SEMINOLE HIGH SCHOOL

2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Pinellas County School Board.

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

Educate and prepare each student for college, career, and the workforce by living each day with purpose, respect, and grit, which is the Warhawk Way.

Provide the school's vision statement

All students are able to learn and experience success leading to post-secondary education and career readiness.

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
Jane Lucas

Position Title
Principal

Job Duties and Responsibilities

Oversees the daily activities and operations within the school

Leadership Team Member #2

Employee's Name
Justin Bending

Position Title
Assistant Principal

Job Duties and Responsibilities

Responsible for Science, Performing & Visual Arts, ELL students, and 10th grade.

Leadership Team Member #3

Employee's Name
Courtney Gicka

Position Title
Assistant Principal

Job Duties and Responsibilities

Responsible for Math, R.I.S.E Program, PBIS, and 9th grade.

Leadership Team Member #4

Employee's Name
Alana Brown

Position Title
Assistant Principal

Job Duties and Responsibilities

Responsible for English and ESE department, Athletics, and grade levels 11/12 L-Z.

Leadership Team Member #5

Employee's Name
Lisa Sinatra

Position Title
Assistant Principal

Job Duties and Responsibilities

Responsible for Social Studies and Business department, Curriculum, and grade level 11/12 A-K.

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.

Throughout the school year there are many meetings and several surveys that are organized to engage all stakeholders in the SIP development process. These will include relevant information to be shared with the respective stakeholders including data and research about the school's current performance, it's strengths, areas for improvement, and any specific challenges it may be facing. The information helps stakeholders make informed decisions and contributions to the improvement plan. Feedback and input are collected from the various stakeholders through open forums, surveys, focus groups, or individual meetings. The school leadership team will use the consolidated input from all stakeholders and will develop the SIP. Once the initial draft is created, it is shared again with stakeholders for review and feedback. This feedback is then used to refine and finalize the plan which helps to make it more inclusive and effective.

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))*

It is crucial to have a clear implementation strategy and monitor its progress regularly. Stakeholders should be kept updated on the implementation efforts, and their feedback throughout the process can help refine the plan further. Regular evaluation and feedback loops help ensure that the plan remains responsive to the changing needs and expectations of the school community. Weekly SBLT meetings are an example of consistent monitoring.

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	**26.2%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**65.6%**
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: C** **2022-23: B*** **2021-22: B** **2020-21:** **2019-20: C**

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	67	107	132	144	450
One or more suspensions	29	34	26	24	113
Course failure in English Language Arts (ELA)	47	31	27	1	106
Course failure in Math	15	50	72	1	138
Level 1 on statewide ELA assessment	62	81	77	0	220
Level 1 on statewide Algebra assessment	37	25	87	103	252

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	57	85	109	103	354

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	0	1	4	5
Students retained two or more times	9	5	4	4	22

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 SCHOOL	2024 DISTRICT†	2024 STATE†	2023 SCHOOL	2023 DISTRICT†	2023 STATE†	2022** SCHOOL	2022** DISTRICT†	2022** STATE†
ELA Achievement *	53			43	47	50	46	51	51
ELA Grade 3 Achievement **									
ELA Learning Gains	56			45					
ELA Learning Gains Lowest 25%	56			36			36		
Math Achievement *	46			38	36	38	44	38	38
Math Learning Gains	46			50					
Math Learning Gains Lowest 25%	30			44					
Science Achievement *	58			60	61	64	56	42	40
Social Studies Achievement *	64			66	63	66	68	47	48
Graduation Rate	96			97	92	89	99	61	61
Middle School Acceleration					45			45	44
College and Career Readiness	57			60	69	65	58	70	67
ELP Progress	40			44	47	45		44	52

*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	54%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	592
Total Components for the FPPI	11
Percent Tested	97%
Graduation Rate	96%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
54%	56%	54%	46%		51%	51%

* 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	35%	Yes	2	
English Language Learners	40%	Yes	1	
Asian Students	61%	No		
Black/African American Students	45%	No		
Hispanic Students	54%	No		
Multiracial Students	63%	No		
White Students	57%	No		
Economically Disadvantaged Students	50%	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	39%	Yes	1	
English Language Learners	44%	No		
Asian Students	38%	Yes	1	
Black/African American Students	44%	No		
Hispanic Students	51%	No		
Multiracial Students	49%	No		
White Students	63%	No		
Economically Disadvantaged Students	49%	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	42%	No		
English Language Learners	61%	No		
Native American Students				
Asian Students	73%	No		
Black/African American Students	44%	No		
Hispanic Students	55%	No		
Multiracial Students	53%	No		
Pacific Islander Students				
White Students	56%	No		
Economically Disadvantaged Students	48%	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	53%		56%	56%	46%	46%	30%	58%	64%		96%	57%	40%
Students With Disabilities	23%		42%	44%	16%	23%	11%	27%	32%		100%	30%	
English Language Learners	31%		43%	38%	13%	27%		31%			79%	64%	30%
Asian Students									30%		83%	70%	
Black/African American Students	39%		33%	35%	30%	50%		33%			100%	43%	
Hispanic Students	48%		57%	48%	54%	51%	27%	59%	65%		91%	43%	
Multiracial Students	60%		70%		53%	56%		76%	55%		83%	50%	
White Students	55%		57%	60%	45%	44%	25%	60%	66%		97%	60%	
Economically Disadvantaged Students	42%		53%	52%	37%	43%	28%	48%	60%		94%	47%	

