

Seminole County Public Schools

SOUTH SEMINOLE MIDDLE SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan was approved by the Seminole County School Board on 10/8/24.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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. The Department 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of South Seminole Academy is to empower students to become future leaders by taking action as global citizens, thinking critically, collaborating and learning at high levels. We inspire students to become lifelong inquirers based on their unique interests, gifts, and talents in an inclusive community where students take risks in their learning journey.

Provide the school's vision statement

South Seminole Academy's vision is to provide an exceptional educational experience that promotes student achievement, and empowers students to demonstrate leadership skills through active engagement in current world issues.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Byron Durias

Position Title

Principal

Job Duties and Responsibilities

- School oversight and accountability
- School mission, vision, purpose definition
- Parent newsletter distribution
- Leadership coaching and support
- Staff newsletter issuance
- School improvement plan implementation
- Promotion of coaching culture
- Budget management
- Request handling

- Front office effectiveness
- Creating conducive learning conditions
- Other duties as assigned by the Assistant Superintendent

Leadership Team Member #2

Employee's Name

Dr. Clifphene Reid

Position Title

Assistant Principal

Job Duties and Responsibilities

- Back-up Signer/Approver
- Community Relations: Rotary/Forum
- Electives: Art, TV Production
- Hurricane Experience/Magnet Night/Tours
- IB MYP Programme Contact
- Incoming 6th Grade Induction/Intern Coordinator/Field Experience
- Internal Accounts Manager
- Leadership: L4L, JROTC, GE
- Magnet Coordinator
- Pre-Planning & Opening Week Activities
- Principal's Designee
- Professional Learning Communities
- PTA/Business Partners
- Science
- Science/History Fair Process & Communication
- Social Studies
- Statewide Science Assessment
- Supervision and Events
- Yearbook Review and Approval
- MSAP Grant

Leadership Team Member #3

Employee's Name

Nicole Hernandez Craig

Position Title

Assistant Principal

Job Duties and Responsibilities

- ELA
- 8th Grade End-of-Year (EOY) Events
- Access for ELLs
- Certification Compliance
- Electives: Legal Studies, CTE
- ESOL
- FTE-MS Advisory
- Gradebooks
- Industry Certifications and Digital Tools
- Internal Accounts Manager
- Leadership Academies
- Master Schedule/Curriculum Guide
- Pre-Planning & Opening Week Activities
- Professional Development/Frontline PD
- Professional Learning Communities
- Reading
- Restorative Practices Trainer
- Summer School/Transition
- Supervision and Events
- Tools 4 Seminole School Contact
- Virtual School Contact
- World Languages: Spanish I
- Behavior Coaching Academy
- WriteScore

Leadership Team Member #4

Employee's Name

Dr. Wendy A. Cora

Position Title

Assistant Principal

Job Duties and Responsibilities

- 5 Essential/Snapshot Surveys/Qualtrics
- Academic Intervention Program
- Discipline Compliance and Oversight
- ESE/504 (Instructional & Paras)

- FSA State Assessment
- Internal Accounts Manager
- Math
- MTSS
- Numeracy Electives: Band, Chorus, Dance, PE
- Professional Learning Communities
- Resiliency Education
- SAC-SIP
- Schedule Pick-up/Open House
- Social Media
- Student Services/Guidance
- Supervision and Events
- Truancy
- Website
- SBTAT

Leadership Team Member #5

Employee's Name

Janice Maffuz

Position Title

School Administration Manager

Job Duties and Responsibilities

- American Education Week (Teach-In)
- Bell and Lunch Schedules
- Campus Beautification and Projects
- Custodial Contracted Services
- Dividends/Raptor Sign-in
- Events/Calendar Coordinator
- **Facilities and Maintenance**
- Facilities Requests
- Health Services and Clinic
- Inventory
- Keys
- Libib Contact
- Master Calendar
- Media Center
- Non-ESE Para/Safety Guard

- Pictures
- Sonitrol
- Substitutes Oversight
- Supervision and Events
- Supervision Schedule
- Technology Coordinator
- Testing Coordinator, All
- Workorders

Leadership Team Member #6

Employee's Name

Norman Zogaib

Position Title

Dean

Job Duties and Responsibilities

Responsibilities:

