Seminole High School

2019-20 School Improvement Plan

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Seminole High School

8401 131ST ST, Seminole, FL 33776

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

Demographics

Principal: Jane Lucas

Start Date for this Principal: 5/29/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	35%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grade	2018-19: C
School Grades History	2017-18: C 2016-17: C 2015-16: C 2014-15: B 2013-14: B
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Tracy Webley
Turnaround Option/Cycle	
Year	

Support Tier	NOT IN DA
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here]().	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement

Educate and prepare each student for college, career, and the workforce by living each day with respect, purpose and grit, which is the Warhawk Way.

Provide the school's vision statement

100% student success.

School Leadership Team

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

Name	Title
Lucas, Jane	Principal
Principal	
Fisher, Jessica	Assistant Principal
Assistant Principal	
Patterson, Teresa	Assistant Principal
Assistant Principal	
Sinatra, Lisa	Assistant Principal
Assistant Principal	
Mortimer, Leslie	Assistant Principal
Assistant Principal	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	430	490	436	425	1781
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	86	115	90	114	405
One or more suspensions	0	0	0	0	0	0	0	0	0	28	31	43	27	129
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	70	86	95	11	262
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	139	169	127	67	502

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	58	103	94	84	339

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	1	6	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	0	1	7	10

FTE units allocated to school (total number of teacher units)
93

Date this data was collected or last updated
Thursday 7/18/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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	146	150	166	172	634
One or more suspensions	0	0	0	0	0	0	0	0	0	50	62	37	19	168
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	70	87	97	21	275
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	183	139	76	3	401

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	104	105	88	24	321

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	49%	56%	56%	45%	56%	56%
ELA Learning Gains	49%	51%	51%	44%	53%	53%
ELA Lowest 25th Percentile	46%	43%	42%	37%	44%	44%
Math Achievement	39%	45%	51%	38%	46%	51%
Math Learning Gains	42%	44%	48%	34%	48%	48%
Math Lowest 25th Percentile	37%	41%	45%	28%	42%	45%
Science Achievement	63%	64%	68%	59%	66%	67%
Social Studies Achievement	61%	71%	73%	63%	72%	71%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	430 (0)	490 (0)	436 (0)	425 (0)	1781 (0)
Attendance below 90 percent	86 ()	115 ()	90 ()	114 ()	405 (0)
One or more suspensions	28 (0)	31 (0)	43 (0)	27 (0)	129 (0)
Course failure in ELA or Math	70 (0)	86 (0)	95 (0)	11 (0)	262 (0)
Level 1 on statewide assessment	139 (0)	169 (0)	127 (0)	67 (0)	502 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	51%	54%	-3%	55%	-4%
	2018	43%	53%	-10%	53%	-10%
Same Grade Comparison		8%				
Cohort Comparison						
10	2019	45%	53%	-8%	53%	-8%
	2018	47%	54%	-7%	53%	-6%

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
Same Grade Comparison		-2%				
Cohort Comparison		2%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	62%	62%	0%	67%	-5%
2018	58%	63%	-5%	65%	-7%
Compare		4%			

CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					

HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	61%	70%	-9%	70%	-9%
2018	63%	70%	-7%	68%	-5%
Compare		-2%			

ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	26%	55%	-29%	61%	-35%
2018	26%	57%	-31%	62%	-36%
Compare		0%			

GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	48%	56%	-8%	57%	-9%
2018	49%	56%	-7%	56%	-7%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		-1%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	16	29	24	20	40	43	50	45		90	31
ELL	11	41	41	6	40		29				
ASN	79	81		67	50		77			100	55
BLK	26	57	55	24	48	36	23	30		86	50
HSP	40	51	42	26	45	39	46	63		95	39
MUL	50	50		29	44		50	53		77	60
WHT	50	47	47	41	41	36	66	62		94	48
FRL	38	44	42	36	45	41	56	53		89	35

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	16	38	43	19	46	50	30	39		83	12
ELL	8	29	29					33			
ASN	52	52		62	50		69	86		100	58
BLK	19	21	27	26	11		33	50		100	38
HSP	38	37	35	41	29	30	51	56		97	44
MUL	44	49	67	15	31		63	56		100	29
WHT	48	46	36	38	36	28	61	64		95	46
FRL	34	37	36	30	27	17	47	52		90	31

