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

Our mission is to cultivate the potential in every student to thrive as a global citizen by inspiring a love of learning, encouraging civic engagement, challenging and supporting every student to achieve academic excellence, while embracing the full richness and diversity of our community.

Provide the school's vision statement

Every student will achieve at his or her maximum potential in an engaging, inspiring and challenging learning environment.

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

Mike Pfeiffer

Position Title

Principal

Job Duties and Responsibilities

Oversees school operations and activities, facilities, Instruction/Curriculum: Co-curricular; Extra-Curricular; Strategic Planning and Implementation; SCPS Strategic Plan; High School Goals; SIP; Oversee and evaluate Administrative Team and Athletic Director; Oversee Budget including AP, IB, CTE, Operating, Internal Accounts; Human Resources including employee staffing, allocations, support points and supplements; Personnel Oversight; Collaborative Improvement Team and SEA Contract; Restorative Practices; Interns including Instructional and Administrative; Community Liaison including Business Partners, Curriculum Partners, and Southside Community Center.

Leadership Team Member #2

Employee's Name

Barry Coleman

Position Title

Assistant Principal

Job Duties and Responsibilities

Director of International Baccalaureate program, Assistant Principal overseeing Reading/ELA, ESOL and JROTC teachers, MTSS (Academic Reading), Open House, TOY/SREOY, Advanced Opportunities, Induction Program, NEST Lead, and Latinos in Action.

Leadership Team Member #3

Employee's Name

Roy DeCosta

Position Title

Assistant Principal

Job Duties and Responsibilities

Assistant Principal overseeing Social Studies teachers, Custodians, and Athletics, Facilities/ Keys, Master Schedule (Backup), Inventory, Black History Month, Discipline Lead, Minga Contact, YMOE/ YWOE, Safe Team/ Threat Assessment Team, Summer School Principal, Activities Calendar, Year End Checklist, Graduation (Backup).

Leadership Team Member #4

Employee's Name

Kenny Kallina

Position Title

Assistant Principal

Job Duties and Responsibilities

Assistant Principal overseeing Science, World Language, and PE teachers, Oversees PSAT/SAT/ ACT School Day Testing, Operation Graduation, edMentum Program, PTSA Liaison, Dividends, Attendance, MTSS (Attendance), Ducks Unlimited.

Leadership Team Member #5

Employee's Name

Cindy Nelson

Position Title

Assistant Principal

Job Duties and Responsibilities

Assistant Principal overseeing Guidance Counselors, Math and ESE teachers, Principal Designee, FTE and Guidance clerical, Curriculum Leaders, Student Activities/ Grad Bash, Awards night/ honor Grad, Graduation, Certification, Professional Development, ESE Paraprofessionals, Bell/Exam Schedules, Bokey Blast/Social Media, Dual Enrollment/SCVS Contact, Mental Health Student Training.

Leadership Team Member #6

Employee's Name

Shelly Prom

Position Title

Assistant Principal

Job Duties and Responsibilities

Director of Academy of Health Careers, Premier ePathways Administrator, Assistant Principal overseeing CTE, Fine and Performing Arts teachers, SIP and SAC contact, Advanced Placement Coordinator, Accreditation, Substitutes, Front Office Clerical, 5 Essentials Survey, First Aid/ CPR Training, Back to School Orientation.

Leadership Team Member #7

Employee's Name

Jaime Washington

Position Title

Ninth Grade Center Principal

Job Duties and Responsibilities

Human Resources, Administrative Department, Evaluations, Budget, Strategic Planning and Implementation, School Operations & Activities, School Social Media, Oversees counselors, SAC, Qualtrics Survey, Collaborative Improvement Team, SEA, Restorative Practices, Community Liaison.

Leadership Team Member #8

Employee's Name

Lydia Cook

Position Title

Ninth Grade Center Assistant Principal

Job Duties and Responsibilities

Assistant Principal overseeing World Language, ELA/Reading, ESOL, PE, ROTC, CTE, Social Studies, Fine and Performing Arts teachers, Athletics, Sonitrol, PD, Custodial, Facilities/Rentals,

Discipline, Work Order System, Interns, Giving Campaign, ISS, 5 Essentials Survey/Snapshot, ICD, Inventory.

