## 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

## Crooms Academy of Information Technology

## School Improvement Plan 2023-2024

## 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 supporting the district commitment to excellence and equity. The SIP is a "living document" continually monitored, refined and used by schools to guide their work throughout the year.

## School Information

1. 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.
2. Provide the school's vision statement.

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

## Positive Culture \& Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating school improvement strategies that impact a positive school culture and environment.
3. 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.
4. Describe how the school addresses building a positive school culture and environment.

Crooms Academy of Information Technology works to build positive relationships with all staff, students, and families. The faculty and staff of Crooms AOIT have established an open-door policy with administration, encouraged to spear-head both school wide and county initiatives that are of interest to them, and supported by Seminole Uniserv. Students are supported through numerous culture building activities throughout the school year that are led by other student leaders. They are also supported heavily by the BAC and PTSA to build a culture that supports an environment of education but also family. Crooms AOIT works to demonstrate its culture, even before the student 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 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 such as the Crooms Fall Festival.
5. 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 (BAC), and student leadership. Administration facilitates discussion among each group to ensure balance between equally critical initiatives. Teacher leaders, in particular our curriculum leaders 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 support through the PTSA provide additional incentives and rewards to our students. The BAC 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 that have our unique student body at heart.
6. 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 career specialist, literacy coach, ESOL instructor, and intensive reading teacher 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. The literacy coach, ESOL instructor, and intensive reading teacher work with students on academic skills but also building lasting relationships.
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. Any of these students who are in need of additional support will also have the opportunity to partake in a learning strategies course. They monitor FAST/EOC portfolio data and submit SSD applications for ESE students. They also generate and routinely update a confidential, comprehensive ESE/Gifted/504/ELL student list 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.

## Effective Leadership

7. List the members of the leadership team. Describe the roles and responsibilities of the team.

| Name | Title | Email |
| :--- | :--- | :--- |
| Brandon Hanshaw | Principal | hanshabm@myscsp.us |

Responsibilities:

1. Supervision: Assistant Principals, Executive Secretary, Bookkeeper, FTE Secretary, Network Specialist, and Custodians 2. Budget and Finances 3. Student Assignment \& Program Access Liaison 4. School Advisory Council 5. Teacher Certifications

| Name | Title | Email |
| :--- | :--- | :--- |
| Brittany Campbell | Assistant Principal | Brittany_campbel1@scps.k12.fl.us |

Responsibilities:

1. Supervision: Math, Science, Social Studies, Athletics, Exceptional Education, Front Desk Secretary, Clinic/Attendance Secretary, Media
2. Transportation Coordinator 3. Athletics Administrator 4. Discipline Administrator 5. Title IX Coordinator

| Name | Title | Email |
| :--- | :--- | :--- |
| Clayton Donnan | Assistant Principal | Clayton_donnan@scps.k12.fl.us |

Responsibilities:

1. Supervision: Technology, English, World Language, Fine Arts, Student Services, Reading, Student Services Secretary
2. Master Schedule/Skyward Advisory 3. Testing Administrator 4. Professional Development Coordinator

Responsibilities:

1. NAF Director/NAF Curriculum Leader 2. Literacy Leadership Team 3. Teacher Coaching 4. MTSS Team Member 5. Professional Development

| Name | Title | Email |
| :--- | :--- | :--- |
| Vincent Geigel | Lead School Counselor | Vincent_Geigel@scps.k12.fl.us |
| Responsibilities: |  |  |
| 1. Magnet Night Lead <br> 2. District Lead Counselor <br> 3. Student Recruitment Lead | Title |  |
| Name | Career Specialist | Email |
| Erin Millwater |  | Erin_millwater@scps.k12.fl.us |

Responsibilities:

1. Mentor Program Coordinator 2. Career Education 3. Job Shadowing 4. Business Partners Program 5. Business Advisory Council

Name
Sarah Hebel

Responsibilities:

1. Discipline Grades 9-12
2. Testing Coordination
3. Student Activities

Dean of Students/Testing
Coordinator

Email

Smithsz12@scps.k12.fl.us
8. List the members of the literacy leadership team. Describe the roles and responsibilities of the team.

