

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

Paul J. Hagerty 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

Paul J. Hagerty High School's mission is to provide a nurturing learning environment where students can obtain the skills useful to become productive, creative, and caring members of a diverse society. While valuing differences the curriculum provides students with opportunities and challenges to grow intellectually, physically and socially. Through a variety of learning experiences, students are taught to recognize the value of education as a continuous process and to realize their responsibilities to each other and to the larger community.

Provide the school's vision statement

The vision of Paul J. Hagerty High School is working together to continue our tradition of excellence.

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.

We will bring the SIP to PTSA and SAC within the first couple of meetings and review it with them, allowing for feedback and amendments. We will also be taking feedback from the 5Essentials and Snapshot Surveys; as well as, all of the feedback from our SAC and PTSA meetings throughout the year.

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.

The school has an open door policy welcoming families to schedule tours of the school before enrolling new students. Teachers and administrators use multiple strategies to communicate with families, including but not limited to (1) encouraging families new to the Hagerty community to participate in an interactive and informative student orientation program, (2) inviting families to curriculum night and open house to meet teachers and school staff, (3) providing access to school grades, progress monitoring data and other relevant achievement information through the SCPS Skyward Family Access Portal, (4) encouraging families to participate in SAC, PTSA and Booster organizations and (5) using video conference and educational software, such as Webex and eCampus to increase communication with families.

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)

Hagerty High School will begin the school year with student orientation days inviting all 9th and 10th grade students to attend a special pep rally just for them and participate in tours of the campus. The PTSA Student Ambassadors hold events welcoming students to participate and develop relationships with their peers and maintain a welcoming environment throughout the year. The Hagerty Club Crawl is an event that encourages all students and community members to attend and learn about all of the clubs, organizations, and activities we offer on campus. Fine arts groups perform and members of the senior class are invited to participate in our "paws on the wall" activity during the event. Hagerty has a Positive Behavior Support (PBS) system in place that rewards students for adhering to positive behaviors and making a difference in the school climate as well as the lives of other students. Students, Teachers, and Non-Instructional Support staff are recognized every month for their daily efforts and accomplishments and for making a positive impact on campus. Student forums will be developed to promote diversity and inclusion across campus and ensure that ALL students have a voice and are recognized.

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 Principal meets monthly with the members of PTSA and SAC to share information and receive feedback and input to help drive a positive school culture and environment. The weekly Principal's update is shared with all stakeholders--teachers, staff, students, and parents--to communicate activities on campus as well as pertinent educational information pertaining to the cultural environment of the school. Relationships are developed with Business Partners in order to promote a positive environment throughout the surrounding community. Staff and students of the month are recognized for their efforts and the positive effect they have on the school and it's stakeholders. The Club Crawl event is a means to get students and parents involved and excited about clubs and activities that play a vital role in the experiences students gain as a result of participating. Relationships are developed with local colleges and universities through classroom observations and the hosting of student interns as well as dual enrollment programs for our students.

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.

Students are instructed each year in our district mandated Social-Emotional Curriculum, which is taught throughout the school year. Counseling is provided through Student Services, administration offices and New Horizons program. Student Study, MTSS/504 Teams, Positive Behavior Support, and At-risk Transition mentoring are support systems for students. Additionally, students have access to a district mental health counselor and a school social worker.

List the members of the leadership team.

Name	Title	Email	Responsibilities
Mr. Robert Frasca	Principal	robert_frasca@scps.k12.fl.us	Assistant Principals; SAM's; Deans; Athletic Director; School Safety Manager
Mrs. Christy Bryce	Assistant Principal	christy_bryce@scps.k12.fl.us	Departments: Social Studies; Fine Arts; PE; PLATO, SAC and SIP
Mrs. Kristi Draus	Assistant Principal	Kristi_Draus@scps.k12.fl.us	Departments: Math, Student Services, Media, Testing
Dr. Douglas Miller	Assistant Principal	millerda@scps.k12.fl.us	Departments: Career and Technical Education; Exceptional Student Education
Mrs. Angel Rocha	Assistant Principal	mary_rocha@scps.k12.fl.us	Departments: ELA; Reading; ELL, Master Schedule
Mr. Reggie Miller	Assistant Principal	millerra@scps.k12.fl.us	Departments: Science, World Languages
Mr. Jason Maitland	School Administration Manager	jason_maitland@scps.k12.fl.us	Discipline; Facilities; Inventory, Food Services
Dr. Paula Cruickshank	Dean of Students	paula-rae_cruickshank@scps.k12.fl.us	Discipline; Dividends; PBS
Mr. Jay Getty	Athletic Director	Jay_Getty@scps.k12.fl.us	oversight of entire athletic department, parking

