

Seminole County Public Schools

The Mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens.



www.scps.k12.fl.us

Hagerty High School

School Improvement Plan 2022-2023

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. A corollary at the district level is the Strategic Plan, designed to help district leadership make the necessary connections between school and district system initiatives supporting the district commitment to excellence and equity. The SIP is a “living document” continually monitored, refined and used by schools to guide their work throughout the year.

School Information

Provide the school's mission statement

Paul J. Hagerty High School's mission is to provide a nurturing learning environment where students can obtain the skills useful to become productive, creative, and caring members of a diverse society. While valuing differences the curriculum provides students with opportunities and challenges to grow intellectually, physically and socially. Through a variety of learning experiences, students are taught to recognize the value of education as a continuous process and to realize their responsibilities to each other and to the larger community.

Provide the school's vision statement

The vision of Paul J. Hagerty High School is working together to continue our tradition of excellence.

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 is critical in formulating school improvement strategies that impact a positive school culture and environment.

Describe how the school involved parents and the community in developing this plan and how it will be shared with all stakeholders and in a language parents can understand.

We will bring the SIP to PTSA and SAC within the first couple of meetings and review it with them, allowing for feedback and amendments. We will also be taking feedback from the 5Essentials and Snapshot Surveys; as well as, all of the feedback from our SAC and PTSA meetings throughout the year.

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

The school has an open door policy welcoming families to schedule tours of the school before enrolling new students. Teachers and administrators use multiple strategies to communicate with families, including but not limited to (1) encouraging families new to the Hagerty community to participate in an interactive and informative student orientation program, (2) inviting families to curriculum night and open house to meet teachers and school staff, (3) providing access to school grades, progress monitoring data and other relevant achievement information through the SCPS Skyward Family Access Portal, (4) encouraging families to participate in SAC, PTSA and Booster organizations and (5) using video conference and educational software, such as Webex and eCampus to increase communication with families.

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

The Principal meets monthly with the members of PTSA and SAC to share information and receive feedback and input to help drive a positive school culture and environment. The weekly Principal's update is shared with all stakeholders--teachers, staff, students, and parents--to communicate activities on campus as well as pertinent educational information pertaining to the cultural environment of the school. Relationships are developed with Business Partners in order to promote a positive environment throughout the surrounding community. Staff and students of the month are recognized for their efforts and the positive effect they have on the school and its stakeholders. The Club Crawl event is a means to get students and parents involved and excited about clubs and activities that play a vital role in the experiences students gain as a result of participating. Relationships are developed with local colleges and universities through classroom observations and the hosting of student interns as well as dual enrollment programs for our students.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Students are instructed each year in our district mandated Social-Emotional Curriculum, which is taught throughout the school year. Counseling is provided through Student Services, administration offices and The Alpha Program through Empower . Student Study, MTSS/504 Teams, Positive Behavior Support, and At-risk Transition mentoring are support systems for students. Additionally, students have access to a district mental health counselor and a school social worker. PTSA has added a diversity and inclusion chairperson on their board who will focus on programs across campus addressing these issues. In addition, the SCPS Mentoring Connections Program will provide positive role models to students who need another adult in their lives to help them set goals, attend school regularly, realize the importance of a high school diploma, and get their lives on track.

How will your school's culture and environment be monitored through the lens of behavior or discipline data?

Members of SAC/PTSA participate in community safety meetings with District Leaders as well as other members of the cluster to examine attendance/discipline data. Discussions will be held with stakeholders to review this data and receive input. Hagerty is doing a full overhaul of the PBIS initiative that includes new personnel as well as attendance at trainings. HERO as well as Edinsight data will be monitored monthly for trends.

