start of school to welcome the students to the new school year, (2) inviting families to curriculum nights and open house meetings to meet teachers and school staff and to learn about the opportunities we offer, (3) providing access to school grades, progress monitoring data and other relevant achievement information through the SCPS Skyward Family Access Portal, (4) the use of eCampus by teachers to share information about their course and other resources for families to be connected to what is happening in their child's classroom, (5) ensuring that students show evidence of "owning their data" and scheduling student-led conferences as applicable, (6) inviting families to participate in SAC and PTSA Boards, (7) inviting families to attend PTSA meetings and participate in school related events, (8) using multiple platforms of social networking as well as sending electronic/paper-based newsletters and communication regarding important events to families on a regular basis, (9) advertising events on school marquees, (10) and numerous other out-reach strategies developed by school staff.

---

## 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)**

Crooms AOIT addresses positive school culture and environment primarily through our Homeroom 8th period. As a school, we decided this initiative is so critically important we delegated a full block period twice per week to ensure its success. During Homeroom we focus on many elements that build toward a positive school culture that impact positive student experiences, and we will describe some of the most influential in the paragraphs ahead. First, we use Homeroom to meet all state required curriculum such as the new CPR training for all 9th and 11th graders, but in our opinion there's no state initiative more important that we address during Homeroom as our students' mental health. The mental health lessons used by our district are all computer based. Since all our students have their own laptop and we have ample time set aside in Homeroom, we are able to tailor the lessons to best fit the needs of our students across the entire school year. Based on student feedback, spreading the lessons across the school year allows for more time to process learning and wellness between each lesson and gives mental wellness more priority rather than just an act of compliance. We also use the time during Homeroom to reward expected academic outcomes. Every other week, students have the opportunity to earn POWER HOUR. POWER HOUR is an earned privilege usually based on earning all As and Bs as seen within the current Skyward Grade Report. On occasion, expected behavior unrelated to academic performance is also used to assign the privilege of POWER HOUR. Our students love POWER HOUR and eagerly look forward to the experience. POWER HOUR occurs during the last hour of the school day every other Friday. Students who earn the privilege enjoy music on the courtyard, basketball and volleyball in the gym, cornhole and other activities on the field, and planned crafts and socializing in the cafeteria. It is a great way to reward expected outcomes and end the week. Homeroom is used for many additional initiatives designed to positively impact school culture such as Panther Wars which is a friendly competition between classes, celebrating national programs such as Hispanic Heritage Month and Black History Month, as well as the programs that make us a Distinguished Academy and Magnet School of Excellence as designated by the National Academy Foundation and Magnet Schools of America. We believe in educating the whole child and feel the investment in Homeroom is critically important to this effort and establishing a positive school culture and environment.

**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.**

The stakeholders involved in creating a positive school culture and environment at Crooms AOIT are wide-ranging and diverse. They include administration, teacher leaders, parents, members of our Business Advisory Council, and student leadership. Administration facilitates discussion among each stakeholder group to ensure balance between equally critical initiatives. Teacher leaders, in particular our curriculum leaders and student leadership sponsors provide that important bridge between the classroom and administration. Our teacher leaders give the other stakeholder groups their perspective of the efficacy and effectiveness of positive school culture initiatives in real time. Our parents through our amazingly supportive PTSA provide additional incentives and rewards to earning POWER HOUR as was previously discussed. The Business Advisory Council is the link between our students and industry that gives our students real world experiences unlike any other school in our district and state. The BAC also rewards our students with multiple scholarship opportunities at the conclusion of their senior year. And perhaps most importantly, our students in leadership give all the stakeholder groups the most important perspective of all, that of the individual student experience. Our student leadership class, class officers, and Student Government Officers plan and lead positive school culture events throughout the year that have our unique student body at heart.

