Seminole Ridge Community High School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Seminole Ridge Community High School

4601 SEMINOLE PRATT WHITNEY RD, Loxahatchee, FL 33470

https://smrh.palmbeachschools.org

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

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 parent), 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://www.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)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: 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. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission of the School District of Palm Beach County is to educate, affirm, and inspire each student in an equity-embedded school system.

Provide the school's vision statement.

We envision...

The School District of Palm Beach County is an educational and working environment, where both students and staff are unimpeded by bias or discrimination. Individuals of all backgrounds and experiences are embraced, affirmed, and inspired. Each and every one will succeed and flourish.

The School District of Palm Beach County will take ownership for students' academic mastery, emotional intelligence, and social-emotional needs by creating environments where students, families, staff, and communities will develop agency and voice.

A joy of learning is fostered in each student and a positive vision for their future is nurtured. Each student's cultural heritage is valued, and their physical, emotional, academic, and social needs are met.

...WE SEE YOU.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Hatcher, Robert	Principal	The Principal is responsible for the instructional direction and vision of the school. Inclusive of all programs and initiatives. The Principal will provide a common vision for use in databased decision-making; shapes a vision of academic success for all students; creates a climate hospitable to education; cultivates leadership in others; manages teachers and staff; reviews data and action plans; improves school leadership; administers the budget, hire and evaluate staff and oversee all personnel.
Gilbert-Henry, Sharina	Assistant Principal	The Assistant Principal is responsible for supporting the vision and instructional goals of the school, support teachers, participate in community/parent outreach, directly supervise and evaluate teachers to ensure effective instruction and all other duties assigned by the Principal. The primary responsibility is the supervision, discipline, and monitoring of students. The Assistant Principal under the direction of the Principal, implement(s) and enforce(s) school board policies, administrative rules and regulations, as well as monitoring effective instruction and monitoring the successful implementation of PLCs. In the absence of the Principal, the Assistant Principal(s) shall assume the duties and responsibilities of the Principal. The Assistant Principal(s) will work cooperatively with the District, support district-wide goals and initiatives, and be held directly accountable to the Principal. Mrs. Gilbert-Henry's specific duties include but are not limited to: Oversees the Social Studies and World Languages departments and 12th grade students. Graduation Coordinator, Senior Awards, SIS manager, Parking, SWPBS, Technology, Threat Assessments
Leyland, Joseph	Assistant Principal	The Assistant Principal is responsible for supporting the vision and instructional goals of the school, support teachers, participate in community/parent outreach, directly supervise and evaluate teachers to ensure effective instruction and all other duties assigned by the Principal. The primary responsibility is the supervision, discipline, and monitoring of students. The Assistant Principal under the direction of the Principal, implement(s) and enforce(s) school board policies, administrative rules and regulations, as well as monitoring effective instruction and monitoring the successful implementation of PLCs. In the absence of the Principal, the Assistant Principal(s) shall assume the duties and responsibilities of the Principal. The Assistant Principal(s) will work cooperatively with the District, support district-wide goals and initiatives, and be held directly accountable to the Principal. Mr. Leyland's specific duties include but are not limited to: Oversees the Math and Vocational departments and 10th grade students. Acceleration, Master Board, Mental Health P.O.C, Testing, Threat Assessment, and Principal's designee when the Principal is not on campus.

