Seminole High School

2015-16 School Improvement Plan

Seminole High School

8401 131ST ST, Seminole, FL 33776

http://www.seminole-hs.pinellas.k12.fl.us

School Demographics

School Type	Title I	Free/Reduced Price Lunch
High	No	31%

Alternative/ESE Center	Charter School	Minority
No	No	16%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	B	B	B

School Board Approval

This plan is pending approval by the Pinellas County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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 District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Educate and prepare each student for college, career and life.

Provide the school's vision statement

100% Student Success.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Seminole High School endeavors to provide an academic environment that promotes excellence, citizenship, and the opportunity for lifetime learning. 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.

Describe how the school creates an environment where students feel safe and respected before, during and after school

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.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Seminole has a school-wide Behavior Committee which gathers and analyzes school data and develops Tier 1 Positive Behavior Supports to address school-wide concerns. Additionally, this committee makes recommendations to the MTSS Leadership team about processes and procedures that may improve the effectiveness of our School-wide Behavior Plan. School-wide and sub-groups data will be shared with staff monthly as well with parent organizations. An Behavior Matrix has been developed and approved by school personnel. Additionally, it has been distributed to all staff and reviewed with all students by grade level assembly. Areas of concern will be communicated to students by school news and verbal communication from the principal. A whole staff Professional Development plan has been established.
Pre-school Training (8/3)- Discipline: Behaviors, Attendance and Tardies
Data-driven Decisions: MTSS Addressing Behaviors School-wide from Expectations to Support Implementation

Data-driven Decisions: MTSS Addressing Behaviors in the Classroom
Data-driven Decisions: MTSS Documenting and Modifying Classroom Supports

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

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.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Progress Monitoring Systems are in place:
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.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level				Total
	9	**10**	**11**	**12**	
Attendance below 90 percent	13	4	0	1	18
One or more suspensions	86	34	23	6	149
Course failure in ELA or Math	210	168	77	50	505
Level 1 on statewide assessment	204	151	96	40	491

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	158	193	151	106	608

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The MTSS Leadership team will review school-wide and sub-group data through the PCS DecisionEd data warehouse, FOCUS and on a monthly basis to identify students in need of additional supports. These students will be counseled and referred to the MTSS team for appropriate intervention using the Multi-Tiered Support System (MTSS).

Baseline, mid-year and end of the Year data sources include: Progress Monitoring and Reporting Network (PMRN), Florida Assessments for Instruction in Reading (FAIR) assessments, District and FCIM Math Assessments, Florida Comprehensive Assessment Test (FCAT) Reading, Mathematics, Science and Writing assessments, Instructor-generated Content Area assessments, District Math, Science and Social Studies assessments: twice a month for data disaggregation and analysis. For behavior data sources included: Attendance, Referral and Early Warning reports from Portal and DecisionED. Additionally, parent involvement survey data will be considered. Data results will be distributed to teachers at faculty meetings following data reviews. School-based Leadership Team will provide school community (staff, parents, students) with data monthly reviews. Teachers and staff mentors will engage in data chats with students related to behavior, reading, science and mathematics. Parents will be informed of school-wide data at SAC/PTA meetings and through our school newsletter at least once during a four week interval.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
No

PIP Link
The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

We provide families with an open door policy to call, drop-in or schedule a conference by phone and in-person with teachers and the support of counselors and administrators. 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.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Seminole High School's vision is to be a place where one year of academic instruction results in a minimum of one year academic growth. Our school's mission is to be a place where students grow

intellectually and lead successful; where faculty and staff work to build meaningful relationships through relevant course work and extracurricular activities.

A focus on the uniqueness of our school and student population has always been the driving force of academia at Seminole High School. Upon first glance our student population looks homogeneous with more than 84% identifying at Caucasian and 31% meeting the criteria deemed Economically Disadvantaged. However, when you peel back the layers you will find a melting pot of filled with students from Military families, farming families, owners of family run businesses, minority families, students from the foster care system, and students with a full spectrum of disabilities from speech, vision, physical, locomotor, socio-emotional, and behavioral needs.