Effective Leadership

Leadership Team Members

Name	Title
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Robert Frasca	Principal
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Email

Robert_Frasca@scps.k12.fl.us
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Name	Title
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Christy Tibbitts-Bryce	Assistant Principal
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Email	Responsibilities
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Christy_Bryce@scps.k12.fl.us	Supervise Social Studies, Fine Arts, PE Oversee all student activities, Develop SIP, SAC liaison, Athletics oversight, 5Essentials/Snapshot survey, social media coordinator, summer school Principal, graduation coordinator Graduation coordination Principal's designee SAC/SIP Oversee Athletics
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Name

Kristi Draus

EmailKristi_Draus@scps.k12.fl.us**Title**

Assistant Principal

Responsibilities

Math, Student Services oversight, cluster liaison, curriculum night coordinator, department chair oversight, dual enrollment coordinator, instructional technology inventor, open house, PTSA liaison, school website, technology/media center supervisor, testing administrator, textbook coordinator

Name

Doug Miller

Emailmillerda@scps.k12.fl.us**Title**

Assistant Principal

Responsibilities

ESE, CTE department oversight, college and career acceleration, advanced opportunities, advanced placement coordinator, at-risk coordinator, CAPA Academy coordinator, COVID safety manager, Dividends coordinator, ePathways liaison, Teach-In, industry certification testing, Transition program

Name

Angel Rocha

EmailMary_Rocha@scps.k12.fl.us**Title**

Assistant Principal

Responsibilities

ELA, Reading, ELL oversight, FTE, curriculum guide, grade reporting/Skyward, master schedule, PSAT/SAT boot camp coordinator, schoolwide literacy plan, SCPS instructional model coordinator

Name

Reggie Miller

Title

Assistant Principal

Emailmillerra@scps.k12.fl.us**Responsibilities**

Science, world languages oversight, attendance, bell schedule/calendars, certification, clinic supervisor, faculty/staff handbook, interns, MTSS coordinator, professional development, staff/teacher appreciation, student diversity coordinator, student mental health curriculum coordinator, student recognition., teacher of the year/employee recognition

Name

Jason Maitland

Title

School Administration Manager

Emailjason_maitland@scps.k12.fl.us**Responsibilities**

academic integrity, alternate placement transitoin coordinator, custodian supervisor, discipline coordinator, emergency management planning, facilities coordinator, facility rentals, food service liaison, inventory coordinator, school safety coordinator, title IX coordinator, parking

Name

Kelly Fate-Quinn

Title

Dean of students

EmailFatekj@scps.k12.fl.us**Responsibilities**

accreditation coordinator, bullying contact, detention, Hero system, PBS coordinator, student discipline, transportation

Name

Michelle Cortes

Email

Michelle_Cortes@scps.k12.fl.us

Title

Lead Student Services Counselor

Responsibilities

Crisis/Grief counseling, 8th grade articulation/registration, dual enrollment contact, MTSS - student services, National Merit Scholar recognition, new student processing, parent/teacher conferences, student orientations, student registration

Name

Jay Getty

Email

Jay-Getty@scps.k12.fl.us

Title

Athletic Director

Responsibilities

Administrative duty roster, athletics, Athletic Booster Club, business partners, cheerleading, field trips, social media - athletics, student assistants

Effective Leadership

Literacy Team Members

Name	Title
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Angel Rocha	Assistant Prinicipal
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Email	Responsibilities
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Mary_Rocha@scps.k12.fl.us	Develop a school-wide literacy plan Recruit members for Literacy Council Lead meetings for Literacy Council
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Name	Title
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Erin Foley	Social Studies Teacher/World History PLC Lead
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Email	Responsibilities
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Erin_Foley@scps.k12.fl.us	<ul style="list-style-type: none">• Participate in periodic meetings and occasional P.D. on literacy strategies.• Leading PLCs with embedding literacy support strategies to assist students at ALL levels.• Create and support initiatives that develop a culture of reading on campus.• Become familiar with placement protocols for reading and CAR-PD to support staff training/recruitment for these areas.• At the end of each school year, review the schoolwide literacy plan and offer ideas/feedback for revision.
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Name

Sarah Bearss

Email

Sarah_Jarem@scps.k12.fl.us

Title

English Teacher/10th grade ELA PLC lead

Responsibilities

- Participate in periodic meetings and occasional P.D. on literacy strategies.
- Leading PLCs with embedding literacy support strategies to assist students at ALL levels.
 - Create and support initiatives that develop a culture of reading on campus.
 - Become familiar with placement protocols for reading and CAR-PD to support staff training/recruitment for these areas.
 - At the end of each school year, review the schoolwide literacy plan and offer ideas/feedback for revision.