List the members of the literacy leadership team.

Name	Title	Email	Responsibilities
Mrs. Angel Rocha	Assistant Principal	Mary_Rocha@scps.k12.fl.us	The administrator developing and facilitating the Literacy Leadership Team will be responsible for training members of the team on effective content area literacy strategies to be shared with PLCs. Additionally, the administrator will assist colleagues in the monitoring of strategy efficacy within classrooms.
Melissa Nicholson	Teacher	Melissa_Nicholson@scps.k12.fl.us	Acting as department trainer/liaison for the implementation of effective literacy strategies within content areas. • Promote schoolwide literacy through campaigns promoting reading and other forms of literacy (e.g.- media literacy).
Kim Dansereau	Teacher	Kim_Dansereau@scps.k12.fl.us	Acting as department trainer/liaison for the implementation of effective literacy strategies within content areas. • Promote schoolwide literacy through campaigns promoting reading and other forms of literacy (e.g.- media literacy).
Dr. Suzanne Sink	Teacher	Suzanne_Sink@scps.k12.fl.us	Acting as department trainer/liaison for the implementation of effective literacy strategies within content areas. • Promote schoolwide literacy through campaigns promoting reading and other forms of literacy (e.g.- media literacy).

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.

Each year teachers advise students regarding course selections for the following year. School Counselors also meet with juniors and seniors throughout the year to ensure completion of graduation requirements. Many colleges and universities come on to campus throughout the school year to give presentations to juniors and seniors and students are encouraged to schedule tours of colleges/universities of their choice. Our Career and Technical Education programs establish a Business Advisory Council where partnerships are formed, providing opportunities for internships and externships, in addition to scholarship opportunities and other community support of students. The CTE department also collaborates with SSC culinary program to award college credit upon completion of Level 4 of Culinary Arts and success on the exam.

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

This is a listing of Seminole County Career Pathways programs, including college credits earned and college savings at Seminole State for students successfully passing the assessment test(s): Modeling and Simulation; Digital Information Technology; Computer Programming; Digital Design; Culinary Arts; Early Childhood Education; and Television Production The following is a list of the Industry Certifications that can be achieved when completing a CTE program. • Adobe ACE – Photoshop (ADOBE012) • Adobe Premiere Pro CS6 & CC • Adobe InDesign • Child Development Associate (CPREC001) • Certified Food Protection Manager - Serv Safe (NRAEF003) • National Registry of Food Safety Professionals (NRFSP) • Microsoft Tech Associate (MICRO076) • Autodesk Maya (ADESK30) Entrepreneurship and Small Business (INTUT002)

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 will maintain data folders in ELA and Reading classes throughout the school year in order to monitor and reflect on their progress.	ELA and Reading teachers and Assistant Principal (Mrs. Rocha).	May 2022	Yes	Quarterly	Student data folders.
Math and ELA/Reading teachers collaborate with students targeting concordance for Operation Graduation throughout the year.	ELA and Reading teachers and Assistant Principals (Mrs. Draus and Mrs. Rocha).	May 2022	Y	Ongoing	Concordant scores earned with each test administration.