- All Discipline for 6th grade students with last names starting with A-L; All 8th grade students
- Coordination of Athletic Events Coverage
- Bullying Compliance & Prevention
- Conducting Classroom Visits & Walk-throughs
- Supervising Detention before and after school
- Monitoring and updating Discipline Data
- Managing Emergency Management Plan
- Leading High Flyer Focus Group
- Overseeing Journey's Reentry/Transitions
- Coordinating Middle School Sports
- Member of MTSS Committee
- Member of PBIS Committee
- Implementing Progressive Discipline
- Ensuring Raptor Compliance
- Facilitating Restorative Practices
- Ensuring School Safety & Security/Fire Drills
- Chairing School-Based Threat Assessment
- Coordinating Special Olympics Initiative
- Exploring Suspension Alternatives

Leadership Team Member #7

Employee's Name

Acorcha Menefee

Position Title

Dean

Job Duties and Responsibilities

- All Discipline: 6th grade M-Z; All 7th grade
- Behavior Coaching Academy
- Bullying Compliance & Prevention
- Classroom Visits & Walk-throughs
- Discipline Data Monitoring & Updates
- High Flyer Focus Group
- Journey's Reentry/Transitions
- MTSS Committee
- PBIS Committee
- Progressive Discipline
- Red Ribbon Week/Bully Prevention Month
- Restorative Practices
- School Safety & Security Team
- School-Based Threat Assessment Co-Chair
- Suspension Alternatives
- Transportation Contact

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Our school gathers feedback from families, parents, and students every year through The Snapshot Survey. We used this feedback to develop the School Improvement Plan (SIP). All school events are promoted on SSA social media platforms, School Messenger, and SSA News, where families, parents, and students can share their concerns or suggestions. This feedback was considered in the SIP development. We invite and encourage parents to join the School Advisory Council (SAC) and provide training to all participants in the school improvement process. SAC members are welcome to give input into all plans related to school improvement, and minutes are recorded during SAC meetings. Detailed information is shared with parents and other stakeholders during SAC, PTSA, and Title 1 monthly and annual meetings. All feedback is reviewed to develop the plan. Our school is recognized as a Leader in Me Lighthouse School. This year, we will administer the Measurable Results Assessment to identify specific needs and areas of opportunity in leadership, culture, and academics.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

In order to ensure effectiveness of interventions included in the SIP, regular data collection and analysis will take place in the form of Benchmark Assessments, Formative Assessments (i.e. FAST) and regular progress monitoring. Data will be disaggregated and analyzed by subgroups to identify and address achievement gaps during monthly administrative/support staff progress monitoring meetings. Input will be collected from all stakeholders via survey to gather feedback from them regarding their experiences and perceptions of the school's efforts to improve achievement. Feedback will be analyzed to identify areas of strength and areas needing improvement. A continuous improvement cycle will be in place to regularly review and revise the plan based on these findings and feedback. In an effort to support communication and transparency, updates will be provided regularly on the progress of the SIP and any revisions made.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	MIDDLE/JR. HIGH 6-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	68.6%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	72.8%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL)* ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: B 2022-23: C* 2021-22: B 2020-21: 2019-20:

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Absent 10% or more school days							53	40	47	140
One or more suspensions							34	42	20	96
Course failure in English Language Arts (ELA)							19	20	6	45
Course failure in Math							33	45	45	123
Level 1 on statewide ELA assessment							75	80	41	196
Level 1 on statewide Math assessment							85	69	44	198
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Students with two or more indicators							90	81	47	218

Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year							27	20		47
Students retained two or more times							3	8		11

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Absent 10% or more school days							76	53	42	171
One or more suspensions							31	41	29	101
Course failure in ELA							18	39	22	79
Course failure in Math							4	15	25	44
Level 1 on statewide ELA assessment							83	112	79	274
Level 1 on statewide Math assessment							116	75	36	227
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Students with two or more indicators							90	92	66	248

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year							30	35		65
Students retained two or more times							2	7		9

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	52	57	53	42	54	49	53	59	50
ELA Grade 3 Achievement **			21						
ELA Learning Gains	58	56	56				53		
ELA Learning Gains Lowest 25%	54	50	50				47		
Math Achievement *	50	65	60	49	61	56	56	37	36
Math Learning Gains	54	65	62				64		
Math Learning Gains Lowest 25%	62	60	60				58		
Science Achievement *	43	56	51	42	56	49	48	62	53
Social Studies Achievement *	77	73	70	70	72	68	74	62	58
Graduation Rate								59	49
Middle School Acceleration	59	77	74	68	76	73	84	51	49
College and Career Readiness								76	70
ELP Progress	46	65	49	34	50	40	57	80	76