Name

Adrienne Yaroma

Email

Adrienne_Yaroma@scps.k12.fl.us

Title

Reading Teacher/Reading PLC Lead

Responsibilities

- Participate in periodic meetings and occasional P.D. on literacy strategies.
- Leading PLCs with embedding literacy support strategies to assist students at ALL levels.
 - Create and support initiatives that develop a culture of reading on campus.
 - Become familiar with placement protocols for reading and CAR-PD to support staff training/recruitment for these areas.
 - At the end of each school year, review the schoolwide literacy plan and offer ideas/feedback for revision.

Name

Gretchen Knoblauch

Title

Math Teacher/Geometry PLC Lead

EmailKnoblagj@scps.k12.fl.us**Responsibilities**

- Participate in periodic meetings and occasional P.D. on literacy strategies.
- Leading PLCs with embedding literacy support strategies to assist students at ALL levels.
 - Create and support initiatives that develop a culture of reading on campus.
 - Become familiar with placement protocols for reading and CAR-PD to support staff training/recruitment for these areas.
 - At the end of each school year, review the schoolwide literacy plan and offer ideas/feedback for revision.

Name

Sheryl Bazley

Title

English Teacher/9th grade ELA PLC lead

EmailSheryl_Bazley@scps.k12.fl.us**Responsibilities**

- Participate in periodic meetings and occasional P.D. on literacy strategies.
- Leading PLCs with embedding literacy support strategies to assist students at ALL levels.
 - Create and support initiatives that develop a culture of reading on campus.
 - Become familiar with placement protocols for reading and CAR-PD to support staff training/recruitment for these areas.
 - At the end of each school year, review the schoolwide literacy plan and offer ideas/feedback for revision.

Name

Lisa Gendreau

Title

English Teacher/11th grade ELA PLC lead

Email

Lisa_Gendreau@scps.k12.fl.us

Responsibilities

- Participate in periodic meetings and occasional P.D. on literacy strategies.
- Leading PLCs with embedding literacy support strategies to assist students at ALL levels.
 - Create and support initiatives that develop a culture of reading on campus.
 - Become familiar with placement protocols for reading and CAR-PD to support staff training/recruitment for these areas.
 - At the end of each school year, review the schoolwide literacy plan and offer ideas/feedback for revision.

Student Transition and Readiness

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Counselors meet with incoming 9th graders individually to complete their registration requests for the upcoming school year

Summer Transition program to support at-risk incoming 9th graders to include instruction in Reading, ELA, and Algebra

Counselors conduct credit checks with seniors periodically throughout the year to ensure they are on track to graduate

Counselor Corner - School Counselors are available to meet with students during their lunch to answer questions and address concerns students may have

Living on Your Own event through PTSA/University of Florida - students will participate in this event that will assist them in acquiring skills that are necessary to transition to life after high school

Coffee with Counselors - parents and community members will be given the opportunity to meet with School Counselors to discuss concerns and learn more about topics that will assist their students in being successful

Bright Futures presentations - Counselors will meet with seniors to go over the requirements needed to qualify for a Bright Futures scholarship and the process that students must go through to receive these funds.

SSC Trio - representatives from the organization will assist parents in completing the FAFSA application for college financial aid

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Each year teachers advise students regarding course selections for the following year. School Counselors also meet with juniors and seniors throughout the year to ensure completion of graduation requirements. Many colleges and universities come on to campus throughout the school year to give presentations to juniors and seniors and students are encouraged to schedule tours of colleges/universities of their choice. Our Career and Technical Education programs establish a Business Advisory Council where partnerships are formed, providing opportunities for internships and externships, in addition to scholarship opportunities and other community support of students. The CTE department also collaborates with SSC culinary program to award college credit upon completion of Level 4 of Culinary Arts and success on the exam.