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	43%				38%			60%	66%		97%	60%	44%
Students With Disabilities	13%				15%			28%	49%		88%	39%	
English Language Learners	38%				20%			58%			91%	30%	25%
Asian Students	38%												
Black/African American Students	24%				26%			33%	72%		91%	20%	
Hispanic Students	30%				36%			63%	51%		97%	54%	27%
Multiracial Students	27%				23%			40%	56%		100%	45%	
White Students	47%				41%			64%	68%		97%	62%	
Economically Disadvantaged Students	32%				29%			50%	58%		96%	54%	27%

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	46%		45%	36%	44%	50%	44%	56%	68%		99%	58%	52%
Students With Disabilities	13%		27%	28%	19%	73%		38%	49%		97%	38%	
English Language Learners	29%		50%	55%		70%					100%	70%	52%
Native American Students													
Asian Students	56%		61%		70%				70%		100%	79%	
Black/African American Students	24%		34%	38%	20%			50%	41%		100%	44%	
Hispanic Students	35%		40%	27%	45%	72%		47%	70%		100%	53%	62%
Multiracial Students	42%		41%	32%			32%	43%	70%		100%	44%	
Pacific Islander Students													
White Students	49%		46%	38%	45%	50%	47%	58%	70%		99%	59%	
Economically Disadvantaged Students	36%		39%	36%	33%	38%	30%	49%	68%		99%	55%	40%

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.

> Data for 2023-24 had not been loaded to CIMS at time of printing.

III. Planning for Improvement

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

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

Most Improvement

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

ELA showed the most improvement. Student data trackers were implemented and consistently used throughout the year focusing on ELA Benchmarks. PLC's were conducted every week focused on students' areas of weakness based on common assessments and re-teaching methods. Target Task Alignment during PLC meetings. Targeted bucket list focus throughout the school year. 2nd semester started weekly common assessments using Albert IO questions which are directly aligned to FAST questions.

Lowest Performance

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

Math showed the lowest performance. Specifically, Algebra and L25's. Though Math proficiency has been making gains over the last few years, it is still the lowest performing component.

Greatest Decline

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

The Acceleration component showed the greatest decline at 3%. Factors that contributed to the decline were changes in staffing and certification requirements. Decrease in on-campus dual enrollment opportunities.

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.

No Answer Entered

EWS Areas of Concern

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

Attendance and Math/ELA proficiency are major areas of concern.

Highest Priorities

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

Acceleration, Math proficiency, Science proficiency, Social Studies proficiency, ELA, proficiency.

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.

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.

ELA Achievement 9th grade: 2024- 49.7% proficiency on PM3
ELA Achievement 10th grade: 2024- 49.2% proficiency on PM3

We want to implement strategies to improve students' reading comprehension skills across various literary genres and informational texts. Focus on critical reading skills and effective note-taking techniques to assist our students in analyzing and evaluating complex texts.

Measurable Outcome

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

The percent of students achieving ELA proficiency will increase from **53% to 59%** grade as measured by the FAST PM 3 State Assessment.

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.

Develop common assessments during PLC's and ensure they align with FAST Benchmarks and give the opportunity to provide meaningful feedback to students.
FAST PM1, PM2, and PM3 Assessments
Walkthrough by Admin and ISM visits.

Person responsible for monitoring outcome
Alana Brown

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:
Enhance staff capacity to identify critical content from the benchmarks in alignment with district resources. Strengthen staff ability to engage students in complex tasks and utilizing questions to help students elaborate on content. Incorporate FAST Texts to assist students in accessing rigor required to master the FAST Benchmarks Consistent use of Anchor Charts, Graphic Organizers, and Critical Reading Protocols, and other district provided resources. Improve on the FAST benchmarks data tracking system used in all 9th and 10th grade ELA classrooms.

Rationale:
Explain the rationale for selecting this specific strategy. Increased collaboration among English and Reading teachers, while providing scaffolding supports from the teacher in using FAST benchmarks and pacing guides which allow for early identification for students' needs and explicit differentiated instruction to bridge the achievement gap.