Our cornerstone partnership in this endeavor is the Career Academies of Seminole (CAS), a vocational-technical center offering a broad variety of industry certifications with defined articulation to Florida's state college system. Seminole High School also has a healthy relationship with local businesses, vendors and a special partnership the St. Petersburg College- Seminole campus. We levy these community partnerships to increase opportunities for students to gain supplemental experiences through community service, apprenticeships and executive internships.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Brittain, Thomas	Principal
Lucas, Jane	Assistant Principal
Parris, Ursula	Assistant Principal
McKee, Lois	Assistant Principal
Schottler, Kevin	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

1. New hires are paired with a site-based instructional leader and are provided extensive developmental support from the supervising administrator through monthly meetings and qualitative feedback in measured intervals.
2. Ongoing professional development training will be provided to address areas the areas of classroom management, instructional best practices, using assessment data to drive curriculum, and other instructional supports.
3. For staff we will have celebrations (luncheons, Rita's ice day, and personal thank you notes) occasionally. In addition, we will involve teachers in school decision-making processes by respectfully considering their input. These strategies will create a strong academic environment conductive for learning.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

All instructional staff participate in content-area and grade-level Professional Learning Communities. The PLC teams meet once a month to model a high-yield instructional strategy or to refine implementation of the components of the Gradual Release Model. There are also three, distinct panels of teacher leadership that assist in developing school-wide practices and policies. In most cases, the instructional staff are assigned classroom by subject area. This physical set-up allows teachers to work the opportunity to build a bond.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
James Anderson	Parent
Thomas Brittain	Principal
Janice Gorski	Parent
Kim Hart	Parent
Justin Schaffer	Business/Community
Dawn Walton	Parent
Ann Wilson	Education Support Employee
John Hart	Student
Enid Arroyo	Business/Community
Luis Arroyo	Parent
Kristin Brantley	Student
Sean Brantley	Business/Community
Carol Sterling	Teacher
Fred Steierman	Parent
Tapp Rinne	Parent
Belkis Rodriguez	Parent
Catherine McClure	Student
Andrew Whigam	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The school improvement plan was presented to SAC at the September meeting and approved. The SAC budget was exhausted in accordance with the purpose of allocation. It was recommended that we work to increase active membership of school personnel in parent/student organizations.

Development of this school improvement plan

SAC meets monthly and discuss items of concern related to school improvement and dropout prevention initiatives. The SAC budget is monitored and funds are managed in an effort to meet established goals. Additionally, we are researching the possibility of adding an academy offering to our current curriculum in order to bolster the academic rigor and relevance to careers here at Seminole High School.

Preparation of the school's annual budget and plan

1. 2K – Operational support for Extension programs and student organizations.
2. 2K – Teacher-related classroom technology to improve classroom-based learning.
3. 6K – Mini-grants offered to teachers for training and program implementation in order to improve academic rigor and instruction in classrooms.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

1. 2K – Operational support for Extension programs and student organizations.
2. 2K – Teacher-related classroom technology to improve classroom-based learning.
3. 6K – Mini-grants offered to teachers for training and program implementation in order to improve academic rigor and instruction in classrooms.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Lucas, Jane	Assistant Principal
Landstrom, Adella	Instructional Coach
Short, Carrie	Teacher, K-12
Pekrul, Anne	Teacher, K-12
Frewin, Candace	Teacher, K-12
Marlett, Terry	Teacher, K-12
Natoli, Vincent	Teacher, K-12
Craig, Charles	Teacher, K-12
Wonsick, Beth	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Literacy Leadership Teams create capacity of reading knowledge within the school by focusing on professional development.*Support for implementation of the Florida Core State Standards and all platforms in Reading and Language Arts courses.
• Support for implementation of Florida Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction). Administration will monitor implementation of school-wide literacy platforms and strategies through walk-through processes to ensure the shift in instruction.
Support for text complexity and instructional skills to improve reading comprehension
• Emphasizing the use of WICR+T to improve instructional practices and literacy strategies in the classroom
• Developing and asking text dependent questions from a range of question types
• Providing evidence-based, extensive research and writing opportunities (claims and evidence)