Identify the career and technical education programs available to students and industry or community organizations.

This is a listing of Seminole County Career Pathways programs, including college credits earned and college savings at Seminole State for students successfully passing the assessment test(s): Modeling and Simulation; Digital Information Technology; Computer Programming; Digital Design; Culinary Arts; Early Childhood Education; and Television Production The following is a list of the Industry Certifications that can be achieved when completing a CTE program. • Adobe ACE – Photoshop (ADOBE012) • Adobe Premiere Pro CS6 & CC • Adobe InDesign • Child Development Associate (CPREC001) • Certified Food Protection Manager - Serv Safe (NRAEF003) • National Registry of Food Safety Professionals (NRFSP) • Microsoft Tech Associate (MICRO076) • Autodesk Maya (ADESK30) Entrepreneurship and Small Business (INTUT002)

Every Student Succeeds Act

The Every Student Succeeds Act (ESSA) was enacted by the US Department of Education in 2015 requiring each state to have a plan for ensuring the achievement of all students. ESSA requires the calculation of Federal Percent of Points Index (FPPI) that measures academic achievement of student subgroups. Florida's FPPI includes student achievement data associated with the Florida Accountability school grade components and English Language Proficiency progress as measured by the ACCESS for English Language Learners 2.0 assessment.

Schools with subgroups scoring below 42% of the points possible on the FPPI, must develop targeted support plans to accelerate learning for students in these subgroups.

School has a subgroup scoring below 42% on the FPPI

No

Excellence and Equity Focus Area 1 - Quality Instruction

Seminole County Public Schools will strive for excellence in all classrooms for all students.

- A. Lessons aligned to state academic standards with the goal of mastery by the end of the course
- B. Ongoing feedback loops between leadership, teachers, students, and families
- C. Teachers and leaders working in collaborative PLCs addressing the four PLC questions:
 1. What do we want all students to know and be able to do?
 2. How we will know if they learn it?
 3. How will we respond when some students do not learn?
 4. How will we extend the learning for students who are already proficient?

Action plans are aligned to the following Key Performance Indicators found within the SCPS [Strategic Plan](#): B1.1 and B2.3 and designed to accelerate learning for students in all subgroups, inclusive of ESSA and RAISE

All SCPS schools serving K-8 students have an Early Warning system in place that is in compliance with s. 1001.42(18)(b), F.S; SCPS academic intervention/support programs and/or dropout prevention programs reflected per s. 1003.53(2)(b), F.S.

Action Plan(s) for:

Lessons aligned to state academic standards with the goal of mastery by the end of the course

Strategy

Implementation of ELA/Math BEST curriculum frameworks.
Implementation of the new Algebra 1 project aimed at providing supports and interventions for struggling math students
Monitoring of students who are in the low 30 - classroom visits, observations, work within PLCs

What evidence will there be to reflect monitoring for this strategy?

Quarterly progress monitoring data
PLC common lesson plans

When will this action take place? (Frequency of action?)

Ongoing

Person(s) Responsible

Teachers, Administrators

Deliverable Due Date

May, 2023

Professional Development

Y

Action Plan(s) for:

Ongoing feedback loops between leadership, teachers, students, and families

Strategy/Action Item

Principal's weekly newsletter will contain school-wide reminders and information that is pertinent for parents to be aware of ESE teachers will maintain a parent contact log that will be updated on a regular basis to track instances of communication between parents and teachers. Teachers will log communication with parents of students who are in danger of failing. Teachers will ensure that students are aware of and understand their own performance data. Administrators will conference with teachers concerning student performance data and classroom strategies to put in place.