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
Professional Development

Person Monitoring: **By When/Frequency:**
Alana Brown

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers receive professional development around FAST benchmarks, district curriculum resources and Focused Note Taking. Ongoing professional development for Faculty & Staff (Effective PLC's, Focused Note Taking, Engagement Strategies, Formative Assessment Writing). Teachers and administrators will meet in PLCs once per week to review data to determine progress and plan remediation. Measured by District and State PM Assessments

Action Step #2
Instructional Practices

Person Monitoring: **By When/Frequency:**
Alana Brown

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will use a curriculum aligned to FAST, including FAST texts to ensure a focus on the FAST benchmarks. Monitoring instructional engagement of teachers and students with fidelity (Administrative Walkthroughs, PLC's, & Strategy Walks). Track student progress consistently (Lexia, Common Assessments, PM1 & PM2 Data). Administrators monitor and support the implementation of reading class structures using foundational reading benchmarks. Measured by District and State PM Assessments

Action Step #3
Data Driven

Person Monitoring: **By When/Frequency:**
Alana Brown

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Track student progress consistently (Lexia, Common Assessments, PM1 & PM2 Data). Teachers conduct data chats with students based on PM1 and PM2 data. Teachers provide common formative assessments aligned to FAST to monitor for remediation. Measured by District and State PM 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.

Math Achievement: 2021-24%, 2022-44%, 2023-41%, 2024-46%
Algebra EOC: 2022-32%, 2023-40%, 2024-29%
2024 Algebra 1 EOC 9th Grade: 35%
2024 Algebra 1 EOC 10th Grade: 22%
Geometry EOC: 2022-52%, 2023-42%, 2024-52%

We will continue to improve on the process of using data to drive professional learning communities (PLC) schoolwide and districtwide. Additional supports will be provided for 10th graders in Algebra 1 to increase student proficiency. Student data will be used to create targeted scaffolding, reteaching, and adaptions to lessons.

Measurable Outcome

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

The percent of students achieving proficiency will increase from **46% to 52%** as measured by State Assessment EOC.

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.

Monitoring through everyday common assessments created by PLC teams, district formative

assessments, and cycle assessments.

Teachers will use student data to utilize district provided planning documents to support spiraling instruction.

Person responsible for monitoring outcome

Courtney Gicka

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:

Enhance staff capacity to identify critical content in FAST benchmarks in alignment with district standards. Strengthen staff ability to engage students in complex tasks and utilize questions to help elaborate on content. Support staff to utilize data to organize students to interact with content in manners which differentiate/scaffold instruction to meet the needs of every student.

Rationale:

Increased collaboration among math teachers will provide support for how to use data to differentiate instruction to bridge the gap through programs like, IXL, formative assessment from Performance Matters, and McGraw Hill/ALEKS (Reveal Math program). The Reveal digital platform can be used to support spiraled review by assigning benchmark level tasks based on student data.

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

Professional Development

Person Monitoring: **By When/Frequency:**

Courtney Gicka

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

Teachers engage in district provided professional learning around instructional shifts, FAST standards, FAST state assessments, and tracking student data based on the instructional needs identified through progress monitoring assessments (cycle assessments) to review assessment data, identify trends and next steps (Creating content specific common assessments to support data discussions using Performance Matters, McGraw Hill/ALEKS or iXL Assessments). Teachers engage in district provided professional learning around the use of collaborative study groups (CSGs) to increase student engagement and ownership of learning. Ongoing professional development for Faculty & Staff (Effective PLC's, Focused Note Taking, Engagement Strategies). Measured by District

Cycle & State EOC Assessments

Action Step #2
Instructional Practices

Person Monitoring: **By When/Frequency:**
Courtney Gicka

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administrators monitor classrooms, provide constructive feedback, and participate in teacher reflection to increase effective teaching practices and attend training with teachers. Teachers regularly incorporate checks for understanding through formative assessments and use the collected data to gauge student progress toward mastery of the course content (Utilize district resources for formative assessments including the FAST benchmark-based common assessments for Algebra 1 & Geometry). Monitoring instructional engagement of teachers and students with fidelity (Administrative Walkthroughs, PLC's, & Strategy Walks). Measured by District Cycle & State EOC Assessments

Action Step #3
Data Driven

Person Monitoring: **By When/Frequency:**
Courtney Gicka

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Track student progress consistently (IXL, ALEKS, Albert IO, Performance Matters Common Assessments, District Cycle 1, 2, & 3 Data). Utilizing data-driven PLC's for intentionally planning student-centered lessons. Teachers engage in district provided professional learning around instructional shifts, FAST standards, FAST state assessments, and tracking student data based on the instructional needs identified through progress monitoring assessments (cycle assessments) to review assessment data, identify trends and next steps. (Creating content specific common assessments to support data discussions using Performance Matters, McGraw Hill/ALEKS or iXL Assessments.) Measured by District Cycle & State EOC Assessments

Area of Focus #3

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.

Based on prior year proficiency data, Biology will continue to be the focus. Majority 9th grade students take this course to meet their graduation requirement.
Biology Percent Proficiency: 2021-51%, 2022-56%, 2023-60%, 2024-55%

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.

Biology Percent Proficiency: 2021-51%, 2022-56%, 2023-60%, 2024-55%

The percent of all students achieving science proficiency will increase from **58% to 64%,** as measured by Biology EOC.

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.