**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.**

---

Adult advocates connect with students through a variety of structures. During the Homeroom period, students are provided time to connect with their Homeroom teacher/academic advocate on various topics such as, study support, student success, personal development, and upcoming events. School counselors assist students with social emotional issues in a variety of ways. Counselors visit classrooms, provide small group counseling, and brief individual counseling to their students, as needed. In addition, school counselors collaborate with parents, teachers, administrators, the SRO and other student services staff in order to support students. Additionally, school counselors will refer students as needed to other district assigned support personnel which include, a social worker that is on our campus weekly, and a school Licensed Mental Health Counselor that is assigned to us on a weekly basis. Moreover, referrals are submitted to agencies and community resources on an as needed basis. MTSS and 504 plans our common interventions utilized to help students with behavioral and emotional issues. Lastly, school counselors advocate for students and teach students how to advocate for themselves. The literacy coach and media specialist also work with struggling students on an individual basis to improve deficient skills. The career specialist works with our Business Advisory Council members to pair one-on-one mentors with Take Stock in Children mentees, as well as self identified mentees needing career and academic support. Additionally, many students participate an extracurricular activities which connect them with coaches and sponsors that advocate for their needs. Crooms Academy's two inclusion specialists meet weekly with their students to provide support on Individual Education Program Goals. The Inclusion Support Specialists monitor student academic progress through frequent feedback from classroom teachers. They monitor FSA/EOC portfolio data and submit SSD applications for ESE students. They also generate and routinely update a confidential, comprehensive ESE/Gifted/504/ELL student lists and distribute lists to classroom teachers with necessary accommodations needed for their success in the classroom. Personnel also attend articulation meetings at middle schools in order to prepare for incoming ESE students, and continue to maintain a high level of monitoring of student data in order to identify the needs of all of our students. Our inclusion support specialists also provide or coordinate related individualized learning support services to all students, conduct weekly monitoring meetings with students, and solicit feedback from classroom teachers on a regular basis. In this way, the inclusion specialists collaborate with teachers and consult them with regards to student achievement and overall behavior. Our inclusion specialists organize and execute IEP/three-year re-evaluation meetings for students receiving special services. Our personnel are always available to provide support to both students and classroom teachers and to offer insights and suggestions for effective interventions and strategies that teachers may use in the classroom in order to provide optimum differentiated instruction for all students. District support staff provide needed therapies for speech, language, vision, deaf and hard of hearing, and occupational therapy.

## List the members of the leadership team.

Name	Title	Email	Responsibilities
Brandon Hanshaw	Principal	<a href="mailto:Brandon_Hanshaw@scps.k12.fl.us">Brandon_Hanshaw@scps.k12.fl.us</a>	1. Supervision: Assistant Principals, Athletics, Executive Secretary, Bookkeeper, FTE Secretary, Network Specialist, Custodians, PE Teachers 2. Budget and Finances 3. Student Assignment & Program Access Liaison 4. School Advisory Council 5. Teacher Certifications
Mariette Herro	Assistant Principal	<a href="mailto:Mariette_Herro@scps.k12.fl.us">Mariette_Herro@scps.k12.fl.us</a>	1. Supervision: Technology, English, Social Studies, Student Services, Reading, Student Services Secretary, Security 2. Discipline Grades 10-12 3. Master Schedule/ Skyward Advisory 4. SAT/PERT/District Common Assessments Testing Coordinator (Semester Exam Schedules) 5. Professional Development Coordinator
Brittany Campbell	Assistant Principal	<a href="mailto:Brittany_Campbell@scps.k12.fl.us">Brittany_Campbell@scps.k12.fl.us</a>	1. Supervision: Math, Science, World Languages, Exceptional Education, Front Desk Secretary, Clinic/Attendance Secretary, Media 2. Discipline Grade 9 3. Attendance Administrator 4. FSA, EOC, WIDA Testing Coordinator 5. Transportation Coordinator
Shelane Babb	Instructional Coach	<a href="mailto:Shelane_Babb@scps.k12.fl.us">Shelane_Babb@scps.k12.fl.us</a>	1. NAF Director/NAF Curriculum Leader 2. Literacy Leadership Team 3. Teacher Coaching 4. MTSS Team Member 5. Professional Development
Vincent Geigel	Lead Counselor	<a href="mailto:Vincent_Geigel@scps.k12.fl.us">Vincent_Geigel@scps.k12.fl.us</a>	1. Magnet Night Lead 2. District Lead Counselor 3. Student Recruitment Lead 4. ESOL Coordinator
Cathy Alper	Career Specialist	<a href="mailto:Cathy_Alper@scps.k12.fl.us">Cathy_Alper@scps.k12.fl.us</a>	1. Mentor Program Coordinator 2. Career Education 3. Job Shadowing 4. Business Partners Program 5. Business Advisory Council