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	36
Total Points Earned for the Federal Index	564
Total Components for the Federal Index	11
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	29
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
Asian Students	
Federal Index - Asian Students	73
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	52
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	53
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends

The data component showing the lowest performance is the Math Lowest 25th Percentile (37%). Factors contributing to this trend are various attendance barriers and behaviors for students and challenges with curriculum pacing.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline

The data component showing the greatest decline from the prior year is Social Studies Achievement. Inconsistency in standards-based instruction among personnel within EOC instructional staff in this department contributes to the 2% point decline.
However, Math Achievement will continue to be a focus for our overall school improvement. This component includes the largest percentage of our lowest 25th percentile students testing, due to an emphasis of accelerated math course choices for middle school students in our feeder schools. Although our school scores in this component have increased by 9 percentage points, the scores still fall below our district and state averages.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

The data component showing the greatest gap from state averages is Math Achievement. Contributing factors are student attendance barriers and behaviors, inconsistency in standards-based instruction, and ineffective monitoring of student progress.

Which data component showed the most improvement? What new actions did your school take in this area?

ELA and Math Lowest 25th Percentile showed the most improvement with 9% growth. A school literacy team was formed to promote literacy across curricula through the Striving for the A initiative. Strategy walks were incorporated to provide exemplar pedagogy for others to observe and emulate. Monthly PLC meetings were conducted among ELA and Math faculty to cultivate a unified approach to improving scores. Project Z was established to target the lowest 25th percentile students for enhanced tutorial in math and reading.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The potential areas of concern for our school are the achievement of English Language Learners and students with disabilities.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year

1. Algebra 1 EOC
2. Lowest 25th Percentile
3. EWS Subgroup Achievement (SWD and ELL Students)
4. ELA Achievement

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Mathematics FSA EOC Proficiency
Rationale	Losing students to schools of choice Large class sizes Re-scheduling/ student scheduling cannot move because of low numbers of personnel
State the measureable outcome the school plans to achieve	Monitoring cycle assessments and increasing trends on all cycle assessment data Identifying critical content for reteaching The percent of all students achieving proficient in mathematics will increase by 3% moving from 39% to 42%, as measured by FSA.
Person responsible for monitoring outcome	Leslie Mortimer (mortimeriiil@pcsb.org)
Evidence-based Strategy	Teachers engage in instructional activities that incorporate higher order thinking questions, standards-based instruction, the Standards for Mathematical Practice and performance tasks aligned to Mathematics Florida Standards (MAFS).
Rationale for Evidence-based Strategy	Increased collaboration among faculty, while providing scaffolding support for continued standards-based instruction from district coaches and pacing guide, will aid in early identification for students' needs and explicit differentiated instruction to bridge the gap through programs like Project Z.
Action Step	
Description	1. Teachers work in weekly Professional Learning Community (PLC) groups with facilitated planning support to incorporate AVID's WICOR learning support strategies (Focused Note Taking) and create instructional materials aligned to the rigor of content standards. 2. Strategy Walks/Instructional Rounds during planning periods and TDEs surrounding high yield AVID strategies (Focused Note Taking), with structured debrief sessions, are incorporated to improve the practices of instructional staff. These strategies are expected to be implemented in the classroom with actionable feedback. 3. Teachers regularly incorporate checks for understanding through formative assessments and use the collective data to gauge student progress toward mastery of the course content. 4. Administrators will conduct data chats with teachers surrounding classroom data formative/summative assessment data and cycle assessments. 5. The utilization of Extended Learning Program for tutoring in all content areas to ensure extra support outside of the classroom is provided on a regular basis for all students. 6. The school will implement new tutoring program during lunches run by teachers, guidance counselors, NHS and academy students in all content

areas to remove any transportation barriers after school.

7. Administrators monitor classrooms, provide constructive feedback to teachers, and collaborate to determine next steps.

