

Pinellas County Schools

Seminole High School



2018-19 School Improvement Plan

Seminole High School

8401 131ST ST, Seminole, FL 33776

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

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
High School 9-12	No	%
Primary Service Type (per MSID File)	Charter School	2017-18 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	%

School Grades History

Year
Grade

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2018-19 DA Category and Statuses for Seminole High School

DA Region and RED	DA Category and Turnaround Status
Southwest - Julio Valle	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

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

b. Provide the school's vision statement

100% Student Success and provide every student with the skills necessary to be a successful and productive citizen in society.

2. School Environment

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

Seminole High School (SHS) endeavors to provide an academic environment that promotes excellence, citizenship, and the opportunity for lifetime learning. SHS's school wide discipline plan is aligned to the Pinellas County Schools (PCS) Code of Conduct. Each teacher will have a classroom discipline plan that aligns to the school wide discipline plan. Each of these plans will be reinforced by positive behavior interventions and supports. SHS also offers a challenging and rigorous curriculum that 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. Teachers are encouraged to attend athletic and performance events to build rapport and show support to their students. Additionally, changes in student demographics will be shared with school staff in quarterly intervals to support planning to meet diverse student needs.

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

School wide expectations will be communicated to all stakeholders and posted around the school during pre-school and reinforced during the school year. SHS administrators will ensure that behavior/safety expectations are implemented equitably in the handling of student behavior. Grade-level assemblies are held to ensure students understand their rights and responsibilities. School staff will facilitate consistent application of policies and procedures regarding behavior and classroom expectations to ensure equity. 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 that aligns with PCS Code of Conduct and SHS Behavior Plan which includes restorative behavioral practices. A representative from the administrative team will be on duty during all pre-school, post school and extra-curricular activities to ensure adherence to the expectations and ensure safety.

c. 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. A Positive Behavior Intervention and Support Matrix has been developed and approved by school administration. Additionally, it is communicated 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.

Going forward, the School Based Leadership Team (SBLT) will conduct Professional Development sessions that focus on moving away from punitive approaches to restorative practices. The SBLT will collaboratively work on a new process to unify and oversee classroom management plans.

The SBLT will establish a weekly incentive distribution plan that will target social and emotional growth/grit. Positive behavior interventions and supports for desired behavior will be reinforced and rewarded (Principal's List, Honor Roll, 3 or less tardies, perfect attendance, etc.). The SBLT will periodically calibrate with the staff when and how often school wide incentives are awarded to ensure consistent use.

d. 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.

Additionally, SHS will use early warning indicators and reports will drive the identification of students needing support. The early warning systems will identify red flags for of attendance, behavior, credits, and grades. The Behavior Committee and SBLT meets biweekly to review data and implement positive behavior supports or tier 2 or 3 interventions/strategies to address specific individual issues.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. 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:

SHS aims to achieve at least 95% daily attendance. SHS Administration and guidance counselors identify students who display early warning signs and provide them support and guidance. The student and parents are notified of the ability to make up credits via grad point/APEX in the ELP and evening tutoring is offered to support students learning past the school day. The data sources used includes Reason Absence Report, grades/GPA reports, and disciple reports. SHS will review the Reason Absence Report and PSW for Attendance to dissect the reasons for student absence and implement appropriate strategies. The child study team meets regularly to address the students that have be absent more than 10%.

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 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, Florid Writes, FSA scores, EOC scores, grade-level reports, and Portal reports provided by the Data Management team, administrators, and department chairpersons/instructional staff developers.

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 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. The Child Study Team will 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.

SHS involves the school psychologist, school guidance counselors and social worker to address the physical, social, and emotional needs of the students who are in need of supplemental or intensive support.