**List the members of the literacy leadership team.**

<b>Name</b>	<b>Title</b>	<b>Email</b>	<b>Responsibilities</b>
Shellane Babb	Reading Teacher/Instructional Coach	<a href="mailto:shellane_babb@scps.us">shellane_babb@scps.us</a>	Lead Reading Instructor, Data Analysis, Professional Development
Mariette Herro	Assistant Principal	<a href="mailto:mariette_herro@scps.us">mariette_herro@scps.us</a>	Supervise Reading and ELA
Jessie Chatlos	ELA Curriculum Leader	<a href="mailto:jessie_chatlos@scps.us">jessie_chatlos@scps.us</a>	ELA Curriculum Leadership
Yindia Cruz	ESOL Instructor/Reading Teacher	<a href="mailto:yindia_cruz@scps.us">yindia_cruz@scps.us</a>	ESOL Student Support, 11th and 12th Grade Reading
Brandon Hanshaw	Principal	<a href="mailto:brandon_hanshaw@scps.us">brandon_hanshaw@scps.us</a>	Literacy Oversight

---

## 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.**

Crooms Academy has developed a four-year career plan with the support of our Business Advisory Council members. We have a strong partnership with Junior Achievement to offer our 9th and 10th graders career programs utilizing their developed curriculum, and by recruiting our business partners to volunteer to step into the classrooms. All programs are five weeks in length and deliver specific instruction. 9th Grade- Career Success Skills Program 10th Grade- Enhance Career Success Skills Program 11th Grade- Job Shadowing and Internship 12th Grade- Senior Portfolio Projects All Grades- Teach-In Day and TechFest events. Both events offer career and college focused workshops. All Crooms students are invited to participate in the SCPS internship expos. In addition to the career related programs, we have specific clubs and interest groups that support career focus such as Business Professionals of America, Cyber Patriots, and Robotics. The AA Pathways Program is a rigorous college curriculum that prepares our students for college. Students earn an AA degree upon completion of the program while they earn a high school diploma. In addition to the AA Pathways Program, dual enrollment and AP courses are offered at Crooms Academy. Student services provide strong conversation about course selections that will prepare students for college. They schedule colleges/universities to speak with our students throughout the year.

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

Students at Crooms AOIT have the opportunity to earn a multitude of industry certifications within the following programs: Industry Certification - Programs A+ Essentials - Network Concepts/Computer Maintenance and Repair / Technology Support Services-Network Systems A+ Practical Application - Network Concepts/Computer Maintenance and Repair / Technology Support Services-Network Systems Adobe Flash Associate - 2-D Graphic Development Adobe Photoshop Associate - Digital Imaging 1 / Digital Design 2, 3 / 2-D Graphic Development Premiere Pro - Digital Media Fundamentals / Digital Media Production Systems In Design - Digital Design 1, Introduction to Digital Media Illustrator - Introduction to Digital Media, 2D-Graphic Development CCNA Cisco Networking courses (4) MOS–Word, Excel, PowerPoint - Digital Information Technology MTA Windows Operating System Fundamentals - Network Concepts/Computer Maintenance; Repair / Technology Support Services - Client Systems National Academy Foundation - NAF courses Web Development Certificate @Seminole State College - COP2830 Web Programming 1, COP2833 Data Driven Websites, COP2822 Web Applications, COP2836 Web Programming II, COP1000 Principles of Programming Computer Programming Specialist Technical Certificate - CET1179 Network Concepts and Operating Systems, CGS2100C Office Applications, COP1000 Principles of Computer Programming, CGS2545C Database Technical Certificate at Seminole State College - Management, COP2660 Android Programming, COP2360 C# Programming, COP2830 Web Programming 1