Required Per Rule 6A-6.053: District K-12 Comprehensive Evidence-Based Reading Plan - (3) School Literacy Leadership Teams. Districts must describe in the plan the process the principal will use to form and maintain a Literacy Leadership Team, consisting of a school administrator, reading coach, media specialist, lead teachers, and other relevant team members, as applicable.

| Name | Title | Email |
| :--- | :--- | :--- |
| Brandon Hanshaw | Principal | Brandon_Hanshaw@scps.k12.fl.us |

Responsibilities:
Literacy Oversight

| Name | Title | Email |
| :--- | :--- | :--- |
| Shellane Babb | Literacy Coach | Shellane_babb@scps.k12.fl.us |

Responsibilities:
Literacy Leadership Team, Teacher Coaching, Data Analysis, Professional Development.

| Name | Title | Email |
| :--- | :--- | :--- |
| Clayton Donnan | Assistant Principal | Clayton_donnan@scps.k12.fl.us |

Responsibilities:
Supervise Reading and ELA

| Name | Title | Email |
| :--- | :--- | :--- |
| Jessie Chatlos | ELA Curriculum Leader | Jessie_chatlos@scps.k12.fl.us |

Responsibilities:
ELA Curriculum Leadership

| Name | Title | Email |
| :--- | :--- | :--- |
| Yindia Cruz | ESOL Instructor \& Reading | Yindia_cruz@scps.k12.fl.us |
|  | Teacher |  |


| Name | Title | Email |
| :--- | :--- | :--- |
| Nataliya Maynard | Reading Teacher | Nataliya_maynard@scps.k12.fl.us |
| Responsibilities: |  |  |
| 9th - 11th Grade Reading |  |  |

9. Describe the role of the literacy coach in meeting the needs of students, faculty, and families?

The role of the literacy coach is an instructional leader with specialized knowledge in the science of reading, evidence-based practices, English Language Arts state standards, as well as the knowledge of how to work with educators as adult learners. The coach provides collegial, job-embedded support to ensure literacy instruction is data-informed and student-centered. Coaches accomplish this by collaborating with leaders and teachers, engaging in practices such as co-teaching, co-planning, modeling, reflective conversations, and data chats with teachers to build teacher and school capacity to improve student achievement for all.

## Student Transition and Readiness

PreK-12 Transition
10. Describe the strategies the school employs to support incoming and outgoing cohorts of students in the transition from one school level to another.

Crooms AOIT employs an aggressive recruiting program to bring as many targeted incoming 9th grade students in our transition program as possible. Our work during IEP transition meetings at the middle school is the best example. Our assistant principal over exceptional education as well as an inclusion specialist attend these meetings in part to encourage participation in the Expedition program. As a result of this and other efforts, Crooms has some the highest percentage of student participants in the Expedition program by cohort than all other SCPS high schools. This program was re-vamped and led at the county level by our own assistant principal, Brittany Campbell. During the 9th grade year, we build in high school success curriculum into the Homeroom period we host each week. During this time, students learn the skills needed to be successful in high school and here at Crooms AOIT. Homeroom instructors review daily grades in Skyward with students and can coordinate intervention with the students' classroom teachers. Following the 1st semester, the school leadership team reviews the GPA for 9th graders. From there, letters are sent home to the families of students of concern to initiate additional support. School counselors also meet with all 9th grade students at this time to review progress, discuss goals, and plan for the students' 10th grade year and beyond.

## College and Career Readiness

11. 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.
12. Identify the career and technical education programs available to students.

Students can participate in the following pathways: applied cybersecurity, networking, digital design, digital media technology, java development and programming, game and simulation, and technology support. These pathways can lead to the following industry certification opportunities. Adobe After Effects, Adobe Animate, Adobe Dreamweaver, Adobe Illustrator, Adobe InDesign, Adobe Photoshop, Adobe PremierePro, Autodesk-2ds Max, CompTIA IT Fundamentals+, EC-ECouncil Cyber Forensics, Information Technology Specialist-Java, Information Technology Specialist-JavaScript, Information Technology Specialist-Networking, Information Technology Specialist-Python, Linux Essentials 010, and PMI: Project Management Ready.

