

Pinellas County Schools

Seminole High School



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
High School 9-12	No	35%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	20%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	I	C	B*	B

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	30
Appendix 2: Professional Development and Technical Assistance Outlines	32
Professional Development Opportunities	32
Technical Assistance Items	34
Appendix 3: Budget to Support Goals	34

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.

2017-18 DA Category and Statuses for Seminole High School

DA Region and RED	DA Category and Turnaround Status
Southwest - Julio Valle	Incomplete Grade - 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 and life.

b. Provide the school's vision statement

100% Student Success.

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 endeavors to provide an academic environment that promotes excellence, citizenship, and the opportunity for lifetime learning. A challenging and rigorous curriculum is at the heart of our school community. Our school's Principal Multicultural Advisory Committee (PMAC) will schedule monthly activities and share lessons with the staff to use to increase opportunities to learn about the various student/staff cultures represented at our school. Changes in student demographics will be shared with school staff in quarterly intervals to support planning to meet diverse student needs.

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

All school employees will interact with students appropriately and student will maintain classroom and school expectations. Each classroom is responsible for developing classroom discipline plans and expectations. Grade-level assemblies are established to ensure an understanding of student rights and responsibilities and ensure that school staff facilitate consistent application of policies and procedures regarding behavior and classroom expectations. Representation from the administrative team will be on duty during all pre-school, post school and extra-curricular activities as established by PCS.

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. An Behavior Matrix has been developed and approved by school personnel. Additionally, it has been distributed to all staff and reviewed with all students by grade level assembly. Areas of concern will be communicated to students by school news and verbal communication from the principal. A whole staff Professional Development plan has been established.

Pre-school Training (8/1/16, 8/2/16, 8/4/16, 8/8/16, 8/9/16)- Discipline: Behaviors, Attendance and Tardies

Data-driven Decisions: MTSS Addressing Behaviors School-wide from Expectations to Support Implementation

Data-driven Decisions: MTSS Addressing Behaviors in the Classroom

Data-driven Decisions: MTSS Documenting and Modifying Classroom Supports

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.

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 discipline 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 on Wednesdays from 8:00-9:40 AM as the Child Study Team to assist in selecting, defining, assigning and monitoring Tier 2 and Tier 3 interventions with and for the MTSS/SBLT based on the needs identified through data analysis.

Department chairpersons and instructional coaches who serve on the SBLT will meet with their

departments at minimum on a monthly basis to share goals, data, intervention, and initiatives established and/or reviewed during MTSS/SBLT meetings.

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	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, bi-weekly Parent Connect calls, and direct parent notifications by email, facebook, 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). 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.

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 as 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.

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
Brittain, Thomas	Principal
Lucas, Jane	Assistant Principal
McKee, Lois	Assistant Principal
Schottler, Kevin	Assistant Principal
Patterson, Teresa	Assistant Principal
Jones, Harry	Other
Rubin, Amy	Guidance Counselor

b. Duties

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

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

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

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

b. Development of this school improvement plan

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

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	Assistant Principal
Pekrul, Anne	Teacher, K-12
Cantrell, Jerry	Teacher, K-12
Crellin, Paul	Teacher, K-12
Dindial-Thompson, Heidi	Teacher, K-12
Swift, Arren	Teacher, K-12
Velasquez , Elsa	Teacher, K-12

b. Duties

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

Literacy Leadership Teams create capacity of reading knowledge within the school by focusing on professional development.*Support for implementation of the Florida Core State Standards and all platforms in Reading and Language Arts courses.

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

Support for text complexity and instructional skills to improve reading comprehension

- Emphasizing the use of WICR+T to improve instructional practices and literacy strategies in the classroom
- Developing and asking text dependent questions from a range of question types
- Providing evidence-based, extensive research and writing opportunities (claims and evidence)

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 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.