## 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

<b>Math</b>		
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

<b>Science</b>		
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

<b>Common Assessments</b>			
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

<b>5 Essentials</b>		
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?
Students in ELA 9/10, Algebra 1, Biology, Environmental Science, and Geometry will track their individual data based on standards mastery. Teachers will conduct quarterly data chats with students to analyze their individual progress. Teachers, instructional coach, and leadership team will meet to analyze student performance data from progress monitoring assessments to provide students with enrichment and remediation as necessary to increase their level of achievement.	Leadership Team, Instructional Coach, and Teachers.	May-24	Y	Quarterly	Item Analysis by Standard through various progress monitoring platforms used at our school, Homeroom Intervention and Tutorial Rosters by Standard. Programs include: STAR, Dream Box, Khan Academy, Delta Math, Achieve 3000, Write Score, EdInsight.

## 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?
The administrative team, curriculum leaders, and instructional coach will collaborate to develop meeting dates for data summits, compile and analyze data during those meetings, and develop action plans for next steps to improve student achievement. Special focus on ELA 9/10 standards, Intensive Reading and Math and Biology Standards.	Brandon Hanshaw- Principal Mariette Herro-Assistant Prinipal Brittany Campbell- Assistant Principal Shellane Babb- Instructional Coach Student Services- Dr. Geigel, Mrs. Malone, Mrs. Teague Curriculum Leaders from each core academic department	May-24	Y	Ongoing	Twice every quarter, the report will be run through EdInsight to identify the student who fall into the lowest 30%. From there, the students will be identified and monitored through our monthly meetings with students services in order to provide further support for the students. Allotted time for guided study will also be used to provide additional support for the students.

ESOL Support, Reading, and ELA teachers collaborate to structure and deliver theme based lessons and common reading strategies

Data summits, STAR data, Achieve 3000

## 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?
<p>High Level 1 monitoring -Identify students' scale score and develop a targeted goal to move them into the next level of achievement to show learning gains. High Level 2 monitoring –Identify students' scale score and develop a targeted goal to move them into the next level of achievement to show learning gains.</p>	<p>Brandon Hanshaw-Principal Mariette Herro-Assistant Principal Brittany Campbell-Assistant Principal Shellane Babb-Instructional Coach Richard Backel-Math TBD-District Assigned Instructional Coach C. Dawson/T. Peters-Support Facilitators Curriculum Leaders from each core academic department and teachers.</p>	<p>May-24</p>	<p>N</p>	<p>Monthly</p>	<p>Dreambox, Delta Math, Khan Academy Project-Algebra1 Dreambox, Delta Math, Khan Academy/C9 Assessments EdInsight C9As- ELA 9 and 10, Algebra 1, and Geometry Write Score Reading and Writing- Grades 9, 10 ELA Achieve-Intensive Reading, ESOL STAR Reporting Data-ALL</p>

### 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?
Low Level 3 monitoring – Identify students' scale score and develop a targeted goal to move them into the next level or ensure they do not regress into a lower achievement level.	Brandon Hanshaw- Principal Mariette Herro -Assistant Principal Brittany Campbell- Assistant Principal Shellane Babb- Instructional Coach Richard Backel-Math TBD-District Assigned Instructional Coach Curriculum Leaders from each core academic department and teachers.	May-24	N	Monthly	Dreambox, Delta Math, Khan Academy Project-Algebra1 STAR, Write Score, EdInsight C9As- ELA 9/10 Dreambox/Khan Academy/C9 Assessments. EdInsight-Algebra 1, Geometry, and Biology. Write Score Reading and Writing- Grades 9, 10 ELA Achieve 3000 STAR Administrative Reporting Data/C9A EdInsight Data-ALL