8. Mathematics teachers and the administrator over mathematics attend district professional development.

9. SBLT team will meet weekly to collaborate and provide support to students and teachers.

Person Responsible   Leslie Mortimer (mortimeriiil@pcsb.org)

#2	
Title	Lowest 25th Percentile
Rationale	Large class sizes Additional scaffolding of support for the targeted students is needed to bridge the achievement gap. A systemic early identification and progress monitoring plan is needed to support student achievement Appropriate scheduling of student courses

State the measureable outcome the school plans to achieve	The measurable outcome is to improve the component grades for the lowest 25th percentile students in ELA by 5% and math by 3%. Our ELA lowest 25% will increase 5% from 46% to 51%. Our math lowest 25% will increase 3% from a 37% to 40%.
Person responsible for monitoring outcome	Jessica Fisher (fisherje@pcsb.org)
Evidence-based Strategy	Teachers will utilize data to develop scaffolding for students and for the development of differentiated instructional practices to increase student achievement.
Rationale for Evidence-based Strategy	Identifying lowest 25th percentile students in any subject area improves differentiated instruction for these students to close the achievement gap. Restorative practices encourage students to engage with the school community to improve self-efficacy to close the achievement gap.
Action Step	
Description	1. Teachers work in Weekly Professional Learning Community (PLC) groups with facilitated planning support to incorporate AVID's WICOR learning support strategies (focused note taking) and create instructional materials aligned to rigor of content benchmarks. 2. Strategy Walks/Instructional Rounds during planning periods and TDEs surrounding high yield AVID strategies (Focused Note Taking), with structured debrief sessions, and implement in the classroom with actionable feedback. 3. Teachers regularly incorporate checks for understanding through formative assessments and use the collected date to gauge student progress toward mastery of the course content. Actions Steps: a. Project Z- one a month and increase frequency towards testing b. ELP in all subject areas every afternoon of the school year c. YMCA BTAG partnership 4. Administrators will conduct data chats with teachers surrounding classroom data formative/summative assessment data and cycle assessments. 5. Utilize Extended Learning Program for tutoring in all content areas to

ensure extra support outside of the classroom is provided on a regular basis for all students.

6. Implement new tutoring program during lunches run by teachers, guidance counselors, NHS and academy students in all content areas to remove any transportation barriers after school.

7. Administrators monitor classrooms, provide constructive feedback to teachers and collaborate to determine next steps.

8. SBLT team will meet weekly to collaborate and provide support to students and teachers.

Person Responsible	Leslie Mortimer (mortimeriiil@pcsb.org)

#3	
Title	ESE Achievement
Rationale	Our school is currently at 39% for ESE achievement date which is under the 41% threshold proficiency under ESSA.

State the measureable outcome the school plans to achieve	The percent of SWD students achieving proficiently on 2019-2020 FSA will increase by 6% moving from 39% to 45%.
Person responsible for monitoring outcome	Lisa Sinatra (sinatral@pcsb.org)
Evidence-based Strategy	Teachers engage in professional learning around instructional shifts, course standards, common student misconceptions, tracking student date, and remediating based on needs identified through progress monitoring assessments. Targeted support for SWD students will lead to the necessary learning environment to promote a conducive, standards based learning for students.
Rationale for Evidence-based Strategy	Increased collaboration among faculty, while providing scaffolding support for continued standards-based instruction from district coaches and pacing guide, will aid in early identification for students' needs and explicit differentiated instruction to bridge achievement gap. Offering more opportunities for test prep to acclimate students to the style of state and district assessments.

Action Step	
Description	1. Strategic planning of students schedules that met students need according to IEP's. 2. Teachers work in weekly Professional Learning Community (PLC) groups with facilitated planning support to incorporate AVID's WICOR learning support strategies (Focused Note Taking) and create instructional materials aligned to the rigor of content standards. 3. Strategy Walks/Instructional Rounds during planning periods and TDEs surrounding high yield AVID strategies (Focused Note Taking), with structured debrief sessions, are incorporated to improve the practices of instructional staff. These strategies are expected to be implemented in the classroom with actionable feedback. 4. Teachers regularly incorporate checks for understanding through formative assessments and use the collective data to gauge student process toward mastery of the course content. 5. Improve support processes to ensure SWD students receive appropriate facilitation and accountability that includes minute to minute progress

monitoring within the classroom.

6. Administrators will conduct data chats with teachers surrounding classroom data formative/summative assessment data and cycle assessments.

7. The utilization of Extended Learning Program for tutoring in all content areas to ensure extra support outside of the classroom is provided on a regular basis for all students.

8. The school will implement new tutoring program during lunches run by teachers, guidance counselors, NHS and academy students in all content areas to remove any transportation barriers after school.