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

1. 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
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	110	121	136	63	430
One or more suspensions	0	0	0	0	0	0	0	0	0	7	4	2	1	14
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	273	303	286	2	864
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	195	225	162	68	650

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	46	69	49	4	168

c. 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, (FSA/ELA) 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.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

SHS strives to ensure all parents have a positive experience and relationship with the school. SHS will increase the vehicles it uses to communicate with parents and students to ensure all stakeholders are informed. This includes a quarterly newsletter, Parent ConnectEd calls, and direct parent notifications by email, Facebook, Twitter, mail and telephone. 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 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. SHS is involved with Take Stock in Children and faculty are encouraged to become mentors. This should help students and faculty to build trusting relationships. SHS attempts to hosts various family events throughout the school year to include all members of the family (i.e. Warhawks Family Friendly Workout and Taste of Seminole). Additionally, we are working to increase participation in parent supported organizations (PTA and SAC) through active recruitment and marketing. SHS will work towards aligning its family engagement efforts with the Dual Capacity Building Framework for Family School Partnerships i.e. cognition, connections, capabilities, and confidence. The School Based Leadership Team (SBLT) will revise process used to involve students and parents who enroll after the start of the year by identify and train student leaders, updating the welcoming process, and reaching out to families.

2. 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 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. Our academic academies (CEL, Sports Careers, iHawk, E-Commerce, Engineering, and Graphic Media Communication) will continue to building partnership with local business for career shadowing and internships. Our Family and Community Liaison will reach out to various community businesses and civic organizations to share information about our school and to determine if there are resources available to support our students. The Family and Community Liaison will continue to broaden our collaboration with community agencies, faith based organizations, and other small businesses that could contribute to our students' success.

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 77.7% identifying at Caucasian and 39.1% 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. The SHS staff reaches out to these subgroups to support the school or to direct them to available resources.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Lucas, Jane	Principal
McKee, Lois	Assistant Principal
Schottler, Kevin	Assistant Principal
Patterson, Teresa	Assistant Principal
Jones, Harry	Other
Rubin, Amy	Guidance Counselor
Cooper, Jamie	Paraprofessional
Fisher, Jessica	Assistant Principal

b. Duties

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

1. The School Based Leadership Team (SBLT) will work together to integrate academics & behavior/ climate & culture at Seminole High School.
2. The Assistant Principals and School Secretary will ensure that New Hires are paired with a site-based instructional leader. New Hires are provided extensive developmental support from the supervising administrator through monthly meetings and qualitative feedback in measured intervals.
3. SBLT will offer/encourage ongoing professional development training. Training sessions will address areas the areas of classroom management, instructional best practices, using assessment

data to drive curriculum, culturally relevant teaching and other instructional supports.

4. SBLT will have staff have celebrations (luncheons, Rita's ice day, and personal thank you notes) occasionally.

5. SBLT will involve teachers in school decision-making processes by respectfully considering their input.

6. SBLT will have regular meetings with a clear purpose to develop efficient internal processes and build caring relationships with each other and with other members of the school community.

2. 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

Administrators provide support by working with parents and staff to ensure that student needs are being met and that there are resources available.

1. Professional Learning Communities (PLC) - The School Leadership Team encourages 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. The program chairs for each subject area maintains participation records for school-based PLCs.

2. Early Warning System - SHS has systems in place to identify at-risk students which include child study team, MTSS, etc.

3. Recovery Credits and Extended Learning Program (ELP) - Administrators monitor student academic progress to intervene early. Students are placed in programs to recover credits or have a class placed in their schedule for credit recovery and grade forgiveness. Student who need multiple courses recovered are placed in the Graduate Enhancement Programs i.e. GradPoint/APEX.

4. Faculty Support - Administration works toward building positive relationships, providing support and training (school-based training, new teacher mentors, open-door policy), and regular communication (email, memos, personal visits, meetings, observations, instructor coaching, Parent Teacher Association (PTA), School Advisory Council (SAC) and Faculty Advisory Committee).

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
James Anderson	Parent
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
Jane Lucas	Principal

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The previous years School Improvement Plan will be presented to SAC for their evaluation and the new year's .SIP will be presented for their input and approval. 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.

b. Development of this school improvement plan

SAC meets monthly and discuss items of concern related to school improvement, dropout prevention initiatives, school safety, and faculty appreciation. 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.

c. 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.

