

School: Seminole High School

School Culture for Learning

District Strategic Plan  
Marzano Leadership

Goals 2, 3  
Domain 5

### School-wide Behavior Plan

1. Describe your school's expectations for providing a safe, secure and healthy learning environment. Include how you ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

At Seminole High School, we promote a positive learning environment that is safe for students, faculty and staff. Through a positive school culture, strong leadership team, and relationships among staff and students, we strive to maintain a safe and successful learning environment. Weekly and Quarterly incentives along with semester and yearlong celebrations are based on improved attendance, academic achievement, and behavioral improvements.

2. What is your plan for ensuring that the school-wide expectations transfer to the classrooms? How does the school ensure that expectations are implemented equitably in the handling of student behavior?

All school employees will interact with students appropriately and student will maintain classroom and school expectations. Each classroom is responsible for developing classroom discipline plans and expectations. Grade-level assemblies are established to ensure an understanding of student rights and responsibilities and ensure that school staff facilitate consistent application of policies and procedures regarding behavior and classroom expectations. Representation from the administrative team will be on duty during all pre-school, post school and extra-curricular activities as established by PCS.

PBS Incentives reward students for attendance, behavior, and specified acts. These rewards correlate directly with student's success in the classroom. These expectations are reviewed through a data review team that meets weekly and participates in ongoing professional development towards project based learning, personalized learning, diversity/inclusion training, with a goal of global equity.

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex., character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

The SBLT is responsible for developing, implementing and monitoring all aspects of infrastructure, programming, and multi-tiered Interventions and the School Improvement Plan using problem-solving and collaboration. The team will review school data and Action Plan implementation to ensure fidelity in academic and behavioral services. The MTSS process is supported by the collection of data, feedback (survey, interview), identifying evidence-based services and review of intervention implementation. The team will ensure that all information will be disseminated to the school community in four week intervals. The SBLT serves as the primary problem-solving mechanism, as well as coordinates all MTSS processes and the School Improvement Plan requirements. The SBLT also analyzes data, which is compiled from a variety of sources such as PMRN, FCAT scores, EOC scores, grade-level reports, and Portal reports provided by the Data Management team, administrators, and department chairpersons/instructional staff developers. The MTSS/SBLT also aligns functions of committees, identifies processes and resources for data management review student data , develops resource map of interventions and strategies available, and plans for modification to instruction and/or interventions for students based upon data results and the problem solving method. Tier 3 service providers who serve on the MTSS team meets bi-weekly on Wednesdays from 8:00-9:40 AM as the Child Study Team to assist in selecting, defining, assigning and monitoring Tier 2 and Tier 3 interventions with and for the MTSS/SBLT based on the needs identified through data analysis. Department chairpersons and instructional coaches who serve

on the SBLT will meet with their departments at minimum on a monthly basis to share goals, data, intervention, and initiatives established and/or reviewed during MTSS/SBLT meetings.

### **Data-Based Problem Solving**

4. Describe your school's plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

Seminole High School offers a variety of means to address social-emotional needs of all students. Students have access to guidance counselors by grade-level cohorts. The students are also assigned to homeroom mentors and meet every four weeks to assist us in addressing any needs of our student population. A part-time Social Worker, School Psychologist and a full-time Behavior Specialist are available to support student services. Peer-mediation services are also available.

Through departmental PLC, faculty meetings, staff PD with rotations, personalized and project based learning, Seminole High School continues to meet the needs of physical, social emotional needs of all students. The administrative team, guidance, and faculty participate in the personalization of student learning based on specific desires and needs.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (e.g., school dashboard, disparity gap, Healthy Schools data).

Seminole High School uses MTSS and Child Study Teams to determine the specific supports of each child that is not showing success in one or more areas of the learning environment. The data used is collected from School Dashboard, Performance Matter/Baseball Card, DecisionEd, and Focus reports.

### **High Expectations for All**

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

The District Office and Curriculum Supervisors provide pacing guides that are aligned with Florida Standards. Faculty attend professional development that focus on need areas in the Florida Standards. World History and Language Arts faculty participate in Core Connections training which aids teachers with the transition to Florida Standards.