## Excellence and Equity Focus on Quality Instruction

Seminole County Public Schools will strive for excellence in all classrooms for all students.
A. Lessons aligned to state academic standards with the goal of mastery by the end of the course
B. Ongoing feedback loops between leadership, teachers, students, and families
C. Teachers and leaders working in collaborative PLCs addressing the four PLC questions:

1. What do we want all students to know and be able to do?
2. How we will know if they learn it?
3. How will we respond when some students do not learn?
4. How will we extend the learning for students who are already proficient?

Action plans are aligned to the following Key Performance Indicators found within the SCPS Strategic Plan: B1.1, B2.3 and B2.7 and designed to accelerate learning for students in all subgroups, inclusive of ESSA and RAISE
 ber s. 1003.53(2)(b), F.S

## Excellence and Equity Focus on Quality of Instruction

## Action Plan 1A - Identified Area 1

Increase Algebra 1 Proficiency from $\mathbf{3 3 \%}$ to $\mathbf{4 0 \%}$ in the class of 2027 cohort.

Describe the actions/strategies that will be implemented to address the Action Plan:

- Assign math and ESE certified Instructor to support facilitate both the Algebra and Foundations classes
- Fidelity to the curriculum materials and district scope and sequence.
- Focused PLC work between Algebra teacher, Foundations teacher, Support Facilitator, and AP over Mathematics

What evidence/data will there be to reflect monitoring for this strategy/action?

Quarterly data retreats in partnership with the Department of Teaching and Learning and Assessment and Accountability

Will professional development be needed? (Yes or No)

## No

When will this action/strategy take place?
Throughout school year

Deliverable due dates

Ongoing

Persons responsible
Brittany Campbell, Math Curriculum Leader, Math Department

## Excellence and Equity Focus on Quality of Instruction

## Action Plan 1B - Identified Area 2

## Increase 9th Grade ELA Proficiency from $\mathbf{6 2 \%}$ to $\mathbf{7 0 \%}$, targeting previously mid and high level two students.

Describe the actions/strategies that will be implemented to address the Action Plan:

- Literacy Coach and AP over ELA to provide leadership and support of the English 9 teachers.
- Fidelity to the curriculum materials and district scope and sequence.
- Focused PLC work between ELA teachers, Reading teacher, Support Facilitator, Literacy Coach, and AP over ELA

What evidence/data will there be to reflect monitoring for this strategy/action?
Quarterly data retreats in partnership with the Departments of Teaching and Learning and Assessment and Accountability

Will professional development be needed? (Yes or No)

Yes

When will this action/strategy take place?
Throughout school year

Deliverable due dates
Ongoing

Persons responsible
Clayton Donnan, Shellane Babb, ELA curriculum leader, ELA department

## Excellence and Equity Focus on Quality of Instruction

## Action Plan 2 - Professional Learning Communities

## Increase the effectiveness and functionality of all Professional Learning Communities.

What do we want all PLCs to know and be able to do?
Collaborate on both horizontal and vertical alignment within content areas ensuring that instructional planning and student progress toward the mastery of specific standards is addressed as well as the skills required vertically across grade levels and subjects.

How will we know if they are accomplishing it?

Ongoing feedback loops, quarterly data meetings

How will school leaders respond when teachers need support?
School leaders will support teachers with an open-door policy and increased instructional support in the classroom.

How will we extend professional learning for teachers?

Professional learning will be provided throughout the year and through department/PLC meetings

Will professional development be needed? (Yes or No)

Yes

## Excellence and Equity Focus on Quality Instruction Action Plan 1B PD Plan

## Action Plan 1B

## Increase 9th Grade ELA Proficiency from 62\% to 70\%

PD Activity

All teachers will participate in "Literacy Throughout" which is designed to provide strategies to teachers in any department on how to increase literacy in the classroom.

