

Seminole County Public Schools

South Seminole Middle School



2021-22 Schoolwide Improvement Plan

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South Seminole Middle School

101 S WINTER PARK DR, Casselberry, FL 32707

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0201>

Demographics

Principal: Mia Coleman

Start Date for this Principal: 1/7/2012

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	74%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (54%) 2017-18: B (56%) 2016-17: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Seminole County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 Florida Department of Education 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. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0201>

School Demographics

School Type and Grades Served (per MSID File) Middle School 6-8	2020-21 Title I School Yes	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) 71%
Primary Service Type (per MSID File) K-12 General Education	Charter School No	2018-19 Minority Rate (Reported as Non-white on Survey 2) 64%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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SIP Authority

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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 Florida Department of Education 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. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of South Seminole Academy is to empower all students to lead, find their voice and inspire others to find theirs. This is achieved through a commitment to academic excellence, providing opportunities to embrace cultural diversity and developing student leadership within a global society.

Provide the school's vision statement.

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

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Coleman , Mia	Principal	SAC / Community Relations School Budget/ FLEX funds Staffing / Personnel Standards Based Initiatives, CIT /Deans/APs/Gd. Co
McDonald, Jason	Assistant Principal	Science Social Studies Foreign Language: World Languages, Spanish Electives: Legal Studies, iSeries AIP/PBS/ CSM Backup
Mertz, Christopher	Assistant Principal	Math ESE ESE Paraprofessionals Numeracy Electives: Band, Chorus, Dance, PE HERO System Liaison Title IX Coordinator Testing Coordinator SEL Lead AP
Reid, Clifphene	Assistant Principal	Reading Leadership: L4L, EL, LS, JROTC Electives: Art, TV Production, Robotics Magnet Facilitation Liaison PTA/ Business Partners/Dividends Community Relations: Rotary/Forum LEAD21 Newsletter Team DPP Lead AP
Fernandez, Rafeal	Dean	Discipline 7th Grade Discipline- Bullying accusations Discipline Committee Anti-Bullying / Upstanders Program Schedule Pick-up Sports Coordinator School Safety and Security / Fire Drills SAC / School Improvement Plan Transportation Liaison Field Trips Special Olympics Initiative-Coordinator Facilites and Maintenance Sonitrol End of Year Procedures Master Calendar
Pearson - Welch, Amber	Dean	Discipline 8th Grade Discipline-Bullying accusations SS Instructional Coach Young Women of Distinction Liaison Schedule Pick-Up Student and Staff Recognition EOY Awards Program Wellness Champion Summer School / Transition Intern Coordination Academic Intervention Program Grade Recovery Initiative Leadership Academies / Student Activities Girls in Government Coordinator
Maffuz, Janice	Other	Discipline 6th Grade Discipline-Bullying accusations Lead-CSM Health Services & Clinic Dividends/Raptor Sign in Title 1 Facilitator/Family Engagement/Parent Academy Faculty Handbook Non-ESE Paraprofessional Schedule & Supervision School Safety Guard/Integrated Technician KidZone contact Fundraisers/Lifetouch Pictures Substitutes Lead21 Newsletter Team Event Set-up MTSS C9A only Test Administrator A Gift for Teaching Contact
Kiefer, Adam	Instructional Coach	Math/ Science Numeracy in Electives: Band, Chorus, Dance, PE
Hernandez, Lexa	Instructional Coach	8th Sci/Civics/STD/ADV ELA/ESOL, Professional Development
Metzler, Kelly	Instructional Coach	Reading/ELA/ESOL Lit in Electives: L4L, EL, LS, JROTC, Art, Robotics

Demographic Information

Principal start date

Saturday 1/7/2012, Mia Coleman

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

13

Total number of teacher positions allocated to the school

70

Total number of students enrolled at the school

977

Identify the number of instructional staff who left the school during the 2020-21 school year.

10

Identify the number of instructional staff who joined the school during the 2021-22 school year.

2

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	355	351	267	0	0	0	0	973
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	2	5	0	0	0	0	0	7
Course failure in ELA	0	0	0	0	0	0	22	27	10	0	0	0	0	59
Course failure in Math	0	0	0	0	0	0	29	40	18	0	0	0	0	87
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	72	72	52	0	0	0	0	196
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	111	74	45	0	0	0	0	230
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	36	39	14	0	0	0	0	89

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	70	67	22	0	0	0	0	159
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Wednesday 9/1/2021

2020-21 - As Reported

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	417	334	337	0	0	0	0	1088
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	25	24	6	0	0	0	0	55
Course failure in Math	0	0	0	0	0	0	34	52	35	0	0	0	0	121
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	74	51	59	0	0	0	0	184
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	78	58	46	0	0	0	0	182

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	23	33	13	0	0	0	0	69

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	74	42	27	0	0	0	0	143
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	417	334	337	0	0	0	0	1088
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	25	24	6	0	0	0	0	55
Course failure in Math	0	0	0	0	0	0	34	52	35	0	0	0	0	121
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	74	51	59	0	0	0	0	184
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	78	58	46	0	0	0	0	182