Name	Position Title	Job Duties and Responsibilities
Hathaway, Anthony	Assistant Principal	The Assistant Principal is responsible for supporting the vision and instructional goals of the school, support teachers, participate in community/ parent outreach, directly supervise and evaluate teachers to ensure effective instruction and all other duties assigned by the Principal. The primary responsibility is the supervision, discipline, and monitoring of students. The Assistant Principal under the direction of the Principal, implement(s) and enforce(s) school board policies, administrative rules and regulations, as well as monitoring effective instruction and monitoring the successful implementation of PLCs. In the absence of the Principal, the Assistant Principal(s) shall assume the duties and responsibilities of the Principal. The Assistant Principal(s) will work cooperatively with the District, support district-wide goals and initiatives, and be held directly accountable to the Principal. Mr. Hathaway's specific duties include but are not limited to: Oversees the English, ESE and Reading departments and 11th grade students. Athletics, AVID, Edgenuity, Facilities manager, Assigning Teacher Duties, Threat Assessment, Transportation and Vital Compliance.
Paladino, Scott	Assistant Principal	The Assistant Principal is responsible for supporting the vision and instructional goals of the school, support teachers, participate in community/ parent outreach, directly supervise and evaluate teachers to ensure effective instruction and all other duties assigned by the Principal. The primary responsibility is the supervision, discipline, and monitoring of students. The Assistant Principal under the direction of the Principal, implement(s) and enforce(s) school board policies, administrative rules and regulations, as well as monitoring effective instruction and monitoring the successful implementation of PLCs. In the absence of the Principal, the Assistant Principal(s) shall assume the duties and responsibilities of the Principal. The Assistant Principal(s) will work cooperatively with the District, support district-wide goals and initiatives, and be held directly accountable to the Principal. Mr. Paladino's specific duties include but are not limited to: Oversees the ESOL, Fine Arts, Science and PE departments and 9th grade students. Crisis Response, Educator Support Program, Professional Development, Textbooks, Threat Assessments.
Grosso, Christine	Other	The AICE Coordinator meets monthly with department chairs to support the vision and instructional goals established by the Principal. The AICE Coordinator will also support classroom teachers, participate in staff development, assist in all areas requested, and duties assigned by the Principal.
Licavoli, Tamara	Other	The Academies Coordinator meets monthly with department chairs to support the vision and instructional goals established by the Principal. The Academies Coordinator will also support classroom teachers, participate in

Name	Position Title	Job Duties and Responsibilities
		staff development, assist in all areas requested, and duties assigned by the Principal.
Weber, Lora	Instructional Media	Leadership team members meet weekly with administration to support the vision and instructional goals established by the Principal. Members will also support classroom teachers, participate in staff development, assist in all areas requests and duties assigned by the Principal.
Holowecky, Kelley	Other	The ESE Coordinator actively participates in leadership team meetings and School-Based Team meetings as needed. The ESE contact reviews and analyzes ESE student data and works to assist with problem-solving. The ESE Contact collaborates with general education teachers as well as ESE teachers to implement effective interventions for Tier II and Tier III students. The ESE contact also ensures that IEP are disseminated and accommodations are followed.
Barnwell, Scott	Dean	Leadership team members meet weekly with administration to support the vision and instructional goals established by the Principal. Members will also support classroom teachers, participate in staff development, assist in all areas requests and duties assigned by the Principal.
Leeds, Adam	Dean	Leadership team members meet weekly with administration to support the vision and instructional goals established by the Principal. Members will also support classroom teachers, participate in staff development, assist in all areas requests and duties assigned by the Principal.
Bottiglieri, Karen	Dean	Leadership team members meet weekly with administration to support the vision and instructional goals established by the Principal. Members will also support classroom teachers, participate in staff development, assist in all areas requests and duties assigned by the Principal.

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. (ESSA 1114(b)(2))

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

Our areas of focus and action steps were developed through the collaborative efforts of the Seminole Ridge leadership team, SAC Chair, and the SBHP. Multiple sources of data and our school's SEQ results were analyzed to determine which areas of our academics and school culture were most in need of remediation.
The Seminole Ridge SGA works closely with our leadership team to advocate for the needs of the student body. Their input and representation on our SAC is vital to ensuring that all of our stakeholders have a voice in the development of our SIP.

Our ESOL Coordinator along with our ESOL team members work with the districts Multicultural Department to meet the needs of our ESOL population. Parents of our ESOL students are invited to a PLC twice a year to discuss pertinent information regarding their child's education and provide them the opportunity to give feedback and input to improve our ESOL program.

Seminole Ridge has a strong relationship with our community and business partners which is reflected in our career academies. Our business and community partners are active members of our SAC and help develop the SIP as well as providing opportunities through sponsorships, internships and job placement for students in our career programs.

Safety is a vital aspect of school culture and academic achievement. Seminole Ridge is at the forefront of improving school safety and works with district personnel, school resource officers and community based first responders to ensure that our campus is the safest in the county. Seminole Ridge was the first school in Palm Beach County to implement the Stop the Bleed program and will be piloting a program using metal detectors and our points of entry to further enhance school safety and continue to improve school culture.

