

Seminole County Public Schools

Seminole High School



2015-16 School Improvement Plan

Seminole High School

2701 RIDGEWOOD AVE, Sanford, FL 32773

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0181>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	48%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	59%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	B	B	A

**Preliminary 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 Seminole County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	21
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	23
Appendix 1: Implementation Timeline	27
Appendix 2: Professional Development and Technical Assistance Outlines	28
Professional Development Opportunities	29
Technical Assistance Items	31
Appendix 3: Budget to Support Goals	0

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Students who graduate from Seminole High School shall be prepared to begin a career or continue their education at a post-secondary technical school, community college or university.

Provide the school's vision statement

The vision of Seminole High School is to empower its students to achieve individual success through respect, responsibility and a readiness to learn.

School Environment

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

Seminole High School is a culturally diverse school that embraces our diversity. Seminole High School strives to equip all students with intercultural understanding and respect. Administrators and teachers work together to make the classroom a positive learning environment for all students. Teachers and administrators have been trained on the Marzano Instructional Model. In this instructional model, design Question 8 specifically addresses Establishing and Maintaining Positive Relationships With Students. If teacher-student conflicts arise, administrators and guidance counselors conference with students and parents in order to address concerns and resolve the issue. Each year student committees are selected to organize performances in celebration of Hispanic Heritage month and Black History month. These student created performances are attended by students, parents, teachers and community members. Seminole High School also affords students the opportunity to participate in French and German National Honor Society, the Asian Club, the French Club, the Latin Dance Club, and the Spanish Club. Teachers build relationships with students through the many clubs, organizations, tutorial programs, and athletic teams embedded throughout the school.

The Ladies of Seminole is a community service club that is developing the character of young girls to give back to their communities and how to exhibit style and grace. Each month, the ladies are required to do something for the community and something for themselves. We partner with the local Elks year-round in the initiative for drug-free awareness. During Seminole County Public Schools Drug and Alcohol Awareness campaign, we display the "Drug-Free Car" donated by the automotive department at Seminole High School. During the week, we adorn the school with red ribbons and distribute Drug-Free ribbons and stickers donated by the Elks. The ladies also host the annual poster contest.

In efforts to promote positive body image, the ladies are required to take an etiquette course taught by Mrs. Jackson. Among other things this course includes reading Emily Post's "Etiquette", Harriet Cole's "How To Be" and Ruth Cullen's "The Little Pink Book of Etiquette." The girls are taught how to dress for success for a variety of occasions. The girls promote a sisterhood to be a continuous support system in which young ladies can share experiences that are common among struggling teens. Each month the students host a panel in which they can share experiences and receive a teen and adult perspective on the matter.

At-Risk students are chosen to participate in the Young Men of Excellence Program. These African-American students are monitored/observed in class for attendance, academics and behavior. Our Young Men of Excellence are also encouraged to attend after-school sessions where they not only receive tutoring in academics, but are also taught etiquette, life skills and conflict resolution skills. The

fundamental purpose of the Young Men of Excellence initiative and curriculum is achievement. It is, therefore, the initiatives' primary purpose to help young men achieve worthy goals for themselves and to make constructive contributions to the community.

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

School administrators and security personnel are visible before school, between classes, during both lunches, after school, and at evening events. Seminole High School also has two full time School Resource Officers who work closely with the school administration to ensure a safe and orderly campus. In order to reinforce our commitment to continuous improvement, the Seminole High School administration also solicits input from parents and students to help guide our safety plan. Fire, bus evacuation and Code Red drills are conducted throughout the school year so that students, teachers and staff are prepared and safe in the event of an emergency. Additionally, the emergency plan is displayed in every classroom. As a result of SCPS's articulation with law enforcement, policies that will continue this year include: 1) every classroom door is locked at all times; 2) all teachers and staff are required to wear an ID badge at all times 3) all visitors are required to check in at the front office and wear a Visitor/Dividend name tag.

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 High School has a core Multi-Tiered System of Supports (MTSS) problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and works to determine the source of the problem. The MTSS team designs and implements research-based interventions and regularly monitors student progress and desired responses to interventions. The discipline office utilizes EdInsight in order to provide a mechanism for tracking discipline issues throughout the school. This data also allows the MTSS team to identify individual students in need of behavior interventions.