Leadership Team Member #9

Employee's Name

Chilora Smith

Position Title

Ninth Grade Center Assistant Principal

Job Duties and Responsibilities

Principals Designee, Assistant Principal overseeing Science and Math teachers, ESSE, IRES (Restraint), SIP, Newsletter, Title IX, School Messenger, MTSS, Discipline, Summer Expedition, After-school tutorial, Dads on Duty, FIN Contact, ADA Contact.

Leadership Team Member #10

Employee's Name

April Fortin

Position Title

Ninth Grade Center School Administration Manager

Job Duties and Responsibilities

Oversees ESE Parapro, Security, Math Support, ELA Support, MTSS, Mentoring, Business Partners, Community Meetings, Teach-In, Dividends, HOPE Scholarship, Raptor, Threat Assessment, Alternative Assignment, Induction, Mental Health Training, Discipline, Libib Contract, Saturday School, Field Trips, Activities Director.

Leadership Team Member #11

Employee's Name

Angela Daniel

Position Title

PSI High Coordinator

Job Duties and Responsibilities

Operations and Activities; supervise and evaluate all PSI High Admin, teachers, and clerical; Budget; discipline; Social Media.

Leadership Team Member #12

Employee's Name

Sylvester Wynn

Position Title

School Administration Manager

Job Duties and Responsibilities

Discipline Last name A-L, Transportation, MTSS (Discipline), Saturday School/Detention, Campus/
Parking Lot Sweeps, Security Guards, Safe Team/Threat Assessment Team.

Leadership Team Member #13

Employee's Name

Nelson Hillerio

Position Title

School Administration Manager

Job Duties and Responsibilities

Discipline Last name A-L, Transportation, MTSS (Discipline), Saturday School/Detention, Campus/
Parking Lot Sweeps, Security Guards, Safe Team/Threat Assessment Team.

Leadership Team Member #14

Employee's Name

Patricia Reyes

Position Title

School Administration Manager

Job Duties and Responsibilities

Discipline Last Name M-Z, Restorative Practice Lead, Parking, Campus/Parking Lot Sweeps, MTSS
(Discipline), Safe Team/Threat Assessment Team, Saturday School/Detention.

Leadership Team Member #15

Employee's Name

Avaniece Mattis

Position Title

School Administration Manager

Job Duties and Responsibilities

FAST/EOC/FAA/WIDA Testing Coordinator, Tech Support Team Lead, Substitutes (Backup),
Textbooks.

Leadership Team Member #16

Employee's Name

Delbert Clarke

Position Title

Ninth Grade Center School Administration Manager

Job Duties and Responsibilities

Oversees Clerical, Science Support, Custodial, Inventory Control (ICD), Property Records, Website, Surplus, ISS, Discipline, PTSA, Clinic, Social Media, Teacher/Employee of Month, Tech Support, Textbooks, Threat Assessment, Transportation, Health Services Contact, HOPE Scholarship.

Leadership Team Member #17

Employee's Name

Heather Pritsker

Position Title

PSI High School Administration Manager

Job Duties and Responsibilities

Instructional support for teachers; PD; Inventory

Leadership Team Member #18

Employee's Name

Rebecca Carter

Position Title

PSI High Strategist- College and Career Programming

Job Duties and Responsibilities

Oversees- ESE; Testing; MTSS; Master Scheduler; Operation Graduation; Student Services

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.

All administrators from the Main Campus, Ninth Grade Center, and PSI High were involved in creating this SIP. All SAC members including teacher leads also have an opportunity for input into our School Improvement Plan.