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	56%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	555
Total Components for the FPPI	10
Percent Tested	97%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
56%	54%	59%	50%		56%	57%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	36%	Yes	5	
English Language Learners	39%	Yes	2	
Asian Students	70%	No		
Black/African American Students	48%	No		
Hispanic Students	54%	No		
Multiracial Students	68%	No		
White Students	61%	No		
Economically Disadvantaged Students	51%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	30%	Yes	4	1
English Language Learners	34%	Yes	1	
Asian Students	74%	No		
Black/African American Students	45%	No		
Hispanic Students	50%	No		
Multiracial Students	45%	No		
White Students	63%	No		
Economically Disadvantaged Students	47%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	39%	Yes	3	
English Language Learners	43%	No		
Native American Students				
Asian Students	76%	No		
Black/African American Students	49%	No		
Hispanic Students	57%	No		
Multiracial Students	53%	No		
Pacific Islander Students				
White Students	66%	No		
Economically Disadvantaged Students	54%	No		

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	52%		58%	54%	50%	54%	62%	43%	77%	59%			46%
Students With Disabilities	18%		46%	47%	24%	51%	57%	16%	52%	18%			35%
English Language Learners	23%		50%	50%	33%	49%	42%	10%	50%				46%
Asian Students	73%		79%		69%	60%							
Black/African American Students	41%		59%	53%	37%	44%	55%	24%	74%	44%			
Hispanic Students	45%		55%	55%	46%	55%	65%	40%	71%	56%			47%
Multiracial Students	71%		62%		62%	60%			87%				
White Students	60%		60%	55%	60%	56%	58%	54%	82%	66%			
Economically Disadvantaged Students	46%		56%	53%	44%	51%	59%	34%	71%	53%			44%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	42%				49%			42%	70%	68%			34%
Students With Disabilities	16%				27%			19%	38%				50%
English Language Learners	20%				32%			12%	53%				53%
Asian Students	60%				87%								
Black/African American Students	30%				38%			31%	55%	71%			
Hispanic Students	40%				43%			36%	72%	52%			55%
Multiracial Students	49%				54%			31%					
White Students	49%				58%			56%	74%	79%			
Economically Disadvantaged Students	35%				42%			34%	65%	57%			50%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	53%		53%	47%	56%	64%	58%	48%	74%	84%			57%
Students With Disabilities	24%		38%	38%	24%	55%	54%	27%	36%				54%
English Language Learners	21%		40%	44%	31%	63%	67%	23%	42%				57%
Native American Students													
Asian Students	65%		69%		88%	81%							
Black/African American Students	34%		39%	41%	36%	55%	52%	32%	68%	88%			
Hispanic Students	51%		53%	44%	53%	66%	66%	41%	68%	78%			53%
Multiracial Students	56%		58%		50%	56%		43%	57%				
Pacific Islander Students													
White Students	62%		57%	55%	68%	65%	53%	63%	86%	89%			
Economically Disadvantaged Students	45%		51%	44%	48%	60%	55%	41%	67%	77%			54%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	6	42%	59%	-17%	54%	-12%
Ela	7	54%	56%	-2%	50%	4%
Ela	8	49%	53%	-4%	51%	-2%
Math	6	33%	67%	-34%	56%	-23%
Math	7	60%	69%	-9%	47%	13%
Math	8	17%	30%	-13%	54%	-37%
Science	8	41%	54%	-13%	45%	-4%
Civics		72%	72%	0%	67%	5%
Algebra		58%	53%	5%	50%	8%
Geometry		93%	55%	38%	52%	41%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

- ELA proficiency has shown significant improvement, increasing from 42 to 50.
 -
 - - New initiatives include:
 - - Enhanced collaboration between ELA and Reading departments, with a focus on shared benchmarks and professional learning teams (PLTs).
 - - Discussing student data with the aim of setting goals for improvement.
 - - District support for Framework lessons, including modeling, observations, and coaching.
 - - Collective accountability among departments for student learning.
 - - Ensuring strong Tier 1 Core Instruction featuring consistent, standards-based instruction at grade level.
 - - A more intentional focus on high-performing, interdependent teams using continuous improvement cycles.
 - - Providing interventions during the school day through ELEVATE Tier 2 Instruction, which includes small group instruction for students who are not making sufficient progress.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Lowest performance: Science - 42%