2. 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.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Lucas, Jane	Principal
Pekrul, Anne	Teacher, K-12
Cantrell, Jerry	Teacher, K-12
Dindial-Thompson, Heidi	Teacher, K-12
Swift, Arren	Teacher, K-12
Velasquez , Elsa	Teacher, K-12
Patterson, Teresa	Assistant Principal
Russo, Deanna	Teacher, K-12
Hanak, Donna	Teacher, K-12
Healey, Evelyn	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The SHS Literacy Leadership Teams creates capacity of reading knowledge within the school. The LLT supports the implementation of Florida Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction). The LLT has intentional planning of writing and literacy integration across all content areas on campus. Each quarter will focus on a different literacy skill. This will allow students an opportunity to master the strategy of using text dependent questions, informational text, document analysis, conventions and crafting an effective writing piece. The LLT will offer support for text complexity and instructional skills to improve reading comprehension by:

- 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).
- Quarterly focus areas for writing across content areas.

Administration will monitor implementation of school-wide literacy platforms and strategies through walk-through processes to ensure the shift in instruction.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

1. 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.

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

1. All efforts are made to recruit the highest quality teachers possible by posting detailed job descriptions and requirements and conducting rigorous interviews. SHS utilizes SearchSoft, Job Fairs and university partnerships to recruit candidates. A cross-functional interview team is used to identify strong teaching candidates.
2. 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.
3. 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.
4. 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 conducive for learning.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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 Program (ELP) 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.

b. Instructional Strategies

1. 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.

2. 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:

SHS has a process for identifying at-risk students and implementing early interventions. Administration and guidance counselors identify students who display early warning signs and provide them support and guidance. Additionally, SHS will monitor course specific data sources i.e. American History & Biology Cycle Assessments to determine areas of improvement. The student and parents are notified of the ability to make up credits via grad point in the extended learning program and evening tutoring is offered to support students learning past the school day. The data sources that are used to identify students are: attendance, grades, discipline, and grad cohort.

ELP Targeted Population:

1. After School Credit Recovery/Grade Forgiveness required for progress to the next grade level/on-time graduation.
2. Students who are at risk of failing a class.
3. FSA or EOC Level 1 or 2 (Core content areas as outlined in the ELP Guidelines)
4. FSA or EOC Level 3-5 for Enrichment
5. Preparation for AP, AICE, ACT, SAT, or other assessments as needed.

Course Tutoring Model:

The tutoring model will address support for all core subject areas, Spanish and Industry Certification subjects. Seminole High School will rotate four HQ faculty members and one ESE faculty member to support all necessary accommodations for student success.

Test Prep Model:

Subject areas to be covered during tutoring are: Algebra 1, Geometry, Biology and Spanish. Additionally, test preparation will be supported for EOC courses, AP Spanish and FSA Reading/Math.

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, Performance Matters, District Dashboard. Teachers have professional development about differentiated instruction during faculty meetings, PLCs, and District trainings. Teachers have access to Focus/Portal and BBCard to use data in the classroom. Tutoring and supplemental instruction is available. Guidance Counselors place students in applicable remedial/support classes.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

1. Freshman Transition - There is a focused effort to transition freshmen students into the school. This occurs through frequent freshmen parent meetings and also through a freshmen orientation. Efforts are being made this year to increase opportunities during throughout the year for students to engage with one another through fun and motivating activities. SHS offers Freshman Orientation before the school year starts, pre-school activities, student shadowing of various academies (i.e. CEL, Sports Career, E-Commerce, Engineering, iHawk, etc), and mentoring.

2. Senior Transition - At-risk seniors are identified and they are monitored all year. SHS offers numerous College Visits and celebrates college acceptance during signing days. Seniors are encouraged to volunteer and participate in career shadowing.

b. College and Career Readiness

1. 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 as 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.

2. 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.

3. 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.

4. 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.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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.** Improve school culture and climate by implementing Restorative Practices

- G2.** Bridging The Achievement Gap (BTAG) - Close the achievement gap between the Black and non-Black students.