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 SIP along with the spreadsheet will constantly be monitored to evaluate if the plan needs to be changed to increase student learning.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION KG-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	71.2%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	56.7%
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: C 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										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 Math assessment										0
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										0

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										0
Students retained two or more times										0

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										0
One or more suspensions										0
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
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										0

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										0
Students retained two or more times										0

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 CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	53	72	58	48	66	53	51	69	55
ELA Grade 3 Achievement **		75	59		66	56			
ELA Learning Gains	57	67	59				50		
ELA Learning Gains Lowest 25%	54	62	54				33		
Math Achievement *	34	73	59	30	67	55	37	48	42
Math Learning Gains	41	69	61				48		
Math Learning Gains Lowest 25%	50	65	56				50		
Science Achievement *	67	60	54	63	61	52	61	63	54
Social Studies Achievement *	60	88	72	64	78	68	60	63	59
Graduation Rate	88	72	71	90	71	74	91	64	50
Middle School Acceleration		79	71		76	70		49	51
College and Career Readiness	57	35	54	55	35	53	60	83	70
ELP Progress	55	73	59	37	60	55	65	79	70

*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	56%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	616
Total Components for the FPPI	11
Percent Tested	95%
Graduation Rate	88%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
56%	58%	55%	52%		57%	56%

* 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	37%	Yes	5	
English Language Learners	41%	No		
Asian Students	80%	No		
Black/African American Students	45%	No		
Hispanic Students	53%	No		
Multiracial Students	59%	No		
White Students	63%	No		
Economically Disadvantaged Students	49%	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	34%	Yes	4	
English Language Learners	37%	Yes	4	
Asian Students	85%	No		
Black/African American Students	42%	No		
Hispanic Students	54%	No		
Multiracial Students	63%	No		
White Students	70%	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	34%	Yes	3	
English Language Learners	40%	Yes	3	
Native American Students				
Asian Students	82%	No		
Black/African American Students	43%	No		
Hispanic Students	51%	No		
Multiracial Students	54%	No		
Pacific Islander Students				
White Students	65%	No		
Economically Disadvantaged Students	47%	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 L2.5%	MATH ACH.	MATH LG	MATH LG L2.5%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	53%		57%	54%	34%	41%	50%	67%	60%		88%	57%	55%
Students With Disabilities	14%		43%	48%	16%	35%	49%	35%	29%		82%	13%	48%
English Language Learners	23%		47%	45%	26%	36%	36%	42%	30%		72%	39%	55%
Asian Students	88%		70%		66%	62%		94%	83%		97%	91%	70%
Black/African American Students	32%		52%	53%	22%	38%	46%	46%	43%		84%	31%	
Hispanic Students	48%		52%	50%	31%	40%	59%	61%	53%		85%	55%	54%
Multiracial Students	52%		60%	65%	35%	42%	53%	74%	58%		92%	61%	
White Students	63%		60%	60%	48%	43%	44%	82%	74%		92%	66%	58%
Economically Disadvantaged Students	38%		52%	53%	25%	38%	51%	54%	51%		81%	41%	53%

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	48%				30%			63%	64%		90%	55%	37%
Students With Disabilities	18%				14%			24%	27%		83%	22%	48%
English Language Learners	12%				10%			34%	31%		74%	45%	55%
Asian Students	83%				67%			91%	76%		97%	97%	
Black/African American Students	30%				17%			43%	50%		85%	29%	
Hispanic Students	37%				28%			57%	64%		90%	47%	55%
Multiracial Students	51%				29%			61%	89%		92%	55%	
White Students	62%				45%			77%	73%		91%	68%	73%
Economically Disadvantaged Students	33%				21%			48%	55%		85%	39%	51%

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	51%		50%	33%	37%	48%	50%	61%	60%		91%	60%	65%
Students With Disabilities	15%		29%	24%	20%	38%	44%	18%	28%		77%	27%	50%
English Language Learners	18%		47%	42%	10%	31%	43%	26%	35%		84%	43%	65%
Native American Students													
Asian Students	91%		79%	67%	65%	62%		94%	89%		100%	92%	
Black/African American Students	33%		39%	32%	24%	42%	44%	42%	46%		89%	37%	
Hispanic Students	41%		44%	35%	32%	47%	50%	50%	59%		89%	54%	61%
Multiracial Students	46%		46%		28%	47%		58%	59%		96%	54%	
Pacific Islander Students													
White Students	63%		53%	30%	53%	52%	63%	77%	72%		91%	73%	86%
Economically Disadvantaged Students	36%		41%	32%	26%	42%	50%	46%	51%		87%	44%	62%