Currently all students receive a traditional educational setting with the exception of students with Individualized Education Plans or 504 Plans that address specific accommodations. In those circumstances, students may be accommodated by the support of an ESE Associate or class with a co-teaching model, the students may receive technical support such as Alpha Smarts, specialized notes, etc. Peer-review and cooperative learning is often used to promote mixed-ability students to excel by assimilation of the learning environment.

Teachers use Smart Technology; student technology centers with individual desktops, computer labs provide instruction. Students with credit-recovery needs or remedial requirements have access to digital learning supports in a full-time computer laboratory, double-blocked course instruction supported by supplemental software. Extended Learning opportunities and content-specific "Bootcamps" are offered afterschool, during the summer and in small groups during the school year.

Student data is used on a continual basis to support instruction. School-wide, cohort and subject-area assessment scoring as well as individual student data is readily accessible and is integrated into our PLCs, Cohort meetings and departmental discussions.

**School Culture/SWBP/Key Strategies**

<p><b>Goal 1: What is your primary goal and strategy to improve the overall culture, climate at your school?</b></p>	
<p>Goal: Seminole High School endeavors to provide an academic environment that promotes excellence, citizenship, and the opportunity for lifetime learning.</p>	
<p><b>What is the key strategy that you will implement to accomplish this goal?</b></p>	<p><b>Name of person(s) responsible</b></p>
<p>A challenging and rigorous curriculum is at the heart of our school community. Our school's Principal Multicultural Advisory Committee (PMAC) will schedule monthly activities and share lessons with the staff to use to increase opportunities to learn about the various student/staff cultures represented at our school. Changes in student demographics will be shared with school staff in quarterly intervals to support planning to meet diverse student needs.</p> <p>All school employees will interact with students appropriately and student will maintain classroom and school expectations. Each classroom is responsible for developing classroom discipline plans and expectations. Grade-level assemblies are established to ensure an understanding of student rights and responsibilities and ensure that school staff facilitate consistent application of policies and procedures regarding behavior and classroom expectations. Representation from the administrative team will be on duty during all pre-school, post school and extra-curricular activities as established by PCS.</p>	<p>Admin and SBLT</p>
<p><b>Goal 2: What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.</b></p>	
<p>Goal: The goal is to reduce discipline and learning gaps among black and non-black students by addressing the data and determining equity among our entire student population. The number of referrals processed for black students decreased by over 40% last year, but we still have a discrepancy of about 15% compared to non-black students.</p>	
<p><b>What is the key strategy that you will implement to accomplish this goal?</b></p>	<p><b>Name of person(s) responsible</b></p>
<p>The key strategy for Seminole High School is to develop an atmosphere that welcomes and celebrates diversity and inclusion. We have created a peer mentoring program, brought in outside consultants from the community, partnered with BTAG, and developed ongoing partnerships with black leaders throughout the state.</p> <p>We will retain our 100% Graduation rate for black students, in increase the learning gains in ELA and Math, continue the downward trend of disciplinary referrals ultimately closing the disparities among black vs. non-black students.</p>	<p>Administrative Team 5000 Sponsor</p>

**Early Warning System – School Goal(s)**

SMART Discipline Goal, based on Early Warning System Data (Specific, Measurable, Achievable, Realistic, Time-bound)	
Actions/Activities in Support of Discipline Goal	Evidence to Measure Success
Increase student attendance from 92% to 94%.	Attendance Data (pulled monthly)
Decrease number of referrals by 10%. This will be a total decrease of almost 60% over a two year period.	Quarterly Review of referrals
We will reduce the overall days of suspension day by 50%. Creativity and punitive productivity will address student learning while addressing behavioral consequences.	Data of student achievement (weekly and as needed with individual students)
As needed: SMART Discipline Goal, based on Early Warning System Data (Specific, Measurable, Achievable, Realistic, Time-bound)	
Actions/Activities in Support of Discipline Goal	Evidence to Measure Success