

Executive Summary of Seminole High School's School Improvement Plan for 2015-16

Seminole High School has 2127 students in grades 9th through 12th population, five (5) administrators, 94 teachers, and 58 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 54.7% to 80% (ELA FSA) and 100% (FAA);
- 3) Increase the percentage of students demonstrating proficiency on the FSA Algebra I from 32% to 80% (FSA Algebra I) and 100% (FAA);
- 4) Increase the percentage of students demonstrating proficiency on the Geometry EOC from 34% to 80% and 100% (FAA);
- 5) Increase the percentage of students receiving scores in the highest third percentile by 15% on the Biology End-of-course;
- 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%. (1195 behaviors)

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

- To partner with High Tech High-San Diego in their Educational Leadership Hybrid as well as Franklin Covey Global & The Leader in Me Institute which will result in increasing the effectiveness of the Professional Learning Communities. We will also be providing an opportunity for peer-facilitated, site-based professional development focusing on the implementation of the Project-Based and Personalized Learning strategies as well as the 5E Model of Instruction in Mathematics and Science, and the Carnegie Method for scaffolding instruction in Mathematics.
- Professional Development and Deliberate Practice in the Marzano Evaluation Model, Goals and Scales to drive instructional efficacy, as well as the implementation of Project-Based and Personalized Learning led by our Pinellas Innovates Design Team and Administrative Instructional Project Leaders. The Literacy Leadership team and district Literacy coach will collaborate to provide intervention, motivation and instructional support throughout our school year. This team will also provide targeted interventions in content specific areas as related to mastery of standards and improvement in reading skills as well as comprehension.
- We will utilize student data from the Base Ball Card Report and our Grade Level Cohort reports, as well as our MTSS and CST minutes to support differentiation, scaffolding and effective instruction aligned to the Florida Core standards;

- Providing guidance in content-language rich discussions during collaborative structures.
- Implementing Personalized and Project-Based Learning strategies as well as 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 and the Marzano Evaluation Framework Model.
- 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 and Personalized/Project-Based Learning (e.g., 5E Model of Instruction (Math and Science), Carnegie Systems; Gradual Release Model of Instruction, Text Dependent Questioning, Document-based Questioning, WICR Strategies and Content Enhancement, NG-CARPD);
- Utilizing project-based and personalized learning in appropriate settings, goals and scales aligned to the learning standards 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, MTSS, CST and CoHort advisory systems;
- Instituting a comprehensive referral process that incorporates data collection, shared communication, personalized and project-based learning and school-wide interventions to address attendance and behavioral concerns that may impact instruction through the MTSS team.
- The continuing focus on our minority initiatives: B.T.A.G. and the innovative "WarHawks Rising" program which showcases our aspiring African-American Leaders.
- Our collaborative efforts with Embrace Pinellas will continue and rise as we integrate our Personalized, Project-Based, Character (Covey), Leadership and Content based professional development, deliberate practice within our mentor/mentee program.

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 and Harassment Prevention, implementing Best Practices in Personalized and Project-Based Learning, Character and Leadership content education (Covey & the Leader in Me); disaggregating data (Grade Level CoHorts, identifying trends and navigating Multi-tiered Systems of Support as well as implementation of Child Study Team initiatives).

The parent involvement efforts include providing parents with relevant information and reinforcing skills during parent nights held each semester (& 4 times per year for our WarHawk Freshmen). We also want to keep the lines of communication open by providing frequent

opportunities for home-school communication in a variety of formats, and allow 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, telephone, and our school's website. 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.