- G3.** Work toward increasing the proficiency in Math from 40% to 80% (Algebra I, Algebra II, Geometry).

- G4.** Work toward increasing the proficiency in ELA/Reading from 49% to 80% on the ELA Proficiency scores.

Strategic Goals Detail

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

G1. Improve school culture and climate by implementing Restorative Practices 1a

G099620

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Student	20.0
School Climate Survey - Parent	60.0

Targeted Barriers to Achieving the Goal 3

- Embedding a school wide vision for Restorative Behavioral Practices

Resources Available to Help Reduce or Eliminate the Barriers 2

- AVID Culturally Relevant Teaching Strands, Summer Professional Development, Professional Development Days

Plan to Monitor Progress Toward G1. 8

Person Responsible

Schedule

Evidence of Completion

G2. Bridging The Achievement Gap (BTAG) - Close the achievement gap between the Black and non-Black students. 1a

G099581

Targets Supported 1b

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

Targeted Barriers to Achieving the Goal 3

- c. Encouraging students to attend intensive reviews and participate in Beyond the Classroom

Resources Available to Help Reduce or Eliminate the Barriers 2

- a. Warhawk Rising Program / Student Mentoring Program
- b. Bridging the Achievement Gap (BTAG)

Plan to Monitor Progress Toward G2. 8

Graduation rates, ELA Proficiency Scores, Math Proficiency Scores for Black/African American

Person Responsible

Jane Lucas

Schedule

Evidence of Completion

AMO Pinellas Report Percent Tested English Language Arts (ELA) 98% Reading % Scoring Satisfactory 2011 25% Reading % Scoring Satisfactory 2012 31% Reading % Scoring Satisfactory 2013 37% Reading % Scoring Satisfactory 2014 30% ELA % Scoring Satisfactory 2015 26% Percent Tested Mathematics 90% Mathematics % Scoring Satisfactory 2011 20% Mathematics % Scoring Satisfactory 2012 42% Mathematics % Scoring Satisfactory 2013 60% Mathematics % Scoring Satisfactory 2014 39% Mathematics % Scoring Satisfactory 2015 16% Graduation Rate, 2014 83%

G3. Work toward increasing the proficiency in Math from 40% to 80% (Algebra I, Algebra II, Geometry). 1a

G099582

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	80.0
Math Gains District Assessment	45.0

Targeted Barriers to Achieving the Goal 3

- c. Increasing participation in Math faculty professional development in scaffolding, re-teaching, checks for understanding, common pacing guides, common grading scales and etc.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District Wide Training
- PLCs & Data Reviews
- Teacher access to Performance Matters Baseball Card Reports

Plan to Monitor Progress Toward G3. 8

Math Proficiency Data

Person Responsible

Kevin Schottler

Schedule

On 8/13/2019

Evidence of Completion

2017-2018 ALG 1 = 26% -4% from last year GEO = 50% +18% from last year 2012-2013 = 69%
2013-2014 = 67% 2015-2016 = 40% 2 Year Trend = -27 3 Year Trend = -29

G4. Work toward increasing the proficiency in ELA/Reading from 49% to 80% on the ELA Proficiency scores. 1a

G099583

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains District Assessment	80.0
FSA ELA Achievement	54.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- a. LLT Team
- b. PLC meetings & data reviews
- c. District Wide Training
- d. Core Connections

Plan to Monitor Progress Toward G4. 8

ELA Proficiency Scores

Person Responsible

Kevin Schottler

Schedule

On 8/13/2019

Evidence of Completion

2017-2018 ELA 9 = 43% +/- 0% change from last year ELA 10 = 47% +4% from last year
2012-2013 = 59% 2013-2014 = 57% 2015-2016 = 49% 2 Year Trend = -8 3 Year Trend = -10

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

G1. Improve school culture and climate by implementing Restorative Practices **1**

 G099620

G1.B1 Embedding a school wide vision for Restorative Behavioral Practices **2**

 B268302

G1.B1.S1 Collaborate with stakeholders to create a school wide vision and consistently communicate vision to all stakeholders to get buyin. **4**

 S284266

Strategy Rationale

Build a campus wide culture that educates and prepares each student for college, career and life through personalized, social, and emotional learning, as well as restorative practices with the goal to achieve 100% student success.