To make up for the previous year's deficit and continue an upward trend teachers will utilize:

- Common formative assessments for entire Biology team created through Performance Matters platform to easily compare student successes.
- Performance Matters Cycle data and EOC data will be monitored and compared to address areas of deficiency.
- Student's personal progress monitoring in class will be conducted to ensure students are aware of their own abilities and take ownership of their learning.
- Level-Up program and Bio Booster tutoring will be provided for supplemental learning and reviewing opportunities.

Person responsible for monitoring outcome
Justin Bending

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:
Science teachers will plan and implement student centered instruction at the level of rigor appropriate for the standard. Science teachers will utilize timely formative and summative assessment data to inform spiral reteaching throughout the course. Science teachers will identify students continuously not meeting proficiency and set up additional tutoring/review opportunities.

Rationale:
Increased collaboration among science teachers, while providing scaffolding support for continued standards-based instruction from school-based administration team. Provide early identification for students needs and schedule time to differentiate instruction to bridge the achievement gap. Offer more opportunities for test prep to acclimate students to the style of state and district assessments will improve instruction.

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
Professional Development

Person Monitoring:	**By When/Frequency:**
Justin Bending	

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers attend professional development on standards-based grading, progress monitoring and teacher generated data to plan interventions, monitor and celebrate learning gains of students and incorporating Focused Note Taking as well as Argument Driven Inquire Labs. Ongoing professional development for Faculty & Staff (Effective PLC's, Focused Note Taking, Engagement Strategies). Measured by District Cycle & State EOC Assessments

Action Step #2
Instructional Practices

Person Monitoring:	**By When/Frequency:**
Justin Bending	

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers regularly incorporate checks for understanding and use data (including commons formative assessments, and/or quarterly district progress monitoring assessments) to plan actions steps related to areas of strength or areas needing improvements to gauge student progress towards mastery of the course content. Begin using 'leading with labs' before starting new content. Increase use of common assessment. Using a variety of resources to improve vocabulary exposure. Administrators monitor and support the use of data as teachers develop lessons and plan small group instruction and stations rotations. Monitoring instructional engagement of teachers and students with fidelity (Administrative Walkthroughs, PLC's, & Strategy Walks). Measured by District Cycle & State EOC Assessments

Action Step #3
Data Driven

Person Monitoring:	**By When/Frequency:**
Justin Bending	

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers use benchmark-level data to plan reteaching opportunities for whole-class, small group and individual students based on trends. Teachers connect students to standards-based resources for reteaching and monitoring student progress. Track student progress consistently (Interactive Notebooks, Albert IO, Performance Matters Common Assessments, District Cycle 1, 2, & 3 Data). Measured by District Cycle & State EOC 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.

Based on prior year proficiency data, U.S. History will continue to be the focus. Majority 11th grade students take this course to meet their graduation requirement.
U.S. History Percent Proficiency: 2024-64%

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

The percent of all students achieving proficiency will increase from **64% to 72%,** as measured by US History EOC.

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.

Common Formative Assessments & District Cycle 1, 2, and 3 Assessments

Person responsible for monitoring outcome
Lisa Sinatra

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:
Utilize instructional practices that support WICOR to raise achievement levels and close the achievement gap. Teachers will utilize data to develop scaffolding for students and for the development of differentiated instructional practices to increase student achievement

Rationale:
Enhance staff capacity to support students through purposeful activation, transfer strategies, and to strengthen staff ability to engage students in complex tasks in continuation using data to drive instruction.

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
Professional Development

Person Monitoring: **By When/Frequency:**
Lisa Sinatra

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers receive professional development around Focused Note taking, collaboration and accountable talk strategies that can be implemented and modified to meet the needs of diverse learners. Ongoing professional development for Faculty & Staff (Effective PLC's, Focused Note Taking, Engagement Strategies). Measured by District Cycle & State EOC Assessments.

Action Step #2
Instructional Practices

Person Monitoring: **By When/Frequency:**
Lisa Sinatra

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will include Focused Note Taking into daily lesson plans that support students at all levels. Teachers will integrate literacy standards into the socials studies content via Documents Based Questions (DBQ) project materials and Digital Inquiry Group (formerly Stanford History Educational Group (SHEG)) lessons in the social studies. Teachers will work in PLCs with facilitated planning support to incorporate WICOR strategies and create instructional materials aligned to the rigor of content benchmarks while spiraling instruction using available data sources. Remediation will be focused on small group and individualized student plans. Monitoring instructional engagement of teachers and students with fidelity (Administrative Walkthroughs, PLC's, & Strategy Walks). Measured by District Cycle & State EOC Assessments.

Action Step #3
Data Driven

Person Monitoring: **By When/Frequency:**
Lisa Sinatra

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers regularly incorporate knowledge checks (formative assessments) and data to gauge student progress toward mastery of course content. Track student progress consistently (Document Based Questions, Doc-A-Day, District Cycle 1, 2, & 3 Data). Teachers will use formative and cycle assessment data to develop remediation plans for each quarter. Measured by District Cycle & State EOC Assessments.