Seminole High School adheres to the Seminole County Student Code of Conduct. The discipline protocol emphasizes flexibility and support for teachers. Minor infractions result in detentions which are served outside of instructional time. This allows students to remain in class without losing instructional time and affords teachers the opportunity to maintain instructional momentum.

Classroom and school-wide expectations are reviewed during the first week of school. Additionally, rules are posted on classroom walls, course syllabi are provided to parents through Skyward, e-Campus, and e-mails/telephone communications take place to keep parents abreast of behavior concerns.

Seminole High School also utilizes a 9th grade Transition teacher to assist individual students in need of more assistance in transitioning to high school. This additional layer of intervention is especially beneficial for individual students exhibiting repeated misconduct. Ms. Jackson works closely with the school disciplinarians to identify the source of the misconduct and to ensure that the ultimate disposition supports the MTSS intervention plan.

Seminole High School chooses to reward and recognize positive student behavior. Seminole High School provides students with positive reinforcement through our Positive Behavior Support (PBS) program. Our PBS mission challenges all students to be respectful, responsible and engaged learners. Students exemplifying these core characteristics can be rewarded by any member of the faculty or staff with a "PBS buck" that students can redeem for prizes. The PBS team operates a school store where students are able to trade their PBS bucks in for a prize of their choice. The PBS store is open during both lunches on Monday, Wednesday and Friday. In addition to student incentives, the PBS team keeps record of teachers utilizing the PBS buck system so that the teachers can also be recognized and rewarded for their participation in the program.

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

School counselors are professional educators who promote and enhance the learning process. Their goal is to enable all students to achieve success in school and become contributing members of the community. School counselors help students develop their strengths by facilitating academic, personal/social and career exploration/development skills. This is accomplished through direct services to students and through consultation with students, parents, teachers, administrators and community stakeholders. The school ensures the social-emotional needs of all students are being met through advocacy, leadership, collaboration and systemic change.

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Teachers and administrators use multiple strategies to contact families, including but not limited to, (1) contacting families prior to the start of school to welcome the students to the new school year, (2) inviting families to curriculum nights and open house meetings to meet teachers and school staff and to learn about the curriculum, (3) providing access to school grades, progress monitoring data and other relevant achievement information through the SCPS Skyward Family Access, (4) ensuring students show evidence of "owning their data" and scheduling student led conferences as applicable, (5) inviting families to participate in SAC and PTA Boards, (6) inviting families to attend PTA meetings and participate in school related events, (7) using multiple genres of social networking, as well as sending electronic/paper-based newsletters to families on a regular basis, (8) advertising events on school marquees, (9) and numerous other out-reach strategies developed by school staff.

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

Teachers and administrators are continually involved in local events and often invited to participate in their community's celebrations. Administrators and teachers reach out to local businesses for participation in the school's business partners programs. As applicable, administrators serve on local rotary clubs, chambers, etc. In addition, faith-based leaders are invited to form relationships with local schools.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Collins, Connie	Principal
Backel, Michelle	Dean
Coleman, Barry	Assistant Principal
Hennessy, Michael	Assistant Principal
Phillips, Dale	Assistant Principal
Prom, Shelly	Dean
Turner, Angel	Assistant Principal
Wynn, Sylvester	Dean
Mizzell, Orvie	Assistant Principal
Rice, Mike	Assistant Principal
Williamson, Kay	Guidance Counselor
Kintz, Mike	Teacher, K-12
Torrance, Rodney	Dean
Lyons, Ally	Instructional Coach

Duties

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

Principal: Oversees the daily functions of everything on campus by delegating specific duties to school personnel. The Principal brings all issues, concerns, and daily decision-making to the administrative team and/or curriculum leaders. Regularly scheduled meetings are held to ensure all stakeholders are involved in decision-making.

Assistant Principals and SAMS: Oversee programs as well as supervision and evaluation of employees. Assistant Principals work with curriculum leaders to ensure teacher and student needs are met.

Academic Deans: Oversee discipline and work with teachers and parents daily in an effort to help students be successful.

Instructional Coach: Provides instructional support/strategies for teachers and students.

Registrar: Ensures all students are scheduled properly and that schedule changes are completed in a timely manner.

Athletic Director: Coordinates all athletic events/games and oversees the athletic programs/coaches.