9. Administrators monitor classrooms, provide constructive feedback to teachers and collaborate to determine next steps.

10. ESE teachers and administrator over ESE will attend district professional development together.

11. SBLT team will meet weekly to collaborate and provide support to students and teachers.

| **Person Responsible** | Lisa Sinatra (sinatral@pcsb.org) |

#4	
Title	ELA and Reading Goal
Rationale	Large class sizes Student attendance Time for collaborative planning among instructional staff Master scheduling did not maximize personnel skills
State the measureable outcome the school plans to achieve	Monitoring Cycle and Write Score assessments and increasing trends on all assessment data Data-driven decision-making for reteaching of critical content based on assessment data The percent of all students achieving ELA proficiency will increase by 5% moving from 49% to 54% as measured by FSA.
Person responsible for monitoring outcome	Jessica Fisher (fisherje@pcsb.org)
Evidence-based Strategy	Enhance staff capacity to identify critical content from the standards in alignment with district resources. Support teachers to utilize data to organize students to interact with content in manners which differentiate/scaffold instruction to meet the needs of every student.
Rationale for Evidence-based Strategy	Increased collaboration among faculty, while providing scaffolding support for continued standards-based instruction from district coaches and pacing guide, will aid in early identification for students' needs and explicit differentiated instruction to bridge achievement gap. Offering more opportunities for test prep to acclimate students to the style of state and district assessments.

Action Step

Description	1. Teachers work in weekly Professional Learning Community (PLC) groups with facilitated planning support to incorporate AVID's WICOR learning support strategies (Focused Note Taking) and create instructional materials aligned to the rigor of content benchmarks. 2. Strategy Walks/Instructional Rounds during planning periods and TDEs surrounding high yield AVID strategies (Focused Note Taking), with structured debrief sessions, are incorporated to improve the practices of instructional staff. These strategies are expected to be implemented in the classroom with actionable feedback. 3. Teachers regularly incorporate checks for understanding through formative assessments and use the collected date to gauge student progress toward mastery of the course content. Actions Steps: *Provide FSA Benchmark Practice opportunities to targeted grade levels *Continue common grade level assessments *Individual standards-based data conversations with students *Increase the use of PLP for students to engage in self-reflection in the remediation process *Project Z implementation to target students for ELA remediation and support

* FSA/state testing "Boot Camps" are facilitated to engage learners in additional tutorial and remediation supports

4. Administrators will conduct data chats with teachers surrounding classroom data formative/summative assessment data and cycle assessments.

5. The utilization of Extended Learning Program for tutoring in all content areas to ensure extra support outside of the classroom is provided on a regular basis for all students.

6. The school will implement new tutoring program during lunches run by teachers, guidance counselors, NHS and academy students in all content areas to remove any transportation barriers after school.

7. Administrators monitor classrooms, provide constructive feedback to teachers, and collaborate to determine next steps.

8. ELA teachers and administrator over ELA will attend district professional development together.

9. SBLT team will meet weekly to collaborate and provide support to students and teachers.

Person Responsible	Jessica Fisher (fisherje@pcsb.org)

#5	
Title	Science Goal
Rationale	Continue to engage in collaboration with team members Additional support for struggling students

State the measureable outcome the school plans to achieve	The percent of all students achieving science proficiency will increase by 4% from 63% to 67%, as measured by Biology EOC.
Person responsible for monitoring outcome	Lisa Sinatra (sinatral@pcsb.org)
Evidence-based Strategy	Enhance staff capacity to identify critical content from the standards in alignment with district resources. Support teachers to utilize data to organize students to interact with content in manners which differentiate/ scaffold instruction to meet the needs of every student.
Rationale for Evidence-based Strategy	Increased collaboration among faculty, while providing scaffolding support for continued standards-based instruction from district coaches and pacing guide, will aid in early identification for students' needs and explicit differentiated instruction to bridge achievement gap. Offering more opportunities for test prep to acclimate students to the style of state and district assessments.