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.** Bridging The Achievement Gap (BTAG) - Close the achievement gap between the Black and non-Black students.
- G2.** Work toward increasing the proficiency in Math from 40% to 80% (Algebra I, Algebra II, Geometry).
- G3.** 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. Bridging The Achievement Gap (BTAG) - Close the achievement gap between the Black and non-Black students. 1a

G089026

Targets Supported 1b

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

Targeted Barriers to Achieving the Goal 3

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

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 G1. 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%

G2. Work toward increasing the proficiency in Math from 40% to 80% (Algebra I, Algebra II, Geometry). 1a

G089027

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 G2. 8

District Dashboard Math Proficiency Data

Person Responsible

Jane Lucas

Schedule

Evidence of Completion

2012-2013 = 69% 2013-2014 = 67% 2015-2016 = 40% 2 Year Trend = -27 3 Year Trend = -29

G3. Work toward increasing the proficiency in ELA/Reading from 49% to 80% on the ELA Proficiency scores. 1a

G089028

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 G3. 8

District Dashboard ELA Proficiency Scores

Person Responsible

Jane Lucas

Schedule

On 7/18/2018

Evidence of Completion

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

 = Problem Solving Step  S123456 = Quick Key

G1. Bridging The Achievement Gap (BTAG) - Close the achievement gap between the Black and non-Black students. 1

G089026

G1.B3 c. Encouraging students and to engage in intensive mentoring and progress monitoring. 2

B236992

G1.B3.S1 Implement the Student Mentoring Program to support to at-risk student populations through intensive mentoring, progress monitoring, mock testing and project-based supplemental instruction. Additionally, students may be enrolled in the Extended Learning Program (Beyond the Classroom) and pursue tutoring and test preparation opportunities after school and on Saturdays. 4

S249654

Strategy Rationale

Reduce the achievement gap among black students.

Action Step 1 5

Student Mentoring Program & Beyond the Classroom

Person Responsible

Jane Lucas

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 G1.B3.S1 6

Graduation Rates

Person Responsible

Jane Lucas

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 G1.B3.S1 6

Appropriate Placement in ELA & Math Classes

Person Responsible

Jane Lucas

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 G1.B3.S1 7

Periodic review of the ELA & Math Proficiency Test Scores

Person Responsible

Jane Lucas

Schedule

Evidence of Completion

ELA & Math Proficiency scores and Graduation Rate.

G2. Work toward increasing the proficiency in Math from 40% to 80% (Algebra I, Algebra II, Geometry). 1

G089027

G2.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

B236995

G2.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

S249657

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

Jane Lucas

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

Jane Lucas

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

Jane Lucas

Schedule

Evidence of Completion

Sign-in sheets, agendas, etc.

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

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

Person Responsible

Jane Lucas

Schedule

Evidence of Completion

Training sign-in, meeting agendas, etc.

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

Ensure facilitated planning sessions occurred.

Person Responsible

Jane Lucas

Schedule

Evidence of Completion

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

G3. Work toward increasing the proficiency in ELA/Reading from 49% to 80% on the ELA Proficiency scores.

1

G089028

G3.B1 a. Encouraging students and to engage in intensive mentoring and progress monitoring. 2

B236996

G3.B1.S1 Teachers implement instruction to support student success with LAFS. 4

S249659

Strategy Rationale

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

Action Step 1 5

Implement Core Connections exemplar lessons (i.e. DBQ)

Person Responsible

Jane Lucas

Schedule

Evidence of Completion

Attendance in Core Connections training

Action Step 2 5

Facilitated planning between ELA teachers and Social Studies teachers so that ELA courses can utilize Social Studies reading, writing prompts, DBQs, and etc.

Person Responsible

Jane Lucas

Schedule

Evidence of Completion

Student responses, lesson plans, Sign in sheets from PLC meetings, agendas etc. 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. LA department chair, teachers, Avid Site Coordinator and Literacy team develop a plan to include more reading & writing (WICOR) into the classroom. Teachers meet in PLC at least once a month to review student responses to tasks and plan text-dependent questions, closed reading, and skill/strategy etc.

Person Responsible

Jane Lucas

Schedule

Evidence of Completion

Sign in sheets from PLC meetings, agendas etc. 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 4 5

AVID (WICOR) Training to all subject areas focusing on reading and writing strategies (i.e. rereading, marking text, various types of journals, descriptive writing, writing oral history, viewpoint/perspective writing, primary source rewrite, poetry writing, thesis writing, etc.)