Dates
08/08/23

How will PD Activity improve instruction and use of assessment data?
This PD activity will help teacher implement more reading strategies into all courses, which will support our students with lowered ELA proficiency

## PD Participants

Literacy Coach, All teachers

## Persons responsible

Literacy Coach, Clayton Donnan

## Excellence and Equity Focus on Quality Instruction Action Plan 2 PD Plan

## Action Plan 2

## Increase the effectiveness and functionality of all Professional Learning Communities.

PD Activity

Establish norms and goals during the first PLC meeting. Review the four essential questions of PLCs.

Dates

08/08/23 and throughout

How will PD Activity improve instruction and use of assessment data?

Will increase both vertical and horizontal alignment of courses and provided a structure to improve efficiency of PLC groups.

## PD Participants

All PLC Groups

## Persons responsible

Brandon Hanshaw, Brittany Campbell, Clayton Donnan

## Excellence and Equity Focus: 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. Focus on campus safety
B. Development of a culture where student voice and belonging is valued
C. Sharing collective responsibility for the success of all students in the school

Action plans are aligned to the following Key Performance Indicators found with the SCPS Strategic Plan System Initiative D: Conditions for Learning

## Action Plan 3 - Building relationships that lead to students having a trusted adult on campus

Increase the percentage of students who state they have a trusted adult on campus on the Safety Survey from 71\% to 80\%

Describe the actions/strategies that will be implemented to address the Action Plan:

- Build student relationships through homeroom period.
- Encourage student participation in school activities and clubs.
- Facilitate communication in campus wide initiatives through the inter club council.

What evidence/data will there be to reflect monitoring for this strategy/action?

School Safety Survey

Will professional development be needed? (Yes or No)

No

When will this action/strategy take place?
Throughout school year

Deliverable due dates
Ongoing

Persons responsible
Brandon Hanshaw, School Resource Officer, all staff

## Action Plan 4 - Proactive Measures to Address Student Behaviors

Reduce the total number of Aggression (9), Confrontation (15), and Fighting (6) incidents from 30 to less than 15.

Describe the actions/strategies that will be implemented to address the Action Plan:

- Utilize resources to support students in PBIS related lessons.
- Use restorative practices with students in conflict.
- Reimagine student supervision.

What evidence/data will there be to reflect monitoring for this strategy/action?

Reduction in total number of referrals.

Will professional development be needed? (Yes or No)

Yes

When will this action/strategy take place?
08/08/23, throughout school year

Deliverable due dates

Ongoing

## Persons responsible

Brittany Campbell, Sarah Hebel, all teaching staff

## Excellence and Equity Focus on Conditions for Learning Action Plan 4 PD Plan

Complete the following if you will offer PD associated with Action Plan 4. Action Plan 4

## Reduce the total number of Aggression (9), Confrontation (15), and Fighting (6) incidents from 30 to less than 15.

PD Activity

Initial training with staff on relationship building and restorative practice. Then introduce lessons that will be completed with students through homeroom.

Dates
$08 / 08 / 23$, throughout school year

How will PD Activity improve instruction and use of assessment data?
This PD activity will help to reduce the total number discipline incidents which will support a better learning environment.

PD Participants
All teaching staff

Persons responsible
Brittany Campbell, Sarah Hebel

## Excellence and Equity Focus on Skills for Future Ready Graduates

## Essential Instructional Priority \#3: Skills for Future Ready Graduates -

Seminole County Public Schools will prepare each student for academic and career success in the 21 st century by offering relevant real-world experiences and a rigorous learning environment.
A. Develop and implement programs, coursework, and opportunities to support the real-world application of the Skills for Future Ready Graduates through active involvement in and pursuit of college, career, and /or military.
B. Provide advisement, resources, course progressions and targeted support for Advanced Placement, International Baccalaureate, dual enrollment, and/or coursework that leads to industry certification.
C. 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.
The below action plans are aligned to the following Key Performance Indicators found within the SCPS Strategic Plan: A.1, B.2.6-7, C. High 1-2 and designed to accelerate learning for students in all subgroups, inclusive of ESSA.

