WINTER SPRINGS HIGH SCHOOL

2024-25 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

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)

A school can be identified as CSI in any of the following four ways:

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

Our community's mission is to create productive global citizens who cultivate intercultural understanding, respect for humankind, and a commitment to lifelong learning.

Provide the school's vision statement

Bears Building Integrity through Empathy, Honesty, and Perseverance.

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
Gaffney, Peter

Position Title
Principal

Job Duties and Responsibilities

Oversees all aspects of the school.

Leadership Team Member #2

Employee's Name
Bevan, Kenneth

Position Title
Assistant Principal

Job Duties and Responsibilities

Social Studies, Fine Arts/Visual Arts, World Languages, Coordinator of Students Activities, AP Coordinator, Truck/Treat Community Event, Latinos in Action, Cluster Liaison, Bear Bash 2024, 8th Grade Field Trip (ITMS, S.Seminole, Milwee), HunnyBears Dance Team

Leadership Team Member #3

Employee's Name
Carpenter, KeJuana

Position Title
Assistant Principal

Job Duties and Responsibilities

Math, ESE, Young Men and Women Of Excellence, Gospel Choir, Study Skills, Principal Designee, Discipline, School Improvement Plan, Advanced Opportunities, PBiS, MTSS, Title IX Coordinator

Leadership Team Member #4

Employee's Name
Herro, Mariette

Position Title
Assistant Principal

Job Duties and Responsibilities

CTE, PE, Student Services, JROTC, Testing Coordinator Supervision, Master Scheduler, College and Career Acceleration, S.A.C, Operation Graduation

Leadership Team Member #5

Employee's Name
Sutton, Arika

Position Title
Assistant Principal

Job Duties and Responsibilities

 ELA, Reading, ESOL, Science, IB Administrator, Professional Development, Graduation

Leadership Team Member #6

Employee's Name
Hesselbart, Mathew

Position Title
Administrative Support

Job Duties and Responsibilities

Director of Facilities, Supervision Assignments, School Safety Guards, School Safety / Fire Drills / Code Red, Rental Contracts, Alumni Coordinator

Leadership Team Member #7

Employee's Name
Collins, Angel

Position Title
Administrative Support

Job Duties and Responsibilities

9th and 12th Grade Discipline, MTSS Behavior / Tardy Support, Student Activities, Athletics Academic Support Liaison, Honor Roll, Juvenile Justice Notification, Senior Class Support, Graduation Support, Awards Night

Leadership Team Member #8

Employee's Name
Clark, Octavius

Position Title
Dean

Job Duties and Responsibilities

10th and 11th Grade Discipline, Transportation, Expulsion Packets, Liaison to Journeys, Detention / InSchool Suspension, Lockers, Bullying Contact, Student Code of Conduct

Leadership Team Member #9

Employee's Name
Gomrad, Scott

Position Title
Other

Job Duties and Responsibilities

Athletics budget and fundraising, coach coordination, Wellness Coordinator

Leadership Team Member #10

Employee's Name
Dunaye, Jennifer

Position Title

Literacy Instructional Coach

Job Duties and Responsibilities

Promote literacy achievement across all grade levels

Leadership Team Member #11

Employee's Name
Brosch, Kathy

Position Title
Other

Job Duties and Responsibilities

Curriculum Technology Resource and Support

Leadership Team Member #12

Employee's Name
Brevoort, Sarah

Position Title
Other

Job Duties and Responsibilities

Coordination of state and local assessments.

Leadership Team Member #13

Employee's Name
McBryde, Marsha

Position Title
School Counselor

Job Duties and Responsibilities

Coordination of counselors and the Student Services Department.

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.

WSHS, through the 5 Essentials Survey, gains input from the community on how to improve the school continually. The plan will be shared with stakeholders through the school website, the Bear Necessities newsletter (mailing), and the School Advisory Council as well as the P.T.S.A.

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))*

• The literacy teams and administrators will meet regularly (monthly and after Progress Monitoring Assessments) to review data from Progress Monitoring assessments.
• The team will review relevant student achievement and recommend instructional strategies to address specific skill deficits.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**SENIOR HIGH** **9-12**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**NO**
2023-24 MINORITY RATE	**53.0%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**51.1%**
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 *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: A** **2022-23: B*** **2021-22: B** **2020-21:** **2019-20:**

E. Early Warning Systems

1. Grades K-8

> 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.

