**Executive Summary of Seminole High School’s School Improvement Plan for 2014-15**

Seminole High School has 2183 students in grades 9th through 12th, five administrators, 124 teachers, and 28 staff members. The mission **of Seminole High School** is to educate and prepare each student for college, career and life.

To accomplish this mission, **Seminole High School has 10 Goals**:

1. All students will show learning gains on Florida Standards Assessment and End-of-Course Assessments;
2. Increase the percentage of students demonstrating proficiency in reading from 53.3% to 80% (FSA) and 100% (FAA);
3. Increase the percentage of students demonstrating proficiency on the Algebra EOC from 37% to 80% (FSA) and 100% (FAA);
4. Increase the percentage of students demonstrating proficiency on the Geometry EOC from 68% to 80% (FSA) and 100% (FAA);
5. Increase the percentage of students demonstrating proficiency on the Biology EOC from 81.4% to 90% (FSA) and maintain 100% (FAA);
6. Increase the percentage of students receiving scores in the highest third percentile by 15% on the US History End-of-course Assessment.
7. Increase the participation in CTE courses by 10% and improve the certification passage rate by 20%;
8. Increase parent involvement and participation by 20% on the School Advisory Council and Parent-Teacher-Student Association.
9. Close the achievement gap between Black and non-black students to achieve our AMO 2015 goals and;
10. Reduce the number and percent of discipline referrals by 10% from 4843 to.

The core instructional and monitoring strategies included in our action plans are:

* Increasing the effectiveness of the Professional Learning Communities by providing an opportunity for peer-facilitated, site-based professional development focusing on the implementation of the Gradual Release Model for Instruction and the 5E Model of Instruction in Mathematics and Science.
* Providing ongoing site-based Professional Development led by our Literacy Leadership team and district Literacy coach during instruction time;
* Utilizing student data to support differentiation, scaffolding and effective instruction aligned to the Florida Core standards;
* Providing guidance in content-language rich discussions during collaborative structures.
* Implementing the use of graphic organizers and manipulative models to support deeper learning and retention of information.
* Emphasizing the use of higher order questioning techniques and strategies to invoke deeper learning aligned to Bloom’s Taxonomy.
* Presenting clear delineation of modeled instruction and guided practice supported informal assessments and monitoring through Performance Matters to ensure student success.
* Using research-based strategies in core instruction (e.g., 5E Model of Instruction (Math and Science), Gradual Release Model of Instruction, Text Dependent Questioning, Document-based Questioning, WICR Strategies and Content Enhancement, NG-CARPD);
* Utilizing project-based learning in appropriate settings and scales and rubrics aligned to the learning goal to assess and inform instruction;
* Using state assessments, district-provided assessments, observational data, anecdotal record-keeping, and teacher-created informal assessments to monitor student progress;
* Conducting data chats with students to support students with goal-setting based on data through our quarterly homeroom advisory system;
* Developing higher-order questions techniques during PLCs and include them in lesson plans and classroom instruction in collaboration with the implementation of the Document-based Questioning Initiative;
* Instituting a comprehensive referral process that incorporates data collection, shared communication, personalized learning and school-wide interventions to address attendance and behavioral concerns that may impact instruction through the MTSS team.

The professional development efforts include the use of the district Literacy coach and the Literacy Leadership team to support instructional staff in implementing ELA modules and exemplars. The instructional staff will meet in Professional Learning Communities (PLC’s) to differentiating and scaffolding instruction conduct data chats regularly to review student responses to tasks and plan for instruction based on data.

The administrative team will receive professional development on addressing Bullying Prevention, implementing Best Practices in instructions, disaggregating data, identifying trends and navigating Multi-tiered Systems of Support.

The parent involvement efforts include providing parents with relevant information and reinforce skills during parent night held each semester. We also want to keep the lines of communication open by providing frequent opportunities for home-school communication in a variety of formats, and allows for families to support and supervise their child’s educational progress. This includes a quarterly newsletter, bi-weekly Parent Connect calls, and direct parent notifications by email, mail and telephone. Additionally, we are working to increase participation in parent supported organizations (PTA and SAC) through active recruitment and marketing.

For more information about Seminole High School’s School Improvement Plan, please go to our website at [www.seminole-hs.pinellas.k12.fl.us](http://www.seminole-hs.pinellas.k12.fl.us).