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.

Every student will be supported so that they can complete at least one college and career readiness measure by the end of senior year.

Measurable Outcome

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

The percent of all students achieving AP credit before leaving high school will increase from **57% to 70%** as measure by DIT certifications, Dual Enrollments pass score of C or higher, and qualifying score on AP/AICE exam.

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.

- AP Classroom District created template to monitor. AP Teachers can provide quarterly reports on student progress.
- Cohort Report
- Focused Note Taking- Monitoring template for schoolwide use
- Xello- this monitors student success and progress
- PCS Analytics- use this for monitoring student success and progress toward achieving acceleration point and selecting pathway to achieve it

Person responsible for monitoring outcome
Lisa Sinatra

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:
Ensure the school has robust systems of support so all students can complete at least one college

and career measure. Strengthen teacher use of data to organize students to interact with content in manners which differentiate and scaffolds instruction to meet the needs of every student while utilizing AP Classroom platform. Schoolwide AVID Focused Note Taking and systems of measurement of use.

Rationale:
Administrators will be able to monitor classrooms and provide constructive feedback to teachers and collaborate to determine the next steps.

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
Professional Development

Person Monitoring: **By When/Frequency:**
Lisa Sinatra

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide professional development for continuing Schoolwide AVID in Focused Note Taking. Teachers, AVID team, and Admin monitoring progress of implementation of Focused Note Taking. Teachers participate in professional learning for tracking student progress based on instructional needs identified through the creation of learning goals and scales and progress monitoring assessments. Ongoing professional development for Faculty & Staff, including School Counselors (Effective PLC's, Focused Note Taking, Engagement Strategies). Measured by DIT certifications, Dual Enrollments pass score of C or higher, and qualifying score on AP/AICE exam.

Action Step #2
Instructional Practices

Person Monitoring: **By When/Frequency:**
Lisa Sinatra

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Establish the expectation that every AP teacher will follow the College Board's Course and Exam Description (CED) and provide coaching support to implement the use of topic Questions and personal progress checks within AP Classroom to provide formative feedback for the purpose of differentiation of instruction. Teachers regularly incorporate AP Topic Questions and Personal Progress Checks from AP Classroom as formative assessments and use the results to determine needs for reteaching and/or differentiation. As well as attending district PLCs and using district provided resources like Marco Learning and Albert IO. Measured by DIT certifications, Dual Enrollments pass score of C or higher, and qualifying score on AP/AICE exam.

Action Step #3
Intentional Scheduling

Person Monitoring: **By When/Frequency:**
Lisa Sinatra

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Expand the opportunities of career dual enrollment (CDE) on your campus by connecting with Pinellas Technical College staff and utilizing the scheduling guidelines for CDE courses. Career Readiness (SPC Dual enrollment course) are offered on campus and junior/senior students with a 2.0 GPA or higher are eligible to take the course. Using acceleration cohort report to identify students who can enter dual enrollment, schedule PERT, and set up SPC ID. School counselors reach out to students to get their SPC ID numbers and use the cohort report and other FOCUS reports to see what pathway is best for students. They also encourage students to take the PERT if they're eligible for dual enrollment courses. Measured by DIT certifications, Dual Enrollments pass score of C or higher, and qualifying score on AP/AICE exam.

Action Step #4
Data Driven

Person Monitoring: **By When/Frequency:**
Lisa Sinatra

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers regularly incorporate AP Topic Questions and Personal Progress Checks from AP Classroom as formative assessments and use the results to determine needs for reteaching and/or differentiation. As well as attending district PLCs and using district provided resources like Marco Learning and Albert IO. Track student progress consistently (AP Classroom Usage, Gmetrix, Common Assessments). Measured by DIT certifications, Dual Enrollments pass score of C or higher, and qualifying score on AP/AICE exam.

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.

Our vision for our school is 100% student success. Our success is found in providing equitable opportunities for all students for college and career readiness.

Measurable Outcome

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

The percent of all students graduating high school will increase from **96% to 100%.**

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 and school counselor team once a week to review the cohort report, grades, and attendance of our seniors. Also, the at-risk seniors individually identified earlier in the school year (1st quarter) need to be met with consistently from the beginning of the school year. These seniors need to be discussed each week. A strategy that worked this year was going through the students one-by-one.

Students who have a GPA below 2.0 or less than 12 credits will meet with school counselor and A.P. weekly until the student has met eligibility to graduate.

We will monitor the attendance of student who visit the College and Career Center, Administrators, guidance counselors, and school social worker & psychologist will monitor the academic progress (GPA, credits, course failures, attendance, and behavior) to ensure a proactive intervention with a Personalized Learning Plan (PLP) and proactively intervene when students show early signs of attendance, behavior, or academic problems.