2. Grades 9-12 (optional)

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
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					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
	9	10	11	12	
Students with two or more indicators					0

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

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 CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	60	62	55	56	55	50	52	57	51
ELA Grade 3 Achievement **									
ELA Learning Gains	66	63	57	63	69	64	49		
ELA Learning Gains Lowest 25%	64	61	55	41					
Math Achievement *	42	44	45	38	39	38	50	40	38
Math Learning Gains	56	50	47	58			58		
Math Learning Gains Lowest 25%	66	54	49				56		
Science Achievement *	69	72	68	63	69	64	62	48	40
Social Studies Achievement *	75	74	71	65	70	66	68	51	48
Graduation Rate	93	92	90	96	94	89	97	70	61
Middle School Acceleration							48	48	44
College and Career Readiness	56	61	67	58	60	65	61	71	67
ELP Progress	61	64	49	43	59	45	69		69

*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 (FPPI) 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	64%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	708
Total Components for the FPPI	11
Percent Tested	99%
Graduation Rate	93%

ESSA OVERALL FPPI HISTORY						
2023-24	**2022-23**	**2021-22**	**2020-21**	**2019-20***	**2018-19**	**2017-18**
64%	61%	60%	58%		58%	55%

* 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	40%	Yes	5	
English Language Learners	48%	No		
Asian Students	81%	No		
Black/African American Students	57%	No		
Hispanic Students	57%	No		
Multiracial Students	61%	No		
White Students	71%	No		
Economically Disadvantaged Students	57%	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	37%	Yes	4	
English Language Learners	43%	No		
Asian Students	85%	No		
Black/African American Students	48%	No		
Hispanic Students	53%	No		
Multiracial Students	64%	No		
White Students	70%	No		
Economically Disadvantaged Students	50%	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	34%	Yes	3	
English Language Learners	42%	No		
Native American Students				
Asian Students	81%	No		
Black/African American Students	50%	No		
Hispanic Students	54%	No		
Multiracial Students	60%	No		
Pacific Islander Students				
White Students	65%	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	60%		66%	64%	42%	56%	66%	69%	75%		93%	56%	61%
Students With Disabilities	22%		58%	61%	16%	37%	53%	37%	28%		87%	16%	27%
English Language Learners	27%		46%	46%	23%	49%	68%	32%	63%		81%	36%	61%
Asian Students	79%		77%		56%	71%	85%	85%	96%		100%	84%	
Black/African American Students	49%		65%	75%	28%	48%	67%	57%	53%		97%	26%	
Hispanic Students	50%		60%	53%	29%	49%	63%	56%	69%		88%	46%	60%
Multiracial Students	55%		61%	55%	38%	63%	79%	79%	71%		94%	33%	
White Students	67%		68%	72%	55%	63%	67%	77%	81%		95%	65%	
Economically Disadvantaged Students	46%		59%	61%	33%	52%	64%	54%	65%		90%	41%	64%

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	56%				38%			63%	65%		96%	58%	43%
Students With Disabilities	21%				17%			33%	26%		94%	28%	
English Language Learners	32%				21%			30%	27%		80%	56%	52%
Asian Students	75%				70%			89%	90%		100%	88%	
Black/African American Students	39%				28%			47%	51%		90%	32%	
Hispanic Students	46%				29%			53%	46%		94%	51%	54%
Multiracial Students	56%				51%			61%	76%		95%	44%	
White Students	64%				45%			73%	75%		97%	66%	
Economically Disadvantaged Students	43%				28%			50%	48%		94%	41%	49%

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	52%		49%	41%	50%	58%	56%	62%	68%		97%	61%	69%
English Language Learners	25%		41%	39%	18%	30%		42%	15%		97%	45%	69%
Students With Disabilities	13%		29%	29%	25%	46%	45%	21%	32%		81%	14%	
Native American Students													
Asian Students	84%		67%		73%	58%		86%	84%		100%	92%	
Black/African American Students	36%		46%	52%	39%	56%	53%	50%	43%		91%	30%	
Hispanic Students	39%		44%	39%	41%	49%	50%	55%	59%		97%	53%	73%
Multiracial Students	65%		50%		59%	56%		71%	58%				
Pacific Islander Students													
White Students	59%		50%	37%	57%	66%	66%	66%	82%		98%	68%	
Economically Disadvantaged Students	38%		44%	41%	39%	53%	55%	50%	56%		95%	49%	70%