Action Step 1 **5**

Conduct pre-school training -- Introduction to Restorative Practices

Person Responsible

Teresa Patterson

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Build restorative practices into faculty meetings

Person Responsible

Teresa Patterson

Schedule

Evidence of Completion

Monitor the implementation of restorative practices through classroom walk-throughs, strategy walks and observations.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Monitor discipline data report at weekly SBLT meetings.

Person Responsible

Teresa Patterson

Schedule

Evidence of Completion

Monitoring and comparison of discipline reports show a positive change.

G2. Bridging The Achievement Gap (BTAG) - Close the achievement gap between the Black and non-Black students. 1

G099581

G2.B3 c. Encouraging students to attend intensive reviews and participate in Beyond the Classroom 2

B268198

G2.B3.S1 Incorporate intensive mentoring/tutoring and Beyond the Classroom 4

S284054

Strategy Rationale

Reduce the achievement gap among black students. Implementing a the Student Mentoring Program will support at-risk student populations through intensive mentoring, progress monitoring, mock testing and project-based supplemental instruction. Additionally, students enrolled in the Extended Learning Program (Beyond the Classroom) can pursue tutoring and test preparation opportunities after school and on Saturdays.

Action Step 1 5

Student Mentoring Program & Beyond the Classroom

Person Responsible

Jessica Fisher

Schedule

Evidence of Completion

Quarterly student progress reports

Action Step 2 5

Ensure African American students are appropriately placed in ELA and math intervention & AP courses.

Person Responsible

Kevin Schottler

Schedule

Evidence of Completion

Guidance will monitor the registration of students

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Graduation Rates

Person Responsible

Jessica Fisher

Schedule

Evidence of Completion

District Dashboard and BBcard will be used to conduct data chats and develop action plans for faculty & student improvement. Review of the end of year graduation rates.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Appropriate Placement in ELA & Math Classes

Person Responsible

Kevin Schottler

Schedule

Evidence of Completion

Ensure African American students are appropriately placed in ELA and math intervention courses. Eliminate barriers for African American student success through conversations and multi-cultural advisory board meetings. Improved scores on ELA Proficiency & Math Proficiency. District Dashboard and BBcard will be used to conduct data chats and develop action plans for faculty & student improvement.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Periodic review of the ELA & Math Proficiency Test Scores

Person Responsible

Kevin Schottler

Schedule

Evidence of Completion

ELA & Math Proficiency scores and Graduation Rate.

G3. Work toward increasing the proficiency in Math from 40% to 80% (Algebra I, Algebra II, Geometry). 1

G099582

G3.B3 c. Increasing participation in Math faculty professional development in scaffolding, re-teaching, checks for understanding, common pacing guides, common grading scales and etc. 2

B268201

G3.B3.S1 Math 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

S284057

Strategy Rationale

Math teachers will utilize data to differentiate and scaffold instruction to increase student performance.

Action Step 1 5

Provide Training in Performance Matters

Person Responsible

Kevin Schottler

Schedule

Evidence of Completion

Sign-in sheet for professional development

Action Step 2 5

Math teachers follow a common pacing calendar, grading scale, lessons, reviews etc. for focusing on the same MAFS.

Person Responsible

Kevin Schottler

Schedule

Evidence of Completion

Administrator or ISM walk-throughs

Action Step 3 5

Teachers meet in PLCs at least once per month to coordinate/plan lessons, review data (including responses to tasks and formative assessments) and share best practices.

Person Responsible

Kevin Schottler

Schedule

Evidence of Completion

Sign-in sheets, agendas, etc.

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

Pre-School Training on Performance Matters and other data monitoring options

Person Responsible

Kevin Schottler

Schedule

Evidence of Completion

Training sign-in, meeting agendas, etc.