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

The school has a core Multi-Tiered System of Supports (MTSS) problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and determines why the problem is occurring. The MTSS team designs and implements research-based interventions and regularly monitors student progress/response to interventions. The school utilizes the online MTSS Model to document all interventions, meetings, and parent involvement in the process. The MTSS team identifies students who demonstrate the most significant concern for

success either academically or behaviorally. When identifying the students we utilize data from Skyward, EdInsight as well as parent/staff/faculty concerns. We look at the MTSS "risk score" and identify interventions that are in place, evaluate their success and determine if new interventions need to be initiated to meet the individual student needs. We have identified the following faculty members who will assist with providing more intensive interventions when needed: Mrs. Lyons, Mr. Torrance, Mrs. Daniels and Mrs. McLoren. These members of the team will help classroom teachers implement and track interventions.

Seminole High School will coordinate supplemental academic instruction funds to provide additional academic tutorial and/or intervention time for students in need of remediation. This funding source is coordinated to maximize the number of students and the amount of services available for academic interventions. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement. The Twenty-First Century Federal Grant is a four-day a week after school program to provide remedial instruction for core subjects to include individualized project-based instruction with Thematic Units of Instruction, Computer-Based Instruction using PLATO based on-line learning modules and includes motivational speakers, programs, and extra curricular activities.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Connie Collins	Principal
Cynthia Jones	Education Support Employee
Carmen Reich	Teacher
Phi Yoba	Teacher
Georgie Bledsoe	Parent
Molly Lowie	Parent
Phillip Miller	Parent
Jennifer Stickle	Business/Community
Karen Williams	Parent
Mike Keyser	Teacher
Stefane Katz	Parent
Albert Green	Parent
Mallika Kapat	Parent
Michelle Backel	Teacher
Barry Coleman	Teacher
Margie Dilmore	Teacher
Barbara Kirby-Bentley	Teacher
Dr. Orvie Mizzell	Teacher
Ramsey Robinson	Teacher
Dia Shelton	Teacher
Carson Stone	Teacher
Alexia Green	Student
Jaelene Grullon	Student
Killian Johnson	Student
Traci Butler	Parent
Kay Mullins	Parent
Manisha Patel	Parent
Evelyn Waters	Parent
Andi Whitten	Parent

Duties

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

Evaluation of last year's school improvement plan

Seminole High School and SAC have determined that the literacy goals initiated during the 2013-2014 school year will be a continued area of focus for the current school year. The SAC came to this conclusion after reviewing the 2013-2014 school data. Although the data suggested improvement in many of our measurable objectives, we failed to meet many of our targets. Of major concern is the achievement gap and in particular the performance of our African American male students.

Development of this school improvement plan

The Principal reviews all data with SAC as well as sending out weekly emails to SAC and the parents to keep them abreast of school grades and events. SAC reviews the School Improvement Plan as well as the Professional Development Plan 3-4 weeks before it is due (if time permits). They are also asked to give suggestions and to propose any other specific school goal they deem necessary. The School Advisory Council reviews the school data, analyzes the need for improvement, and is active in seeking solutions for setting targets, goals, and community activities. Monthly meetings are scheduled.

Preparation of the school's annual budget and plan

During the September SAC meeting, SAC members review the current budget and determine how best to allocate these funds to support the school goals and to positively impact student achievement. Priority is given to support programs directly impacting student achievement. Many agenda items were discussed due to the increase in funds from the state. SAC began with a budget of \$11,274.23 and allocated the money to the following areas: PSAT Crash Course - \$2719.00; Honor Roll Luncheon/PBS - \$1000.00; Testing Supplies \$500.00; SIP School Defined Goal to include Temporary Duty/After Hours Media Support/Student Incentives \$4000.00 and Project Graduation - \$1000.00.

