

The School District of Palm Beach County

Seminole Ridge Community High School



2022-23 Schoolwide Improvement Plan

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Seminole Ridge Community High School

4601 SEMINOLE PRATT WHITNEY RD, Loxahatchee, FL 33470

<https://smrh.palmbeachschools.org>

Demographics

Principal: Robert Hatcher

Start Date for this Principal: 7/19/2022

2019-20 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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	50%
2021-22 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	2021-22: B (56%) 2020-21: (50%) 2018-19: B (61%) 2017-18: B (61%)
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	TS&I

* 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 Palm Beach 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.

Part 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

Membership

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.:

Name	Position Title	Job Duties and Responsibilities
Hatcher, Robert	Principal	<p>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 of 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; administer the budget, hire and evaluate staff and oversee all personnel; as well improve school leadership.</p>
Reid-Thomas, Deidre	Assistant Principal	<p>The Assistant Principal is responsible for supporting the vision and instructional goals established, support teachers, participate in community/parent outreach, directly supervise and evaluate teachers and 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. The Assistant Principal, under the direction of the Principal, will implement and enforce school board policies, administrative rules and regulations.. 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.</p> <p>Specifically oversees the 12th grade Instructors and the Administrator for 12th grade class.</p>
Boutet, Elizabeth	Assistant Principal	<p>The Assistant Principal is responsible for supporting the vision and instructional goals established, support teachers, participate in community/parent outreach, directly supervise and evaluate teachers and 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. The Assistant Principal, under the direction of the Principal, will</p>

Name	Position Title	Job Duties and Responsibilities
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implement and enforce school board policies, administrative rules and regulations.. 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.

Specifically oversees the 10th grade Instructors and the Administrator for the 10th grade class. She is also the Curriculum Administrator.

Gilbert-Henry, Sharina	Assistant Principal	<p>The Assistant Principal is responsible for supporting the vision and instructional goals established, support teachers, participate in community/parent outreach, directly supervise and evaluate teachers and 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. The Assistant Principal, under the direction of the Principal, will implement and enforce school board policies, administrative rules and regulations.. 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.</p> <p>Specifically oversees the 11th grade Instructors, ESE Department and the Administrator for the 11th grade class.</p>
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Leyland, Joseph	Assistant Principal	<p>The Assistant Principal is responsible for supporting the vision and instructional goals established, support teachers, participate in community/parent outreach, directly supervise and evaluate teachers and 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</p>
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Name	Position Title	Job Duties and Responsibilities
		<p>successful implementation of PLCs. The Assistant Principal, under the direction of the Principal, will implement and enforce school board policies, administrative rules and regulations.. 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.</p> <p>Specifically oversees the 9th grade Instructors and the Administrator for the 9th grade class.</p>
Grosso, Christine	Other	<p>AICE Coodinator</p> <p>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.</p>
Licavoli, Tamara	Other	<p>Academies Coordinator</p> <p>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 staff development, assist in all areas requested, and duties assigned by the Principal.</p>
Hathaway, Anthony	Other	<p>CIT</p> <p>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.</p>
Weber, Lora	Instructional Media	<p>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.</p>
Holowecky, Kelley	Other	<p>ESE Coordinator</p> <p>The ESE Contact actively participates in leadership team meetings and School-Based Team meetings as needed. The ESE contact reviews and analyzes ESE student data</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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.</p>
Lane, Christopher	Teacher, K-12	<p>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.</p>
Barnwell, Scott	Dean	<p>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.</p>
Leeds, Adam	Dean	<p>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.</p>
Teman, Mychal	Teacher, K-12	<p>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.</p>

Demographic Information

Principal start date

Tuesday 7/19/2022, Robert Hatcher

Number of teachers with a 2022 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 2022 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.*

24

Total number of teacher positions allocated to the school

138

Total number of students enrolled at the school

2,302

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

10

Identify the number of instructional staff who joined the school during the 2022-23 school year.