Person Responsible

Jane Lucas

Schedule

Evidence of Completion

Walk through, review of lesson plans, student responses, Sign in sheets from PLC meetings, agendas etc. Completed professional development. District Dashboard and BBcard will be used to conduct data chats and develop action plans for faculty & student improvement.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Administrators monitor and support the faculty at least once a month during planning periods or PLCs.

Person Responsible

Jane Lucas

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 G3.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.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 M340688	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.MA1 M340693	District Dashboard Math Proficiency Data	Lucas, Jane	8/10/2017	2012-2013 = 69% 2013-2014 = 67% 2015-2016 = 40% 2 Year Trend = -27 3 Year Trend = -29	No End Date one-time
G3.B1.S1.A4 A329613	AVID (WICOR) Training to all subject areas focusing on reading and writing strategies (i.e....	Lucas, Jane	8/1/2017	Walk through, review of lesson plans, student responses, Sign in sheets from PLC meetings, agendas etc. Completed professional development. District Dashboard and BBcard will be used to conduct data chats and develop action plans for faculty & student improvement.	No End Date one-time
G1.B3.S1.MA1 M340685	Periodic review of the ELA & Math Proficiency Test Scores	Lucas, Jane	No Start Date	ELA & Math Proficiency scores and Graduation Rate.	No End Date one-time
G1.B3.S1.MA1 M340686	Graduation Rates	Lucas, Jane	No Start Date	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
G1.B3.S1.MA2 M340687	Appropriate Placement in ELA & Math Classes	Lucas, Jane	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
G1.B3.S1.A1 A325823	Student Mentoring Program & Beyond the Classroom	Lucas, Jane	8/10/2017	Quarterly student progress reports	No End Date quarterly
G1.B3.S1.A2 A325824	Ensure African American students are appropriately placed in ELA and math intervention & AP courses.	Schottler, Kevin	8/10/2017	Guidance will monitor the registration of students	No End Date one-time
G2.B3.S1.MA1 M340689	Ensure facilitated planning sessions occurred.	Lucas, Jane	8/10/2017	PLCs minutes, Lesson Plans, Student Responses, Training attendance sheets, agendas, etc.	No End Date one-time
G3.B1.S1.A3 A329612	PLC Meetings. LA department chair, teachers, Avid Site Coordinator and Literacy team develop a plan...	Lucas, Jane	8/10/2017	Sign in sheets from PLC meetings, agendas etc. Completed professional development and Core Connections. District Dashboard and BBcard will be used to conduct data chats and develop	No End Date one-time

Pinellas - 3921 - Seminole High School - 2017-18 SIP
Seminole High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				action plans for faculty & student improvement.	
G2.B3.S1.A1 A325825	Provide Training in Performance Matters	Lucas, Jane	8/10/2017	Sign-in sheet for professional development	No End Date annually
G2.B3.S1.A2 A325826	Math teachers follow a common pacing calendar, grading scale, lessons, reviews etc. for focusing on...	Lucas, Jane	8/10/2017	Administrator or ISM walk-throughs	No End Date one-time
G2.B3.S1.A3 A325827	Teachers meet in PLCs at least once per month to coordinate/plan lessons, review data (including...	Lucas, Jane	8/10/2017	Sign-in sheets, agendas, etc.	No End Date one-time
G3.B1.S1.MA1 M340694	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
G3.B1.S1.MA1 M340695	Administrators monitor and support the faculty at least once a month during planning periods or...	Lucas, Jane	8/10/2017	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
G3.B1.S1.A1 A325829	Implement Core Connections exemplar lessons (i.e. DBQ)	Lucas, Jane	8/10/2017	Attendance in Core Connections training	No End Date one-time
G3.B1.S1.A2 A325830	Facilitated planning between ELA teachers and Social Studies teachers so that ELA courses can...	Lucas, Jane	8/10/2017	Student responses, lesson plans, Sign in sheets from PLC meetings, agendas etc. 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
G2.B3.S1.MA1 M340690	Pre-School Training on Performance Matters and other data monitoring options	Lucas, Jane	8/10/2017	Training sign-in, meeting agendas, etc.	No End Date one-time
G3.MA1 M340696	District Dashboard ELA Proficiency Scores	Lucas, Jane	7/18/2015	2012-2013 = 59% 2013-2014 = 57% 2015-2016 = 49% 2 Year Trend = -8 3 Year Trend = -10	7/18/2018 one-time