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.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10	50%	60%	-10%	53%	-3%
Ela	9	52%	61%	-9%	53%	-1%
Biology		64%	70%	-6%	67%	-3%
Algebra		25%	53%	-28%	50%	-25%
Geometry		36%	55%	-19%	52%	-16%
History		57%	72%	-15%	67%	-10%
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Biology		59%	32%	27%	36%	23%
Algebra		19%	19%	0%	16%	3%
Geometry		24%	32%	-8%	21%	3%
History		53%	34%	19%	42%	11%
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		14%	19%	-5%	17%	-3%

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?

Algebra 1 and ELA 10 both went up 6% which was the most improved. In Algebra the students were offered tutorials after school, on Saturdays, and Spring Break Academies. In addition the Algebra 1 teachers had common plan. They offered station rotations to reteach areas of deficiency that were indicated during the data chats amongst the Algebra 1 team.

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 1 showed the lowest performance this year. In PSI High there was not a teacher to start the year. At the Ninth Grade Center there was also personnel issues as well as student attendance issues.

Greatest Decline

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

This year our greatest decline is United States History as it declined by 4%. We had three new teachers in the department. Also, the majority of our higher level learners (IB and AP) did not take the US History EOC. We will be requiring the IB and AP students to take the US History EOC this 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.

The greatest gap when compared to the state average is Algebra 1 and Geometry. For Algebra 1 most of our higher achieving students take Algebra 1 in middle school. For Geometry student attendance issues contributed to the gap.

EWS Areas of Concern

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

No Answer Entered

Highest Priorities

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

1. Attendance
2. Graduation Rate including earning concordant scores
3. Acceleration
4. EOC courses

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.

Ninth Grade Center goal is to Increase the Learning Gains in ELA of the students with disabilities from 35% to 40%, and increase standard Algebra 1 from 28% to 33%. Main Campus goal is to increase standard ELA proficiency from 38% to 43% and increase standard Geometry from 35% to 40%. The rationale behind this decision was taken from the SCPS Strategic Plan System Initiative B: High Standards and Student Achievement; KPI #7 Decrease Subgroup Achievement Gap.

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.

We will use Achieve 3000 and Progress Monitoring #1 and #2 to help reach our goal to raise the students ELA learning from 35% to 40% at the Ninth Grade Center and 38% to 43% at the Main Campus. The teachers will use the data to drive instruction. For math we will use Khan Academy and have common assessments to help increase our Algebra 1 scores from 28% to 33% and Geometry scores from 35% to 40%.

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 Literacy coaches will use the data monthly to conduct data chats with teachers who in turn can discuss with students and parents. They will also use personalized data charts to help the students to understand where they are and where they should be going. Our Reading endorsed support facilitator will also monitor the students to ensure academic achievement. The students will also conference with their ESE case manager as well as ESE Math AP to review and monitor.

Person responsible for monitoring outcome

Main Campus Barry Coleman ELA AP, Ninth Grade Center Lydia Cook ELA AP, PSI High Rebecca

Carter, Main Campus Cindy Nelson Math AP, Ninth Grade Center Chilora Smith Math AP

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:

We use Achieve 3000 and Progress Monitoring 1 & 2 as a district-wide initiative. Work with school leaders and PLC to insure proper placements, teacher led small group, differentiated instruction, and fostering student reading across content areas. 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: Content Area Reading (demonstrates a rationale), Achieve 3000 (promising evidence), Corrective Reading (strong evidence), and Reading Mastery (promising evidence). For 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: Transition to Algebra, Seminole Numeracy Project.

Rationale:

SCPS System Initiative B; Performance Objective #2; KPI #4 & #7

Tier of Evidence-based Intervention:

Tier 3 – Promising 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

ELA Monitoring Plan

Person Monitoring:

Ninth Grade Center Literacy Coach Melissa Perry, Monthly
Main Center Literacy Coach Dr. Ryan Martin

By When/Frequency:

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

Continue ELA support utilizing SFs (including Achieve).