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Support integration of collaborative structure strategies including Drill-Review Pairs, Four Corners, Affinity Diagrams, Graffiti-Carousel Brainstorming, Send-A-Problem, and Think-Pair-Share.
Support integration of authentic learning experiences including Field Experiences, Interviews, Project-based instruction, Problem-based instruction, Cultural Presentations, and Laboratory Investigations.All instructional staff participate in content-area and grade-level Professional Learning Communities. The PLC teams meet once a month to model a high-yield instructional strategy or to refine implementation of the components of the Gradual Release Model. There are also three, distinct panels of teacher leadership that assist in developing school-wide practices and policies. In most cases, the instructional staff are assigned classroom by subject area. This physical set-up allows teachers to work the opportunity to build a bond.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

1. New hires are paired with a site-based mentor and are provided extensive developmental support from the supervising administrator through monthly meetings and qualitative feedback in measured intervals.
2. Ongoing professional development training will be provided to address areas the areas of classroom management, instructional best practices, using assessment data to drive curriculum, and other instructional supports.
3. For staff we will have celebrations (luncheons, Rita's ice day, and personal thank you notes) occasionally. In addition, we will involve teachers in school decision-making processes by respectfully considering their input. These strategies will create a strong academic environment conductive for learning.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

At Seminole High School, our new teachers are also participating in Transition to Teaching Program. They are paired with a district mentor, a site-based administrator and a site-based mentor. The pairings are based upon the support of a veteran teacher who has evidence of quality instructional practices and established outcomes with a connection to the content and/or instructional model used by the new teacher. New teachers will meet with the supervising administrator monthly and will be observed and evaluated four times within the school year.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's 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.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Extending the presentation of new information and making connection to background knowledge through explicit instruction and the use of tools to support comprehension.
Support integration of collaborative structure strategies including Drill-Review Pairs, Four Corners, Affinity Diagrams, Graffiti-Carousel Brainstorming, Send-A-Problem, and Think-Pair-Share.
Support integration of authentic learning experiences including Field Experiences, Interviews, Project-based instruction, Problem-based instruction, Cultural Presentations, and Laboratory Investigations.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day
Minutes added to school year:

*Support for implementation of the Florida Core State Standards and all platforms in Reading and Language Arts courses.

• Support for implementation of Florida Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction). Administration will monitor implementation of school-wide literacy platforms and strategies through walk-through processes to ensure the shift in instruction.

Support for text complexity and instructional skills to improve reading comprehension

• Emphasizing the use of WICR+T to improve instructional practices and literacy strategies in the classroom

• Developing and asking text dependent questions from a range of question types

• Providing evidence-based, extensive research and writing opportunities (claims and evidence)

Strategy Rationale

100% Student Success.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Lucas, Jane, lucasm@pcsb.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Baseball Card 3 Report

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

A comprehensive report indicating errors, missing information, unaccounted students and corrective actions to ensure accuracy is provided to all administration, guidance and the senior Data Management Technician.

Additionally, a monthly update is provided to the administrative team for the purpose building intervention plans and the progress monitoring of students. Guidance will also provide a quarter update regarding the progression of student intervention plans.

The designated administrator will update district reports and present to the principal for final review and submittal. The timelines for these reports is one week prior to the due date established by the Area Superintendent. The district deadlines are August 15, October 31, January 30 and April 30. Academic support plans will be developed and implemented for all students with the support of Guidance, ESE staffing and administration as needed.

College and Career Readiness

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

Student will receive mentoring support and small group information session through our "Homeroom Advisory Sessions" once every nine weeks. Additionally, guidance counselors meet with students in individual, small group and large group settings to provide service for academic and social needs. Academic advisement leading into career choice awareness, exploration and planning occurs each year.
• Students meet with guidance counselors individually each year to identify and request courses for the upcoming school year. Counselors also conduct credit checks each year, with multiple meetings each year as student's progress through high school. In addition, a parent-student College night is held in the spring each year.
• Students have the ability to take a transitions course into and out of high school where transition skills are developed and career planning takes place.
*Students have the opportunity to take courses such asf Math for College Readiness and ENG 4 Florida College Prep on-site within the traditional high school schedule in order to prepare students who do not qualify as college ready for a smooth and successful transition to post-secondary education or training.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Business Technologies will continue to promote student technology certifications, CEL will continue to grow as a program designed to promote educational leadership, and Robotics will expand their program offering in an effort to infuse real-world concepts with an academic framework. Career Academies of Seminole will continue to offer trade school opportunities and industry certifications. These opportunities will be offered to students expressing interest and aptitude in these fields.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Business Technologies will continue to promote student technology certifications, CEL & iHawk Academy (infusing PBL and Personalized Learning strategies into the curriculum as well as Covey Character & Leadership principles) will continue to grow as a program designed to promote educational leadership, and Robotics will expand their program offering in an effort to infuse real-world concepts with an academic framework. Career Academies of Seminole will continue to offer trade school opportunities and industry certifications. These opportunities will be offered to students expressing interest and aptitude in these fields.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