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Ensure facilitated planning sessions occurred.

Person Responsible

Kevin Schottler

Schedule

Evidence of Completion

PLCs minutes, Lesson Plans, Student Responses, Training attendance sheets, agendas, etc.

G4. Work toward increasing the proficiency in ELA/Reading from 49% to 80% on the ELA Proficiency scores.

1

G099583

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

B268202

G4.B1.S1 Teachers implement instruction to support student success with LAFS. 4

S284058

Strategy Rationale

The number of students meeting ELA proficient will meet or exceed state expectations.

Action Step 1 5

Language Arts and World History Core Connections Training

Person Responsible

Teresa Patterson

Schedule

Evidence of Completion

Attendance in Core Connections training

Action Step 2 5

Facilitated planning between ELA teachers and World History teachers so that ELA courses can utilize Social Studies reading, writing prompts, DBQs, and World History course can support ELA conventions.

Person Responsible

Jessica Fisher

Schedule

Evidence of Completion

Student responses, lesson plans, sign in sheets from PLC meetings, agendas, bell work in World History classes support ELA, DBQ's completed in World History Completed professional development and Core Connections. District Dashboard and BBcard will be used to conduct data chats and develop action plans for faculty & student improvement.

Action Step 3 5

PLC Meetings - AVID Site Coordinator shares best practices to include more reading & writing (WICOR) into all subject area classrooms (Language Arts, Social Studies, Science, Math, Art, Music, Theater, Business, Engineering, etc) .

Person Responsible

Kevin Schottler

Schedule

Evidence of Completion

Sign in sheets from PLC meetings, agendas, and classroom walk through.

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

Administrators ensure collaboration and WICOR PLCs are held.

Person Responsible

Teresa Patterson

Schedule

Evidence of Completion

Attendance sheets for PLCs, agendas, etc. Ensure instruction is aligned to District pacing guides and Florida standards during walk through. Document PLC meetings that focus on ways to improve struggling benchmarks. Document Data chats with students to inform them of their progress toward mastery.

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

Principals/administrators visit classrooms, work with PLC teams to plan, and attend PLC meetings.

Person Responsible

Jane Lucas

Schedule

Evidence of Completion

Attendance logs, agendas, emails, etc. Ensure instruction is aligned to District pacing guides and Florida standards during walk through. Document PLC meetings that focus on ways to improve struggling benchmarks. Document Data chats with students to inform them of their progress toward mastery.

V. Professional Development Opportunities

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

G1. Improve school culture and climate by implementing Restorative Practices

G1.B1 Embedding a school wide vision for Restorative Behavioral Practices

G1.B1.S1 Collaborate with stakeholders to create a school wide vision and consistently communicate vision to all stakeholders to get buyin.

PD Opportunity 1

Conduct pre-school training -- Introduction to Restorative Practices

Facilitator

RIT Team, SBLT

Participants

All teachers and support staff

Schedule

G3. Work toward increasing the proficiency in Math from 40% to 80% (Algebra I, Algebra II, Geometry).

G3.B3 c. Increasing participation in Math faculty professional development in scaffolding, re-teaching, checks for understanding, common pacing guides, common grading scales and etc.

G3.B3.S1 Math 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

G4. Work toward increasing the proficiency in ELA/Reading from 49% to 80% on the ELA Proficiency scores.

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

G4.B1.S1 Teachers implement instruction to support student success with LAFS.

PD Opportunity 1

Language Arts and World History Core Connections Training

Facilitator

TBA/District Trainers

Participants

Teachers

Schedule

PD Opportunity 2

PLC Meetings - AVID Site Coordinator shares best practices to include more reading & writing (WICOR) into all subject area classrooms (Language Arts, Social Studies, Science, Math, Art, Music, Theater, Business, Engineering, etc) .