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

The budget was \$11,274.23 as of September 24, 2015. 2015-2016 SIP funds received were \$5138.23 and \$6136.00 was designated as carryover. SAC allocated \$15,957.13 in 2014-2015 for: SIP School Defined Goal \$8000.00; PBS \$1500; Literacy Council \$800.00; PSAT Crash Course \$1855.00; Honor Roll Luncheon \$1000.0; Project Graduation \$1000.00

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

Yes

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

Literacy Leadership Team (LLT)

Membership:	
Name	Title
Collins, Connie	Principal
Cowie, Naomi	Teacher, K-12
Lauber, Natalie	Teacher, K-12
Lyons, Will	Teacher, K-12
Dubber, Renee	Teacher, K-12
New, Heather	Teacher, K-12
McConnell, Doris	Teacher, K-12
Heidenescher, Heidi	Teacher, K-12
Rocha, Patrick	Teacher, K-12
Turner, Angel	Assistant Principal
Jesni, Janill	Teacher, K-12
Duties	

Describe how the LLT promotes literacy within the school

Seminole High School recognizes that literacy is the centerpiece to the success of any school and its students. Our vision of literacy goes beyond a focus on reading strategies and aims to continually expose our students to reading, speaking, writing and critical thinking. Seminole High School also understands that literacy is a shared responsibility and must be infused in all disciplines. As a result, the role of the LLT is to promote global literacy (across all content areas) on campus and in the community. Each department is represented on the LLT. This affords the LLT representatives the opportunity to provide content specific literacy strategies through the Professional Learning Community.

The major initiatives of the LLT are to promote writing across all content areas, the use of cooperative learning structures to increase student collaboration, exposure to various types of text, as well as student-driven efforts to promote literacy. Our writing goals this year include increasing efficacy in literacy, school-wide attention to writing literacy, school-wide understanding of the writing process (pre-writing, drafting, revising and editing), and students' ability to write effectively by synthesizing and elaborating on assertions.

Additionally, Seminole High School will continue to participate in professional enrichment activities targeting instructional practices for the integration of literacy and writing in each content area. Each teacher will be provided progress monitor data as well as other pertinent student data in order to make informed, collaborative decisions regarding methodologies, as well as instructional sequencing and delivery. Professional Learning Communities target common benchmarks/strands to ensure that each critical area of literacy is addressed and aligned to the instructional framework within the classroom.

Public and Collaborative Teaching

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

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

Seminole High School allocates over 50% of Wednesday in-service time for Professional Learning Communities. The PLCs utilize this time to collaborate on high yield strategies, analyze data, create common lesson plans and assessments, review the instructional plan and to revise instruction. Lead teachers within each content area are utilized as facilitators for each PLC.

Seminole High School works closely with the Content Support Team to integrate high-yield strategies and to encourage teacher collaboration. Examples include DBQ training for ELA and Social Studies teachers as well as training teachers on infusing literacy strategies across the content areas.

Teachers new to Seminole High School are paired with a mentor teacher and are also invited to participate in our NEST program. Ms. Noll and Mrs. Walters work closely with our NEST teachers to ensure all of our new teachers receive the level of support necessary for success.

Administrators work closely with the CIT committee to address issues and concerns brought forward by teachers and staff. This collaborative effort reinforces our commitment to continuous improvement and also allows teachers to focus their time on issues directly impacting instruction.

Before and after school socials are organized by the administrative team to allow faculty and staff an opportunity to get to know one another.

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

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools reputation of being an "A" school district brings to us thousands of highly qualified applicants. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and

minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes. The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year!

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

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor is trained by our county's new teacher facilitator and is given materials and agendas to support the new teachers during this calendar year. Before school begins, our school-wide mentor meets the new teachers at our school and gives a campus tour while orienting our new teachers to important procedures and policies that will affect them as they begin the school year. Once school begins, our new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for their given situations. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before.

Additionally, our school arranges for each new teacher to be accompanied by a well-chosen mentor for visits to classrooms of highly effective teachers. Both this mentor and the new teacher utilize a classroom visitation sheet to guide their post-visit discussions around our county's instruction model, room arrangements, and classroom management. The goal of these visits is to provide models of instructional practice and time for reflection that will allow the new teacher to fine-tune his or her teaching abilities.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

The core curricula of Seminole County Public Schools are comprehensive systems employing research-based best-practices, rigorous content, and instructional materials organized in comprehensive instructional plans. Delivery modes and methods require explicit differentiated instruction to the depth of the Florida Standards.

Instructional Strategies

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

The school uses data to provide and differentiate instruction in a variety of ways. We use the data from the Discovery Education PMA tests for our Biology and Environmental Science classes for all three rounds of testing. Each teacher is provided with a color copy of the Individual Student Report for each student in the class. This report shows the teacher and the student exactly where they stand in regards to mastering the objectives compared with peers at the same school and the district. The teachers review each report during a one-on-one discussion with the student. Additionally, the teachers work with individual students to set goals for improvement as well as to discuss present levels of growth. Based upon these results the teachers create individualized probes in the Discovery

Education system in order to enrich or re-mediate skills and objectives. Further, in the Discovery Education system, the teachers can access reports that show entire classes and how well they did on the state objectives. Teachers utilize this data in order to differentiate for individual or groups of students.