15

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	570	576	577	543	2266
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	131	83	82	89	385
One or more suspensions	0	0	0	0	0	0	0	0	0	114	73	38	41	266
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	69	60	74	203
Course failure in Math	0	0	0	0	0	0	0	0	0	20	95	152	161	428
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	129	110	126	113	478
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	104	74	20	38	236
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students by current grade level who have 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	0	0	0	143	133	123	145	544

Using current year data, complete the table below with the number of students identified as being "retained.":

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	0	0	0	67	51	43	50	211
Students retained two or more times	0	0	0	0	0	0	0	0	0	7	2	4	6	19

Date this data was collected or last updated

Tuesday 7/19/2022

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	0	0	0	575	571	560	502	2208
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	15	25	32	42	114
One or more suspensions	0	0	0	0	0	0	0	0	0	45	12	14	7	78
Course failure in ELA	0	0	0	0	0	0	0	0	0	83	121	205	178	587
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	91	97	97	79	364
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	8	8
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	105	106	0	0	211

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	0	0	0	84	121	168	149	522

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	0	0	0	48	48	52	55	203
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	2	1	8	12

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	0	0	0	575	571	560	502	2208
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	15	25	32	42	114
One or more suspensions	0	0	0	0	0	0	0	0	0	45	12	14	7	78
Course failure in ELA	0	0	0	0	0	0	0	0	0	83	121	205	178	587
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	91	97	97	79	364
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	8	8
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	105	106	0	0	211

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	0	0	0	84	121	168	149	522

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	0	0	0	48	48	52	55	203
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	2	1	8	12

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	53%			57%			58%	57%	56%
ELA Learning Gains	50%			48%			49%	51%	51%
ELA Lowest 25th Percentile	40%			34%			36%	43%	42%
Math Achievement	36%			36%			64%	54%	51%
Math Learning Gains	42%			15%			45%	45%	48%
Math Lowest 25th Percentile	36%			14%			46%	43%	45%
Science Achievement	66%			63%			79%	73%	68%
Social Studies Achievement	73%			67%			69%	74%	73%

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

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	77%	69%	8%	67%	10%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	67%	69%	-2%	70%	-3%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	46%	64%	-18%	61%	-15%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	71%	60%	11%	57%	14%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	22	41	37	19	35	33	39	45		96	36
ELL	38	55	48	19	44	48	56			78	50
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
MUL	52	50		45	45		70	88		94	71
WHT	55	52	50	40	41	25	71	80		98	74
FRL	45	44	33	30	41	36	62	67		95	63
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	30	27	19	17	12	28	47		93	49
ELL	36	57	58	13	17	20	20			64	44
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
MUL	68	43		52	17		67	93		80	80
WHT	63	51	34	45	15	16	71	71		93	74
FRL	48	42	27	26	12	12	56	58		89	66
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	23	36	29	45	42	38	63	38		77	36
ELL	15	36	38	33	37	31	40	59		75	
ASN	75	59		85	46		100	82		93	71
BLK	48	43	30	51	36	38	67	61		92	73
HSP	52	45	35	58	45	39	75	66		90	69
MUL	70	55		68	40		95	80		100	69
WHT	62	53	40	70	47	53	82	71		89	76
FRL	51	44	27	57	40	46	71	63		85	69

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	54
Total Points Earned for the Federal Index	617
Total Components for the Federal Index	11
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	72
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	49
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	55
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	64
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

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%	0
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%	0
White Students	
Federal Index - White Students	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

We have seen an increase in performance achievement compared from FY21 to FY22 in the most content area. Our ELA learning gains increased 2% points from 48% to 50%. ELA gains for low 25% (L25%) had 6% points increase from 34% to 40%. Mathematics (Algebra & Geometry) achievement remained the same at 36% proficient. Our Math learning gains increased significantly with 27% points from 15% to 42%. Math gains for low 25% (L25%) also had an increase of 22% points from 14% to 36%. Science achievement had 3% points increase from 63% to 66% and Social Studies achievement had 6% points increase from 67% to 78%.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

When reviewing our FY22 data our school had a decline of 4% points with our ELA achievement from 57% in 2021 to 53% in 2022. Our Math achievement is stagnant at 36% proficient but improvement is needed. When comparing subgroups data for ELA lowest 25 percentile, the overall decline -10% across ALL subgroups.