What evidence will there be to reflect monitoring for this strategy?

Communication logs

Data notebooks

When will this action take place? (Frequency of action?)

Weekly, quarterly

Person(s) Responsible

Teachers, Administrators, Principal, Parents

Deliverable Due Date

August, 2022 - May, 2023

PD (Y/N)

N

Action Plan(s) for:

Teachers and leaders working in collaborative Professional Learning Communities

Strategy/Action Item

How PLCs will function
Action plans created by each PLC
Common PLC lesson plans

What evidence will there be to reflect monitoring for this strategy?

Common PLC lesson plans will be turned in to each Administrator prior to instructional strategies taking place.
Administrator observation of execution of lesson plans.

When will this action take place? (Frequency of action?)

August, 2022 - May, 2023

Person(s) Responsible

Administrators, Teachers

Deliverable Due Date

May, 2023

PD (Y/N)

Y

Professional Development Plan for:
Excellence and Equity Focus Area 1 - Quality Instruction

PD Activity

B.E.S.T. Summer Ever trainings through SCPS

How Will PD Activity Improve Instruction and Use of Assessment Data?

PD activity will provide all teachers a basic understanding of the new BEST standards and strategies that will enable them to address these standards in all subject areas.

PD Participants (e.g. PLC, subject, grade level, or school-wide)

All content area teachers, all grade levels

Position(s) Responsible

SCPS Department of Teaching and Learning, all instructional staff, all Administrators

Date or Schedule

July 26 - August 1

PD Activity

Round robin activity that will include instruction on how to implement ELA Expectations across all content areas and work as a PLC to address these expectations.

How Will PD Activity Improve Instruction and Use of Assessment Data?

PD will assist teachers in answering the four PLC questions: What do we want them to learn? How will we teach it? What do we do if they don't get it? What do we do with students who do get it?

PD Participants (e.g. PLC, subject, grade level, or school-wide)

All subject areas, all grade levels, all Administrators

Position(s) Responsible

Administrators

Date or Schedule

August 5, 2022

Excellence and Equity Focus Area 2 – Conditions for Learning

The district has identified the conditions for learning as physical safety, student wellness, attendance, teacher-student relationships, social-emotional learning and student conduct. System focus on continuous improvement of these conditions will benefit student learning.

- A. Focus on campus safety
- B. Development of a culture where student voice and belonging is valued
- C. Sharing collective responsibility for the success of all students in the school

Action plans are aligned to the following Key Performance Indicators found within the SCPS Strategic Plan: B.1.1, D.1, D.2 and D.3

Action Plan(s) for:
Focusing on campus safety

Strategy/Action Item

SAC/PTSA participation in community safety meetings amongst cluster schools
Increase use of RAPTOR system by all staff members
Class assemblies to go over school safety processes/procedures
Required student/staff ID cards

What evidence will there be to reflect monitoring for this strategy?

Sign-in sheets for community safety meetings
RAPTOR reports
Discipline data

When will this action take place? (Frequency of action?)

Immediately and ongoing

Person(s) Responsible

SAC/PTSA members, Administrators, Resource Officers, Teachers

Deliverable Due Date

August, 2022 - May, 2023

PD (Y/N)

Y

Action Plan(s) for:

Developing a culture where student voice and belonging is valued

Strategy/Action Item

Diversity/inclusion program through PTSA

Making students more aware of support services available.

Inter-club council meetings will be held in order to give students a voice in schoolwide issues and initiatives. These meetings will take place monthly and will involve one member from every club that is represented on campus.

Implicit biased training for staff

True Colors activity for staff

Student-led groups - Black Student Union, Jewish Student Union, Latinos in Action, GSA, Multi-cultural club

What evidence will there be to reflect monitoring for this strategy?

5 Essentials/Snapshot Survey data

Superintendent/Student Forum

SCPS Youth Summit

When will this action take place? (Frequency of action?)