Action Step #2

ELA Data Chats

Person Monitoring:

Ninth Grade Center Literacy Coach Melissa Perry, Monthly
Main Center Literacy Coach Dr. Ryan Martin

By When/Frequency:

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

Continue data chats with our literacy coaches monthly.

Action Step #3

Math Monitoring Plan

Person Monitoring:

Main Campus AP Cindy Nelson, Ninth Grade
Center AP Chilora Smith

By When/Frequency:

Weekly

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

Support facilitators are assigned common plan with all math teachers to discuss data and implement strategies to help students with disabilities.

Action Step #4

Math Data Chats with ESE Focus

Person Monitoring:

Math SF's, Main Campus AP Cindy Nelson, Ninth Grade
Center AP Chilora Smith

By When/Frequency:

Monthly

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

SHS Main Campus support facilitators will be given their case load student data and meet monthly with the ESE AP to review and monitor focusing on our students with disabilities.

Area of Focus #2

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.

Increase the Learning Gains of the Lowest Quartile from 43% to 48%, specifically focused on our ESSA subgroup, 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.

Our goal is to increase ELA Learning Gains from 43% to 48% on the FAST PM3 ELA with a specific focus on 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.

Our Leadership Team will conduct a quarterly review to monitor the effectiveness of each action step.

Person responsible for monitoring outcome

Main Campus Barry Coleman Assistant Principal, Dr. Ryan Martin Literacy Coach, Ninth Grade Center Assistant Principal Lydia Cook, PSI High SAM Heather Prisker

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: Content Area Reading (demonstrates a rationale), Achieve 3000 (promising evidence), Corrective Reading (strong evidence), and Reading Mastery (promising evidence).

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.

Tier of Evidence-based Intervention:

Tier 3 – Promising 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

ELA Learning Gains support

Person Monitoring:

ELA Main Campus AP Barry Coleman, Ninth Grade Center AP Lydia Cook, PSI High SAM Heather Pritsker, Ryan Martin Main Campus Reading Coach

By When/Frequency:

Monthly

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

Continue ELA support utilizing SFs who is reading endorsed (including Achieve).

Action Step #2

Data Chats

Person Monitoring:

ELA Main Campus AP Barry Coleman, Ninth Grade Center AP Lydia Cook, PSI High SAM Heather Pritsker, Ryan Martin Main Center Reading Coach

By When/Frequency:

Monthly

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

step:

Continue data chats with our literacy coaches monthly.

Action Step #3

Vertical Articulation Meetings

Person Monitoring:

ELA Main Campus AP Barry Coleman, Ninth Grade Center AP Lydia Cook, PSI High SAM Heather Pritsker, Ryan Martin Main Campus Reading Coach

By When/Frequency:

Monthly

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

step:

Conduct monthly vertical articulation meetings between Main Center and Ninth Grade Center English and Reading teachers in keeping with our One Seminole Focus.

Action Step #4

Students with Disabilities Making Learning Gains

Person Monitoring:

Cindy Nelson

By When/Frequency:

Quarterly

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

step:

SF teachers will work with SWDs and there Gen Ed teachers in academic classes (primarily English and Reading Intervention) to provide ESE services targeting IEP goals/objectives with a focus on making LGs in ELA.

Area of Focus #3

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.

We plan to increase our learning gains for Geometry and Algebra with a strong focus on our students with disabilities.

The rationale behind this decision was taken from the SCPS Strategic Plan System Initiative B: High Standards and Student Achievement, Performance Objective #2, KPI #7.

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.

1. Increase the proficiency rate on the Geometry EOC from 36% to 45%.
2. Increase the learning gains for Geometry EOC to 60%.
3. Increase the proficiency rate for the Algebra EOC from 32% to 37%.

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 use the District Benchmark Assessments to monitor students for the desired outcome. Our Leadership Team will conduct a quarterly review to monitor the effectiveness of each action step.

Person responsible for monitoring outcome

Math AP Main Campus Cindy Nelson, Math AP Ninth Grade Center Chilora Smith

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 middle schools to help them support students based upon the area of need of the individual student: Transition to Algebra, Seminole Numeracy Project.