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

When reviewing the FY22 data, our concerns will continue to focus on our ELA proficiency and Math (Alg1 and Geo) proficiency. Contributing factors were inconsistency with PLC meetings and data analysis with fidelity, lack of the use of USAs, and FSQs with fidelity. Our FY22 ELA data reflects that we have 246 Lvl 1 ELA students. 86/246 are grade 10 currently, 166/246 are current 11th and 12th grade students that have yet to pass the FSA ELA. Although the use of PLCs improved, more effective monitoring of meaningful data should play a role.

Although we still operate with the pandemic in forefront as our normal reality, we will take more of an active role to limit the amount of online work during class instructional time by giving assignments that are less technology base and more collaborative learning.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Math learning gains percentile showed the most improvement from 15% 2021 to 42% in 2022. Our subgroups data is demonstrating that our SWD, BLK, HSP, and WHT have increase percentages in achievement and learning gains. The new actions that we took to achieve in these areas were to common planning, PLC's and push in remediation.

According to the FY22 grade level data, the component that showed the most improvement was the 11th grade US History achievement. Our school's achievement rate is 73% proficiency. During the FY21 US History achievement was 67% proficiency. The US History also reflect an proficiency increase of +6.

Seminole Ridge High School continues to achieve above or the same as the state and district averages in the areas of ELA, Math, Science, and Social Studies.

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

Our school receives a school improvement rating meaning we are evaluated based on student learning gains in the areas of Reading and Math. Our much-needed improvement is in the area of Reading. This is due to the influx of students that are recruited that have yet to meet their Reading and/or Math requirements for graduation.

During FY22 we plan to maintain a strategic focus to support teachers and instruction by implementing strategies through their Professional Learning Communities (PLCs) that will increase the knowledge base in their classes.

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

With the implementation of AVID strategies and the re-design of team-teaching and during our collaborative planning, standards-based instruction will continue to drive the instructional cycle for the school. Administration will focus on the fidelity of Professional Learning Communities (PLCs), we will tighten our focus on developing effective and relevant instruction through unpacking standards, analyzing data, developing standards-based lessons using vetted resources and materials from the District, share best practices, following/participating with the coaching continuum model, incorporate strategies including but not limited to, small group instruction, utilizing Algebra, Functions, and Data Analysis Vocabulary Cards to familiarize students with the language of math, and differentiated learning. Teachers will engage in common planning as well as lesson studies to improve instructional practice. Professional development opportunities include district support/training, in-school coaching opportunities, and independent study. During the FY22 school year participation was limited for lunchtime tutorials and virtual tutorials, this year we are bringing back in-person lunchtime tutorials, Saturday Bootcamps, and after-school tutorials for

further support.

English Language Arts (ELA)- Administration will focus on the fidelity of Professional Learning Communities (PLCs), we will tighten our focus on developing effective and relevant instruction through unpacking B.E.S.T standards, analyzing data, developing standards-based lessons using vetted resources and materials from the District, and share best practices. Teachers will engage in common planning with grade 9 and 10 reading teachers to assist with improving the instructional needs of students. Professional development opportunities include district support/training, in-school coaching opportunities, and independent study.

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.

Teachers will be provided mentoring and professional support during PLCs. We will continue to provide individualized real-time coaching to our teachers to assist with classroom management and effective teaching practices.

PLCs: Teachers will engage in deep, focused professional development, collaborative planning, and data analysis to strengthen standards-based instructional practices to accelerate student learning in ELA and Mathematics. PLCs continue to be an active part of our school schedule.

Engagement Strategies: Ongoing professional development on AVID engagement strategies and instructional practices.

Teachers are also encouraged to take categorical courses in the eLearning platform that specializes in the content area, audience type, and is grade-level specific. This professional development is available throughout the year.

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

Develop leadership teams to develop and increase capacity in each content area of ELA, Math, Science, and Social Studies. Developing the capacity of content area teachers establishes a routine and expectation of instructional rigor in every classroom. Each content area will be assigned a team leader that assists the team with resources and strategies to aid and supplement the instructional rigor in the classroom aligned to teaching state standards according to each assessed specification. Each content department has an assigned academic coach responsible for scheduling and facilitating collaborative planning with our Single School Culture Coordinator.

SRHS has implement Instructional Support in all core subject areas.