Person responsible for monitoring outcome
Lisa Sinatra

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:
Embedded programs to promote graduation rate: Check and connect MTSS Warhawk Soaring platform PBIS Academic Resource College and Career Center GPA weekly support group Early identification will all SHS to develop a PLP that meets the needs of the student

Rationale:
Increased collaboration among faculty, while providing scaffolding support for continued standards-based instruction, will aid in early identification for students' needs and explicit differentiated instruction to bridge the achievement gap.

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
Professional Development

Person Monitoring:	**By When/Frequency:**
Lisa Sinatra	

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Professional development for school counselors, and faculty & staff on grade forgiveness processes, and intervention strategies. The percentage of students meeting graduation requirements.

Action Step #2
Intentional Interventions

Person Monitoring:	**By When/Frequency:**
Lisa Sinatra	

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Continue instructional intervention strategies beginning 9th grade. At risk student, parent, faculty & staff, and administrative meetings. Weekly ELP and Credit Recovery opportunities (immediate grade forgiveness). Credit checks completed with students quarterly. Student services resources, MTSS, CST, and administrative strategic interventions. Ensure at least 80% of the students who fail semester 1 courses recover during semester 2, and at least 80% of the students who fail semester 2 courses recover during summer credit recovery. Identify Semester 2 students in November and Summer students in April. The percentage of students meeting graduation requirements.

Area of Focus #7

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

ESSA Subgroups specifically relating to Black/African American Students (BLK)

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.

Area of current concern include student attendance, use and availability of resources such as extended learning programs (ELP) during lunch and after school, MTSS and child study team, peer tutoring, check and connect, and creating inclusive and equitable learning environments through culturally relevant training to support and increase student achievement and close the gap between black and nonblack students.

Measurable Outcome

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

The percent of black students displaying proficiency on the FAST assessments in ELA and Math will increase by 7% reducing the gap between Black and Non-Black students as measured by consistent

formative assessment, district assessments, and the FAST Standards assessments.

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.

Classroom walkthroughs with actionable feedback

Child Student Team

Connect and Check

Data Chats in School Based Leadership Team (SBLT) and Professional Learning Communities (PLC)

Cycle Assessments

Person responsible for monitoring outcome
Courtney Gicka

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:
Implement culturally relevant teaching within classrooms. Implement Restorative Practices (RP) throughout the school. Examine trend data in SBLT and PLCs to provide feedback for next steps.

Rationale:
Continue to increase the number of staff members who are equity champions. Increased collaboration among staff members to support our Black student's academic success.

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
Instructional Practices

Person Monitoring: **By When/Frequency:**
Courtney Gicka

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Continue utilization of restorative practices school wide, providing ongoing professional development

in PLC's. Once a month in School Based Leadership Team (SBLT) to discuss success, next steps, and current barriers to achieving our Bridging the Gap goal. Monitoring instructional engagement of teachers and students with fidelity (Administrative Walkthroughs, PLC's, & Strategy Walks). Measured by ELA & Math District and State Assessments

Action Step #2
Data Driven

Person Monitoring: **By When/Frequency:**
Courtney Gicka

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Develop personalized learning plans for all black students, ensuring strategies are in place as determined by our Child Study Team and MTSS team. Continue the utilization of data chats in classrooms to support students and teachers in moving forward in instruction. Track student progress consistently (Lexia, Common Assessments, PM1 & PM2 Data, IXL, ALEKS, Albert IO, District Cycle 1, 2, & 3 Data). Measured by ELA & Math District and State Assessments

Area of Focus #8

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

ESSA Subgroups specifically relating to English Language Learners (ELL)

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 English Learners have begun receiving sufficient support to meet their academic goals through the assistance of our Bilingual Assistant. As a school we need to continue to provide professional development for our staff to accommodate English learners in their learning, assessments and progress monitoring.

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

The percent of English Learners achieving proficiency will increase by 5% as measured by State Assessments.

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.

WIDA Access for ELL students

Person responsible for monitoring outcome
Justin Bending

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:
Each teachers plans and delivers lessons that meet the needs of EL students based on English language Proficiency levels and length of time in U.S. schools to ensure academic success of each EL in their class. Bilingual Assistant will incorporate 'pull-out sessions' with ELL students and continue to assist with ELL testing.

Rationale:
The strategies selected are the best way for us to utilize, evaluate, and communicate the needed changes to support our ELL students.

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
Utilize WIDA Ellevation reports, Can-Do Descriptors and Model Performance Indicators to identify and support appropriate scheduling, differentiated planning and instruction based on EL's language proficiency levels and needs. Utilize Ellevation to assess the languages and countries of birth of ELs and plan for any special considerations the staff should be informed of. Work with district coaches to provide PD and support for maximized instruction and scheduling for EL students. Teachers and Bilingual Assistants will develop and implement a plan for monitoring EL students through WIDA Can Do Descriptors and Model Performance Indicators to deliver effective and comprehensible instruction and ongoing student feedback. Teachers work in weekly PLC groups with facilitated planning support to incorporate AVID's WICOR learning strategies, including focused note taking, marking text for reading, and collaboration with others. These strategies will be supported through AVID site team monthly meetings.