## 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

<b>Strategy/ Action</b>	<b>Person(s) Responsible</b>	<b>Deliverable Due Date</b>	<b>PD (Y/N)</b>	<b>When will this action take place?</b>	<b>What evidence will there be to reflect monitoring for this strategy?</b>
Teachers take attendance daily and report any excessive and/or concerning absences to FTE, attendance administrator, and school counselors. Parents are contacted and further action is taken based on circumstances.	Brandon Hanshaw- principal Mariette Herro-Assistant Principal Brittany Campbell- Assistant Principal Dawn Vega FTE Clerk School counselors Teachers	Ongoing	N	Weekly	Skyward attendance reports



**Safety Survey Action Plan**

<b>Topic Item</b>	<b>Strategy/ Action</b>	<b>Person(s) Responsible</b>	<b>Deliverable Due Date</b>	<b>PD (Y/N)</b>	<b>When will this action take place?</b>	<b>What evidence will there be to reflect monitoring for this strategy?</b>
Building Trust with Adults to Feel Safe	Focus on Complete Student Supervision to include a comprehensive approach	Principal, Assistant Principals, SRO, School Safety Guard, Front Desk Secretary, ALL Faculty and Staff	Ongoing		Weekly	Future Surveys and student discipline data in EdInsight.
Reinforce Safety Procedures	Practice Drills	Principal, Brandon Hanshaw, SRO, Officer Thornton, all faculty and staff	Ongoing	Y	Monthly	Future Surveys, feedback from students and teachers

## 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?
Speak Out Posters Displayed "See something, Say something, Do something" P3 Campus App.	Leadership Team, SRO, School Counselors and other support staff	Ongoing	N	Ongoing	Student surveys, conferencing with students, student committees, anonymous tip drop off box on campus.
School Safety Drill Communications	Principal, Brandon Hanshaw	Ongoing	N	Twice per Month	RAPTOR Compliance
The principal meets with the School Resource Officer, Matthew Thornton daily to discuss priority safety needs. Leadership team, school security and SRO also meet weekly to discuss any safety concerns. Officer Thornton leads quarterly safety trainings with all staff.	Principal, Brandon Hanshaw; SRO Matthew Thornton	Ongoing	Y	Daily, Weekly, Quarterly	Notebook records, Leadership Meeting Agendas, School Professional Development Plan

## 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?
Homeroom Student Support: Providing students a teacher/mentor to give academic and social-emotional support through a regularly scheduled part of the school day.	Administration, Shellane Babb, Homeroom Curriculum Coordinator, and Student Leadership Sponsors, Sarah Hebel and Lindsay Bundrick	May 24, 2022	N	Twice per Week	Future Surveys
Business Advisory Council: Quarterly meetings and the annual TechFest event	Cathy Alper, Career Specialist and RT Hillery, Crooms BAC Chairman	May 24th, 2022	N	Quarterly	Business leader participation in job shadowing, available and filled internships, and business/industry participation and sponsorship for TechFest.
Weekly Parent Informational Newsletter, AKA Skyward Blast to share upcoming events and critical information with all students and families.	Assistant Principal, Mariette Herro	May 24, 2022	N	Weekly	Email reports
Incentivizing Peer to Peer Collaboration: Encouraging and rewarding teachers for working collaboratively across content areas to deliver real-world multidisciplinary curricula.	Brandon Hanshaw, Principal; Clayton Donnan, Peer Collaboration Coordinator	May 24, 2022	N	Quarterly	Peer Collaboration curricula materials, Google Form submissions of peer collaboration projects

### Optional Additional Action Plan

Topic Item	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?
Encouraging and Incentivizing Student Involvement and School Spirit	Work with student leadership to further encourage and incentivize student involvement, extracurricular participation, and school spirit.	Principal, Brandon Hanshaw; Assistant Principal over Student Activities, Brittany Campbell; Athletic Director, Angel Miller; Student Leadership Sponsors, Lindsay Bundrick and Sarah Hebel	May 24, 2022	N	Twice per Month	Ice Cream Socials, T-shirt Rewards, Free Tickets to Events, Certificates, Social Media Posts, etc.