Seminole High School also utilizes the data from the EdInsight Nine Week Exams. These exams cover Algebra I, Geometry, Algebra 2, Physical Science, Environmental Science, Biology, Chemistry, ELA 9, ELA 10, World History and US History. In these reports we can see not only how students scored, but we also compare student results by teacher. Therefore, if a teacher is succeeding on a strand that another teacher is struggling with, it is easy to pair them together in order to collaborate on best practice. The teachers see individual results much like Discovery Education and can make appropriate adjustments.

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: Summer Program

Minutes added to school year: 5,700

Transition is provided in the summer for those incoming 9th grade students who have been assessed at level 1 or level 2 on reading and/or math. Instruction in core academic subjects is given during a 6-hour day, enrichment activities are planned as extra-curricular activities, and core subject teachers participate in collaboration, planning, and professional development.

Strategy Rationale

The Transition program affords level 1 or 2 reading and/or math students an opportunity to acclimate to high school. This includes the academic expectations necessary for success.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Mizzell, Orvie, orvie_mizzell-bullock@scps.k12.fl.us

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

Students are placed into assessment data programs; this student data is tracked for grades, mastery of benchmarks, learning gains, and attendance during the year.

Strategy: Extended School Day

Minutes added to school year: 120

Seminole High School was selected to receive the Twenty First Century Grant for a four-day after school program. This grant provides instruction in core academic subjects and provides individualized and specialized tutoring and remedial instruction for success of mastery of specific benchmarks.

Strategy Rationale

The additional interventions and support help students increase their academic performance.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Collins, Connie, connie_collins@scps.k12.fl.us

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

Teachers and administrators recommend students who need remedial instruction, and students are given an application to complete with parental permission. Bus service to student homes is provided at the end of the after-school program within the area of the high school.

Student Transition and Readiness

PreK-12 Transition

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

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

Transition is provided in the summer for those incoming 9th grade students who have been assessed at level 1 or level 2 on reading and/or math. Instruction in core academic subjects is given during a 6-hour day, enrichment activities are planned as extra-curricular activities, and core subject teachers participate in collaboration, planning, and professional development.

At-Risk students are chosen to participate in the Young Men of Excellence Program. These African-American students are monitored and observed in class for attendance, academics and behavior. Our Young Men of Excellence are encouraged to attend after-school sessions where they not only receive academic tutoring but are also taught etiquette, life skills and conflict resolution.

There are a number of after-school tutoring opportunities available. Students can receive homework assistance, work on credit recovery, PSAT preparation and support for End of Course Exams. Tutoring and Credit Recovery programs are available four days per week with limited transportation available. SAT and ACT Prep classes are offered as well. The Seminole High School media center is open early from 6:30-7:10 and late from 2:20-5:00 daily to offer students a place to do homework, receive student to student tutoring, or work on computers for school work.

Seminole High School also hosts a College Night for all students who are college or military bound. Topics discussed at the College Night includes college admissions testing, factors affecting college admissions, extracurricular activities, college athletics and the NCAA, United States Service Academies, the gap year, researching colleges and majors, admission strategy, college applications and admissions decisions, as well as FAFSA information.

College and Career Readiness

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

The Guidance Counselors have developed a method whereby students meet with counselors on an individual basis during the day for schedule and four-year curriculum planning. Evenings are slated for parent appointments so that parents/guardians can meet after hours to discuss student schedules and classroom progress. Evening assemblies are offered to parents and students with enrollment information, college planning and admissions, and Florida's Bright Future admissions, as well as financial aid. Classes and programs are advertised in on-line curriculum pages, hard-copy curriculum guides, as well as face-to-face with individual counselors. Students are encouraged to make appointments to speak with counselors. Colleges/Universities visit the SHS campus; students are encouraged to visit the presentation at the advertised date and time during the day.