Person Monitoring: **By When/Frequency:**
Justin Bending

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students' progress measured by District & State Assessments

Action Step #2
Teachers and other instructional staff will receive professional development on the implementation of WIDA Ellevation reports, Can Do Descriptors, and MPIs to support differentiated planning and instruction based on the diverse needs and proficiency levels of our EL population. Teachers regularly incorporate checks for understanding through formative assessments and use the collective data to gauge student progress toward mastery of the course content. The utilization of Academic

Resource class, Extended Learning Program, and tutoring programs during the school day facilitated by teachers, guidance counselors, NHS and academy students to ensure extra support outside of the classroom. Bi-weekly in SBLT EL data will be pulled and examined to determine next steps and additional needs of students and staff. Monitor fidelity of implementation of the EL grading policy school by utilizing the grading reports and following up with individual teachers for each course failure for LY students.

Person Monitoring: **By When/Frequency:**
Justin Bending

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students' progress measured by District & State Assessments

Action Step #3
Administrators will utilize the EL HS - Year at a Glance to get the ESOL team and the administrative team organized for the year ahead. Monitor the LF student performance to ensure academic success or provide appropriate supports; monitor implementation of testing accommodations for LF students to ensure consistency schoolwide. Teachers will receive copies of students' WIDA ACCESS for ELLs English Language Proficiency Test results to reference when preparing lessons, assessments and grades.

Person Monitoring: **By When/Frequency:**
Justin Bending

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students' progress measured by District & State Assessments

Action Step #4
Instructional Practices

Person Monitoring: **By When/Frequency:**
Justin Bending

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Work with district coaches to provide PD and support for maximized instruction and scheduling for EL students. Teachers and Bilingual Assistants will develop and implement a plan for monitoring EL students through WIDA Can Do Descriptors and Model Performance Indicators to deliver effective and comprehensible instruction and ongoing student feedback. Teachers work in weekly PLC groups with facilitated planning support to incorporate AVID's WICOR learning strategies, including focused note taking, marking text for reading, and collaboration with others. These strategies will be supported through AVID site team monthly meetings. The utilization of Academic Resource class, Extended Learning Program, and tutoring programs during the school day facilitated by teachers, guidance counselors, NHS and academy students to ensure extra support outside of the classroom. Students' progress measured by District Cycle, State EOC, & WIDA Assessments.

Action Step #5
Data Driven

Person Monitoring: **By When/Frequency:**
Justin Bending

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

Utilize WIDA Ellevation reports, Can-Do Descriptors and Model Performance Indicators to identify and support appropriate scheduling, differentiated planning and instruction based on EL's language proficiency levels and needs. Utilize Ellevation to assess the languages and countries of birth of ELs and plan for any special considerations the staff should be informed of. Teachers regularly incorporate checks for understanding through formative assessments and use the collective data to gauge student progress toward mastery of the course content. Bi-weekly in SBLT EL data will be pulled and examined to determine next steps and additional needs of students and staff. Monitor fidelity of implementation of the EL grading policy school by utilizing the grading reports and following up with individual teachers for each course failure for LY students. Monitor the LF student performance to ensure academic success or provide appropriate supports; monitor implementation of testing accommodations for LF students to ensure consistency schoolwide. Students' progress measured by District Cycle, State EOC, & WIDA Assessments.

Area of Focus #9

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.

Our school has made progress for ESE achievement rate but has not reached the goal yet. To continue moving forward we will continue our monthly ESE PLC's that focus on student data, progress monitoring and differentiated instructions along with support teachers attending academic PLC's in their area of support to collaborate with the general education teachers to receive instructional coaching along with reviewing the student data, progress monitoring and differentiated instructions in the support classroom.

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.

ESE achievement will increase by 6% for the 2023-2024 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.

Monitoring student data with a focus in Math and ELA. Use of template for the district ESE data tracker (SDI tracker). Monitor subject areas cycle assessments. Teachers will engage in professional learning around instructional shifts, course standards, common student misconceptions, tracking student data, and remediation based on needs identified through progress monitoring assessments.

Person responsible for monitoring outcome

Alana Brown

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:

Targeted support for SWD will lead to the necessary learning environment to promote a conducive, standards-based learning for students. Increased collaboration among faculty, while providing scaffolding support for continued standards-based instruction form district coaches and pacing guide will aid in early identification for students needs and explicit differentiated instruction to bridge the achievement gap. Offering more opportunities for test prep to acclimate students to the style of state and district assessments.

Rationale:

Students requiring ESE services work towards mastery of meaningful Individualized Education Plan (IEP) goals in their Least Restrictive Environment (LRE). Ensure that students requiring ESE services receive the support they need to do the thinking.