## 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 21<sup>st</sup> 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?
<p>AO Boost Camp offered in the summer to incoming 9th graders to help acclimate to new school culture. Ensure that counselors advise AO students to participate in advanced course offerings and industry certification courses. Various academic and team building strategies introduced to students. Every quarter, the Leadership team will review data on the SCPS Dashboard with specific focus on student performance in Advanced Opportunity courses.</p>	<p>Leadership team, Shellane Babb- Instructional Coach, Guidance Counselors, AO Camp Teachers Lindsay Bundrick and Jessie Chatlos</p>	<p>Ongoing</p>	<p>N</p>	<p>Quarterly</p>	<p>Course grades, attendance, progress monitoring data</p>

## College Board (SAT) Support and Monitoring

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?
PSAT/SAT Pren in Math and English	Math and English Teachers, APs	May 24	Y-ELA	Ongoing	Khan Academy use in Algebra 1. No Red Ink for Grammar and Writing in English. College Board SAT prep materials in Grade 12 English
AP College Board Resources	AP Teachers	May 21	Y	Ongoing	Progress Monitoring Assessments-College Board Provided

## 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?
<p>We will develop a shared scheduler in order to give students the opportunity to take industry certification tests during the school day in a lab and time designed for this specific purpose rather than testing in other classrooms while instruction is underway. Teachers will input the student number of a student they feel is ready to test. From there the scheduler will check to see if the student has applied and received accommodations from the testing provider so the test proctor is fully informed of the accommodation.</p>	<p>Principal, Brandon Hanshaw; Assistant Principal, Mariette Herro; Technology Curriculum Leader, Clayton Donnan</p>	<p>5/24/21</p>	<p>N</p>	<p>During Homeroom throughout the school year.</p>	<p>Certification Pass/Fail reports</p>



## Graduation Rate Action Plan

### 12th Grade - Action Plan for Increasing Proficiency in ELA

#### Current Percent Proficient and/or Achieved a Concordant Score - 89%

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?
ESSER funded tutorial after school- Operation Graduation Rising Stars. FSA, ACT, SAT Prep with Reading/ESOL Instructional Staff	Principal, Brandon Hanshaw; Assistant Principal, Mariette Herro; ESOL and Reading Instructor, Yindia Cruz	May 24, 2022	N	Once per week	STAR Pretest/Posttest, FSA, ACT, SAT
ACT/SAT Prep in English 12 during the school day	Principal, Brandon Hanshaw; Assistant Principal, Mariette Herro; English 4 Instructor, Jane Aman	May 24, 2022	N	Daily	STAR Pretest/Posttest, FSA, ACT, SAT
We will use SAC funds and scheduling incentivizes to reward growth and passing performance.		May 24, 2021			STAR Pretest/Posttest, FSA, ACT, SAT

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

### Current Percent Proficient and/or Achieved a Concordant Score - 98%

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?
ESSER funded tutorial after school- Operation Graduation Rising Stars. EOC, ACT, SAT, PSAT Prep with Math Instructional Staff	Principal, Brandon Hanshaw; Assistant Principal, Marianne Herro; Math Instructors, Judi Pryde and Paul Wojcik	May 24th, 2022	N	Once per week	STAR Pretest/Posttest, EOCs, ACT, SAT,

---

SAT prep in Math for College  
Readiness

May 24, 2021

---

We will use SAC funds and  
scheduling incentivizes to reward  
growth and passing performance.

## 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?
Students in ELA 9/10/11, Algebra 1, and Geometry, will track their individual data based on standards mastery. Teachers will conduct quarterly data chats with students to analyze their individual progress.	Principal, Brandon Hanshaw; Assistant Principal, Brittany Campbell; Assistant Principal, Mariette Herro; Instructional Coach/Grades 9-10 Reading Teacher, Shellane Babb; ESOL and Grade 11 Reading Instructor, Yindia Cruz; Curriculum Leaders, Jessie Chatlos and Judi Pryde, All ELA and Math Teachers	May 24, 2022	Y	Quarterly	Item Analysis by Standard through various progress monitoring platforms used at our school, Homeroom Intervention and Tutorial Rosters by Standard. Programs include: STAR, Dream Box, Khan Academy, Delta Math, Achieve 3000, Write Score, and EdInsight.