Action Step	
Description	1. Teachers work in weekly Professional Learning Community (PLC) groups with facilitated planning support to incorporate AVID's WICOR learning support strategies (Focused Note Taking) and create instructional materials aligned to the rigor of content standards. 2. Strategy Walks/Instructional Rounds during planning periods and TDEs surrounding high yield AVID strategies (Focused Note Taking), with structured debrief sessions, are incorporated to improve the practices of instructional staff. These strategies are expected to be implemented in the classroom with actionable feedback. 3. Teachers regularly incorporate checks for understanding through formative assessments and use the collective data to gauge student progress toward mastery of the course content. 4. Administrators will conduct data chats with teachers surrounding classroom data formative/summative assessment data and cycle assessments. 5. The utilization of Extended Learning Program for tutoring in all content areas to ensure extra support outside of the classroom is provided on a regular basis for all students. 6. The school will implement new tutoring program during lunches run by teachers, guidance counselors, NHS and academy students in all content

areas to remove any transportation barriers after school.

7. Administrators monitor classrooms, provide constructive feedback to teachers, and collaborate to determine next steps.

8. Science teachers and the administrator over science will attend district professional development together.

9. SBLT team will meet weekly to collaborate and provide support to students and teachers.

Person Responsible	Lisa Sinatra (sinatral@pcsb.org)

#6	
Title	Healthy Schools
Rationale	Our current level of performance is 0 out of 6 modules fully in place, with 6/6 modules with at least 65% of the components fully in place, as evidenced in the Alliance for a Healthier Generation, Healthy Schools Program Framework. If our healthy school team can monitor the implementation of administrative guidelines for wellness, our school would have a greater opportunity to be eligible for recognition, and an increase in modules reaching 100% "fully in place".
State the measureable outcome the school plans to achieve	Our school will increase from 0 out of 6 modules "fully in place" to 3 out of 6 modules "fully in place", with all 6 out of 6 modules at least 70% of the components fully in place, by the end of the 2019-20 school year as evidenced by the Alliance for a Healthier Generation's Healthy Schools Program Framework.
Person responsible for monitoring outcome	Teresa Patterson (pattersont@pcsb.org)
Evidence-based Strategy	Enhance staff capacity to support students in living a healthy lifestyle and monitor the implementation of our healthy school.
Rationale for Evidence-based Strategy	If our healthy school team can monitor the implementation of administrative guidelines for wellness, our school would have a greater opportunity to be eligible for recognition, and an increase in modules reaching 100% "fully in place".
Action Step	
Description	1. Assemble a Healthy School Team made up of a minimum of four individuals including, but not limited to: PE/Health Teacher, Classroom Teacher, Wellness Champion, Administrator, Cafeteria Manager, Parent, Student, etc. 2. Attend professional development to support plan 3. Develop a Healthy School Program action plan
Person Responsible	Teresa Patterson (pattersont@pcsb.org)

#7	
Title	Social Studies Goal
Rationale	Our students are performing below district levels in social studies.

State the measureable outcome the school plans to achieve	The percent of all students achieving proficiency will increase by 9% from 61% to 70%, as measured by US History EOC.
Person responsible for monitoring outcome	Teresa Patterson (pattersont@pcsb.org)
Evidence-based Strategy	Teachers engage students in culturally responsive instructional (CRI) practices that support movement , collaboration, and accountable talk using the WICOR learning support structure to raise achievement levels and close the achievement gap in social studies. Teachers will incorporate instructional activities that support student success with the LAFS within the social studies curriculum.
Rationale for Evidence-based Strategy	Enhance staff capacity to support students through purposeful activation and transfer strategies and to strengthen staff ability to engage students in complex tasks. To continue to use data to drive instruction.

Action Step	

Description	1. Teachers work in weekly Professional Learning Community (PLC) groups with facilitated planning support to incorporate AVID's WICOR learning support strategies (Focused Note Taking) and create instructional materials aligned to the rigor of content standards. 2. Strategy Walks/Instructional Rounds during planning periods and TDEs surrounding high yield AVID strategies (Focused Note Taking), with structured debrief sessions, are incorporated to improve the practices of instructional staff. These strategies are expected to be implemented in the classroom with actionable feedback. 3. Teachers regularly incorporate checks for understanding through formative assessments and use the collective data to gauge student progress toward mastery of the course content. 4. Social studies teacher will continue to integrate LAFS for literacy into the social studies content via Document Based Question (DBQ) project materials and Standford History Education Group (SHEG) lessons. 5. Administrators will conduct data chats with teachers surrounding classroom data formative/summative assessment data and cycle assessments. 6. The utilization of Extended Learning Program for tutoring in all content areas to ensure extra support outside of the classroom is provided on a

regular basis for all students

7. The school will implement new tutoring program during lunches run by teachers, guidance counselors, NHS and academy students in all content areas to remove any transportation barriers after school.