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	23	33	13	0	0	0	0	69

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	74	42	27	0	0	0	0	143
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				51%	61%	54%	52%	60%	53%
ELA Learning Gains				47%	57%	54%	51%	56%	54%
ELA Lowest 25th Percentile				38%	45%	47%	41%	43%	47%
Math Achievement				58%	66%	58%	62%	66%	58%
Math Learning Gains				56%	64%	57%	63%	64%	57%
Math Lowest 25th Percentile				47%	52%	51%	56%	48%	51%
Science Achievement				52%	59%	51%	48%	62%	52%
Social Studies Achievement				65%	75%	72%	66%	74%	72%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	48%	60%	-12%	54%	-6%
Cohort Comparison						
07	2021					
	2019	46%	58%	-12%	52%	-6%
Cohort Comparison		-48%				
08	2021					
	2019	51%	61%	-10%	56%	-5%
Cohort Comparison		-46%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	62%	65%	-3%	55%	7%
Cohort Comparison						
07	2021					
	2019	52%	61%	-9%	54%	-2%
Cohort Comparison		-62%				
08	2021					
	2019	14%	32%	-18%	46%	-32%
Cohort Comparison		-52%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	49%	57%	-8%	48%	1%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	61%	74%	-13%	71%	-10%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	70%	61%	9%	61%	9%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	93%	64%	29%	57%	36%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Common District Created Benchmark Assessments were utilized to progress monitor:

- ELA – Grades 6-8
- Mathematics – Grades 6-8 including high school Algebra and Geometry
- Science – Grade 8
- Civics – Grade 7

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	182/67%	148/51%	204/64%
	Economically Disadvantaged	115/59%	89/42%	130/56%
	Students With Disabilities	12/32%	6/13%	11/21%
	English Language Learners	2/20%	7/29%	6/23%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	164/59%	206/71%	170/55%
	Economically Disadvantaged	106/54%	139/67%	116/52%
	Students With Disabilities	17/40%	17/38%	20/41%
	English Language Learners	10/43%	13/57%	9/36%

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	189/77%	189/74%	248/86%
	Economically Disadvantaged	130/73%	129/70%	176/83%
	Students With Disabilities	20/57%	19/53%	25/64%
	English Language Learners	9/53%	7/47%	14/78%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	162/69%	166/67%	163/58%
	Economically Disadvantaged	110/65%	116/65%	107/52%
	Students With Disabilities	21/62%	17/55%	15/38%
	English Language Learners	5/31%	5/31%	7/37%
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	214/88%	184/70%	210/74%
	Economically Disadvantaged	151/86%	132/69%	145/69%
	Students With Disabilities	21/62%	17/45%	16/40%
	English Language Learners	13/76%	7/47%	7/39%

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	228/84%	167/58%	229/72%
	Economically Disadvantaged	143/79%	99/51%	141/67%
	Students With Disabilities	18/51%	8/22%	13/34%
	English Language Learners	16/57%	9/29%	13/42%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	142/57%	178/65%	187/63%
	Economically Disadvantaged	77/47%	106/57%	106/55%
	Students With Disabilities	9/26%	20/51%	18/49%
	English Language Learners	8/35%	13/46%	10/38%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	87/51%	98/52%	119/56%
	Economically Disadvantaged	63/48%	72/49%	86/55%
	Students With Disabilities	9/26%	11/31%	12/33%
	English Language Learners	5/24%	12/43%	10/34%

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	20	31	25	22	31	26	14	33			
ELL	29	54	48	28	34	34	15	48	70		
ASN	69	65		81	61		67	91	93		
BLK	41	43	30	38	36	23	26	51	71		
HSP	47	50	37	50	40	33	33	60	67		
MUL	45	33		49	28	31	57	38	85		
WHT	61	51	39	66	46	27	55	77	82		
FRL	44	44	32	48	39	29	34	60	74		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	21	40	37	21	39	36	22	22	30		
ELL	17	41	39	34	59	67	25	40			

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ASN	75	61		88	80		83		100		
BLK	35	39	31	40	45	37	36	55	69		
HSP	47	45	42	55	54	56	50	58	72		
MUL	48	43	40	48	56	25	28	67			
WHT	59	51	39	68	59	45	62	73	73		
FRL	43	43	36	51	52	47	47	57	70		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	14	35	34	22	50	49	16	30	20		
ELL	16	40	41	37	52	39	18	23			
ASN	70	62		90	82		50	82	100		
BLK	41	40	30	48	63	64	33	55	60		
HSP	49	50	43	56	57	47	43	63	57		
MUL	40	50	60	57	57	55	52	60	43		
WHT	60	55	42	71	67	61	57	72	64		
FRL	47	47	39	55	59	54	41	58	54		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	53
Total Points Earned for the Federal Index	501
Total Components for the Federal Index	10
Percent Tested	92%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	75
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	46
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	56
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The performance of students with disabilities across all grade levels and content areas is a concerning trend.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The achievement and learning gains of students with disabilities demonstrates the greatest need for improvement.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Factors contributing to the low performance of students with disabilities in ELA and Math proficiency and learning gains include disruption in instructional continuity due to the pandemic that further widened gaps in students' foundational skills. Actions to support improvement in these areas will include frequent formative progress monitoring with target support and acceleration in identified areas of need.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Grade 7 ELA and Grade 8 mathematics reflect the most improvement

What were the contributing factors to this improvement? What new actions did your school take in this area?