Rationale:

All the listed interventions have research-based evidence for efficacy.

Tier of Evidence-based Intervention:

Tier 3 – Promising 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 Math Learning Gains

Person Monitoring:

Main Campus AP Cindy Nelson, Ninth Grade
Center AP Chilora Smith

By When/Frequency:

Monthly

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

Continue PLC collaboration to review and analyze data after every formative assessment.

Action Step #2

Reteach and Reassess

Person Monitoring:

Main Campus AP Cindy Nelson, Ninth Grade
Center AP Chilora Smith

By When/Frequency:

Quarterly

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

Reteach and reassess based on student data.

Action Step #3

Math Advisement

Person Monitoring:

Ninth Grade Center AP Chilora Smith

By When/Frequency:

Weekly

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

Ninth Grade Center will use Advisement sessions to re-teach standards that identified students missed on various assessments.

Area of Focus #4

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 from 35% to 50%, specifically focused on our ESSA subgroup, Students with Disabilities.

The Rationale behind this decision was taken from the SCPS Strategic Plan System Initiative B: High Standards and Student Achievement, KPI #B-a and #B-2.

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.

Our goal is to increase the US History EOC pass rate from 35% to 50% with a specific focus on 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.

Our leadership team will conduct a quarterly review to monitor the effectiveness of each action step.

Person responsible for monitoring outcome

SS Assistant Principal Main Campus Roy DeCosta

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:

Rationale:

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

DBQ Support

Person Monitoring:

Main Campus AP Roy DeCosta

By When/Frequency:

Semester

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

Extend the Social Science DBQ writing initiative to also include writing in summative assessments and the creation of student portfolios.

Action Step #2

PLC Support

Person Monitoring:

Main Campus AP Roy DeCosta

By When/Frequency:

Quarterly

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

The AP will meet with PLC the U.S. History after ever unit assessment to review curriculum and assess strengths and weaknesses within the unit to determine if a reteach is necessary.

Area of Focus #5

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.

Our area of focus will be on the Biology EOC focusing on our Students with Disabilities. Although our scores went up in this area we feel we can still improve upon them.

The rationale behind this decision was taken from the SCPS Strategic Plan System Initiative B High Standards and Student Achievement, Performance Objective 1, KPI #1.

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 Biology proficiency rate from 67% to 71% focusing on 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.

Our Leadership Team will conduct a quarterly review to monitor the effectiveness of each action step.

1. Monthly classroom walks with district science to identify areas for support and successes. Ensure content is being taught at grade level standard and students are provided deeply engaging lessons.

2. In PLC - Create re-teaching protocols for students who are absent and miss core instructional lessons or do not master material when they are initially introduced to biology standards.

Person responsible for monitoring outcome

Science AP Main Campus Kenny Kallina, Science AP Ninth Grade Center Chilora Smith

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:**Rationale:****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

Classroom Walks

Person Monitoring:

Main Campus AP Kenny Kallina, Ninth Grade
Center AP Chilora Smith

By When/Frequency:

Monthly

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

Monthly classroom walks with district science to identify areas for support and successes. Ensure content is being taught at grade level standard and students are provided deeply engaging lessons.

Action Step #2

PLC Support

Person Monitoring:Main Campus AP Kenny Kallina, Ninth Grade
Center AP Chilora Smith**By When/Frequency:**

Monthly

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

In PLC - Create re-teaching protocols for students who are absent and miss core instructional lessons or do not master material when they are initially introduced to biology standards. - Focus on PLC Question 3.

Area of Focus #6

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.

Our area of focus in CTE is to increase the number of industry certifications that we administer as well as increase our pass rate. We would like to Increase the number of Industry Certifications from 778 to 800 while increasing the overall pass rate from 65% to 75%. The rationale behind this decision was taken from the SCPS Strategic Plan System Initiative C: Innovation for College Careers, and Citizenships, KPI #1 and #2.

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.

We would like to increase the number of Industry Certifications from 778 to 800 while increasing the overall pass rate by 10%. (This includes our automotive certs that had 26 pass this year up from 0 last year.)