8. Administrators monitor classrooms, provide constructive feedback to teachers and collaborate to determine next steps.

9. Social studies teachers and administrator over social studies will attend district professional development together.

10. SBLT team will meet weekly to collaborate and provide support to students and teachers.

Person Responsible   Teresa Patterson (pattersont@pcsb.org)

#8	
Title	College and Career Readiness
Rationale	Our vision for our school is 100% student success. Much of this success is found by providing equitable opportunities for all students for college and career readiness.

State the measureable outcome the school plans to achieve	Our goal for this area of focus will be 600 industry certifications completed within our population of students housed in these courses.
Person responsible for monitoring outcome	Teresa Patterson (pattersont@pcsb.org)
Evidence-based Strategy	Monitoring student progress in regular intervals to increase facilitator intervention before the end of the semester or course.
Rationale for Evidence-based Strategy	Increased collaboration among faculty, while providing scaffolding support for continued standards-based instruction, will aid in early identification for students' needs and explicit differentiated instruction to bridge achievement gap.

Action Step	
Description	1. First semester will assess all Digital Information Technology students in Microsoft Word.
	2. Second semester will assess all DAT students in Microsoft Excel and PowerPoint.
	3. Certification testing will be incorporated with all TAS and DCT courses.
	4. ADOBE products will be assessed in all levels of digital coursework.
	5. Programming gaming will focus on MTA certifications.
	6. E-commerce coursework will focus on business entrepreneur certification.
	7. Accounting courses will emphasize entrepreneurship and potentially QuickBooks certification.
Person Responsible	Teresa Patterson (pattersont@pcsb.org)

#9	
Title	Bridging the Gap Plan
Rationale	Reduce the achievement gap between white and black students, as evidenced in the 2018-2019 FSA assessment data. By implementing Restorative Practices and Culturally Relevant Teaching through initial professional development support and ongoing support throughout the year, the problem will be reduced by producing an equitable learning opportunity/ environment for all students.

State the measureable outcome the school plans to achieve	The percent of black students displaying proficiency on the FSA in both ELA and Math will increase to reduce the achievement gap between white and black students by 5% in each area as measured by consistent formative assessments, district assessments, and the 2019-20 FSA ELA. The percent of black students showing proficiency on the ELA FSA will increase from 19% to 24%, as measured by FSA. The percent of black students showing proficiency on the Math FSA will increase from 26% to 31%, as measured by FSA.
Person responsible for monitoring outcome	Jessica Fisher (fisherje@pcsb.org)
Evidence-based Strategy	Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback, and deliberate use of cultural references in lesson plans. Ensure equity by providing easy access for black students to onsite college readiness testing in every high school assessment (ACT, SAT, PERT), along with equal access to college level coursework and support for this work on campus Provide training for teachers of accelerated courses, specifically targeted for culturally relevant instruction, to ensure engagement of black learners. Implement Restorative Practices (RP) throughout the school. Utilize resources from district office to support the recruitment and retention of black applicants for faculty and staff positions for modeling ambition and excellence
Rationale for Evidence-based Strategy	Each strategy selected surrounds various contributing factors influencing the achievement gap (graduation rate, student achievement, advanced coursework, student discipline, and minority hiring). Additionally, by providing professional development opportunities surrounding student-centered instruction, and rigor through AVID strategies and development of higher order thinking questions, teachers will strengthen their pedagogical practices, which will result in students engaging in more rigorous tasks in the classroom at an appropriate cognitive level.

Action Step	
Description	1. Develop school-wide roll-out and development plan of RP. 2. Conduct learning opportunities through RP Team conducting professional development (PD) sessions, moving away from punitive approaches. 3. Monitor and support staff for implementation with fidelity of equitable practices. 4. Increase use of community building circles to develop relationships, proactively preventing problem behaviors in the classroom. 5. Continue weekly tutoring schedule for all content areas to ensure extra support outside of the classroom is provided on a regular basis for all students. 6. Implement new problem Check and Connect that focuses on supporting our Black boys. 7. The school will implement new tutoring program during lunches run by teachers, guidance counselors, NHS and academy students in all content areas to remove any transportation barriers after school. 8. The utilization of Extended Learning Program for tutoring in all content areas to ensure extra support outside of the classroom is provided on a regular basis for all students.
Person Responsible	Jessica Fisher (fisherje@pcsb.org)

#10	
Title	English Learners Goal
Rationale	English Learners have not received sufficient support or equitable opportunities, compared to their non-EL counterparts. Further training is necessary for faculty and staff to provide this needed support.