- - During class walkthroughs and observations, it was evident that there was a need for more literacy integration in science classes.
 - - Teachers required additional training to better support students in addressing academic gaps.
 - - There was a need to consistently apply academic vocabulary to the content.
 - - Furthermore, the lack of shared planning and collaboration focused on continuous improvement was evident.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Acceleration showed the greatest decline - 68 to 61

Acceleration showed the greatest decline from 68 to 61. Contributing factors include:

- Consistent instructional strategies were not present.
- Class walkthroughs and observations indicated a need for additional application of real-world situations, as well as increased productive struggle among students within skill-based lessons.
- Lack of a consistent teacher throughout the year
- Proficient math students from the previous year who took accelerated Math (Algebra or Geometry) regressed and were not proficient the following year.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

6th grade math showed the greatest gap - 42 (SSA) vs 56 (state)

- Please remember the following text:
- Contributing factors:
 - Classroom walkthroughs and observations revealed a need for increased application of real-world situations and greater productive struggle among students during skill-based lessons. This is essential for the development of student-centered classrooms rather than teacher-centered classrooms.
 - Furthermore, it is important to enhance teachers' ability to effectively identify students' learning needs and challenges, and subsequently adjust instruction to accommodate students across both standard and advanced course levels.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Two potential areas of concern noting from reflecting on EWS data are:

- Course failure in Math = 123 students 33 6th, 45 7th, 45 8th
- Absent 10 or more school days = 140 students = 33 6th, 40 7th, 47 8th

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

- Science achievement
- Acceleration

- 6th grade Math proficiency, learning gains, and lower quartile learning gains
- 7th-grade Math proficiency, learning gains, and lower quartile learning gains
- 7th grade ELA proficiency, learning gains, and lower quartile learning gains

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The primary focus of SSA is to support students with disabilities. It's crucial to prioritize our students with disabilities as general education students first, and to ensure that all teachers are committed to collaborating to provide tailored instruction and accommodations to address their individual needs. This area was selected due to the low overall performance data of our students with disabilities in English Language Arts, Math, and Science.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Previous year proficiency data for students with disabilities were as follows:

ELA - 17%

Math - 23%

Science - 16%

The goals for students with disabilities for this school year are as follows:

ELA - 47%

Math - 43%

Science - 46%

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

This area of focus will be monitored, at least quarterly, through the analysis of benchmark and progress monitoring assessments. Professional Learning Teams (PLTs) will review the benchmark

data, considering subgroups and individual students, as part of the continuous improvement process. Administrators will provide walkthrough feedback on the implementation of action steps, aiming to enhance the academic achievement of students with disabilities. Additionally, administrators will engage in data chats with teachers to discuss the implementation of action steps and strategies aimed at improving the academic outcomes for students with disabilities.

Person responsible for monitoring outcome

Byron Durias, Principal; Dr. Wendy Cora, Assistant Principal, Dr. Clifphene Reid, Assistant Principal; Nicole Craig, Assistant Principal; Kelly Metzler Instructional Caoch; Jade McGee, Instructional Coach; Naomi Gonzalez Longstaff, Academic Intervention

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

A. Support facilitators will assist general education teachers in inclusive lesson planning. B. Administrators will conduct classroom walkthroughs to ensure proper implementation of the support facilitation model for students with disabilities. C. Teachers will monitor subgroup performance data and provide targeted interventions to students with disabilities not making adequate progress.

Rationale:

These strategies were used due to the great impact that strategic lesson planning and teacher collaboration has on student achievement.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Support facilitators will assist general education teachers in the lesson planning process. Lesson plans will include differentiated instruction, scaffolding, and Universal Design for Learning.

Person Monitoring:

Byron Durias, Principal; Dr. Wendy Cora, Assistant Principal, Dr. Clifphene Reid, Assistant Principal; Nicole Craig, Assistant Principal; Kelly Metzler Instructional Caoch; Jade McGee, Instructional Coach

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administrators and Coaches will attend PLT meetings to ensure adequate content area lesson planning completed by support facilitators and general education ELA and Math teachers.