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	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
2023-24 SPRING						
Ela	10	63%	60%	3%	53%	10%
Ela	9	53%	61%	-8%	53%	0%
Biology		67%	70%	-3%	67%	0%
Algebra		17%	53%	-36%	50%	-33%
Geometry		53%	55%	-2%	52%	1%
History		72%	72%	0%	67%	5%
2023-24 WINTER						
Biology		25%	32%	-7%	36%	-11%
Algebra		10%	19%	-9%	16%	-6%
History		30%	34%	-4%	42%	-12%
Geometry		*data suppressed due to fewer than 10 students or all tested students scoring the same.				
2023-24 FALL						
Algebra		18%	19%	-1%	17%	1%
Geometry		9%	33%	-24%	16%	-7%
History		19%	33%	-14%	29%	-10%
Biology		*data suppressed due to fewer than 10 students or all tested students scoring the same.				

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?

During the 2023-24 school year, without a doubt our learning gains (63% avg), our US History scores (75%), as well as our geometry scores (53% 13pt gain) were a highlight for WSHS! A focus on quality planning in our PLC's and our teacher's attention to the data and a sense of urgency helped in my opinion. Also, by urging students and giving them an incentive plan also helped huge!

Lowest Performance

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

Algebra I went down from 2022-23. Our overall proficiency went from 25% to 18%.
Contributions were: Teacher consistency. We had a teacher go out on medical leave in the middle of the school year!

Greatest Decline

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

Algebra I went down from 2022-23. Our overall proficiency went from 25% to 18%.
Contributions were: Teacher consistency. We had a teacher go out on medical leave in the middle of the school 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.

Without a doubt the area with the most concern for school grade purposes is our College and Career Acceleration rate. We are behind the state average and need to make some adjustments to thew way we ensure that ALL students get CCA status.
Contributions: Lack of scheduling students in classes to achieve the status is an issue. We will make the adjustments and make it a priority.

EWS Areas of Concern

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

N/A

Highest Priorities

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

SWD Learning Gains in Mathematics

SWD Learning Gains in ELA

Math Proficiency

College and Career Acceleration

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.

Increase academic achievement of students with disabilities.

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.

WSHS will increase ELA Learning Gains from 59% to 64% and Math LGs from 38% to 43% for our Students with Disabilities.

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 through classroom walk throughs, review of progress monitoring data and through data chats with professional learning communities.

Person responsible for monitoring outcome

Peter Gaffney; KeJuana Carpenter; Arika Sutton; Jennifer Dunaye

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:

The following evidence-based interventions are available to high schools to help them support students based upon the area of need of the individual student: CAR-PD, Achieve 3000, Corrective Reading, and Reading Mastery. Math - The following evidence-based interventions are available to middle schools to help them support students based upon the area of need of the individual student: DreamBox, Transition to Algebra, Seminole Numeracy Project.

Rationale:

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. All of the listed interventions have been approved by Just Read, Florida through the vetting process for the K-12 Comprehensive Evidence- Based Reading Plan. Math- All the listed interventions have research-based evidence for efficacy. Standards based lessons differentiated to meet the needs of these specific student groups and data driven deliberate action planning will improve achievement and learning gains for our students. This strategy is aligned to having high expectations for all learners and teachers.

Tier of Evidence-based Intervention:
Tier 1 – Strong 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 meet with students.

Person Monitoring:	**By When/Frequency:**
Peter Gaffney (peter_gaffney@scps.k12.fl.us); KeJuana Carpenter	Ongoing(throughout the school year)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Support Facilitators will meet quarterly with students on their caseload to discuss IEP goals. 2. Support Facilitators supporting Math and ELA courses will meet with students and discuss data after C9As and PM assessments. 3. Support Facilitators will track Math and ELA and data quarterly and discuss with students.

Action Step #2
2. Support Facilitators will attend academic PLC.

Person Monitoring:	**By When/Frequency:**
Peter Gaffney; KeJuana Carpenter	Ongoing(throughout the school year)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Support Facilitators will continue to plan with the content area they support (ELA, Algebra I, or Geometry). 2. Support Facilitators will participate in PLCs and discuss students' (individual and subgroups) performance on assessments.

Area of Focus #2

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

Instructional Practice specifically relating to Math

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.