State the measureable outcome the school plans to achieve	The percent of English Learners achieving proficiency will increase from 29% to 41%, as measured by FSA.
Person responsible for monitoring outcome	Jessica Fisher (fisherje@pcsb.org)
Evidence-based Strategy	Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback, and deliberate use of cultural references in lesson plans Define clear goals and expectations for our school's approach to educate our English Learners. Ensure equity by providing easy access for EL students to on-site college readiness testing in every high school assessment (ACT, SAT, PERT), along with equal access to college level coursework and support for this work on campus Provide training for all instructional staff of all courses, specifically targeted for culturally relevant instruction, to ensure engagement of EL students Implement Restorative Practices (RP) throughout the school.
Rationale for Evidence-based Strategy	The strategies selected are the best way for us to utilize, evaluate, and communicate the needed changes to support our EL students.
Action Step	
Description	1. Utilize Ellevation to obtain necessary information needed to support students in appropriately scheduling their classes. 2. Invite and work with district coaches to provide professional development and support for maximized instruction and scheduling for EL students 3. Develop a plan for monitoring EL students, as well as, a plan for monitoring the bilingual assistant in direct support of standards-based instruction 4. Teachers work in weekly Professional Learning Community (PLC) groups with facilitated planning support to incorporate AVID's WICOR learning

support strategies (Focused Note Taking) and create instructional materials aligned to the rigor of content standards.

5. Strategy Walks/Instructional Rounds during planning periods and TDEs surrounding high yield AVID strategies (Focused Note Taking), with structured debrief sessions, are incorporated to improve the practices of instructional staff. These strategies are expected to be implemented in the classroom with actionable feedback.

6. Teachers regularly incorporate checks for understanding through formative assessments and use the collective date to gauge student process toward mastery of the course content.

7. Administrators will conduct data chats with teachers surrounding classroom data formative/summative assessment data and cycle assessments regarding EL's.

8. The utilization of Extended Learning Program for tutoring to ensure extra support outside of the classroom is provided on a regular basis for all students.

9. The school will implement new tutoring program during lunches run by teachers, guidance counselors, NHS and academy students in all content areas to remove any transportation barriers after school.

10. Administrators monitor classrooms, provide constructive feedback to teachers and collaborate to determine next steps.

11. SBLT team will meet weekly to collaborate and provide support to students and teachers.

Person Responsible   Jessica Fisher (fisherje@pcsb.org)

#11	
Title	Graduation Rate
Rationale	Our vision for our school is 100% student success. Our success is found in providing equitable opportunities for all students.
State the measureable outcome the school plans to achieve	The percentage of all students graduating high school will increase from 94.5% to 97%.
Person responsible for monitoring outcome	Lisa Sinatra (sinatral@pcsb.org)
Evidence-based Strategy	Administrators and Guidance Counselors will monitor the academic progress (GPA, credits, course failures, attendance, and behavior) to ensure a proactive intervention with a Personalized Learning Plan (PLP) and proactively intervene when students show early signs of attendance, behavior, or academic problems.
Rationale for Evidence-based Strategy	Early identification will allow SHS to develop a PLP that meets the needs of the student.
Action Step	
Description	1. Review Graduate Cohort report daily to identify early interventions necessary for students falling below expected pace of course completion 2. The utilization of Extended Learning Program for tutoring to ensure extra support outside of the classroom is provided on a regular basis for all students. 3. Form Personal Learning Pathways for students for self-monitoring 4. Specific monitoring for Tier 1 and 2 students for early interventions 5. Credit Recovery classes offered on campus
Person Responsible	Lisa Sinatra (sinatral@pcsb.org)

#12	
Title	School Climate/ Conditions for Learning
Rationale	The academic, social-emotional, and behavioral needs of each and every student are known and met.