Facilitator

AVID Site Team / Tiffany Rasmussen

Participants

Teachers

Schedule

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Conduct pre-school training -- Introduction to Restorative Practices				\$0.00
2	G2.B3.S1.A1	Student Mentoring Program & Beyond the Classroom				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			3921 - Seminole High School			\$2,000.00
<i>Notes: Notes</i>						
3	G2.B3.S1.A2	Ensure African American students are appropriately placed in ELA and math intervention & AP courses.				\$0.00
4	G3.B3.S1.A1	Provide Training in Performance Matters				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			3921 - Seminole High School			\$2,000.00
<i>Notes: Notes</i>						
5	G3.B3.S1.A2	Math teachers follow a common pacing calendar, grading scale, lessons, reviews etc. for focusing on the same MAFS.				\$0.00
6	G3.B3.S1.A3	Teachers meet in PLCs at least once per month to coordinate/plan lessons, review data (including responses to tasks and formative assessments) and share best practices.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			3921 - Seminole High School			\$0.00
<i>Notes: Notes</i>						
7	G4.B1.S1.A1	Language Arts and World History Core Connections Training				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			3921 - Seminole High School			\$0.00
<i>Notes: 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.</i>						
8	G4.B1.S1.A2	Facilitated planning between ELA teachers and World History teachers so that ELA courses can utilize Social Studies reading, writing prompts, DBQs, and World History course can support ELA conventions.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19

Pinellas - 3921 - Seminole High School - 2018-19 SIP
Seminole High School

			3921 - Seminole High School			\$2,000.00
			<i>Notes: Notes</i>			
9	G4.B1.S1.A3	PLC Meetings - AVID Site Coordinator shares best practices to include more reading & writing (WICOR) into all subject area classrooms (Language Arts, Social Studies, Science, Math, Art, Music, Theater, Business, Engineering, etc) .				\$0.00
					Total:	\$6,000.00