## Excellence and Equity Focus on Skills for Future Ready Graduates Action Plan

## Action Plan 5 - College and Career Acceleration

Increase student access and performance on Advanced Placement, Inter baccalaureate, Dual Enrollment and Industry Certifications to achieve 100\% College and Career Acceleration by 2025.

Describe the actions/strategies that will be implemented to address the Action Plan:

- Require all students to earn industry certification prior to graduation.
- Increase student participation in dual-enrollment courses
- Alter the curriculum guide to include a "Crooms Graduation Requirement" of earning an industry certification starting with the class of 2027.
- Meet with each technology teacher to review the cost/benefit analysis of each of their course certification programs to include the test pass/fail rates.
- Pay technology teachers one week summer extended contract to explore and test different certifications that align within their curriculum.
- Plan for acceleration pathways with school counselors weekly for those students in the class of 2024 and 2025
- Enrollment into dual-enrollment courses, number of industry certifications, and AP pass rate.

Will professional development be needed? (Yes or No)

No

When will this action/strategy take place?
Throughout school year

Deliverable due dates

Ongoing

Persons responsible
Brandon Hanshaw, Clayton Donnan, Guidance Team

## Action Plan 6 - Operation Graduation - ELA

## $100 \%$ of all 2024 students will earn their ELA graduation requirement

Describe the actions/strategies that will be implemented to address the Action Plan:

- Continue to utilize ELA 3 and 4 classes as ELA concordance support
- Identify junior and senior students who have not yet met concordance and place in intensive reading
- Junior/Senior teachers will be trained to include SAT Prep as part of curriculum
- Literacy coach to conference with ELA and Reading teachers in order to implement best practices as presented in the SCPS frameworks.

What evidence/data will there be to reflect monitoring for this strategy/action?

- Increased concordance scores in students

Will professional development be needed? (Yes or No)

No

When will this action/strategy take place?
Throughout school year

Deliverable due dates

Ongoing

Persons responsible
Clayton Donnan, Shellane Babb, ELA Department

## Action Plan 7 - Operation Graduation - Mathematics

$100 \%$ of all 2024 students will earn their math graduation requirement

Describe the actions/strategies that will be implemented to address the Action Plan:

- Utilize MCLA as concordance support
- Embed SAT prep into math courses
- Provide after school tutoring for students in need of math concordance

What evidence/data will there be to reflect monitoring for this strategy/action?

- Increased concordance scores in students

Will professional development be needed? (Yes or No)

No

When will this action/strategy take place?
Throughout school year

Deliverable due dates
Ongoing

Persons responsible
Brittany Campbell, Math Department

Action Plan 8 - Graduation Readiness - Grades 9 - 11 English Language Arts (ELA)
Create instructional strategies and assessment-based alignment to increase the percentage of students in grades 9-11 demonstrating proficiency that will lead to their ELA assessment graduation requirement.

Describe the actions/strategies that will be implemented to address the Action Plan:

- Improve the number of students that meet college ready ELA scores on PSAT/SAT
- Literacy Coach works with 9-11 ELA PLC team to incorporate instructional strategies that purposefully focus on PSAT/SAT skills

What evidence/data will there be to reflect monitoring for this strategy/action?

- Increased concordance scores in students

Will professional development be needed? (Yes or No)

No

When will this action/strategy take place?
Throughout school year

Deliverable due dates
Ongoing

Persons responsible
Clayton Donnan, Shellane Babb, ELA Department

## Action Plan 9 - Graduation Readiness - Grades 9 - 11 Mathematics

Create instructional strategies and assessment-based alignment to increase the percentage of students in grades 9-11 demonstrating proficiency that will lead to their Math assessment graduation requirement

Describe the actions/strategies that will be implemented to address the Action Plan:

- Improve the number of students that meet college ready Math scores on PSAT/SAT
- 9-11 Math PLC teams to incorporate instructional strategies that purposefully focus on PSAT/SAT skills

What evidence/data will there be to reflect monitoring for this strategy/action?