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

Seminole High School offers a variety of technical opportunities including Auto Service Tech, Auto Body Construction, Construction Technology, TV Production, Early Childhood Education, Interior Design, Nutrition and Foods, Air Force Junior ROTC, and On-The-Job-Training Education, alternate diploma job placement education, and JET. There are opportunities for dual enrollment at Seminole State College for Business, Criminal Justice, and Construction Technology. There are also opportunities for the apprenticeship training automotive program and the CTE Dual Enrollment program for Carpentry and Electricity.

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

Seminole High School is now offering dual enrollment courses through Embry Riddle University with a focus on unmanned aerial devices (drones), aerospace science, and ground flight school. Seminole High School has also significantly expanded our technology course offerings, and intend to do even more next year. The goal is to provide more industry certifications for all students so that they might leave our great high school with a strong academic foundation and industry validated certifications that allow entrance to the workplace, even as they matriculate through college.

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

Student achievement is measured by College Assessment Testing, PSAT, ACT and SAT, End of Course Examinations assessments for ELA 9, ELA 10, Algebra I, Geometry, Algebra 2, Biology, and US History; PERT assessment measures college-readiness. Health Academy certifications, business and industry certifications, and technical certifications measure post secondary achievement and readiness for industry placement and careers.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

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:

- .

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.

Problem Analysis Summary

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** All teachers will implement rigorous instruction through the consistent use of high-yield strategies.

Strategic Goals Detail

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

G1. All teachers will implement rigorous instruction through the consistent use of high-yield strategies. 1a

G074440

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	70.0
Advanced coursework completion - H.S.	10.0
4-Year Grad Rate (At-Risk)	54.0
ELA/Reading Gains	67.0
Algebra I FSA EOC Pass Rate	57.0

Resources Available to Support the Goal 2

- Highly qualified instructors, after-school tutors, PMAs and assessment data, Content Support Team, Instructional Coaches in Math and reading, behavioral support personnel, MTSS.

Targeted Barriers to Achieving the Goal 3

- Teacher proficiency in using and analyzing Progress Monitor data and Edinsight Student Management System.
- Teachers are unsure how to incorporate high-yield strategies into the content area.

Plan to Monitor Progress Toward G1. 8

Monitor PMA and data assessment, iObservation walkthroughs

Person Responsible

Barry Coleman

Schedule

Monthly, from 8/20/2015 to 5/25/2016

Evidence of Completion

Learning gains, PMA data assessments, grades and teacher evaluations, reduction in achievement gap for African American, ED, ELL, and ESE students

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. All teachers will implement rigorous instruction through the consistent use of high-yield strategies. **1**

 G074440

G1.B2 Teacher proficiency in using and analyzing Progress Monitor data and Edinsight Student Management System. **2**

 B194312

G1.B2.S1 Provide training and support for the inclusion of progress monitor data analysis and the use of Edinsight student support management system. **4**

 S205870

Strategy Rationale

Teachers are reluctant to utilize available resources because they are not comfortable navigating EdInsight.

Action Step 1 **5**

Teachers will analyze student data to inform instruction.

Person Responsible

Michelle Backel

Schedule

Monthly, from 8/17/2015 to 5/25/2016

Evidence of Completion

PMA individual student data reports, tracking progress through the use of charts/graphs, use of Discovery Education/Ed Insight account resources for students and teachers.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Administrators will ensure that teachers receive all relevant data. Additionally, administrators will monitor implementation in PLC meetings as well as classroom walkthroughs.

Person Responsible

Angel Turner

Schedule

Monthly, from 8/20/2015 to 5/25/2016

Evidence of Completion

Sign in sheets and agendas for Discovery Education and EdInsight training, administrative observation of PLC meetings, walkthroughs data in iObservation, lesson plans, student samples

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Analyzing data to assess learning gains

Person Responsible

Michelle Backel

Schedule

Quarterly, from 8/20/2015 to 5/25/2016

Evidence of Completion

iObservation walkthrough feedback, improvement on student performance on specific strands, PMA data, PLC reflections, minimizing teacher variance in reference to student performance.

G1.B2.S2 Increase subgroup participation in Advanced Placement coursework. 4

S205871

Strategy Rationale

Exposure to higher level coursework will better prepare our subgroup students to demonstrate proficiency on all targeted assessment categories thus positively impacting the present achievement gap.

Action Step 1 5

SHS will utilize AP Potential to target candidates for Advanced Placement coursework.