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's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement Plan is monitored regularly throughout the school year. Progress toward achieving the objectives outlined in the District's Strategic Plan will be monitored using school, district and state assessments. The data derived from these assessments will be used to drive instruction and plan for remediation in areas of need.

The assessments used to track student progress will include teacher made Common Assessments, District Diagnostics (FSQ, USA), Midterms, Semester Exams, Reading Plus Diagnostics, Achieve 3000, Rosetta Stone, Khan's Academy, Fast assessments (PM1, 2 & 3) and EOC's. ELL students will be assessed yearly using the WIDA ACCESS exam to measure growth in speaking, listening, reading and writing. Data gathered from these assessments will be used to modify instruction to meet the needs of our students.

Counselors and administration will monitor Acceleration and track students in their progress toward graduation.

The Single school culture (Academics, Behavior, Climate) is monitored by SWPBS team and the School Effectiveness Questionnaire.

Teachers and administration will meet weekly in Professional Learning Communities to analyze data, modify instruction and create standards based lesson plans.

Parents are kept informed of our school's progress toward reaching our academic and social goals through monthly SAC meetings. Stakeholders will work with faculty and administration during these meetings to ensure that the strategies outlined in the SIP are being implemented with fidelity.

The SIP mid-year reflection will be conducted by the SIP team and the results will be presented to SAC. Adjustments will be made to our instructional focus and the allocation of resources based on the results of the mid-year reflection.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12

Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	55%
2022-23 Economically Disadvantaged (FRL) Rate	60%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 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.	2021-22: B 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
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.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	49	52	50	53	55	51	57		
ELA Learning Gains				50			48		
ELA Lowest 25th Percentile				40			34		
Math Achievement*	41	38	38	36	42	38	36		
Math Learning Gains				42			15		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Math Lowest 25th Percentile				36			14		
Science Achievement*	75	68	64	66	43	40	63		
Social Studies Achievement*	70	67	66	73	53	48	67		
Middle School Acceleration					46	44			
Graduation Rate	96	90	89	97	65	61	92		
College and Career Acceleration	69	71	65	70	69	67	70		
ELP Progress	50	40	45	54			33		

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.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	450
Total Components for the Federal Index	7
Percent Tested	98
Graduation Rate	96

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	617
Total Components for the Federal Index	11
Percent Tested	97

2021-22 ESSA Federal Index	
Graduation Rate	97

ESSA Subgroup Data Review (pre-populated)

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%
SWD	42			
ELL	44			
AMI				
ASN	81			
BLK	62			
HSP	60			
MUL	74			
PAC				
WHT	69			
FRL	56			

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%
SWD	40	Yes	1	
ELL	49			
AMI				
ASN	72			
BLK	49			
HSP	55			
MUL	64			
PAC				
WHT	59			
FRL	51			

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)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	49			41			75	70		96	69	50
SWD	21			20			38	40		37	6	
ELL	25			23			45	73			6	50
AMI												
ASN	66			64			100	85		69	6	
BLK	46			32			72	71		66	7	50
HSP	44			38			72	59		65	7	51
MUL	58			45			94	72		75	6	
PAC												
WHT	51			45			75	76		71	6	
FRL	39			31			67	61		61	7	41

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	53	50	40	36	42	36	66	73		97	70	54
SWD	22	41	37	19	35	33	39	45		96	36	
ELL	38	55	48	19	44	48	56			78	50	54
AMI												
ASN	72	54		48	63		60	78		100	100	
BLK	45	48	36	24	33	33	55	66		97	48	
HSP	53	48	30	35	45	44	65	65		96	70	55
MUL	52	50		45	45		70	88		94	71	
PAC												
WHT	55	52	50	40	41	25	71	80		98	74	
FRL	45	44	33	30	41	36	62	67		95	63	50