Immediately and ongoing

Person(s) Responsible

PTSA, School Counselors, Administration, School social worker, District Mental Health Counselor

Deliverable Due Date

May 2023

PD (Y/N)

Y

Action Plan(s) for:

Sharing collective responsibility for the success of all students in the school

Strategy/Action Item

MTSS referrals
Truancy monitoring
Referrals to DMHC/Social Worker
Cross-curricular PLC collaboration

What evidence will there be to reflect monitoring for this strategy?

5Essentials/Snapshot Survey
Comparative discipline/attendance data
MTSS progress monitoring

When will this action take place? (Frequency of action?)

Immediately and ongoing

Person(s) Responsible

Social Worker, DMHC, Administrators, Teachers, Parents, Counselors

Deliverable Due Date

May 2023

PD (Y/N)

Y

Professional Development Plan for:
Excellence and Equity Focus Area 2 - Conditions for Learning

PD Activity

Raptor/school safety and security overview and training.

How Will PD Activity Improve Instruction and Use of Assessment Data?

PD will provide teachers with the tools to insure students have a safe and secure environment to learn in.

PD Participants (e.g. PLC, subject, grade level, or school-wide)

All staff

Position(s) Responsible

School Resource Deputies

Date or Schedule

August 8, 2022, throughout school year

PD Activity

Implicit Biased Training for staff/True Colors activity

How Will PD Activity Improve Instruction and Use of Assessment Data?

Training will provide staff with perspective and understanding of different social conditions and personalities of their students as well as their colleagues.

PD Participants (e.g. PLC, subject, grade level, or school-wide)

All staff

Position(s) Responsible

Administrator over Diversity/Inclusion

Date or Schedule

First semester

PD Activity

MTSS training as a part of round robin PD activity

How Will PD Activity Improve Instruction and Use of Assessment Data?

Will provide students an understanding of and a means to address attendance, academic, and behavior issues their students may have.

PD Participants (e.g. PLC, subject, grade level, or school-wide)

All subject areas, all grade levels

Position(s) Responsible

Mr. Reggie Miller, Administrator over MTSS, Mrs. Beverly Flores, School Social Worker, Mrs. Kelly Fate-Quinn, Dean of Students

Date or Schedule

August 5, 2022

Excellence and Equity Focus Area 3 – Skills for Future Ready Graduates

Seminole County Public Schools will prepare each student for success in the 21st century by offering rigorous learning environments.

A. Develop and implement programs, coursework, and opportunities to support the real-world application of the Skills for Future Ready Graduates through active involvement in and pursuit of college, career, and /or military

B. Provide advisement, resources, course progressions and targeted support for Advanced Placement, International Baccalaureate, dual enrollment, and/or coursework that leads to industry certification.

C. Prepare and support all students to graduate with their age-appropriate cohort.

Action plans are aligned to the following Key Performance Indicators found within the [SCPS Strategic Plan](#): B.2.7, System Initiative C and D.3 and designed to accelerate learning for students in all subgroups, inclusive of ESSA.

Action Plan(s) for:

Developing and implementing programs, coursework, and opportunities to support the real-world application of the Skills for Future Ready Graduates through active involvement in and pursuit of college, career, and /or military

Strategy/Action Item

FAFSA Workshops
Military recruiters visits to campus to meet students/disseminate information about branches of the military
College/career night
Administration of the ASVAB on campus
Trio program with Seminole State College

What evidence will there be to reflect monitoring for this strategy?

Sign-in sheets, registration for events

When will this action take place? (Frequency of action?)

Ongoing

Person(s) Responsible

School Counselors, Military recruiters, SSC Administrators, Administrators

Deliverable Due Date

May, 2023

Professional Development

N

Action Plan(s) for:

Providing advisement and resources, course progressions and targeted support for Advanced Placement, International Baccalaureate, dual enrollment, and/or coursework that leads to industry certification.