Person Responsible

Angel Turner

Schedule

Semiannually, from 10/15/2015 to 5/25/2016

Evidence of Completion

PSAT participation of all 10th grade students, increase of 10% in subgroup participation in advanced coursework

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

The AP Coordinator will utilize AP Potential for all sophomores on their PSAT results. Additionally, letters will be generated utilizing the criteria of a 70% pass rate of levels 3+ on the exam. The parent letters will be sent home prior to registration inviting students to our AP Night and encouraging participation in the targeted AP course for the subsequent year.

Person Responsible

Angel Turner

Schedule

Monthly, from 11/15/2015 to 5/25/2016

Evidence of Completion

The AP Potential lists will be provided to teachers to ensure that students are making the most appropriate decisions regarding future course selections. Guidance counselors will also monitor subgroup students throughout the registration process in order to reinforce the importance of appropriate course selection.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

At the conclusion of the 2014-2015 registration process, Mrs. Prom will identify any subgroup student targeted through AP Potential who did not register for the corresponding Advanced Placement course. Guidance Counselors will meet with these students and their parents to inform them of the benefits associated to taking advanced coursework and to encourage them to make the recommended adjustments to their course selection.

Person Responsible

Shelly Prom

Schedule

Monthly, from 1/6/2016 to 5/25/2016

Evidence of Completion

The number of subgroup students registering for Advanced Placement courses will increase by 5% during the Spring of 2015.

G1.B5 Teachers are unsure how to incorporate high-yield strategies into the content area. 2

 B194315

G1.B5.S1 Teachers will plan, develop and implement high yield strategies into their lessons. 4

 S205875

Strategy Rationale

The skills gained by students exposed to these strategies will assist in reducing the achievement gap currently demonstrated in our school-wide data.

Action Step 1 5

Teachers will integrate high yield strategies into their lessons. Teachers will incorporate strategies such as similarities and differences, reinforcing effort and providing recognition and cooperative learning order to reinforce the importance of mastering these skills.

Person Responsible

Ally Lyons

Schedule

Daily, from 8/20/2015 to 5/25/2016

Evidence of Completion

Teachers will incorporate examples of high yield strategies in lesson plans. PLCs will collaborate to determine how to incorporate strategies into their curriculum. Administrators will look for strategies during walk-throughs.

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Administrators will provide timely and frequent feedback to teachers based upon observations made during walkthroughs.

Person Responsible

Connie Collins

Schedule

Weekly, from 8/20/2015 to 5/25/2016

Evidence of Completion

Walkthrough data in iObservation, samples of student work, PLC meeting reflections

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Teachers will discuss student performance on each unit of instruction. Adjustments will be made as necessary to allow for true differentiation. Student growth data will be monitored as measured by Discovery Education and EdInsight.

Person Responsible

Angel Turner

Schedule

Weekly, from 8/20/2015 to 5/25/2016

Evidence of Completion

PMA data from Discovery Education, EdInsight data, common assessments created in PLCs

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1	Teachers will analyze student data to inform instruction.	Backel, Michelle	8/17/2015	PMA individual student data reports, tracking progress through the use of charts/graphs, use of Discovery Education/Ed Insight account resources for students and teachers.	5/25/2016 monthly
G1.B2.S2.A1	SHS will utilize AP Potential to target candidates for Advanced Placement coursework.	Turner, Angel	10/15/2015	PSAT participation of all 10th grade students, increase of 10% in subgroup participation in advanced coursework	5/25/2016 semiannually
G1.B5.S1.A1	Teachers will integrate high yield strategies into their lessons. Teachers will incorporate strategies such as similarities and differences, reinforcing effort and providing recognition and	Lyons, Ally	8/20/2015	Teachers will incorporate examples of high yield strategies in lesson plans. PLCs will collaborate to determine how to incorporate strategies into their	5/25/2016 daily