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

Instructional Practices

Person Monitoring: **By When/Frequency:**

Alana Brown

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

Implement Positive Behavior Intervention Plans (PBIPs) that consider the function of the students' behavior. Provide students with opportunities to work diligently to promote their independence by gradually reducing supports so that students no longer rely on them or become self-sufficient in replicating them. Use positive behavior supports including individual, class-wide and school-wide behavior plans. Use de-escalation strategies to intervene safely and appropriately when students are in a crisis situation. ESE teachers will provide specially designed instruction for each student according to their IEP. Measured by District Cycle & State EOC Assessments.

Action Step #2

Data Driven

Person Monitoring: **By When/Frequency:**

Alana Brown

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Continue to implement placing students requiring services on the master schedules first to optimize service delivery. Utilize students' IEP teams and related service providers to collaborate with general education staff across settings to ensure students receive proper data-driven accommodations and modifications. Collect data and monitor progress towards IEP goals and objectives on an intentional and regular schedule in order to adjust the accommodations and interventions accordingly. Measured by District Cycle & State EOC Assessments.

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

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.

An area of focus for Seminole High School is total number of disciplinary referrals. Historical data: 2021-521, 2022-848, 2023-522, 2024-506

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.

Total number of referrals will decrease by 5% for the 2024-2025 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.

School-wide implementation of behavior flowchart that guides teachers and staff through alternative strategies to discipline referrals including restorative practices. School-wide implementation of PBIS to increase appropriate behaviors.
Use of Focus data to monitor disciplinary referrals throughout the year.

Person responsible for monitoring outcome
Courtney Gicka

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
Professional Development

Person Monitoring: **By When/Frequency:**
Courtney Gicka

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Professional development on school-wide behavior flowchart. Professional development on district-wide common referral. Professional development on classroom-based interventions and MTSS resources. Measured by discipline data in Focus.

Action Step #2
School Practices

Person Monitoring: **By When/Frequency:**
Courtney Gicka

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Ensure guidelines for success are posted throughout the school in all common areas and classrooms. Monitor Focus discipline referral data monthly.

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.

Stakeholders will be able to access and be provided updated progress on SIP information and through various means: Website, Quarterly Newsletters, Weekly School Messenger, Strategic phone, email, social media posts for real-time information. Monthly PTSA and SAC meetings, Advisory Board meetings quarterly, Curriculum Registration Nights, Progress Towards Graduation events, Pre-School Academic bootcamps, one-on-one triage with administration and school counselor.

https://www.pcsb.org/domain/3575

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))

SHS has a schedule of parent involvement opportunities that include SAC & PTSA meetings, DAP (CEL & RISE) parent meetings, Back to School Night, Freshmen Registration Night, FAFSA assistance night, along with other parent meetings unique to extracurricular activities. Academic connections were made during Back-to-School Night, Freshmen Registration Night, Fall Festival, Wally's Winter Wonderland, Trunk-Or-Treat, Parent Graduation Information Night, and FAFSA assistance Night. All these events provide data (course requests, parent attendance records/surveys, call logs/notes, FAFSA completion numbers) as evidence of parent connections.

https://www.pcsb.org/domain/3575

Not currently made public but will be added

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))

Student academic/achievement data along with walk-through data are used to inform instructional practices within the classroom. A gap has been identified with the lack of collaborative structures and highly engaging experiences, along with implementing the 10-10-2 strategy to assist with the release of student learning. However, the gap is not school-wide, but most notable within ELA and math classrooms.

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))

We provide comprehensive support beyond academics to ensure student success. The school social worker and psychologist offer individual and group counseling and on-site mental health clinics are available through local partnerships. We develop IEPs and 504 plans for students with disabilities, and our peer and community mentoring programs offer additional academic and emotional support. We engage parents through workshops and meetings, and our staff receives ongoing professional development. Utilizing MTSS, we provide targeted interventions based on student needs, while monitoring progress through assessments and feedback to continually refine our services. This comprehensive approach enhances student well-being and prepares them for success beyond academics.

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))

SHS continues to offer CTAE courses that provide postsecondary credit. These courses include Digital Design, Digital Media, Business and Entrepreneurship, Engineering, and Water Sustainability. We also have a College and Career Center which provides job fairs and college fairs to students so that they may gain an understanding of postsecondary opportunities. The College and Career Center Manager assists students with completing postsecondary applications and scholarships.

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)).

SHS implements MTSS to support all students. We use an electronic referral system to communicate about student need and outcomes of interventions. All school-based stakeholders are linked to the student. The MTSS team meets monthly to review students with multiple warning signs to create tier 2 and tier 3 interventions for those students.

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)).

SHS has a very comprehensive PD plan and PLC structure that includes content specific PLCs, AVID Site-Team, SBLT, faculty meetings, school-wide strategy walks, Department & Academy Lead meetings, school-wide STEAM team, site-based trainings on non-student days, the observation & walkthrough cycle including actionable feedback, coaching & development, paid collaborative planning sessions, paid summer training opportunities (on/off site). Evidence of implementation is seen on campus, but not with every staff member. Leadership has begun having one-on-one conversations with specific staff members and will continue to provide support for faculty development.

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