State the measureable outcome the school plans to achieve	The percentage of students on pace for graduation within their graduation cohort will increase by 5%. The percentage of students with referrals will decrease by 5%.
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	Restorative Practice Check and Connect MTSS Warhawk Soaring CST
Rationale for Evidence-based Strategy	Equity and excellence for all includes Culturally Relevant Instruction, Positive Behavioral Interventions and Supports, and Social-Emotional Learning to ensure student success for all populations.
Action Step	
Description	1. Implementing school-wide PBIS for a unified approach to relationships with students 2. Utilizing Restorative Practices as an alternative for punitive consequences for behavioral issues 3. The use of the Warhawk Soaring platform allows for frequent and expedient communication with all school staff monitoring the progress of all students. 4. MTSS provides interventions for targeted students. 5. Check and Connect builds positive relationships with targeted students for continued influence in school matters. 6. CST engages in frequent communication with parents and students to determine root causes of attendance issues and to establish and support interventions to positively modify behaviors surrounding truancy.
Person Responsible	[no one identified]

#13	
Title	Attendance
Rationale	Student attendance directly influences all actions of the school.
State the measureable outcome the school plans to achieve	We will decrease the number of students with Attendance Below 90% from 405 to 375.
Person responsible for monitoring outcome	Leslie Mortimer (mortimeriiil@pcsb.org)
Evidence-based Strategy	Check and Connect MTSS Warhawk Soaring platform
Rationale for Evidence-based Strategy	Students with excessive absences are at risk of falling behind, low academic achievement, and dropping out.
Action Step	
Description	1. Emphasize RP with students to promote healthy connections between instructional staff and students 2. Provide opportunities in scheduling for students to explore interests for increased engagement 3. Conduct "tardy sweeps" to encourage students to attend classes on campus 4. Recognize and celebrate students with Perfect Attendance for a positive school culture 5. Utilize early PBIS interventions (early identification and PLPs)
Person Responsible	Leslie Mortimer (mortimeriiil@pcsb.org)

#14	
Title	Family and Community Engagement
Rationale	To ensure all parents have a positive experience and relationship with the school.

State the measureable outcome the school plans to achieve	To continue to build strong relationships with families and the community by ensuring all stakeholders are informed. To increase the percentage of parents visiting the campus for a school based event in a school year.
Person responsible for monitoring outcome	Beth Wonsick (wonsickb@pcsb.org)
Evidence-based Strategy	Frequent communication with families.
Rationale for Evidence-based Strategy	Frequent communication builds a community of stakeholders to improve the learning environment for all students. Parent engagement proactively facilitates positive communication if behavioral issues arise.

Action Step

Description	1. Communicate frequently with families through quarterly newsletter, Parent ConnectEd calls, and direct parent notifications by email, Facebook, Twitter, mail, and telephone. 2. To continue an open door policy with families and community members to call, drop in, or schedule a conference by phone and in-person with teachers, with the support of counselors and administrators. 3. Continue with Take Stock in Children program. 4. To work with our PTSA and SAC to support teachers, students, and community members. 5. Incorporate enrichment events into the school calendar to increase engagement from all stakeholders. These events include Taste of Seminole, Academy Showcase, Fall Market, Discovery Night, Future Warhawk, etc.
Person Responsible	Beth Wonsick (wonsickb@pcsb.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

The integration of a School Based Leadership Team comprised of myriad participants troubleshoot systemic problems of the school.

Part V: Budget

1	III.A	Areas of Focus: Mathematics FSA EOC Proficiency				$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			3921 - Seminole High School			$2,000.00
2	III.A	Areas of Focus: Lowest 25th Percentile				$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			3921 - Seminole High School			$1,000.00
3	III.A	Areas of Focus: ESE Achievement				$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			3921 - Seminole High School			$1,000.00
4	III.A	Areas of Focus: ELA and Reading Goal				$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			3921 - Seminole High School			$2,000.00
5	III.A	Areas of Focus: Science Goal				$0.00
6	III.A	Areas of Focus: Healthy Schools				$0.00
7	III.A	Areas of Focus: Social Studies Goal				$0.00
8	III.A	Areas of Focus: College and Career Readiness				$0.00
9	III.A	Areas of Focus: Bridging the Gap Plan				$0.00
10	III.A	Areas of Focus: English Learners Goal				$0.00
11	III.A	Areas of Focus: Graduation Rate				$0.00
12	III.A	Areas of Focus: School Climate/ Conditions for Learning				$0.00
13	III.A	Areas of Focus: Attendance				$0.00
14	III.A	Areas of Focus: Family and Community Engagement				$0.00
					Total:	$6,000.00