The leadership team will incorporate district initiatives that motivate increased student attendance and engagement. We continue to maintain a single school culture through quarterly celebrations as well as weekly check-ins from support staff and the admin team that assist boosting student engagement and morale and that assist our school culture and climate and mental health and well-being of students, teachers, and staff. This year with the pandemic in the forefront of our reality we have several systems in place to support school wide improvement and the safety and well-being of our students and staff, academically, emotionally, and physically as best we can.

We will continue with our system of reward (SwPBS) to motivate students to improve in targeted areas such as academics, conflict resolution, and attendance. We will continue our aggressive monitoring and tracking of attendance and acknowledging students via award assemblies and morning announcements.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

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#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: Our goal is to focus on standards-based instruction to increase Math achievement (Alg 1 and Geo), then we increase achievement and ensure alignment to the District's Strategic Plan. This area of focus aligns directly with our District's Strategic Plan, Theme A- Goal 1 and 2, Academic Excellence and Growth. Our first instructional priority is to deliver content, concept, or skill that is aligned to the benchmark and intended learning.

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome: By February 2023, 20% of our level 1 and 2 students in mathematics will increase 10% points. By May 2023, 90% of math classroom teachers will provide students with standard-aligned tasks as evidenced in walkthroughs. By April 2023, coaching and modeling will be provided through professional development opportunities to ensure tutorial instruction is strategic, data-driven, and effective in meeting student's differentiated needs for improving achievement.

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

Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step towards student achievement and school improvement, providing us with the data that they need to make decisions about instruction and differentiated support for the students.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome. Instructional walkthroughs will be conducted through iObservation. Strengths Weaknesses Opportunities Threats (SWOT) Analysis will be used as a monitoring tool. Faculty Grade Analysis per nine weeks. EDW reports will be used to monitor progress. Graduation Status Reports will used in data chats.

Person responsible for monitoring outcome: Robert Hatcher (robert.hatcher@palmbeachschools.org)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

1. Algebra 1 and Geometry students will be remediated and enriched through differentiated instruction and small groups (as needed) with digital and blended learning opportunities using adaptive technology such as Mathnation, Khan Academy, and resources available via Blender.
2. Algebra 1 and Geometry teachers will utilize District created common assessments (FAST PMs) with fidelity to monitor student progress in relation to standards taught. Teachers will conduct data chats with students to ensure that all students know their projected target.
3. Math will host tutorials such as Math Lab (Lunch Tutorials), and after-school tutorials.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Algebra Nation and Khan Academy offer a significant increase in satisfactory scores at the end of the year and state assessments. Teachers using standard based teaching strategies ensures better accountability. Standards-Based Teaching/ Learning cycle ensures better accountability holding teachers and schools responsible for what goes on in the classrooms. The practice of aligning learning to standards also helps ensure that a higher level of learning is attained, guides teachers in the process of assessment and helps keep them on track.

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.

1. Algebra 1 and Geometry teachers will utilize Math Nation as a part of the class in which students have opportunities to review videos for extra support.
 - a. Algebra 1 and Geometry teachers will introduce a topic using the beginning of a video before diving deep with inquiry-based student-centered instruction.
 - b. Teachers will assign specific videos to struggling students for further support.
 - c. Algebra 1 and Geometry teachers will create MAFS standard specific lessons with targeted lessons.

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

2. District FAST PMs will be given as outlined via the School District's Scope and Sequence. FSQs will be permitted on an as-needed basis. USAs and FSQs are administered as computer-based assessments to determine the understanding of standards.
 - a. Algebra 1 and Geometry teachers will analyze USA data during their PLCs.
 - b. Algebra 1 and Geometry teachers will differentiate and remediate weak standards.
 - c. Algebra 1 and Geometry teachers identify students to support using data.
 - d. Administration will monitor to ensure that USAs are implemented with fidelity and monitored with fidelity during PLC.

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

3. Math tutorials will be provided during lunch and afterschool.
 - a. Algebra 1 and Geometry teachers will identify their L25 students to support via tutorials.
 - b. Algebra 1 and Geometry teachers will identify other struggling students to support via tutorials.
 - c. Algebra 1 and Geometry teachers will create lessons with targeted standards for tutorial sessions.
 - d. Administration will monitor and support tutorials.