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	57	48	34	36	15	14	63	67		92	70	33
SWD	20	30	27	19	17	12	28	47		93	49	
ELL	36	57	58	13	17	20	20			64	44	33
AMI												
ASN	68	47		31	13		74			100	94	
BLK	48	43	32	21	17	10	48	67		95	56	
HSP	50	44	35	28	13	13	55	58		90	65	27
MUL	68	43		52	17		67	93		80	80	
PAC												
WHT	63	51	34	45	15	16	71	71		93	74	
FRL	48	42	27	26	12	12	56	58		89	66	33

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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	49%	50%	-1%	50%	-1%
09	2023 - Spring	47%	48%	-1%	48%	-1%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	27%	48%	-21%	50%	-23%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	51%	50%	1%	48%	3%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	72%	63%	9%	63%	9%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	67%	62%	5%	63%	4%

III. Planning for Improvement

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

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

The data component that showed the lowest performance in SY24 was math achievement which was at 42% of students level 3 and above. Our Algebra I students had a 27.3% achievement level with the following breakdown among our ESSA subgroups: Black 28,9 %, Hispanic 26.5%, White 26.6%, ELL 16.7%, FRL 23.9 and SWD 12.8%. Geometry students had a 51.1% achievement level with the following breakdown among our ESSA subgroups: Black 37.5%, Hispanic 45.3%, White 59%, ELL 28.6%, FRL 40.2% and SWD 29.8%. Although Math achievement levels represent the lowest performing component, there are encouraging signs when looking at the trends over the past 3 years. In SY21 and SY22, Seminole Ridge had a Math achievement level of 36%. SY23's overall math achievement score of 42% represents a 6% increase in this testing component. This increase can be seen in many of our ESSA subgroups when comparing SY22 to SY23. Black students saw an increase of 8.4% from 25.8% to 34.2%, Hispanic students increased 3.1% from 33.2% to 36.3 %, White students increased 8.3% from 38.8% to 47.1%, ELL students increased 11.5% from 10.7% to 22.2%, FRL students increased 5.9% from 26.5% to 32.4% and SWD students increased 4.3% from 17% to 21.3%. Seminole Ridge was under a new administration this past year and changes, such as increasing the number of days per week that students meet with their classes by moving to a hybrid 7 period and block schedule from our traditional block schedule and focusing our PLCs on data analysis and tailoring lessons to remediate the standards that showed the most deficiency, has led to an increase that should continue to rise in SY24.

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

The data component that showed the greatest decline from SY22 to SY23 is ELA achievement which decreased by 5% from 53% to 48%. This decrease continues a trend of decreasing proficiency in ELA from SY19 (58%) to SY23 (48%). In our 9th grade cohort there was a 5.7% decrease in achievement when comparing SY22 and SY23 and in our 10th grade cohort that decrease was 0.5%. The subgroups that declined from SY22 to SY23 were Hispanic -6.9%, White -2.4%, ELL -2.2%, FRL -3.5% and SWD -3.8. Our Black students represented the only subgroup area that showed an increase in achievement with a 1.9% gain. One of the factors that contributed to this decline was a lack of focus on remediating the areas of need that should have been identified through the analysis of data gained from PM 1 to PM

2. Teacher's and administration, working together in PLCs, need to analyze multiple sources of data at an early stage to identify students who are in danger of scoring below grade level on PM 3. Instruction should be tailored to remediate the specific standards that the students are struggling with.

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

The data component that had the greatest gap when compared to the state average was in the achievement level of our Algebra I students. The state had a 54% achievement level which is 27% higher than Seminole Ridge which had a 27% achievement level on the Algebra I EOC. A breakdown of our ESSA subgroups in this data component showed the following achievement levels: Black 30.2%, Hispanic 26.8%, White 26.6%, ELL 17.8%, SWD 13.5% and FRL 23.8%. Although our 27.7% achievement level is far below the state average, it does represent the continuing of a positive trend in Algebra I. Our Algebra I scores have improved from 21.8% in SY21 to 25.7% in SY22 and 27.7% in SY23. One of the factors that contributed to the gap between Seminole Ridge and the state average in Algebra I is the academic levels of the students being tested. The state score averages all students who took the Algebra I EOC in SY23, which would include high achieving middle school students who take the Algebra I and statistically score well beyond the state average, skewing the state average higher. Middle schools in Palm Beach County had a 91.7% achievement level on the SY23 Algebra I EOC which is significantly higher than the achievement level of Algebra I students in traditional Palm Beach County high schools which was 28.7%.