Action Step #2

Administrators will regularly observe classroom sessions to ensure that the support facilitation model is being implemented effectively by teachers when assisting students with disabilities. Following the observations, constructive feedback will be provided to the teachers as required.

Person Monitoring:

Byron Durias, Principal; Dr. Wendy Cora, Assistant Principal, Dr. Clifphene Reid, Assistant Principal; Nicole Craig, Assistant Principal; Kelly Metzler Instructional Caoch; Jade McGee, Instructional Coach

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administrators will share classroom observation data, as well as quarterly benchmark data, regarding the Students with Disabilities subgroup with the administration team to monitor progress. Teachers will disaggregate the data, teacher by teacher and student by student, to identify trends and instruction needs.

Action Step #3

Literacy Training

Person Monitoring:

ELA Leaders

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Literacy coaches, classroom teachers, and school administrators will receive a variety of professional learning and targeted support through district-facilitated trainings throughout the school year. Literacy coaches will meet monthly with district curriculum specialists to analyze reading data based on Tier 3 intervention programs, review instructional strategies, and prepare professional learning to present to classroom teachers on their campuses. School administrators will meet with district curriculum specialists quarterly to review data points and benchmark-aligned instructional strategies. In addition, schools will receive targeted support from district curriculum specialists to facilitate the use of differentiated instructional techniques based on individual student needs. SCPS K-12 Comprehensive Reading Plan

Area of Focus #2

Address the school’s highest priorities based on any/all relevant data sources.

Graduation/Acceleration specifically relating to Acceleration

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Acceleration will be an area of focus in an effort to increase SSA’s acceleration percentage of 61%. Classroom observation data in our Algebra and Geometry classes indicated a need for more tasks

related to real-world situations as well as an increase in productive struggle for students within skill-based lessons, to further develop student-centered classrooms.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Prior year data: 61%

Current goal: 70%

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The Math administrators will conduct weekly walkthroughs and observations to ensure that the action steps are being implemented. Fidelity of implementation of action steps will increase student achievement.

Person responsible for monitoring outcome

Dr. Wendy Cora (Math & ESE Administrator) & Nicole Hernandez-Craig (CTE Administrator)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

If students are struggling in their Algebra, Geometry and CTE classes, they will participate in classroom interventions such as differentiated station standards-based activities and teacher-led stations. Algebra and Geometry students will also be referred to Tier 2 intervention sessions to receive additional support in their areas of need. Through classroom walkthroughs, administrators will monitor that these interventions are being implemented with fidelity.

Rationale:

This strategy was chosen to provide specific support based on students' area of need. This differentiated standards-based support should make an impact on students' acquisition of knowledge.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Teachers will implement tasks involving real-world application as well as allow productive struggle as students engage in rigorous coursework in their Algebra and Geometry classes. Administrator will conduct walkthroughs and provide timely and actionable feedback to teachers.

Person Monitoring:

Dr. Wendy A. Cora (Math Administrator)

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The administrator will conduct data analysis of the quarterly benchmark assessments to monitor the impact of this action step.

Action Step #2

Math teachers will utilize the Star Renaissance platform to retrieve data to inform instruction and create differentiated groups based on students' areas of need.

Person Monitoring:

Dr. Wendy A. Cora & Ms. Jade McGee

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The math administrator and instructional coach will analyze the STAR assessment data quarterly and ensure that lesson plans and instruction aligned with the needs of individual students based on the data.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

-Through the use of evidence-based intervention supports, South Seminole Academy works to invest in fostering a culture that promotes engagement and attendance. However, some students struggle to attend school regularly. Unchecked absences can lead to lower achievement levels and gaps in knowledge that may prove challenging to overcome. It is critical for students and families to understand that absence due to arriving late, or missing full days, whether excused or unexcused can negatively affect learning. Efforts to curb tardiness, chronic absenteeism, and truancy can address

the needs of students and families, mitigating student failure. 22-23 and 23-24 school year attendance data show 28% and 22% of students, respectively, have 15 or more absences in a school year.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The data from the 23-24 school year indicates that the percentage of absences increased as students progressed to higher grades. Therefore, South Seminole Academy aims to limit the number of students with 15 or more absences to 10% of the total student population for the 24-25 school year. Additionally, the focus will be on reducing the total number of absences for each grade level compared to the previous year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Attendance Data will be monitored with daily attendance tracking for accuracy by individual classroom teachers. The MTSS team will meet weekly to discuss students by grade level, making recommendations based on individual student need and tier levels. Because of the individualized and consistent monitoring, students' achievement will show increasing growth as students continue to come to school with supports in place.