Increase the overall percentage of proficiency in Mathematics.

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.

Students will increase the percentage of proficiency from 41% to 45%.

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 through classroom walk-throughs, review of progress monitoring data, and data chats with professional learning communities.

Person responsible for monitoring outcome

Peter Gaffney; KeJuana Carpenter

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:

Seminole County Public Schools will be ranked at the top in Florida* in English/Language Arts, Mathematics, and Science based on the current Florida Department of Education A+ Accountability Program data, and state-required assessments. *Comparison made to the Central Florida districts, the 14 largest districts statewide and the 67 comprehensive school districts, as well as demographically similar school districts.

Rationale:

System Initiative B: High Standards and Student Achievement Performance Objective: 1 KPI: 2

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Continuous PLC Collaboration

Person Monitoring: **By When/Frequency:**
Peter Gaffney; KeJuana Carpenter   Ongoing(throughout the school year)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Streamline PLCs with a focus on Backward Planning. 2. Continue deep diving into data and standards. 3. Identify students of focus. 4. Plan and analyze data with SF teacher.

Area of Focus #3

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

Instructional Practice specifically relating to ELA

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.

Close the Achievement Gap between 9 and 10 ELA proficiency.

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.

Increase proficiency in ELA 9 from 53% to 57%. Increase proficiency in ELA 10 from 63% to 65%.

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 by Progress Monitoring, Common Assessments, and Achieve 3000.

Person responsible for monitoring outcome
Peter Gaffney; Arika Sutton; Jennifer Dunaye

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:
Seminole County Public Schools will monitor student performance on nationally normed, state-developed, and locally created assessments to provide students, parents, and community members with nationally comparative information and teachers with data to inform instruction.

Rationale:
System Initiative B High Standards and Student Achievement Performance Objective #2, KPI #7

Tier of Evidence-based Intervention:
Tier 1 – Strong 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
Continuous PLC Collaboration

Person Monitoring:	**By When/Frequency:**
Peter Gaffney; Arika Sutton; Jennifer Dunaye	Ongoing(throughout the year)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Collaborative PLC to include 9th and 10th Grade ELA and Reading teachers using student data to drive instructional needs 2. Use of Station rotations within Reading classes including a teacher-led station to address deficits utilizing a small group setting 3. Unitization of the Literacy Instructional Coach to provide data chats with teachers and research of research-based best practices

Area of Focus #4

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

Instructional Practice specifically relating to Career and Technical Education

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.

Increase enrollment in Teaching Academy POE program and retain students in all CTE programs to complete 2-4 years.

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.

Students will complete 2-4 years in CTE/POE (i.e. Teaching Academy- increase enrollment in Level 1 from 15 students to 40-50 students in Level 1 by 25-26.

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 programs will be monitored throughout the year and the AP will provide support and resources to teachers.

We will increase marketing for these programs.

Counselors and AP will track data and monitor student enrollment in programs during registration period.

Person responsible for monitoring outcome
Dr. Mariette Herro

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:
Annually increase programs and opportunities that allow students to identify their educational pathway and develop the skills identified in the ePathways Skills for Future Ready Graduates model.

Rationale:
System Initiative C Innovation for College, Careers, and Citizenship, KPI #1 and #2

Tier of Evidence-based Intervention:
Tier 1 – Strong 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
PLCs and Department Meetings

Person Monitoring:	**By When/Frequency:**
Mariette Herro	Throughout the year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
We will meet regularly in PLCs and as a department to discuss our plans for certification testing. We will organize and implement a testing schedule.

Action Step #2
Work with SSC and ePathways Coordinator (Vicky L.)

Person Monitoring:	**By When/Frequency:**
Mariette Herro	Throughout the year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Explore what DE options we can offer for our POEs and begin communication with SSC and

counselors to have a plan in place for the 25-26 school year.

Action Step #3
Marketing

Person Monitoring:	**By When/Frequency:**
Mariette Herro	Throughout the year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Market our programs at our school and at the middle schools. Track the POE enrolments and ensure counselors are monitoring student registration for course progression in programs.

Area of Focus #5

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.

Ensure that 100% of the Class of 2025 graduates earn at least one of the College and Career Acceleration metrics with an increased focus on our Free & Reduced Lunch students and Students with Disabilities.

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.