V. Professional Development Opportunities

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

G1. Bridging The Achievement Gap (BTAG) - Close the achievement gap between the Black and non-Black students.

G1.B3 c. Encouraging students and to engage in intensive mentoring and progress monitoring.

G1.B3.S1 Implement the Student Mentoring Program to support to at-risk student populations through intensive mentoring, progress monitoring, mock testing and project-based supplemental instruction. Additionally, students may be enrolled in the Extended Learning Program (Beyond the Classroom) and pursue tutoring and test preparation opportunities after school and on Saturdays.

PD Opportunity 1

Student Mentoring Program & Beyond the Classroom

Facilitator

TBA

Participants

Assistant Principals, Teachers

Schedule

G2. Work toward increasing the proficiency in Math from 40% to 80% (Algebra I, Algebra II, Geometry).

G2.B3 c. Increasing participation in Math faculty professional development in scaffolding, re-teaching, checks for understanding, common pacing guides, common grading scales and etc.

G2.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

G3. Work toward increasing the proficiency in ELA/Reading from 49% to 80% on the ELA Proficiency scores.

G3.B1 a. Encouraging students and to engage in intensive mentoring and progress monitoring.

G3.B1.S1 Teachers implement instruction to support student success with LAFS.

PD Opportunity 1

Implement Core Connections exemplar lessons (i.e. DBQ)

Facilitator

TBA

Participants

Teachers

Schedule

PD Opportunity 2

AVID (WICOR) Training to all subject areas focusing on reading and writing strategies (i.e. rereading, marking text, various types of journals, descriptive writing, writing oral history, viewpoint/perspective writing, primary source rewrite, poetry writing, thesis writing, etc.)

Facilitator

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.B3.S1.A1	Student Mentoring Program & Beyond the Classroom				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			3921 - Seminole High School			\$2,000.00
			<i>Notes: Notes</i>			
2	G1.B3.S1.A2	Ensure African American students are appropriately placed in ELA and math intervention & AP courses.				\$0.00
3	G2.B3.S1.A1	Provide Training in Performance Matters				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			3921 - Seminole High School			\$2,000.00
			<i>Notes: Notes</i>			
4	G2.B3.S1.A2	Math teachers follow a common pacing calendar, grading scale, lessons, reviews etc. for focusing on the same MAFS.				\$0.00
5	G2.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	2017-18
			3921 - Seminole High School			\$0.00
			<i>Notes: Notes</i>			
6	G3.B1.S1.A1	Implement Core Connections exemplar lessons (i.e. DBQ)				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			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>			
7	G3.B1.S1.A2	Facilitated planning between ELA teachers and Social Studies teachers so that ELA courses can utilize Social Studies reading, writing prompts, DBQs, and etc.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

Pinellas - 3921 - Seminole High School - 2017-18 SIP
Seminole High School

			3921 - Seminole High School			\$2,000.00
			<i>Notes: Notes</i>			
8	G3.B1.S1.A3	PLC Meetings. LA department chair, teachers, Avid Site Coordinator and Literacy team develop a plan to include more reading & writing (WICOR) into the classroom. Teachers meet in PLC at least once a month to review student responses to tasks and plan text-dependent questions, closed reading, and skill/strategy etc.				\$0.00
9	G3.B1.S1.A4	AVID (WICOR) Training to all subject areas focusing on reading and writing strategies (i.e. rereading, marking text, various types of journals, descriptive writing, writing oral history, viewpoint/perspective writing, primary source rewrite, poetry writing, thesis writing, etc.)				\$0.00
					Total:	\$6,000.00