Person responsible for monitoring outcome

Byron Durias, Principal; Dr. Wendy Cora, Assistant Principal, Dr. Clifphene Reid, Assistant Principal; Nicole Craig, Assistant Principal; Kelly Metzler Instructional Coach; Jade McGee, Instructional Coach; Ashley Banks, Behavior Intervention

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

The school-based MTSS team will review student data as it pertains to student attendance, creating individualized action plans for each student and following up within a three week period.

Rationale:

This monitoring will allow a variety of individuals to review students as well as help to see the “whole” student when creating individualized action plans.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Review of daily attendance records and follow up with teachers.

Person Monitoring:

Clifphene Reid, Nicole Hernandez Craig, and Wendy Cora will be responsible for follow-up with teachers on recording accurate student attendance.

By When/Frequency:

Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

South Seminole Academy will be able to monitor impact by having accurate records when addressing student attendance during MTSS meetings.

Action Step #2

Leadership team will meet to discuss and create a plan of action to ensure students who are struggling with attendance are receiving supports and making progress per the MTSS plan created by the team.

Person Monitoring:

Ashley Banks will be responsible for leading MTSS meetings and assigning students to Leadership team members for intervention support.

By When/Frequency:

Student follow-up will be scheduled during the weekly MTSS meeting to be followed up no later than 3 weeks later at the next grade level MTSS meeting.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The MTSS team will monitor student progress every 3rd week, discussing if the student needs adjustment of their MTSS plan, continuation of their MTSS plan, or to discontinue their MTSS plan. Whole school data will be reviewed and discussed by the Leadership team once a quarter.

Area of Focus #2

Other

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The following evidence-based interventions are available at South Seminole Academy to help support students based upon the area of need of the individual student: Content Area Reading (demonstrates a rationale), iReady (moderate evidence), and Lexia (strong evidence).

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

All Levels - ELA - A variety of interventions are available to the schools to allow them to meet the needs of individual students. This allows all the areas of reading to be addressed from foundations to comprehension across the K-12 continuum. A variety of interventions are available at the school.

All of the listed interventions have been included in the K-12 Comprehensive Evidence- Based Reading Plan.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

ELA - In the area of literacy, performance data from benchmark assessments given at South Seminole Academy are used to progress monitor whether core instruction is meeting the needs of students. A benchmark of 80% of students being at or above the 26th percentile is used to monitor whether further supports are needed. This data along with the data from district leadership walkthroughs in ELA classrooms are used by assistant superintendents to help school leaders problem solve after the administration of these assessments. Teachers and Leadership use this data to identify benchmarks for intervention and using research-based instructional protocols to deliver those interventions between assessments.

Person responsible for monitoring outcome

Mrs. Nicole Hernandez-Craig (Assistant Principal over ELA)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Teachers and Leadership will use benchmark data and walkthrough data to identify benchmarks for intervention as well as research-based instructional protocols for use between assessment periods.

Rationale:

The use of research-based instructional protocols that focus on known benchmarks that students have struggled with will allow teachers and leadership to pinpoint intervention as well as help close achievement gaps.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Data Analysis and Plan of Action

Person Monitoring:

Byron Durias, Principal; Dr. Wendy Cora, Assistant Principal, Dr. Clifphene Reid, Assistant Principal; Nicole Hernandez Craig, Assistant Principal; Kelly Metzler, Instructional Coach; Jade McGee, Instructional Coach

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The Leadership Team will review and compare new data to previous data to identify trends, growth, and areas of need. From that analysis, a plan of action will be determined in an effort to make sure South Seminole Academy is maximizing impact.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

The School Improvement Plan (SIP), involvement of Title I, school budget, and School Wellness Policy (SWP) will be shared with stakeholders through various channels, including the school webpage at <https://www.ssa.scps.k12.fl.us/>, social media platforms, School Messenger, the Principal's newsletter, SAC & PTSA Meetings, and regular on-campus events. To ensure open communication and transparency, regular updates on the progress of the SIP, school budget, and SWP, along with any revisions, will be provided using the aforementioned platforms. As much as possible, translated documents will be distributed in a language that parents can understand. Additionally, Title I engagement will focus on supporting parents in understanding the connection between low-income backgrounds and academic achievement.