---

Teachers, instructional coach, and leadership team will meet to analyze student performance data from progress monitoring assessments to provide students with enrichment and remediation as necessary to increase their level of achievement.

**FUNDING AND OTHER ITEMS OF SIGNIFICANCE NEEDED TO DEVELOP YOUR SCHOOL'S PLAN - Please consider any additional funding that may be necessary to make your plan work.**

---

We feel ESSER funding is significant enough to cover the cost of funding for tutorial pay. We will use SAC funding to incentivize and reward performance.

---

## 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.	Fully
---	-------

---

The school has developed, and regularly monitors progress for, goals related to short- and long-term improvement efforts to implement and improve inclusive educational practices, as measured by the BPIE.	Fully
---	-------

---

School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWDs	Partially Almost
--	------------------

---

## 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?
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.	Leadership team, teachers, support facilitators, guidance counselors	Ongoing	N	Ongoing	Progress Monitor Data- STAR, Khan, Achieve, EdInsight, MTSS, Write Score, C9A Data

---

**Indicator 2**

The school has developed, and regularly monitors progress for, goals related to short- and long-term improvement efforts to implement and improve inclusive educational practices, as measured by the BPIE.

---

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 developed a plan indicating goals related to inclusive practices. The leadership team reviews and shares the language and intent of s. 1003.57(1)(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 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. The school provides access to goals related to short and long-term improvement efforts on the school website and on request in the front office. The school handbook 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.).	Leadership team, guidance counselors, other support staff	Ongoing	N	Ongoing	All students receive the same educational and social opportunities. 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.

### Indicator 3

School administrators facilitate the use of resources, by school personnel, to implement 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?
School administrators obtain and allocate resources (e.g., personnel and materials) to implement effective inclusive practices. School administrators provide and monitor the use of resources across all school teams, such as: Supplemental materials for core subject areas related to all academic standards; Text sets with differentiated reading levels; Accessible instructional materials, (e.g., textbook set for homework and textbooks with alternate formats: audio/electronic, braille, large print); Assistive technologies, supports and services; Time for instructional planning; and Allocation of personnel aligned with in-class support needs of students (e.g., instructional coach, paraprofessionals, therapists).	Leadership team, guidance counselors, other support staff	Ongoing	N	Ongoing	School administrators obtain and allocate Support Facilitators and Related Services to implement effective inclusive practices. Teachers training teachers. CAR reading program through regular English classes School administrators provide and monitor the use of resources across all school teams through lesson plans and the SCPS Instructional Model evaluation system.



## 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
Teacher-Led PD	1	Monthly	Instructional-Sharing of Best Practices	School-Wide/Departments	All Teachers	Curriculum Leaders, Coaches, Other Teachers
School-wide/Department PD	1	Monthly	Instructional-Strategies/Data Analysis	School-Wide	All Teachers	Brandon Hanshaw, Principal, Mariette Herro and Brittany Campbell, Assistant Principals, Shellane Babb, Instructional Coach.
Quarterly Progress Monitoring Data Analysis Retreats by Content Area	1	Quarterly	Instructional	Content Area Departments	Content Area Departments	Brandon Hanshaw, Principal, Mariette Herro and Brittany Campbell, Assistant Principals, Shellane Babb, Instructional Coach.
New Teacher: NEST Meetings/Support	1	Weekly	Domains 1-4 from the Instructional Model	New Teachers	4	School-wide Mentor, Jessie Chatlos/Peer Teachers/Mariette Herro-AP
Mindfulness For Teachers	2	Semester	Teacher Support	Teachers	All Teachers	Mariette Herro

School Safety	2	Pre-Plan/Ongoing throughout the year as needed	School Safety	School-Wide	All Faculty and Staff	SRO-Matthew Thornton
---------------	---	--	---------------	-------------	-----------------------	----------------------

---

Peer Teacher Classroom Observations	1	Quarterly	Instructional	All Departments	Teachers	Shelane Babb, Mariette Herro
-------------------------------------	---	-----------	---------------	-----------------	----------	------------------------------