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

The data component that showed the most improvement from SY22 to SY23 was the Biology EOC. Our SY23 score of 72.6% marked an 8% increase from SY22 and a 10.5% increase when compared to SY21. This trend represents a multi-year effort in our Science department to begin preparing our students for the Biology EOC by focusing on the Biology standards embedded in our Environmental Science classes. Teachers meet weekly with administration in PLCs to to analyze data collected from various sources to identify individual and whole class areas of weakness. Instruction is adjusted to target these areas and provide students with remediation and extra time on task to focus on these areas of need.

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

Two areas of concern that have been identified from a review of EWS data are course failures in ELA which rose from 289 in SY22 to 304 in SY23 and students in math who scored a level 1 on the 2023 math assessment which increased from 400 in SY22 to 458 in SY23.

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

1. Increasing the academic achievement of our students with disabilities across all tested components.
2. Improving the Mental Health and Wellness of our students as outlined in the District's 2022-2027 Strategic Plan
3. Increasing student achievement across all measured areas and subgroups as well as our school's college and career acceleration.
4. Improving the effectiveness of subject area Professional Learning Communities (PLCs) with a focus on analyzing multiple sources of data and planning standards based lessons.
5. Implementing the "Catch the Wave" District initiative to improve customer service in the District

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

#1. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Seminole Ridge High School, in accordance with the School District of Palm Beach County's 2022 - 2027 Strategic Plan, is committed to the Mental Health and Wellness of all of our students. Our area of focus in SY23 will align with Objective C1 in our Strategic Plan which is to enhance a sense of belonging, safety, and acceptance for all students. The data used to identify this area of focus included discipline referrals which rose from 545 in SY22 to 549 in SY23, students with one or more suspensions which showed a significant increase from 78 in SY21 to 215 in SY22 and a slight decrease to 206 in SY23. Students with a 10% or higher absence rate decreased from 384 in SY22 to 312 in SY23. Seminole Ridge's School Effectiveness Questionnaire was also reviewed when choosing our area of focus. Our SEQ showed the lowest ratings among students in the areas of mental health and wellness (56.1% overall effectiveness) and Safety (59% overall effectiveness). Specific areas of concern were in the level of respect that students show each other at the school (23%) and the speed in which school staff will act when a student is being bullied (50%).

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

1. Decrease the number of students with 10 or more absences by 10% from 312 to 280
2. Decrease the number of students with 1 or more suspensions by 10% from 206 to 185
3. Decrease the number of discipline referrals by 5% from 549 to 521
4. Increase the school's scores on the School Effectiveness Questionnaire among student respondents by 15% in the Mental Health and Wellness category and 10% in the Safety category

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

- The Area of Focus will be monitored by a monthly review of discipline data by the administrative and counseling teams.
- School based team will meet bi-monthly to review student academic and social emotional cases and monitor student progress toward established goals.
- Threat assessment team will meet monthly to review Behavior Threat Assessments and Suicide Risk Assessments.
- Monthly attendance will be reviewed at administrative and counseling meetings.
- End of year School Effectiveness Questionnaire (SEQ) will be used to assess the school's progress toward meeting our school safety and culture goals.

Person responsible for monitoring outcome:

Scott Paladino (scott.paladino@palmbeachschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. SWPBS
2. CHAMPS
3. EDPLAN
4. AVID
5. Required Instruction Florida State Statute 1003.42 and Policy 2.09

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

1. SWPBS creates a set of expectations and goals for students to follow with a focus on decreasing student behavior incidents, promoting positive interaction among students and increasing student involvement in school activities.
2. CHAMPS is a positive, proactive approach used to improve student behavior and engagement in the classroom.
3. EDPLAN is the districts reporting and monitoring tool to address and track student threats to the school and themselves. This tool is vital in maintaining the safety of our school's campus.
4. AVID is a program which fosters a safe and open culture, high expectations for teachers and students, and collaboration in all classrooms.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

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 as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- Provide teachers with professional development to understand SWPBS
- Ensure that all faculty and staff have a copy of the school's SWPBS expectations
- SWPBS expectations are posted in school common areas
- SWPBS will meet to discuss school culture and climate
- Review expectations with students at beginning of year grade level meetings.
- Celebrate students' academic and behavioral successes.