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

Teachers and administrators use multiple strategies to communicate with families and build positive school culture and environment, including but not limited to:

- contacting families prior to the start of the school year to welcome students
- inviting parents to Schedule Pick Up, Open House, Curriculum Night, and special events to meet teachers and school staff and to learn about the curriculum and how to support their child at home.

- monthly Principal newsletter to parents including school activities and parenting tips related to school achievement such as homework tips, organizational skills, study skills, and to report on the happenings on campus.
- use multiple genres of social networking with families on a regular basis (e.g. School Messenger, Skyward, Twitter, Facebook, Instagram, eCampus) to encourage open communication.

The complete PFEP can be found on the school's website: <https://www.ssa.scps.k12.fl.us/>

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)(ii))

South Seminole Academy is taking comprehensive measures to enhance the academic program within the school. One of the key initiatives involves increasing the quantity and improving the quality of learning time while implementing an enriched and accelerated curriculum. This ambitious goal will be achieved through the development of a common plan period for all core content areas. During this dedicated planning period, each content area will have the opportunity to collaborate with their Professional Learning Team (PLT) and administrator to ensure alignment with the SCPS Frameworks at the requisite levels of rigor and engagement.

In addition to this, South Seminole Academy has introduced an intervention period linked to Math (Period 5) and ELA (Period 6). It is during these periods that students who require additional support in these vital subject areas are identified and assigned specific math or ELA teachers to provide necessary remediation. Going one step further, other students will have the chance to experience enrichment and acceleration during these periods alongside their classmates and their respective 5th or 6th period teacher.

Furthermore, South Seminole Academy is committed to providing all students with a robust Tier I grade-level, standards-based instruction to ensure that every student receives the necessary support and educational resources.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

Throughout the course of the school year, formally on a quarterly basis, Federal Projects and

Resource Development department leadership meet with leadership from the Department of Teaching and Learning (Title II, Part A), Families in Need (Title IX, Part A), Student Support Services (IDEA), Alternative Program (Title I, Part D), and Early Learning (Pre-K/VPK). At these quarterly cross-department collaborative meetings, status updates of the Title I, Part A funded activities and initiatives are discussed. Such topics could include discussions between Federal Projects and Resource Development staff and Department of Teaching and Learning (DTL) staff discussing the implementation of a primary grades phonics program at Title I elementary schools. Resulting from these conversations, DTL leadership may suggest more purchased materials for the phonics program, and/or more on-site training days. These decisions would have an impact to the Title I budget for the next school year, which would then lead to further conversations with DTL leadership about adjusting needs and priorities for the other Title I, Part A funded activities.

Federal Projects and Resource Development department leadership also meet with leadership from the Department of Teaching and Learning (Title II, Part A), Families in Need (Title IX, Part A), Student Support Services (IDEA), Alternative Program (Title I, Part D), and Early Learning (Pre-K/VPK) to develop the Title I, Part A plan. The various areas of focus which are supported with Title I, Part A funds are discussed with the respective leadership from those departments/programs, to ensure that the activities being proposed have the highest likelihood of success.

During the planning phase of Title I school-wide plans, which typically begins late February or early March for the upcoming school year, leadership from the Federal Projects and Resource development department coordinate Title I collaborative planning sessions. Invited to these planning sessions are Title I school principals and designees from their leadership teams. Title I school team planning sessions are grouped so that all of the schools supported by a specific Assistant Superintendent meet together. Having the Assistant Superintendent participate in the collaborative planning session proves helpful, in that they are available to remind the principals of other programs or funding sources available. For instance, the Assistant Superintendent, Student Support Services would be able to remind a principal that IDEA funds are already in place to support an initiative that the principal wanted to include in their upcoming Title I, Part A plan.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