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2019					
G1.MA1 M418123	[no content entered]		No Start Date		No End Date one-time
G2.MA1 M417653	Graduation rates, ELA Proficiency Scores, Math Proficiency Scores for Black/African American	Lucas, Jane	No Start Date	AMO Pinellas Report Percent Tested English Language Arts (ELA) 98% Reading % Scoring Satisfactory 2011 25% Reading % Scoring Satisfactory 2012 31% Reading % Scoring Satisfactory 2013 37% Reading % Scoring Satisfactory 2014 30% ELA % Scoring Satisfactory 2015 26% Percent Tested Mathematics 90% Mathematics % Scoring Satisfactory 2011 20% Mathematics % Scoring Satisfactory 2012 42% Mathematics % Scoring Satisfactory 2013 60% Mathematics % Scoring Satisfactory 2014 39% Mathematics % Scoring Satisfactory 2015 16% Graduation Rate, 2014 83%	No End Date one-time
G2.B3.S1.MA1 M417650	Periodic review of the ELA & Math Proficiency Test Scores	Schottler, Kevin	No Start Date	ELA & Math Proficiency scores and Graduation Rate.	No End Date one-time
G2.B3.S1.MA1 M417651	Graduation Rates	Fisher, Jessica	8/13/2018	District Dashboard and BBcard will be used to conduct data chats and develop action plans for faculty & student improvement. Review of the end of year graduation rates.	No End Date one-time
G2.B3.S1.MA2 M417652	Appropriate Placement in ELA & Math Classes	Schottler, Kevin	No Start Date	Ensure African American students are appropriately placed in ELA and math intervention courses. Eliminate barriers for African American student success through conversations and multi-cultural advisory board meetings. Improved scores on ELA Proficiency & Math Proficiency. District Dashboard and BBcard will be used to conduct data chats and develop action plans for faculty & student improvement.	No End Date one-time
G2.B3.S1.A1 A383500	Student Mentoring Program & Beyond the Classroom	Fisher, Jessica	8/13/2018	Quarterly student progress reports	No End Date quarterly
G2.B3.S1.A2 A383501	Ensure African American students are appropriately placed in ELA and math intervention & AP courses.	Schottler, Kevin	8/13/2018	Guidance will monitor the registration of students	No End Date one-time
G3.B3.S1.MA1 M417654	Ensure facilitated planning sessions occurred.	Schottler, Kevin	8/10/2017	PLCs minutes, Lesson Plans, Student Responses, Training attendance sheets, agendas, etc.	No End Date one-time
G3.B3.S1.MA1 M417655	Pre-School Training on Performance Matters and other data monitoring options	Schottler, Kevin	8/13/2018	Training sign-in, meeting agendas, etc.	No End Date one-time
G3.B3.S1.A1 A383502	Provide Training in Performance Matters	Schottler, Kevin	8/13/2018	Sign-in sheet for professional development	No End Date annually
G3.B3.S1.A2 A383503	Math teachers follow a common pacing calendar, grading scale, lessons, reviews etc. for focusing on...	Schottler, Kevin	8/13/2018	Administrator or ISM walk-throughs	No End Date monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B3.S1.A3 A383504	Teachers meet in PLCs at least once per month to coordinate/plan lessons, review data (including...	Schottler, Kevin	8/13/2018	Sign-in sheets, agendas, etc.	No End Date monthly
G4.B1.S1.MA1 M417657	Principals/administrators visit classrooms, work with PLC teams to plan, and attend PLC meetings.	Lucas, Jane	8/1/2016	Attendance logs, agendas, emails, etc. Ensure instruction is aligned to District pacing guides and Florida standards during walk through. Document PLC meetings that focus on ways to improve struggling benchmarks. Document Data chats with students to inform them of their progress toward mastery.	No End Date one-time
G4.B1.S1.MA1 M417658	Administrators ensure collaboration and WICOR PLCs are held.	Patterson, Teresa	8/13/2018	Attendance sheets for PLCs, agendas, etc. Ensure instruction is aligned to District pacing guides and Florida standards during walk through. Document PLC meetings that focus on ways to improve struggling benchmarks. Document Data chats with students to inform them of their progress toward mastery.	No End Date one-time
G4.B1.S1.A1 A383505	Language Arts and World History Core Connections Training	Patterson, Teresa	8/13/2018	Attendance in Core Connections training	No End Date one-time
G4.B1.S1.A2 A383506	Facilitated planning between ELA teachers and World History teachers so that ELA courses can...	Fisher, Jessica	8/13/2018	Student responses, lesson plans, sign in sheets from PLC meetings, agendas, bell work in World History classes support ELA, DBQ's completed in World History Completed professional development and Core Connections. District Dashboard and BBcard will be used to conduct data chats and develop action plans for faculty & student improvement.	No End Date one-time
G4.B1.S1.A3 A383507	PLC Meetings - AVID Site Coordinator shares best practices to include more reading & writing...	Schottler, Kevin	8/13/2018	Sign in sheets from PLC meetings, agendas, and classroom walk through.	No End Date quarterly
G1.B1.S1.MA1 M418122	Monitor discipline data report at weekly SBLT meetings.	Patterson, Teresa	8/13/2018	Monitoring and comparison of discipline reports show a positive change.	No End Date weekly
G1.B1.S1.MA1 M418120	Build restorative practices into faculty meetings	Patterson, Teresa	8/2/2018	Monitor the implementation of restorative practices through classroom walk-throughs, strategy walks and observations.	No End Date monthly
G1.B1.S1.A1 A383800	Conduct pre-school training -- Introduction to Restorative Practices	Patterson, Teresa	8/2/2018		No End Date one-time
G3.MA1 M417656	Math Proficiency Data	Schottler, Kevin	8/13/2018	2017-2018 ALG 1 = 26% -4% from last year GEO = 50% +18% from last year 2012-2013 = 69% 2013-2014 = 67% 2015-2016 = 40% 2 Year Trend = -27 3 Year Trend = -29	8/13/2019 one-time
G4.MA1 M417659	ELA Proficiency Scores	Schottler, Kevin	8/13/2018	2017-2018 ELA 9 = 43% +/- 0% change from last year ELA 10 = 47% +4% from last year 2012-2013 = 59% 2013-2014 = 57% 2015-2016 = 49% 2 Year Trend = -8 3 Year Trend = -10	8/13/2019 one-time