*These are approximate numbers as we are still waiting for results from our Adobe Bundles.

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.

Our Leadership Team will conduct a quarterly review to monitor the effectiveness of each step.

Person responsible for monitoring outcome

CTE Assistant Principal Main Campus Shelly Prom, Assistant Principal Ninth Grade Center Lydia Cook, SAM PSI High Heather Pritsker

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:

Rationale:

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

Recruit CTE

Person Monitoring:

Main Campus CTE AP Shelly Prom, Ninth Grade
Center AP Lydia Cook, SAM PSI High Heather Pritsker, CTE Teachers

By When/Frequency:

Semester

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

Recruit students into courses that have industry certifications available focusing on our Health Academy and Aviation programs.

Action Step #2

CTE Incentives

Person Monitoring:

Main Center CTE AP Shelly Prom, Ninth Grade
Center AP Lydia Cook, SAM PSI High Heather Pritsker, CTE Teachers

By When/Frequency:

Quarterly

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

Create incentives when the students pass industry certifications in order to increase our pass rates.

Area of Focus #7

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.

Our goal is to ensure that all Class of 2025 students earn their Graduation Assessment Requirement by May of 2025. (Class of 2024 graduates needing a concordant score - 64 students) with a strong focus on our Students with Disabilities. The rationale behind this decision was taken from the SCPS Strategic Plan System Initiative B High Standards and Student Achievement, Performance Objective #2, KPI #4B.

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.

Our goal is to have 100% graduation rate for the class of 2025. This is an increase from the 2024 grad cohort that had 64 students fall short of the graduation requirements.

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 weekly by our Project Graduation Counselor and our Edmentum coordinator.

Person responsible for monitoring outcome

Kenneth Kallina Main Campus AP, Cindy Nelson Main Campus AP, Kay Williamson Operation Graduation Counselor, Barry Coleman Main Campus AP

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:

Rationale:

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

Attendance and Grades Conferences

Person Monitoring:

Kenneth Kallina Main Campus AP, Cindy Nelson

By When/Frequency:

Weekly

Main Campus AP, Kay Williamson Operation
Graduate Counselor, Barry Coleman Main
Campus ELA

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

Administrators and Counselors will conference with students to monitor attendance and grades.

Action Step #2

ACT/SAT Strategies

Person Monitoring:

Kenneth Kallina Main Campus AP, Cindy Nelson
Main Campus AP, Kay Williamson Operation
Graduate Counselor, Barry Coleman Main
Campus ELA AP

By When/Frequency:

Weekly

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

Instructional coach and Operation Graduation counselor to continue to work with teachers on ACT/SAT strategies.

Area of Focus #8

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.

Our focus is to 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. The rationale behind this decision was taken from the SCPS Strategic Plan System Initiative C, KPI #1.

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.

Our goal is to have 100% students earn at least one of the College and Career Acceleration Acceleration metrics.

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.

Our counselors and leadership team will continue to monitor to be sure every student is scheduled for at least one college and career ready course.

Person responsible for monitoring outcome

Main Campus AP Cindy Nelson

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:

Rationale:

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

Counselor Scheduling

Person Monitoring:

Main Campus AP Cindy Nelson

By When/Frequency:

Semester

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

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.

Action Step #2

Scheduling College and Career Ready Course

Person Monitoring:

Main Campus AP Cindy Nelson

By When/Frequency:

October

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

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 including Life and Career Planning.

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.

Making sure our student have a trusted adult on campus they can go to which will increase student attendance and student learning.

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 students who have a trusted adult on campus from 47% to 55%.

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 use EdInsight to document every time we check in with the students. We will notate what is discussed as well as the students goals including student achievement goals and life goals.

Person responsible for monitoring outcome

Social Workers, Leadership Teams, SRO's, Security Team, District Mental Health Counselor

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:

We will use the school safety results and data from EdInsight. Students will have trusted adults on campus to go to if there is a concern. See something, say something.

Rationale:

This will increase the students sense of safety subsequently allowing them to focus on learning.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Building Relationships

Person Monitoring:

Administration Team

By When/Frequency:

Once a quarter

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

This will increase survey results and help overall student attendance. This will also increase student involvement in extra curriculums and decrease amount of SESSIR referrals.