Seminole - 0181 - Seminole High School - 2015-16 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
	cooperative learning order to reinforce the importance of mastering these skills.			curriculum. Administrators will look for strategies during walk-throughs.	
G1.MA1	Monitor PMA and data assessment, iObservation walkthroughs	Coleman, Barry	8/20/2015	Learning gains, PMA data assessments, grades and teacher evaluations, reduction in achievement gap for African American, ED, ELL, and ESE students	5/25/2016 monthly
G1.B2.S1.MA1	Analyzing data to access learning gains	Backel, Michelle	8/20/2015	iObservation walkthrough feedback, improvement on student performance on specific strands, PMA data, PLC reflections, minimizing teacher variance in reference to student performance.	5/25/2016 quarterly
G1.B2.S1.MA1	Administrators will ensure that teachers receive all relevant data. Additionally, administrators will monitor implementation in PLC meetings as well as classroom walkthroughs.	Turner, Angel	8/20/2015	Sign in sheets and agendas for Discovery Education and EdInsight training, administrative observation of PLC meetings, walkthroughs data in iObservation, lesson plans, student samples	5/25/2016 monthly
G1.B5.S1.MA1	Teachers will discuss student performance on each unit of instruction. Adjustments will be made as necessary to allow for true differentiation. Student growth data will be monitored as measured by Discovery Education and EdInsight.	Turner, Angel	8/20/2015	PMA data from Discovery Education, EdInsight data, common assessments created in PLCs	5/25/2016 weekly
G1.B5.S1.MA1	Administrators will provide timely and frequent feedback to teachers based upon observations made during walkthroughs.	Collins, Connie	8/20/2015	Walkthrough data in iObservation, samples of student work, PLC meeting reflections	5/25/2016 weekly
G1.B2.S2.MA1	At the conclusion of the 2014-2015 registration process, Mrs. Prom will identify any subgroup student targeted through AP Potential who did not register for the corresponding Advanced Placement course. Guidance Counselors will meet with these students and their parents to inform them of the benefits associated to taking advanced coursework and to encourage them to make the recommended adjustments to their course selection.	Prom, Shelly	1/6/2016	The number of subgroup students registering for Advanced Placement courses will increase by 5% during the Spring of 2015.	5/25/2016 monthly
G1.B2.S2.MA1	The AP Coordinator will utilize AP Potential for all sophomores on their PSAT results. Additionally, letters will be generated utilizing the criteria of a 70% pass rate of levels 3+ on the exam. The parent letters will be sent home prior to registration inviting students to our AP Night and encouraging participation in the targeted AP course for the subsequent year.	Turner, Angel	11/15/2015	The AP Potential lists will be provided to teachers to ensure that students are making the most appropriate decisions regarding future course selections. Guidance counselors will also monitor subgroup students throughout the registration process in order to reinforce the importance of appropriate course selection.	5/25/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. All teachers will implement rigorous instruction through the consistent use of high-yield strategies.

G1.B2 Teacher proficiency in using and analyzing Progress Monitor data and Edinsight Student Management System.

G1.B2.S1 Provide training and support for the inclusion of progress monitor data analysis and the use of Edinsight student support management system.

PD Opportunity 1

Teachers will analyze student data to inform instruction.

Facilitator

Administration

Participants

Instructional personnel

Schedule

Monthly, from 8/17/2015 to 5/25/2016

G1.B2.S2 Increase subgroup participation in Advanced Placement coursework.

PD Opportunity 1

SHS will utilize AP Potential to target candidates for Advanced Placement coursework.

Facilitator

Administration

Participants

All teachers

Schedule

Semiannually, from 10/15/2015 to 5/25/2016

G1.B5 Teachers are unsure how to incorporate high-yield strategies into the content area.

G1.B5.S1 Teachers will plan, develop and implement high yield strategies into their lessons.

PD Opportunity 1

Teachers will integrate high yield strategies into their lessons. Teachers will incorporate strategies such as similarities and differences, reinforcing effort and providing recognition and cooperative learning order to reinforce the importance of mastering these skills.

Facilitator

Administration

Participants

Instructional Personnel

Schedule

Daily, from 8/20/2015 to 5/25/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B2.S1.A1	Teachers will analyze student data to inform instruction.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0181 - Seminole High School	School Improvement Funds		\$0.00
<i>Notes: Notes</i>						
2	G1.B2.S2.A1	SHS will utilize AP Potential to target candidates for Advanced Placement coursework.				\$0.00
3	G1.B5.S1.A1	Teachers will integrate high yield strategies into their lessons. Teachers will incorporate strategies such as similarities and differences, reinforcing effort and providing recognition and cooperative learning order to reinforce the importance of mastering these skills.				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	School Improvement Funds		\$4,000.00
<i>Notes: Notes</i>						
					Total:	\$4,000.00