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?
Students will maintain data folders in ELA and Reading classes throughout the school year in order to monitor and reflect on their progress.	ELA and Reading teachers and Assistant Principal (Mrs. Rocha).	May 2022	Yes	Quarterly	Student data folders.
Math and ELA/Reading teachers collaborate with students targeting concordance for Operation Graduation throughout the year.	ELA and Reading teachers and Assistant Principals (Mrs. Draus and Mrs. Rocha).	May 2022	Y	Ongoing	Concordant scores earned with each test administration.

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?
A low 30% group is created in EdInsight to monitor grades, attendance, common assessment scores, and standardized assessments by administration.	Assistant Principal (Mr. Reginald Miller)	October 2021	Y	Quarterly	Groups are created in EdInsight and shared with appropriate staff.
Corresponding PLC's will create action plans that will address school SMART goals in order to monitor this sub group with the goal of personalizing instruction to meet the needs of each individual student.	Teachers; Assistant Principals (Draus, Rocha, Miller, Miller, Bryce)	May 2022	Y	Progress monitored monthly	PLC meetings notes
Teachers will reflect monthly on their action plans. Assistant Principals will meet with teachers and report back to administrative team.	Teachers; Assistant Principals (Draus, Rocha, Miller, Miller, Bryce) Instructional Coach	Monthly	N	Monthly	Data chats and formative assessments

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?
Corresponding PLC's will monitor High level 1 and high level 2 buckets through C9A, STAR, and Achieve level-set as a part of their Action Plans.	Teachers	May 2022	Y	Quarterly	Groups are created in EdInsight and shared with appropriate staff.
PLC's will create action plans that will address strategies in order to monitor these buckets with the goal of personalizing instruction to meet the needs of each individual student.	Teachers; Assistant Principals (Draus, Rocha, Miller, Miller, Bryce); Instructional Coach	May 2022	Y	Quarterly	PLC meetings notes
Teachers will reflect monthly on their action plans. Assistant Principals will meet with teachers and report back to administrative team.	Teachers; Assistant Principals (Draus, Rocha, Miller, Miller, Bryce)	May 2022	N	Quarterly	Data chats and formative assessments

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?
Corresponding PLC's will monitor low level 3 buckets through the creation of Action Plans tied to school SMART goals.	Teachers	May 2022	Y	Quarterly	Groups are created in EdInsight and shared with appropriate staff.
PLC's will create action plans that will address strategies in order to monitor these buckets with the goal of personalizing instruction to meet the needs of each individual student.	Teachers; Assistant Principals (Draus, Rocha, Miller, Miller, Bryce)	May 2022	Y	Quarterly	PLC meeting notes
Teachers will reflect monthly on their action plans. Assistant Principals will meet with teachers and report back to administrative team.	Teachers; Assistant Principals (Draus, Rocha, Miller, Miller, Bryce)	May 2022	No	Quarterly	Data chats and formative assessments

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?
Communication Parents and students will be informed of the HHS attendance policy including denial of credit. It is the students and parents responsibility to monitor and keep track of their attendance.	Mr. Reginald Miller - Assistant Principal	August 2021	N	Ongoing	Attendance Reports
Truancy Process After the five day unexcused threshold has been reached students will be referred to MTSS team for the truancy process.	Mr. Reginald Miller - Assistant Principal	Ongoing	N	Ongoing	Truancy report to administration

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?
Student ID Badges	All students will be given a Student ID, a lanyard, and an ID pouch. Students will be responsible for wearing their Student ID at all times on Campus.	Kristi Draus, Po DIckison	September 2021	N	Ongoing	Students will be checked daily to ensure they are wearing their issued IDs. Records of students not wearing their ID will be recorded in HERO, the schools positive behavior support system.
Use of School Safety Guards	School Safety Guards will make use of technology to expand and improve school safety measures throughout the school. In addition, they will attend debriefing meetings after school drills, document the repair and failure of school safety related technology, and attend school safety meetings as scheduled. The exterior perimeter of the school is monitored closely by the school safety guards.	Jason Maitland	September 2021	N	Ongoing	Meeting and Debriefing notes.
One way glass covering	One way glass coverings have been installed on all windows leading into the cafeteria and have been ordered for all windows on the front office.	Jason Maitland	November 2021	N	In process	NA