Digital literacy standards are essential for students to succeed in environments requiring computer and internet use. At South Seminole Academy, students are enrolled in two years of CTE courses (LEAP) with the option to enroll for a third year. Courses allow students to explore career and college pathways, learn how to navigate the digital world safely, and learn how to Code, along with game-based learning, and web development. LEAP classes enable students to earn at least one digital tool certificate and participate in STEM activity labs in a collaborative environment. Students are taught to lead groups as they work to solve real world problems. South Seminole also has a Future Business Leaders of America (FBLA) chapter, which is the largest career student business organization in the world. The chapter's goal is to develop competent business leaders through business competitions, conferences, and occupational goal-setting.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

Digital literacy standards are essential for students to succeed in environments requiring computer and internet use. The Orientation to Career and Technical Occupations course helps students plan for their future by developing an ePortfolio. This ePortfolio is used by teachers, counselors, and administrators to assist students in making decisions about their educational pathway. Students in this course also have the opportunity to earn a Living Online digital tool. The iConnect course focuses on designing and creating digital slide presentations, including formatting basics, slide transitions, animation, timing, titling, and integrating images, graphics, audio/video, and other compatible files. This course provides the information needed to earn the Computing Fundamentals and Key Applications digital tools. Additionally, students can apply their skills to create personal branding materials and interest-related marketing tools, demonstrating their innovative and digitally literate citizenship. The iChallenge course combines online learning, teacher instruction, and project-based

learning to allow students to delve deeper into computer science through coding, game-based learning, and web development. All iSeries classes enable students to earn a digital tool certificate or industry certification. 6th grade ELA Pre-IB students can take the digital literacy certification exam, which familiarizes them with technology related to the internet, computers, and digital citizenship. The 7th and 8th-grade Pre-IB ELA students can earn the multimedia digital tool. In addition, students can obtain Adobe Photoshop skills by taking the TV Production course. South Seminole also has a Future Business Leaders of America (FBLA) chapter, which is the largest career student business organization in the world. The chapter's goal is to develop competent business leaders through business competitions, conferences, and occupational goal-setting.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

At South Seminole Academy, we have a tiered model for addressing behavior issues. This model allows for redirection of problem behavior and Restorative Practice opportunities to help students correct their response to issues. The steps to intervention include:

1. Students are assisted with redirection and affective statements.
2. Parent contact is made, the expectation is retaught, and intervention is applied.
3. Parent contact is made again, the expectation is retaught a second time, and another intervention is applied, which may include a restorative practice circle.
4. Parent contact is made by describing the behavior, and the student is referred to the school administration. Upon receipt by the administration, interventions range from referral to the School Counselor, referral to MTSS, and/or consequences assigned. In the event of a major infraction, these students are immediately referred to administration.

For ESE students protected under IDEA, we follow a similar tiered model with some additions. Student IEPs and BIPs (where applicable) are shared with teachers to ensure appropriate accommodations are followed. If a second day of suspension occurs, the student is referred for a Student Study for a more thorough analysis of their IEP. In the event of a major infraction, these students are immediately referred to administration. As needed, preparation is made for a Manifestation Determination Review.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

Teachers, paraprofessionals, and other school personnel are provided with professional learning opportunities to enhance their instructional techniques and utilize data from academic assessments. We also aim to attract and keep effective teachers, especially in high-need subjects. These opportunities include:

1. Common planning time for focused Professional Learning Teams (PLTs) twice a week
2. School-Wide Professional Development
3. Teacher-Led Professional Development

Additionally, new teachers are paired with a mentor teacher and encouraged to attend NEST meetings to ensure they receive support and information necessary to enhance their comfort level and aid in their retention.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

South Seminole Academy has been identified as a school in need of Additional Targeted Support and Improvement (ATSI) within Seminole County Public Schools. As an ATSI school, we receive additional support in ELA, Math, and Science instruction. The Instructional Support Team provides weekly support for Students With Disabilities in both behavior and instruction. Additionally, in our second year, we will closely collaborate with the Behavior Coaching Academy team to provide bi-weekly coaching support to improve conditions for learning in connection to the instructional frameworks. Moreover, we will work with our School Psychologist to offer professional development aimed at creating supportive and inclusive classroom environments for students with disabilities. This support includes tailored strategies and resources to ensure that all students have the opportunity to thrive in a positive and nurturing educational environment.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

We will provide personalized support for each student, based on data, to ensure success in a positive and nurturing educational environment. Regular progress reviews will be conducted to assess effectiveness and make adjustments.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00