- Increased concordance scores in students

Will professional development be needed? (Yes or No)

No

When will this action/strategy take place?
Throughout school year

Deliverable due dates
Ongoing

Persons responsible
Brittany Campbell, Math department

Action Plan 5

## Increase student access and performance on Advanced Placement, Inter baccalaureate, Dual Enrollment and Industry

 Certifications to achieve 100\% College and Career Acceleration by 2025.PD Activity

APSI for advanced placement teachers, week-long CTE summer industry certification preparation, B.S.E. Training

Dates
Ongoing

How will PD Activity improve instruction and use of assessment data?
Increase acceleration.

PD Participants
AP Teachers, CTE Teachers

Persons responsible
Brandon Hanshaw, Clayton Donnan, Brittany Campbell

Action Plan 8

Create instructional strategies and assessment-based alignment to increase the percentage of students in grades 9-11 demonstrating proficiency that will lead to their ELA assessment graduation requirement.

PD Activity

PLC meetings and quarterly data summits

Dates

Ongoing

How will PD Activity improve instruction and use of assessment data?

Increase ELA proficiency and concordance scores.

PD Participants
ELA Department

Persons responsible
Clayton Donnan, Literacy Coach

Action Plan 9

Create instructional strategies and assessment-based alignment to increase the percentage of students in grades 9-11 demonstrating proficiency that will lead to their Math assessment graduation requirement.

PD Activity

PLC meetings and quarterly data summits

Dates

Ongoing

How will PD Activity improve instruction and use of assessment data?

Increase math proficiency and concordance scores.

PD Participants
Math Department

Persons responsible
Brittany Campbell

## Best Practices for Inclusive Education

Utilize your school's BPIE to complete the following section of the SIP.

## 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
 due date of the new BPIE is 3 years of less from the written date. $\$ 1003.57$, Florida Statutes

Type in text of the BPIE indicator selected and select the status:

|  | Indicator |  |
| :--- | :---: | :---: |
| BPIE Indicator 1- <br> The school leadership team analyzes data to identify barriers and initiate improvement steps that increase the number of <br> students with low-and high-incidence disabilities, across all grades, in general education and natural contexts. | Fully |  |
| BPIE Indicator 2 - <br> The school has developed, and regularly monitors progress for, goals related to short- and long-term improvement efforts to implement and <br> improve inclusive educational practices, as measured by the BPIE. | Fully |  |

## Best Practices for Inclusive Education

Topic Area - BPIE 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.

Describe the actions/strategies that will be implemented to address the focus area:
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. 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. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWDs

Deliverable due dates
Ongoing
Will professional development be needed? (Yes or No)

## No

When will this action/strategy take place?
Ongoing

What evidence/data will there be to reflect monitoring for this strategy/action?

Progress Monitor Data- FAST, STAR, Khan, Achieve, EdInsight, MTSS, Write Score, Benchmark Assessments

Persons responsible
Administration, teachers, support facilitators, school counselors

## Best Practices for Inclusive Education

Topic Area - BPIE 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.

Describe the actions/strategies that will be implemented to address the focus area:
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.).

Deliverable due dates
Ongoing
Will professional development be needed? (Yes or No)
No

When will this action/strategy take place?

Leadership team, school counselors, other support staff
What evidence/data will there be to reflect monitoring for this strategy/action?

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.

Persons responsible
Leadership team, school counselors, other support staff

## Best Practices for Inclusive Education

Topic Area - BPIE Indicator 3

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

Describe the actions/strategies that will be implemented to address the focus area:

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).

Deliverable due dates

Ongoing
Will professional development be needed? (Yes or No)
No
When will this action/strategy take place?
Ongoing
What evidence/data will there be to reflect monitoring for this strategy/action?
School administrators obtain and allocate Support Facilitators and Related Services to implement effective inclusive practices. Teachers training teachers. SAT prep 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.

Persons responsible
Leadership team, school counselors, other support staff