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?
Communication regarding campus safety to students will be conducted via school TV announcements and various other available outlets.	Administration and School Resource Deputies	Ongoing	N	Ongoing	Survey Data
Campus-wide safety drills will be conducted. Students and teachers will be provided feedback on proper protocol.	Administration and School Resource Deputies	Monthly	N	Monthly	Raptor log

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?
PTSA is hosting a Mental Health and College Readiness speaker series for our families.	PTSA/ Assistant Principal Kristi Draus	Throughout the Year	N	Throughout the Year	We hope to see repeat attendance from one event/speaker to the next.
Purposefully address diversity and inclusion on our campus through celebrating diversity months and creating a student panel of leaders to be a voice on these topics as part of a multi-year plan.	Assistant Principal Reginald Miller and Principal Robert Frasca	Throughout the year	N	Throughout the year	For year one, creating the panel and hosting events will be the evidence.

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?
Teachers of accelerated courses will identify the AO students in their classes via the district designation in Skyward and work with and monitor identified students.	Teachers of accelerated courses; Advanced Opportunities Assistant Principal Dr. Doug Miller	September 14, 2021	N	Quarterly	AP's will have data chats with PLC's to ensure these students have been properly identified.
During course scheduling, school counselors will meet with AO students one-on-one to discuss and schedule opportunities for acceleration.	School Counselors	Spring 2022	N	Spring 2022	Future Summary data will be pulled from Dash database.
AO students that are not taking an advanced level course for the 2021-2022 school year will participate in assembly to encourage taking an advanced level course during future school years.	Dr. Doug Miller, AO Administrator	January 2022	N	January 2022	Sign in sheet for students who are invited to attend the assembly.

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?
Creation of a course to replace 11th and 12th grade reading, with a specific focus on SAT/ACT preparation, as well as targeting study skills that align with specific reading and math strategies.	Math and ELA teachers and Assistant Principals, Angel Rocha and Kristi Draus	May 2022	Yes	Quarterly	Developed curriculum, evaluation , test scores
Addressing data targets in PLC groups with the goal of reflecting positive student achievement gains on College Board related assessments.	Assistant Principals, Kristi Draus, Angel Rocha	Spring 2022	N	Progress monitored monthly	PLC meeting notes
SAT/ACT Preparation (tutorial) - two sessions. One sessions will target students who have not met their graduation requirement, while the second session will be open to all students who wish to participate.	Angel Rocha	Fall/Spring 21-22	N	Fall/Spring 21-22	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?
Identifying and monitoring essential standards/frameworks by providing diagnostic and formative assessments.	CTE Teachers	May 2022	N	Ongoing	Classroom walkthroughs and PLC meetings
Obtain a 52% retention rate across all CTE programs from current year to next year.	CTE Teachers	May 2022	N	Spring 2022	Enrollment data

Graduation Rate Action Plan

12th Grade - Action Plan for Increasing Proficiency in ELA

Current Percent Proficient and/or Achieved a Concordant Score - 74%

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?
Created a course to replace 11th and 12th grade reading, with a specific focus on SAT/ACT preparation, as well as targeting study skills that align with specific reading strategies.	Angel Rocha (AP)	Fall/Spring 21-22	Y	Ongoing	Developed curriculum, evaluation, test scores
11th and 12th grade English will support students in areas of deficiency as identified through FSA/PSAT/SAT scores. PLC focus will be on the adaptation of existing curriculum to focus on areas of support. Additionally, teachers will integrate testing practice into their daily curriculum.	Angel Rocha (AP)	Fall/Spring 21-225	Y	Ongoing	Evaluation, curriculum PLC attendance, test scores
SAT/ACT preparation (tutorial) - two sessions both Fall/Spring. One session will target students who have not met their graduation requirement, while the second session will be open to all students that wish to participate.	Angel Rocha (AP)	Fall/Spring	Y	Ongoing	