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

#2. Instructional Practice specifically relating to B.E.S.T. Standards

Area of Focus

Description and Rationale:

Our goal is to focus on standards-based instruction to increase ELA proficiency, then we will increase achievement and ensure alignment to the District's Strategic Plan. This area of focus aligns directly with our District's Strategic Plan, Theme A- Goal 1 and 2, Academic Excellence and Growth. Our first instructional priority is to deliver content, concept, or skill that is aligned to the benchmark and intended learning.

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable

Outcome:

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

By February 2023, Seminole Ridge High plans to achieve an increase in ELA proficiency by 5% bringing us to 58%. By May 2023, 90% of ELA classroom teachers will provide students with B.E.S.T standard-aligned tasks as evidenced in walkthroughs. By April 2023, coaching and modeling will be provided through professional development opportunities to sure tutorial instruction is strategic, data-driven, and effective in meeting student's differentiated needs for improving achievement.

Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step towards student achievement and school improvement, providing us with the data that they need to make decisions about instruction and differentiated support for the students.

Monitoring:

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

1. Strategies will be monitored by the School Leadership team via data analysis, pop in visits, lesson plan reviews PLCs.
2. Students will work daily on Reading Plus in their reading classes.
3. School will host ACT/SAT Boot camps for students needing the concordant score and Reading Saturday Success academies for grade 9 and 10 ELA students.
4. Data Chats with students and leaderships.
5. Students will also be remediated and enriched through digital and blended learning opportunities using adaptive technology such as Reading Plus, iXL, Khan academy, and resources available via Blender.

Person responsible for monitoring outcome:

Elizabeth Boutet (elizabeth.boutet@palmbeachschools.org)

Evidence-based

Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Using data analysis and common formative assessments to drive our decision making and lesson planning. Strategic Plan Theme A- Academic Excellence and Growth. Teachers will ensure all students are engaged in teaching and learning that results in academic excellence.

Rationale for Evidence-based

Strategy:

Explain the rationale for

Using standard based teaching strategies to ensure better accountability. Using HMH and USA Test Prep along with Common Literature. In Intensive Reading classes, Reading Plus is used as apart of the rotation model. Differentiated instruction promotes learning because the teacher is able to provide a variety of ways to present lessons and proactively plan lessons the provide a

selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

variety of ways to "get it" and express learning. Reading Plus, when used appropriately, has a direct correlation to improvement on the FSA ELA. Students who score 80% or higher may reflect a passing score or gains on the FSA ELA. District-based common assessments (FSQs/USAs) are standards-based quizzes and assessments that follow the district scope and sequence and mirror the State assessment.

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.

1. Teachers will work in PLCs to share data analysis strategies and review student data on FSQ and USA assessments.
2. School Leaders will monitor lesson plans, data analysis and conduct walkthroughs during the instructional blocks.
3. Provide targeted ELA tutoring for benchmark deficiencies.
4. Research and implement scheduling strategies to maximize student achievement.
5. Focus on enhancing differentiated instructional methods.
6. District-based assessments

Person Responsible

Elizabeth Boutet (elizabeth.boutet@palmbeachschools.org)

1. Students will work daily on Reading Plus in their reading classes.
2. Reading will host ACT/SAT Boot camps for students needing the concordant score and Reading Success Tutorials for grade 9 and 10 ELA students.
3. ALL Teachers will identify their L25 students and formulate a plan to support reading in their curriculum.

Person Responsible

Elizabeth Boutet (elizabeth.boutet@palmbeachschools.org)

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 a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

At Seminole Ridge High School we will continue to integrate our Positive Behavior Support (PBS) universal guidelines for the success of Hawks SOAR(Safe, Organize, Achieve and Respect) which is communicated throughout the year, daily announcements, google classrooms, etc. Within our school. teachers will articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS universal guidelines of students practicing being responsible, respectful and ready to learn. Adults across the campus will clarify their expectation for positive interpersonal interaction and create the structures for a single culture of excellence. PBS team meets monthly to review discipline data and come up with strategies to reward students adhering to school policies.

Advancement Via Individual Determination (AVID) Schoolwide, includes but is not limited to AVID Strategies implemented in classroom instruction, systems in place to support AICE, school leadership to support high expectations and promote college readiness for all students as well as a culture of beliefs and behaviors that reflect and demonstrate an increase in college readiness. Grade level APs and Deans will work collaboratively with guidance to conference and support at-risk/failing students and provide support and resources to them as needed.