WSHS had a 56% mark for CCA on the 2024 Schoo Grade metric. Our goal is for this to be 100% in the 2025 school 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.

1. Share a spreadsheet with the counselors so when they conference with students at their credit checks that they discuss what is needed for the students to be considered college and career ready.
2. In December, run another list of those seniors who still are not considered college and career ready to schedule them in a course their final semester.

Person responsible for monitoring outcome
Principal- Pete Gaffney Student Services AP- Dr. Mariette Herro Counselors

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:
Annually increase programs and opportunities that allow students to identify their educational pathway and develop the skills identified in the ePathways Skills for Future Ready Graduates model.

Rationale:
System Initiative C: Innovation for College, Careers and Citizenship KPI: 1

Tier of Evidence-based Intervention:
Tier 1 – Strong 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
Junior/Senior Credit Checks

Person Monitoring:	**By When/Frequency:**
Mariette Herro	Fall/Spring

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Counselors will ensure at registration and during Junior credit checks that they are scheduling students in courses that will meet the acceleration goal.

Action Step #2
Registration- For each grade level, starting with 9th graders.

Person Monitoring:	**By When/Frequency:**
Mariette Herro	Throughout the year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Every student will have one or more courses on their schedule each year that gives students an opportunity to meet the acceleration goal.

Area of Focus #6

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

Graduation/Acceleration specifically relating to Graduation

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.

Ensure that all Class of 2025 students earn their Graduation Assessment Requirement by May of

2025. (Class of 2024 graduates that needed a concordant score was 2.6%).

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.

As of August 2024,

44 students need both ELA and Math

47 students need ELA only

29 students need Math only

Our goal is for 100% of 2025 cohort students to meet their testing requirement.

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.

We will meet as an admin team regularly to report on these students' progress. We will use a white board in our conference room to track their names and progress.

Each admin will be paired with a counselor and other support staff and will be assigned a small # of students who they will mentor and monitor.

Person responsible for monitoring outcome

Pete Gaffney, Mariette Herro, Angel Collins

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:

SAT/PSAT/ACT prep. Tutorials- subject specific

Rationale:

System Initiative A: Graduation KPI: 1

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Provide ALL testing Opportunities

Person Monitoring:
Mariette Herro/Nicole Grey

By When/Frequency:
Throughout the year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Ensure students are invited and attend all testing opportunities offered to meet their testing requirement.

Action Step #2
Track Data

Person Monitoring:
Mariette Herro/Nicole Grey

By When/Frequency:
Throughout the year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Track testing results. Communicate results with all stakeholders. Provide data specific support to students to improve in areas of need.

Action Step #3
Conference with Students

Person Monitoring:
Mariette Herro and other admin

By When/Frequency:
Throughout the year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Conference individually with assigned students to provide support, encouragement and positive reinforcement.

Area of Focus #7

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

Instructional Practice specifically relating to Social Studies

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.

Increase student proficiency on the U.S. History EOC.

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.

Increase student proficiency from 74% to 79%.

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.

Student growth will be monitored by reviewing the following assessments: unit tests, progress monitoring exams, and benchmark exams.

Person responsible for monitoring outcome
Peter Gaffney; Kenneth Bevan

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:
Seminole County Public Schools will be ranked at the top in Florida* in English/Language Arts, Mathematics, and Science based on the current Florida Department of Education A+ Accountability Program data, and state-required assessments. *Comparison made to the Central Florida districts, the 14 largest districts statewide, and the 67 comprehensive school districts, as well as demographically similar school districts.

Rationale:
System Initiative B: High Standards and Student Achievement KPI: 1a

Tier of Evidence-based Intervention:
Tier 1 – Strong 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
PLC Collaboration

Person Monitoring:	**By When/Frequency:**
Peter Gaffney; Kenneth Bevan	Ongoing(throughout the year)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Study deficiency trends in Q1 exams from the 23-24 school year. 2. Social Studies and ELA departments will collaborate to create a weekly reading assignment utilizing historical articles centered on US History standards. 3. Collaborate with Reading teachers to analyze student data and plan for differentiated activities.

Area of Focus #8

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

Instructional Practice specifically relating to Science

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.

Increase academic achievement amongst all learners.

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.

Increase Biology proficiency from 68% to 73%.

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.

Student growth will be monitored by reviewing the following assessments: unit tests, midpoint, and post-tests.