Strategy/Action Item

Identify students and their placement.
Review master schedule to improve proper placement of students.
Counselor credit checks with students.
Monitor AO student academic performance once per quarter.
Reaching out to students and parents to discuss enrollment options for advanced level courses.
Provide tutoring opportunities for these students in advanced classes.

What evidence will there be to reflect monitoring for this strategy?

Achievement data - class grades, progress monitoring

When will this action take place? (Frequency of action?)

Immediately and ongoing

Person(s) Responsible

Administrators, Teachers

Deliverable Due Date

August 2022

Professional Development

N

Action Plan(s) for:

Preparing and supporting all students to graduate with their age-appropriate cohort.

Strategy/Action Item

Develop Operation Graduation action plan for 2023 cohort to include strategies to assist students who have not yet met state requirements for graduation.
Credit checks by counselors to identify students who require corrective action in order to ensure they will graduate with their cohort.
Provide ACT/SAT tutoring sessions for students who have not met testing requirements to achieve a concordant score.
Communication with parents of students in danger of failing quarterly.

What evidence will there be to reflect monitoring for this strategy?

Graduation rate
Quarterly student grades
Progress monitoring

When will this action take place? (Frequency of action?)

Immediately and ongoing

Person(s) Responsible

Administrators, School Counselors, Testing Coordinator, Teachers, Parents

Deliverable Due Date

May 2023

Professional Development

N

Best Practices for Inclusive Education (BPIE)

- A. Supports implementation of improved inclusive practices for students with disabilities
- B. Designed to identify priority needs and organize resources
- C. Supports development of short and long term improvement strategies
- D. Aligns with the district level BPIE

Once every 3 years, each school shall complete a Best Practices in Inclusive Education (BPIE) assessment and include improvement efforts in the school district's exceptional student education policies and procedures. The due date of the new BPIE is 3 years of less from the written date. § 1003.57, Florida Statutes

A multi-tiered system of student supports and problem-solving process is used for all students with and without disabilities.	Partially Almost
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Teachers of Students with disabilities who spend less than 80% of their day in general education classes use formative assessment data to identify effective instructional and behavior interventions for Students with disabilities.	Partially Almost
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There is a school wide approach to facilitate positive, interdependent relationships and social responsibility among all students.	Partially Almost
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Action Plan(s)

Indicator 1

A multi-tiered system of student supports and problem-solving process is used for all students with and without disabilities.

Strategy

During pre-plan, teachers will receive training on multi-tiered system of supports (MTSS) from Administration.

When will this action take place?

Pre-plan

What evidence will there be to reflect monitoring for this strategy?

Teachers signed in to training

Person(s) Responsible

MTSS Assistant Principal Mr. Reggie Miller

Deliverable Due Date

August 4, 2022

Professional Development

Yes

Strategy

Weekly MTSS team meetings

When will this action take place?

Weekly

What evidence will there be to reflect monitoring for this strategy?

Minutes of weekly MTSS meetings

Person(s) Responsible

MTSS Assistant Principal Mr. Reggie Miller

Deliverable Due Date

May, 2023

Professional Development

N

Action Plan(s)

Indicator 2

Teachers of Students with disabilities who spend less than 80% of their day in general education classes use formative assessment data to identify effective instructional and behavior interventions for Students with disabilities.

Strategy

Teachers of self-contained students have been trained in use of Curriculum Project

When will this action take place?

Pre-plan

What evidence will there be to reflect monitoring for this strategy?

Administrator observations of teachers

Person(s) Responsible

ESE Assistant Principal, Dr. Doug Miller

Deliverable Due Date

July/August, 2022

Professional Development

Yes

Action Plan(s)

Indicator 3

There is a school wide approach to facilitate positive, interdependent relationships and social responsibility among all students.

Strategy

Positive Behavior Interventions and Supports Program (PBIS)

When will this action take place?

Ongoing

What evidence will there be to reflect monitoring for this strategy?

HERO Log

Person(s) Responsible

PBIS Administrator, Kelly Fate-Quinn

Deliverable Due Date

August, 2022

Professional Development

Yes