Seminole Ridge High School houses several academy programs that facilitate the earning of industry certifications which yield immediate employment in the community in above entry level jobs. The school also promotes a post-secondary celebration day to recognize seniors who have been accepted to various colleges and the Armed Services with the entire student body.

Several initiatives and programs have been established to foster a college-going culture and to support and assist administrators, teachers, students and families as they work toward achieving college readiness for all students. Some of these initiatives within Single School Culture © Initiatives include: The promotion of increased student participation and performance in Advanced Placement® (AP), Cambridge Advanced International Certificate of Education (AICE), and Dual Enrollment coursework.

Palm Beach State College and TRIO Equal Opportunity Center identifies First Generation college goers to provide them strategies to help them achieve post secondary goals through college & financial aid application assistance. School Guidance Services working with schools to inform and support students and parents in graduation and college readiness goals.

SRSH has promoted the increase of student participation and performance in Advanced Placement (AP), Advanced International Certificate of Education (AICE), and industry certification coursework.

BSU(Black Student Union) promotes a positive and productive representation of the African American community on campus. The organization promotes proactive leadership, scholarship, community outreach and student empowerment. The organizations aligns with our District's Strategic Theme B- Student Focus Culture- #1.

SRSH has given the PSAT/SAT school day test administration, which allows the opportunity for students to take the SAT on campus during a school day. This opportunity removes any barriers to Saturday testing and reduces financial pressures on students and their families.

Seminole Ridge High School integrates Single School Culture by partnering with outside agencies to provide incentives for positive behaviors and academic achievement which ensure students strive to reach their highest potential socially and academically. Our school highlights multicultural diversity within the arts. Our students participate in activities and studies including: utilizing several methods to build relationships between cultures. The school also invites guest speakers with personal experiences involving intolerance to speak to the student body. Professional development is offered to teachers to help them build strong relationships.

Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's Multicultural Department to ensure the implementation with fidelity of programs and services designed to improve the outcomes of our English Language Learners.

Suite 360 is the curriculum that the school district selected to implement the five- hour state mandated instruction related to youth mental health and awareness. Throughout the suite 360 curriculum, students participated in lessons on the following topics: Mental Health Awareness and Assistance, Healthy Coping Skills for Teens, #STOPTHESTIGMA- The Truth About Mental Health Conditions, Supporting Someone with a Mental Health

Condition, Prevention of Substance Misuse, Child Trafficking, and Awareness of Resources and the Process of Assessing Treatment.

The School Behavioral Health Professional (SBHP) supports the behavioral and mental health of students. The SBHP position started for the 2019-2020 school year as part of the Marjory Stoneman Douglas High School Public Safety Act to have more mental health professionals in schools and is funded through local referendum dollars. All schools in Palm Beach County have a SBHP.

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

Principal and Assistant Principal: Promoting collaboration among staff members, with proper focus and leadership creating a positive environment in which teachers can share best practices that are responsive to student needs.

Teachers: Collaborating with staff members, standards-based instruction, participation in tutorial programs.

School Counselors: Being available for students and parents to nourish a path for academic success.

Ms. JoAnn Galati (Behavior Health Professional) ensures that students participate in positive initiatives throughout the year.

In addition SRHS in alignment with the Florida State Statutes 1003.42 dictates that members of the instructional staff of the public schools, subject to the rules of the State Board of Education and the district school board, shall teach efficiently and faithfully, using the books and materials required that meet the highest standards for professionalism and historic accuracy, following the prescribed courses of study, and employing approved methods of instruction,

(a) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany. A watershed event in the history of humanity to taught in a manner that leads to an investigation of human behavior. An understanding of the ramifications of prejudice, racism, and stereotyping. An examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November, designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.

(b) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.

(c) Women's Contribution Standards prioritize listing women of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Women to society. (d) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide. These integrated concepts introduced as stand-alone teaching points or into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.

1003.42(p) The study of Hispanic contributions to the United States.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum. Additionally, topics addressed in greater depth through the school counselor during instruction and during special events held throughout the school year.

Students will also learn character development, the character development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.