Person responsible for monitoring outcome

Peter Gaffney; Arika Sutton

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:

Seminole County Public Schools will monitor student performance on nationally normed, state-developed, and locally created assessments to provide students, parents, and community members with nationally comparative information and teachers with data to inform instruction.

Rationale:

System Initiative B: High Standards and Student Achievement Performance Objective: 2 KPI: 7

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

PLC Collaboration focusing on benchmark standards.

Person Monitoring:
Peter Gaffney; Arika Sutton

By When/Frequency:
Ongoing(throughout the year)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Continous PDs facilitated by the SCPS Science 9-12 Specialist Team. 2. Differentiated Instruction based on student needs.

IV. Positive Culture and Environment

Area of Focus #1

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.

Students succeed when conditions for learning are optimized. A focus on campus safety, development of a culture where student voice and belonging are valued and sharing collective responsibility for the success of all students in the school increase student achievement.

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.

Increase the percentage of students who identify a trusted adult on campus from 73% to 80% by specifically focusing on the 10% of students who indicated they "definitely do not" have a trusted adult on campus.

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 by 5E Survey results, attendance, and Discipline Data.

Person responsible for monitoring outcome

Peter Gaffney (peter_gaffney@scps.k12.fl.us)

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:

A positive school culture and climate will assist students in optimizing their learning. Seminole County Public Schools will monitor the aggregate score on the 5Essentials Survey for Supportive Environments in schools.

Rationale:
Increase by two (2) percent, the aggregate score of all schools on the student-teacher relationships and academic personalism as measured by the 5 Essentials Survey.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action Step #1
Increase the relationship between students and a trusted adult.

Person Monitoring:	**By When/Frequency:**
Peter Gaffney, Principal; School Counselors including Mental Health Counselors	Ongoing(throughout the school year)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Improve trusted adult/student relationships through a Bear Connections Mentoring Program 2. Communication with Teachers, faculty/staff regarding Discipline data and survey results 3. Continue encouraging students to participate in the Ali's Hope program on campus.

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.

Winter Springs High School had 46 teachers respond and 11 staff respond to the survey. Although our results are favorable, WSHS would like to increase our teacher and staff participation.

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.

WSHS would like to increase faculty and staff survey participation by at least 5%.

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 by the increase in positive culture and the campus environment.

Person responsible for monitoring outcome
Peter Gaffney

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:
Seminole County Public Schools will build and maintain a more diverse and healthier workforce representative of our student population and retain a highly developed and skilled teaching force that is present and engaged with students, increasing our recruitment of minority instructional personnel, developing instructional and administrative leadership capacity, and creating a districtwide culture of health and wellness.

Rationale:
1a. Annually, improve by 10% the 1-year teacher retention rate when comparing the percentage of teachers who were hired in a school year who are still active at the completion of the successive school year. 1b. Annually improve by 10% the successive 5-year teacher retention rate.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action Step #1
WSHS would like to increase our teacher and staff participation.

Person Monitoring:	**By When/Frequency:**
Peter Gaffney	Ongoing(throughout the year)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Share with Teachers and Staff at the beginning of the year presentation how important it is to respond to surveys to give us accurate and fair data to make decisions for our school to improve in areas of need.

Area of Focus #3

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.

Decrease the percent of students with 10+ absences.

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.

Increase student absences by at least 4%(243 students during S1 2023 to 175 students in S1 2024) each semester.

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 by attendance data from EdInsight and the Minga campus monitoring platform.

Person responsible for monitoring outcome
Peter Gaffney; Kayla Slone

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:
A positive school culture and climate will assist students in optimizing their learning. Seminole County Public Schools will monitor the aggregate score on the 5Essentials Survey for Supportive Environments in schools.

Rationale:
Decrease the number of students meeting the truancy threshold of ten (10) unexcused absences in a 90-day period by 20% annually as compared to the previous year.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action Step #1
Increase student attendance.

Person Monitoring:	**By When/Frequency:**
Peter Gaffney; Kayla Slone	Ongoing(throughout the year)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Meet weekly with the School Social Worker. 2. Create a flowchart to inform parents and students of what is crucial about attendance and what is necessary for parents to know. 3. Inform the community about the importance of attendance.

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.

No Answer Entered

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))

No Answer Entered

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))

No Answer Entered

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))

No Answer Entered

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))

No Answer Entered

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))

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

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.

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

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