Deliberate monitoring of specific student groups contributed to this improvement. Actions included focus on the monitoring of the lowest 30% of students, acceleration of high level 1 and high level 2 and level 3 students along with standards-based tutoring

What strategies will need to be implemented in order to accelerate learning?

Acceleration strategies will include strategic monitoring of lowest 30% of students, acceleration of high level 1 and high level 2 and level 3 students, more frequent common formative assessment to gather progress monitoring data and highly structured professional learning community discussions using this data to collaborate on strategies to accelerate student learning.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development will be focused on the development of highly effective professional learning communities and how school-based leaders can foster the growth and development of teacher collaboration for student success.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Additional services dedicated to student acceleration include social emotional learning support for students and families, data driven tutoring and acceleration support, expanded use of SCPS early warning tracking and MTSS based support, and additional progress monitoring opportunities in ELA and mathematics for all students in grades 6-8.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Increasing academic achievement of students with disabilities. ESSA Federal Percent of Points Index indicates this is a high priority need and focusing on the success of these students will reduce achievement gaps and prepare these students for future academic success.

Measurable Outcome: Increase achievement and learning gains for students with disabilities.

Monitoring: This area of focus will be monitored through classroom walk throughs, review of progress monitoring data and through data chats with professional learning communities.

Person responsible for monitoring outcome: Mia Coleman (mia_coleman@scps.k12.fl.us)

Evidence-based Strategy: Lessons aligned to Florida Standards at the appropriate level of complexity with ongoing feedback loops between leadership and teachers, students and teachers and student with students and PLCs focused on data, instructional planning and student evidence of learning.

Rationale for Evidence-based Strategy: Standards based lessons differentiated to meet the needs of these specific student groups and data driven deliberate action planning will improve achievement and learning gains for our students. This strategy is aligned to having high expectations for all learners and teachers.

Action Steps to Implement

- Student owned progress monitoring
- Low 30% Monitoring
- High Level 1 and High Level 2 Monitoring
- Low Level 3 Acceleration
- Collaborative Data Driven PLCs
- Tutoring
- See SCPS School Improvement Plan for additional details

Person Responsible: Mia Coleman (mia_coleman@scps.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Based on the data from Safe School for Alex, South Seminole Academy has seen a decrease in out of school suspensions since 2014. These out of school suspension rates have fluctuated every year from 2014 to 2019. We are currently on a downward trend from 2018 to 2019 in suspensions. We are also below the statewide suspension rate per 100 students. With a focus on character lessons, mental health, counseling, identifying areas of need for students and families, and community support we expect to see a continuation of a reduction in out of school suspensions.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

South Seminole Academy will be using the HERO system to award students positive behavior "STORM Bucks". These are tracked virtually through student accounts, and work in collaboration with PBS Financial. Students are awarded these bucks from staff, teachers, and administrators. Students can access their accounts, and cash in their points at the PBS store on "Win-Win Wednesday" weekly. Also there are quarterly events that students attend with treats and music for those who have achieved a certain level "STORM Bucks" and "Positive Referrals". Positive Referrals are also awarded and tracked through the HERO system virtually. Students can utilize their "STORM Bucks" for athletic event entrance fees, school events like the Fall Festival, and dances instead of actual money.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

South Seminole Academy has a list of stakeholders throughout our community that assist us in promoting a positive culture and environment. Parent/Teacher/Student groups such as our PTSA provide support to teachers and students with mini grants to enrich the classroom experience, and promote a positive environment through events and social media platforms. Our SAC provides funding support for our families in need with food, clothing, and school wide initiatives. New Horizons and Children's Home Society provide mental health counseling to students and their families. Peers as Partners in Learning (Fdlrs) provides a program that we utilize with our "Pit Crew" students that support our students with special needs.

Partnerships with the Casselberry Police Department allow for community outreach through food drives, bike helmets, and mentoring. South Seminole Academy also works with the Special Olympics of Florida, Inc. as a Unified Champion School to provide students with special needs the opportunity to compete in Track and Field events. In a partnership with the City of Casselberry, Seminole County Government, and our teacher sponsors provide our Girls in Government to expose young female students to mentors serving our community. More support to our students is provided with our Young Men and Women of Distinction, BETA, and Junior National Honor Society programs led by teachers and community leaders leading to a more positive environment and culture. We also work with other community partners: Addition Financial, Planet Smoothie, Six Flags Nursery, Church Together, Rollins College, Junior Achievement, Dragon Financial Services, Edwards Financial, Jeremiah's Italian Ice, Casselberry Community Forum, Casselberry Chamber of Commerce