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

Current Percent Proficient and/or Achieved a Concordant Score - 90%

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?
SAT/ACT preparation (tutorial) - two sessions both Fall/Spring. One session will target students who have not met their graduation requirement, while the second session will be open to all students that wish to participate.	Kristi Draus (AP)	Fall/Spring 21-22	N	Fall, Spring 21-252	Test scores
MCR and LA Math 2 will support students in areas of deficiency as identified through PSAT scores. PLC focus will be on the adaptation of existing curriculum to focus on areas of support. Additionally, teachers will integrate testing practice into their daily curriculum.	Kristi Draus (AP)	Fall/Spring 21-22	N	Ongoing	Test scores
Alg 1 or Geometry fall retake (tutorial) - targeting students who have not met their graduation requirement. Facilitators will analyze student categorical data to develop a targeted curriculum.	Kristi Draus (AP)	Fall 2021	N	Mid-August, 2021	Test scores

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?
Study skills Algebra 1, study skills Geometry support cause for rising 9th grade Algebra 1/Geometry students who scored a mid-level 2 or below on the 8th grade Math FSA or Algebra 1 EOC will receive this support class in addition to the Algebra 1 or Geometry class in order to "boost" math skills while preventing math regression on the spring Algebra 1/Geometry EOC.	Assistant Principal, Kristi Draus	Spring 2022	N	Ongoing	Data from C9A/EOC, test scores
Intensive Reading (with targeted standard support in ELA for Opt-outs). Continued use of Formative Assessments and Formative Feedback Loops. BEST standards implementation and support (reading-foundational skills) Targeted small-group practice both collaborative and teacher-led.	Assistant Principal, Angel Rocha	Fall/Spring 21-22	Y	Ongoing	Evaluation, test scores (FSA,EOC,C9A), Formative assessments.
CAR-PD (World Geography, World History, US History) - Targeted strategy support through Professional development and curriculum adaptation focusing on specific reading strategies, modeling of text, evaluation of text-complexity, and levels of questioning.	Assistant Principal, Angel Rocha	Fall/Spring 21-22	Y	Ongoing	Evaluation, test scores (FSA,EOC,C9A), Formative assessments.

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

Administrators communicate expectation for all personnel to use person first language.	Fully
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Reports of progress toward implementing inclusion are disseminated to families, district personnel, and community members annually.	Fully
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All special education teachers are collaborative members of a gen. ed. curriculum team.	Fully
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Action Plan

Indicator 1

Administrators communicate expectation for all personnel to use person first language.

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?
During pre-plan, teachers will receive training from ESE staff on person first language.	ESE Assistant Principal Dr. Doug Miller	August 24, 2020	Yes	Pre-plan	Teachers signed in to training.

Indicator 2

Reports of progress toward implementing inclusion are disseminated to families, district personnel, and community members annually.

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?
Data regarding inclusion percentages will be collected and made available to the relevant stakeholders.	ESE Assistant Principal Dr. Doug Miller	May 2021	No	Annually	Report production and dissemination

Indicator 3

All special education teachers are collaborative members of a gen. ed. curriculum team.

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?
Support Facilitators will attend PLC meetings for the courses they support as well as participate in planning with teachers.	ESE Assistant Principal, Dr. Doug Miller	Ongoing	No	Monthly	Log of PLC participation.

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
Creating buckets/reports in Edinsight to identify students.	1	Ongoing	Will enable teachers to identify and monitor student progress.	School-wide	50-150	Assistant Principals (Miller and Miller)
PLC Facilitator training	1	August 5, 2021	Having facilitators trained in the proper functioning of PLCs will ensure	School-wide	150	Assistant Principals (Draus, Rocha, Miller, Miller, Bryce); Teacher Leaders
Exceptional Student Education	BPIE	August 24, 2020	Teachers will become familiar various needs and aspects of instructing SWD's. Teacher's will gain a basic understanding of the various services and accommodations they may encounter on IEP's as well as the plethora of resources made available by the ESE Department to support instruction.	School-wide	150	Teachers, Assistant Principals (Draus, Rocha, Miller, Miller, Bryce)