Action Step #2

School Spirit/ Climate

Person Monitoring:

Cindy Nelson- Club/Activity AP

By When/Frequency:

Once a quarter

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

Involve faculty in more school spirit events with Student Government, sporting events, and performing arts.

Action Step #3

Student Check in

Person Monitoring:

Admin Team

By When/Frequency:

Mid Year

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

Do a mid year survey to evaluate how the students are feeling about their student/teacher relationships.

Area of Focus #2

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 each semester by 5% (571 students during S1 2023 to 542 students in S1 2024). (861 students during S2 2024 to 818 students in S2 2025). The rationale behind this decision was taken from the SCPS Strategic Plan System Initiative D: Conditions for Learning, KPI #2.

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.

Our goal is to decrease the number of students with 10+ absences from 571 students during S1 2023 to 542 students in S1 2024 and 861 students during S2 2024 to 818 students in S2 2025.

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 use Skyward as well as attendance data from EdInsight.

Person responsible for monitoring outcome

Main Campus AP Kenny Kallina

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:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Attendance

Person Monitoring:

Main Campus AP Kenny Kallina, Ninth Grade
Center Principal Jaime Washington

By When/Frequency:

Ongoing

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

We will continue to use the Skyward and EdInsight to monitor attendance in order to send home 5 day, 10 day, and 15 day letters to inform parents.

Action Step #2

Credit Denial

Person Monitoring:

Main Campus AP Kenny Kallina, Ninth Grade
Center Principal Jaime Washington

By When/Frequency:

Semester

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

We will reinstate our credit denial process and create protocols in order to encourage students to attend school regularly to reinstate credits.

Area of Focus #3

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.

Our goal is to increase the amount of teachers that respond to our Panorama surveys from 32 to 64.

Additionally, increase staff responses from 89 to 100. Enhance school climate on the Panorama survey at Seminole High School from 55% to 60%. The rationale behind this decision was taken from the SCPS Strategic Plan System Initiative F: Human Capital Management, KPI #1A.

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.

Our goal is to increase our school climate on the Panorama survey from 55% to 60%.

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.

Our leadership team will conduct a quarterly review to monitor the effectiveness of each action step.

Person responsible for monitoring outcome

Main Campus Principal Michael Pfeiffer, Ninth Grade Center Principal Jaime Washington, PSI High Director Angela Daniel

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:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Panorama Survey

Person Monitoring:

Main Center Principal Michael Pfeiffer, Ninth Grade Center Principal Jaime Washington, PSI High Director Angela Daniel

By When/Frequency:

Monthly

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

Dedicate on Professional development calendar a dedicated Wednesday to ensure all teachers and staff complete and provide feedback for the panorama survey.

Action Step #2

Positive Culture

Person Monitoring:

Main Campus Principal Michael Pfeiffer, Ninth
Grade Center Principal Jaime Washington, PSI
High Director Angela Daniel

By When/Frequency:

Monthly

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

Maintain monthly staff and teacher get togethers to increase school climate.

Action Step #3

One Seminole

Person Monitoring:

All Administration Main Center, Ninth Grade
Center, and PSI High

By When/Frequency:

Constantly

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

Create a culture where we celebrate students and teachers through positive recognition including Spotlight Teacher of the Month, Honor Roll Celebrations, Positive reward on Minga, and Student of the Month.

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.

In collaboration with the Assistant Superintendent, school leaders identify and align resources to meet the needs of all students and maximize desired student outcomes. Evaluation of student achievement data and related early warning factors such as attendance and discipline referrals are at the core of this work. Principals review data with the school leadership team, staff, and other relevant stakeholders, then develop or modify goals and strategies to align with the school needs presented. These goals and strategies are then operationalized through action items within the annual School Improvement Plan. These specific interventions or activities are noted within the SIP, and funding resources are assigned.

Specifics to Address the Need

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

ELA - In the area of literacy, performance data from FAST or benchmark assessments in secondary schools 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.

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