Person Responsible: Scott Paladino (scott.paladino@palmbeachschools.org)

By When: Ongoing Aug. 10, 2023 - May 30, 2024

- Enroll 1st year teachers in CHAMPS training course
- Identify 2nd year through veteran teachers who would benefit of the training provided by CHAMPS and provide them time to attend the training.
- Use observations to provide feedback to teachers on their implementation of CHAMPS strategies.

Person Responsible: Scott Paladino (scott.paladino@palmbeachschools.org)

By When: Ongoing Aug. 10, 2023 - May 30, 2024

-Ensure that all administration, counseling and law enforcement are trained in the CSTAG system.
- Meet monthly with the threat assessment team to review current data and discuss behavior and suicide risks.
- Refer necessary cases to SBT to implement interventions and track student progress toward established goals.

Person Responsible: Robert Hatcher (robert.hatcher@palmbeachschools.org)

By When: Ongoing Aug. 10, 2023 - May 30, 2024

- Set up a schoolwide Google Classroom with learning strategies to close the achievement gap.
- Send ESE learning strategies teachers to AVID training.
- Establish partnership with AVID students and ESOL students to collaborate and help our ESOL students adjust to the high school environment.
- Schedule guest speakers to expose AVID students to various College and Career opportunities.

Person Responsible: Anthony Hathaway (anthony.hathaway@palmbeachschools.org)

By When: Ongoing Aug. 10, 2023 - May 30, 2024

-Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels,
including but not limited to:

(g) History of Holocaust
(h) History of Africans and African Americans
(i) History of Asian Americans & Pacific Islanders
(o) Health Education, Life Skills & Social Media
(q) Hispanic Contributions
(r) Women's Contributions
(t) Civic & Character Education
(u) Sacrifices of Veterans, and the value of Medal of Honor recipients
- Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for
authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.
- Our school highlights multicultural diversity within the curriculum and the arts.

Person Responsible: Sharina Gilbert-Henry (sharina.gilbert-henry@palmbeachschools.org)

By When: Ongoing Aug. 10, 2023 - May 30, 2024

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The Palm Beach County Strategic Plan's first Strategic Theme is Academic Excellence and Growth with it's first objective being to ensure all students engage in teaching and learning that results in academic excellence. Our first instructional priority is to deliver, content, concept, or skill that is aligned to the benchmark and intended learning.
In accordance with this objective, the academic progress of Students with Disabilities (SWDs) was identified as an area in need of remediation as it fell below 41% in the Federal Index for our ESSA subgroups. SY22 ELA achievement in the SWD subgroup was 22% and in SY23 that number decreased by 4.3% to 17.4%. A further breakdown of the data shows 9th grade students decreasing by 1.6% in SY23 from 21.4% to 19.8% and 10th grade students decreasing 6.5% from 21% to 14.5%. SY22 Math achievement in the SWD subgroup was 19%. That number saw a 2.3% increase to 21.3% in SY23. In Algebra, our SWDs had a 4.6% decrease in achievement in SY23 from 17.4% to 12.8%. In Geometry we had a 11.1% increase in achievement is SY23 from 16.7% in SY22 to 29.8%. Our SWDs saw a 4% decrease (39% in SY22 to 35% in SY23) in Science achievement between SY22 and SY23. In Social Studies, our SWDs had a 6% decrease (45% in SY22 to 39% in SY23) in achievement from SY22 to SY23.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

- Increase our ESSA Federal Index 5% to 45% for our SWDs
- Increase SY24 ELA achievement 5% to 23.4% for our SWDs
- Increase SY24 Math achievement 5% to 26.3% for our SWDs
- Increase SY24 Science achievement to 40% for our SWDs
- Increase SY24 Social Studies achievement 5% to 44% for our SWDs

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Seminole Ridge will monitor this Area of Focus using a multiple data sources. Teachers of our SWDs and administration will meet regularly in PLCs to analyze data collected from common assessments, USA's, state diagnostic exams and student portfolios. This information will be used to identify the specific standards that are in need of remediation and make decisions about instruction and differentiated support for our SWDs.
Administration will conduct classroom walkthroughs to ensure that the remediation strategies are being implemented with fidelity.