The School Based Leadership Team will review the High School Feedback Report each year to determine areas of greatest need. Data from this report is typically outdated by up to two year making it sometimes difficult to quickly affect change. Some current and previous strategies used to increase postsecondary readiness include: expansion of the AVID program; increased participation in advanced coursework; establishment and expansion of Centers of Educational Leadership; increased participation in ACT, PERT, and SAT exams; improved collaboration with local colleges and postsecondary institutions; and participation in partnerships with St. Petersburg College.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

630

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

The major initiatives for the 2015-2016 school year will focus on:
1. Staff wellness – work toward a Bronze level recognition with the Alliance for a Healthier Generation.
2. Work toward increasing the proficiency in Reading from 54.7% to 80% on the ELA FSA.
3. Work toward increasing the proficiency in Algebra from 32% to 80% on the Algebra FSA I.
4. Close the achievement gap between the Black and non-Black students to achieve our AMO 2015 goals.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 `S123456` = Quick Key

Strategic Goals Summary

G1. Staff wellness – work toward a Bronze level recognition with the Alliance for a Healthier Generation.

G2. Close the achievement gap between the Black and non-Black students to achieve our Annual Measurable Objectives 2015 goals.

G3. Work toward increasing the proficiency in Algebra from 32% to 80% on the Algebra I FSA.

G4. Work toward increasing the proficiency in Reading from 54.7% to 80% on the ELA FSA.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Staff wellness – work toward a Bronze level recognition with the Alliance for a Healthier Generation. `1a`

🔑 G066555

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`
- Humana Representative

Targeted Barriers to Achieving the Goal `3`
- Understanding log-in progress for Humana.

G2. Close the achievement gap between the Black and non-Black students to achieve our Annual Measurable Objectives 2015 goals. `1a`

Targets Supported `1b`   G066548

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	80.0

Resources Available to Support the Goal `2`

- • a. Warhawk Rising Program

- • b. Bridging the Achievement Gap (BTAG)

Targeted Barriers to Achieving the Goal `3`

- • c. a. Encouraging students and to engage in intensive mentoring and progress monitoring.

G3. Work toward increasing the proficiency in Algebra from 32% to 80% on the Algebra I FSA. `1a`

Targets Supported `1b`   G066540

Indicator	Annual Target
Algebra I FSA EOC Pass Rate	80.0

Resources Available to Support the Goal `2`

- • District Wide Training

- • PLC

- • Teacher access to Performance Matters Baseball Card Reports

Targeted Barriers to Achieving the Goal `3`

- • c. Increasing availability of faculty professional development in scaffolding, re-teaching, checks for understanding, and etc.

G4. Work toward increasing the proficiency in Reading from 54.7% to 80% on the ELA FSA. `1a`

`G066518`

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Gains District Assessment	80.0

Resources Available to Support the Goal `2`

- a. LLT Team

- b. PLC meetings

- c. District Wide Training

Targeted Barriers to Achieving the Goal `3`

- a. Encouraging students and to engage in intensive mentoring and progress monitoring.

Plan to Monitor Progress Toward G4. `8`

Person Responsible

Schedule

Evidence of Completion

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔍 S123456 = Quick Key

G2. Close the achievement gap between the Black and non-Black students to achieve our Annual Measurable Objectives 2015 goals. 1

🔍 G066548

G2.B3 c. a. Encouraging students and to engage in intensive mentoring and progress monitoring. 2

🔍 B172308

G2.B3.S1 Implement the Warhawks Rising Program to support to at-risk student populations through intensive mentoring, progress monitoring, mock testing and project-based supplemental instruction. Additionally, students will be enrolled in the Extended Learning Program and pursue tutoring and test preparation opportunities after school and on Saturdays. 4

🔍 S183769

Strategy Rationale

Reduce the achievement gap in African-American.

