

# *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)

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.

2. Provide the school’s vision statement.

## 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.

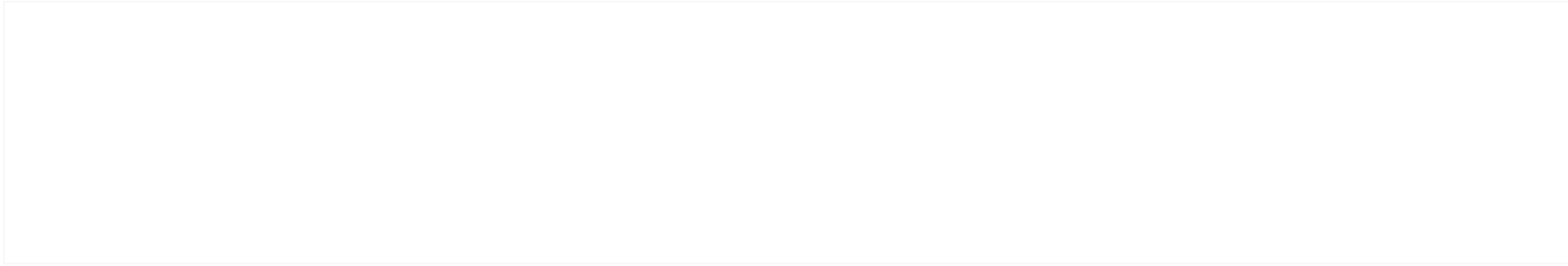
3. Describe how the school involved parents and the community in developing this plan and how it will be shared with all stakeholders and in a language parents can understand.

4. Describe how the school addresses building a positive school culture and environment.

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.



# Effective Leadership

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

Name

Title

Email

Responsibilities:

Name

Title

Email

Responsibilities:

Name

Title

Email

Responsibilities:

Name

Title

Email

Responsibilities:

Name

Title

Email

Responsibilities:

Name

Title

Email

Responsibilities:

Name

Title

Email

Responsibilities:



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

Responsibilities:

Name

Title

Email

Responsibilities:

Name

Title

Email

Responsibilities:

Name

Title

Email

Responsibilities:

Name

Title

Email

Responsibilities:

Name

Title

Email

Responsibilities:

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

## 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.

### 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.

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

## 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

*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.*

## Excellence and Equity Focus on Quality of Instruction

### Action Plan 1A – Identified Area 1

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

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

Will professional development be needed? (Yes or No)

When will this action/strategy take place?

Deliverable due dates

Persons responsible

## Excellence and Equity Focus on Quality of Instruction

### Action Plan 1B – Identified Area 2

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

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

Will professional development be needed? (Yes or No)

When will this action/strategy take place?

Deliverable due dates

Persons responsible

## 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?

How will we know if they are accomplishing it?

How will school leaders respond when teachers need support?

How will we extend professional learning for teachers?

Will professional development be needed? (Yes or No)



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

Action Plan 1B

PD Activity

Dates

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

PD Participants

Persons responsible

# 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

Dates

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

PD Participants

Persons responsible

## Excellence and Equity Focus on Conditions for Learning

### **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

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

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

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

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

Will professional development be needed? (Yes or No)

When will this action/strategy take place?

Deliverable due dates

Persons responsible

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

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

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

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

Will professional development be needed? (Yes or No)

When will this action/strategy take place?

Deliverable due dates

Persons responsible

## 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

PD Activity

Dates

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

PD Participants

Persons responsible

## 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 21st 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:

Will professional development be needed? (Yes or No)

When will this action/strategy take place?

Deliverable due dates

Persons responsible



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

## Action Plan 6 – Operation Graduation - ELA

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

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

Will professional development be needed? (Yes or No)

When will this action/strategy take place?

Deliverable due dates

Persons responsible

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

## Action Plan 7 – Operation Graduation - Mathematics

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

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

Will professional development be needed? (Yes or No)

When will this action/strategy take place?

Deliverable due dates

Persons responsible

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

### 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:

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

Will professional development be needed? (Yes or No)

When will this action/strategy take place?

Deliverable due dates

Persons responsible

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

## 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:

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

Will professional development be needed? (Yes or No)

When will this action/strategy take place?

Deliverable due dates

Persons responsible

# Excellence and Equity Focus on Skills for Future Ready Graduates Action Plan 5 PD Plan

## 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

### Dates

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

### PD Participants

### Persons responsible

# Excellence and Equity Focus on Skills for Future Ready Graduates Action Plan 8 PD Plan

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

Dates

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

PD Participants

Persons responsible

# Excellence and Equity Focus on Skills for Future Ready Graduates Action Plan 9 PD Plan

## 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

### Dates

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

### PD Participants

### Persons responsible

## 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

*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*

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

Indicator	Status
BPIE Indicator 1 –	
BPIE Indicator 2 –	
BPIE Indicator 3 –	



## Best Practices for Inclusive Education

Topic Area - BPIE Indicator 1

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

Deliverable due dates

Will professional development be needed? (Yes or No)

When will this action/strategy take place?

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

Persons responsible

## Best Practices for Inclusive Education

Topic Area - BPIE Indicator 2

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

Deliverable due dates

Will professional development be needed? (Yes or No)

When will this action/strategy take place?

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

Persons responsible

## Best Practices for Inclusive Education

Topic Area - BPIE Indicator 3

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

Deliverable due dates

Will professional development be needed? (Yes or No)

When will this action/strategy take place?

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

Persons responsible