Person responsible for monitoring outcome:

Robert Hatcher (robert.hatcher@palmbeachschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Professional Learning Communities to ensure teachers will work collaboratively to focus on creating standards based lessons that tailor instruction to the individual needs of the students.
2. Incorporate the use of technology based programs in Math with IXL and Math Nation, ELA with Reading Plus, Membean and No Red Ink and in Science
3. Incorporate small group instruction to support students learning at their ability with a variety of tasks.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

1. PLC's and PD's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make

decisions to improve student achievement and progress.

2. Both IXL and Math Nation have aided in significantly increasing student achievement when the programs are used with fidelity. The Reading Plus program, Membean and No Red Ink enable teachers to differentiate instruction based on a student's specific area of need.

3. Incorporate small group instruction utilizing USA and FSQ data to meet the students' need for standards based practice and to identify areas of weakness for targeted remediation. Both USA's and FSQ's have proven successful in preparing students for the FSA.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

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 as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- Schedule PLCs with each department and administrator overseeing the department
- Gather and analyze available data from SY23 state, district and school based test
- Design professional development opportunities for teachers to use research based strategies.

Person Responsible: Robert Hatcher (robert.hatcher@palmbeachschools.org)

By When: Ongoing Aug. 10, 2023 - May 30, 2024

- Provide teachers with professional development to ensure appropriate use of adaptive technology.
- Provide all students with a computer
- Design lessons incorporating computer based programs and analyze data to identify areas in need of remediation.

Person Responsible: Joseph Leyland (joseph.leyland@palmbeachschools.org)

By When: Ongoing Aug. 10, 2023 - May 30, 2024

- Create PD sessions will focus on data analysis and effective instruction based on the needs
- Provide teachers with professional development that will train them on the implementation of computer based instructional programs.

Person Responsible: Scott Paladino (scott.paladino@palmbeachschools.org)

By When: Ongoing Aug. 10, 2023 - May 30, 2024

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

SDPBC requires every school regardless of school grade, to complete a Schoolwide Improvement Plan (SIP) aligned to the district's 5-Year Strategic Plan in the Continuous Improvement Management System (CIMS) portal. Schools identified for Comprehensive Support & Improvement (CS&I), Targeted Support & Improvement (TS&I), and Additional Targeted Support & Improvement (ATSI) are provided personalized, one-on-one or small group support to assist the principal and leadership teams in developing

comprehensive plans of action steps in the SIP for improving student achievement. These sessions ensure SIP and Strategic Plan alignment, provide an overview of the requirements of the School Board
and school improvement updates. The training is mandatory for all principals. Principals select members of their SIP leadership teams to attend a session with them. Working in collaboration with the school leadership team, the Regional Superintendent's Office, Performance Accountability/School Improvement, School Transformation and Federal/State Programs, the District ensures that the SIP, the Schoolwide Title I Plan, and other grant funded plans or allocations are in alignment with the District's Five-Year Strategic Plan and complementary in the funded strategies and supports for each school's continuous improvement. All plans are carefully reviewed and approved by the School Advisory Council (SAC), the Reginal Office team, and the Office of School Improvement.

Resources and allocations are focused on:

1. Resource teachers (ESOL and ESE) support during small group instruction.

2. Teachers and support staff will attend ongoing professional development to engage deep, focused,

3. collaborative planning to support and strengthen data analysis and small group planning and implementation.

Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies.

4. Curriculum Resources: Curriculum resources to enhance ELA, Science, Civics & Math skills and support student mastery of the Florida B.E.S.T. standards, will support literacy across the content areas, will support social emotion growth through the resources found in the Skills for Learning & Life (SLL) Resource Center to promote character education.

5. We have partnerships with multiple community and business partners. Together the schools, partner organizations and businesses provide additional high-quality resources and services to students and families and comprehensively focus on health and wellness, as well as academic achievement.