Action Step 1 5

Implement Warhawks Rising

Person Responsible

Vincent Natoli

Schedule

Quarterly, from 10/10/2015 to 7/31/2017

Evidence of Completion

Quarterly student progress reports

G3. Work toward increasing the proficiency in Algebra from 32% to 80% on the Algebra I FSA. [1]

G066540

G3.B3 c. Increasing availability of faculty professional development in scaffolding, re-teaching, checks for understanding, and etc. [2]

B172267

G3.B3.S1 Teachers will use common assessment data at the end of each unit to identify areas where students need scaffolding, re-teaching or reinforcement of the core curriculum. [4]

S183739

Strategy Rationale

Teacher will receive training on the new features of FOCUS and the use of Performance Matters to support assessment data collection. Teachers will receive training and participate in demonstration days identifying exemplary example of "Checks for Understanding" strategies including: 3 Minute Pause, Think and Write, Think-Pair-Share, and reflections such as Ticket Out the Door. Administration will monitor implementation of school-wide instructional strategies through walk-through processes to ensure the shift in instruction. Teachers will emphasize the use of WICR+T to improve instructional practices and collaborative structures in the classroom.

Action Step 1 [5]

Provide Training in Performance Matters

Person Responsible

Jane Lucas

Schedule

Annually, from 10/10/2015 to 7/31/2017

Evidence of Completion

Sign-in sheet for professional development

Plan to Monitor Fidelity of Implementation of G3.B3.S1 [6]

Person Responsible

Schedule

Evidence of Completion

G4. Work toward increasing the proficiency in Reading from 54.7% to 80% on the ELA FSA. [1]

G066518

G4.B1 a. Encouraging students and to engage in intensive mentoring and progress monitoring. [2]

B172205

G4.B1.S1 Implement the Warhawks Rising Program to support to at-risk student populations through intensive mentoring, progress monitoring, mock testing and project-based supplemental instruction. [4]

S183702

Strategy Rationale

Reduce the achievement gap in African-American, Hispanic, Students with Disabilities and Economically Disadvantaged sub-groups in Reading proficiency.

Action Step 1 [5]

Implement the Warhawk Rising

Person Responsible

Vincent Natoli

Schedule

Quarterly, from 10/10/2015 to 9/15/2017

Evidence of Completion

Quarterly progress monitoring

Plan to Monitor Fidelity of Implementation of G4.B1.S1 [6]

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 `7`

> **Person Responsible**
>
> **Schedule**
>
>
> *Evidence of Completion*

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.A1	Implement the Warhawk Rising	Natoli, Vincent	10/10/2015	Quarterly progress monitoring	9/15/2017 quarterly
G3.B3.S1.A1	Provide Training in Performance Matters	Lucas, Jane	10/10/2015	Sign-in sheet for professional development	7/31/2017 annually
G2.B3.S1.A1	Implement Warhawks Rising	Natoli, Vincent	10/10/2015	Quarterly student progress reports	7/31/2017 quarterly
G3.B3.S1.MA1	[no content entered]			one-time	
G4.MA1	[no content entered]			one-time	
G4.B1.S1.MA1	[no content entered]			one-time	
G4.B1.S1.MA1	[no content entered]			one-time	

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportuntities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G3. Work toward increasing the proficiency in Algebra from 32% to 80% on the Algebra I FSA.

G3.B3 c. Increasing availability of faculty professional development in scaffolding, re-teaching, checks for understanding, and etc.

G3.B3.S1 Teachers will use common assessment data at the end of each unit to identify areas where students need scaffolding, re-teaching or reinforcement of the core curriculum.

PD Opportunity 1

Provide Training in Performance Matters

Facilitator

TBA

Participants

Faculty, Guidance, and Administrators

Schedule

Annually, from 10/10/2015 to 7/31/2017

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget