

Seminole High School

2701 RIDGEWOOD AVE, Sanford, FL 32773

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School PK, 9-12</p>	<p>2015-16 Title I School</p> <p>No</p>	<p>2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>50%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>61%</p>

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	B	A*	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 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 a monitoring status of "Former F" (see page 4). 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>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three 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 – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- 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.

2016-17 DA Category and Statuses for Seminole High School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Our mission is to cultivate the potential in every student to thrive as a global citizen by inspiring a love of learning, encouraging civic engagement, challenging and supporting every student to achieve academic excellence, while embracing the full richness and diversity of our community.

b. Provide the school's vision statement.

Every student will achieve at his or her maximum potential in an engaging, inspiring and challenging learning environment.

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 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. Fuller and Mrs. Debrew. 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 and Young Women of Excellence Program. These African-American students are monitored/observed in class for attendance, academics and behavior. Our Young Men of Excellence and Young Women 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 and Young Women of Excellence initiative and curriculum is achievement. It is, therefore, the initiatives' primary purpose to help young men and women achieve worthy goals for themselves and to make constructive contributions to the community.

b. 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.

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 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 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.

Students who maintain a G.P.A of 3.7 or higher are rewarded with an Honor Roll Breakfast twice a year in which students are excused from one period to celebrate their academic success with a complimentary breakfast.

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.

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.

B. Family and Community Engagement

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

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.

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

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. 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.

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.

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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

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

b. Duties

1. 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.

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.

Seminole High School will coordinate Supplemental Academic Instruction funds to provide intervention 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.

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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Connie Collins	Principal
Cynthia Jones	Education Support Employee
Molly Lowie	Education Support Employee
Phillip Miller	Parent
Jennifer Stickle	Business/Community
Karen Williams	Parent
Albert Green	Parent
Michelle Backel	Teacher
Barry Coleman	Teacher
Barbara Kirby-Bentley	Teacher
Dr. Orvie Mizzell	Teacher
Dia Shelton	Teacher
Traci Butler	Parent
Manisha Patel	Parent
Dr. Brian Dorman	Parent
Michael Hennessy	Teacher
Dr. Kristen Springfield	Teacher
Akila Balasubramanian	Parent
Nick Benedico	Parent
Ashlyn Dellenger	Parent
Chang Jin	Parent
Mallika Kapat	Parent
Joan McLendon	Parent
Jim Sheffield	Parent
Trishna Khatri	Student
Sa'mya Kirby	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

The focus from the 15-16 school year was to improve our biology scores and to help decrease our achievement gap with African American males. Although the data suggested improvement in many of our measurable objectives, we are still working on both objectives.

b. 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. Seminole High School and SAC have determined that increasing learning gains for our lowest quartile of students, increasing learning gains of all students as well as increasing our advanced opportunity for our minority and FRL students will be our goals for 16-17. The SAC came to this conclusion after reviewing the 2015-2016 school data with Dr. Collins.

c. 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. SAC began with a budget of \$13,030.60 and allocated the money to the following areas: PSAT Crash Course - \$2010.00; Honor Roll Luncheon- \$2000.00; Testing Supplies \$500.00; AT- Risk \$1500.00; IB/Health Acad \$1000; SIP School Defined Goal to include Temporary Duty/After Hours Media Support/Student Incentives \$5000.00 and Project Graduation - \$1000.00.

2. 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. Expenditures were for PSAT Crash Course \$2719; PBS/ Honor Roll breakfast \$1000; Testing supplies \$500; \$1000 Project Graduation: \$4000 Discretionary for after hours media center coverage, student incentives, etc.

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
Collins, Connie	Principal
Lauber, Natalie	Teacher, K-12
New, Heather	Teacher, K-12
Lyons, Ally	Instructional Coach
Boggs, Patti	Instructional Technology
Wysong, Nicole	Assistant Principal
Bridges, Kim	Other
Webster, Dorchelle	Teacher, K-12
Cordell, Gretchen	Teacher, K-12
Samuel, Linda	Teacher, K-12
Fuller, Adrienne	Paraprofessional
Buchanan, Marie	School Counselor
Knorr, Elizabeth	Teacher, K-12
Holt, Alexis	Teacher, K-12

b. Duties

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

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.

D. Public and Collaborative Teaching

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

1. 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. New works 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.

2. 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 is a high academic achieving school district that is nationally and internationally recognized. Seminole County Public Schools is highly recruited by educators from all over the world. 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!

3. 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 Instructional Practices Specialist 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.

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 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.

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.

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; Algebra 1, Geometry, ELA 9 and ELA10 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.

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: 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: 15,600

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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Students in the Voluntary Pre-K (VPK) Program visit the kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten. During the summer, students entering kindergarten in selected Title I Schools can attend Kinder Camp to help prepare them for success in kindergarten. Schools offer an Open House before school starts and kindergarten teachers are available for individual conferences.

A Transition course 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 or the Young Women of Excellence Program. These African-American students are monitored and observed in class for attendance, academics and behavior. Our Young Men/Women 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.

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.

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.

2. 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.

Industry certifications can be earned in the following courses:

Information Technology (MOS- Word, Excel, Power Point, and/or Outlook)

Business Software Applications (MOS- Outlook, Access)

Digital Design- (InDesign, Illustrator, Photoshop, Dreamweaver, Flash, Office, Premiere)

Web Design 1- (Dream Weaver, Certified Internet Web)

Web Design 2- (Photoshop, Certified Internet Web)

Web Design 3- (Flash, Certified Internet Web)

Web Design 4- (Certified Internet Web)

Programming Fundamentals- (will be offered 17-18)

TV Production 1-4- Adobe Certified Associate; Photoshop/Creative Cloud; After Effects; Premiere Pro

AP Computer Science- Certified Internet Web; JavaScript; Oracle Certified Associate

AP Studio Art: 2D Design- Adobe Certified Expert; Premiere Pro

Commercial Art Technology 4- Adobe Certified Expert; Premiere Pro, MOS

Media Integration Essentials- Adobe Certified Expert; Premiere Pro, MOS; CIW;

Web Scripting Fundamentals- Adobe Certified Expert; MOS, CIW, MOS

Journalism- Adobe Certified Expert; Premiere Pro; MOS

Allied Health- Certified Medical Administrative Assistant

Nursing Assistant- Certified Nurses Assistant, Certified Phlebotomy Technician

Health and Wellness- Personal Trainer, Medical Administrative Assistant

Global Health- Medical Administrative Assistant

Emergency Medical Responder- Emergency Medical Responder; Electrocardiograph Technician

Culinary1- ServSafe

Early Childhood- ServSafe

Automotive Maintenance and Repair- Florida Automotive Dealers Association; Certified Technician

and National Institute for Automotive Service Excellence; Automotive Maintenance and Light Repair

Automotive Collision and Repair 1-5- ASE Painting and Refinishing; ASE non-structural analysis and

damage repair; ASE structural Analysis and damage Repair; ASE mechanical and electrical

components; ASE damage analysis and Estimating;

3. 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.

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.

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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

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.** All teachers will implement research-based best practices for standards instruction, including effective core instruction and implementation of data-driven differentiated instruction to ensure a minimum of one year of growth (ALG) for one year of instruction in ELA, Math and Science.

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. All teachers will implement research-based best practices for standards instruction, including effective core instruction and implementation of data-driven differentiated instruction to ensure a minimum of one year of growth (ALG) for one year of instruction in ELA, Math and Science. 1a

G086312

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	76.0
FSA ELA Achievement	75.0
U.S. History EOC Pass	90.0
Math Gains	55.0
5Es Score: Collaborative Teachers	57.0
FSA Mathematics Achievement	50.0
ELA/Reading Lowest 25% Gains	40.0
ELA/Reading Gains	70.0
Math Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal 3

- A lack of teacher fidelity to the PLC process - instructional decisions made in isolation.
- Teacher comfort of implementation of Marzano High- Probability Strategies and proficiency in using and analyzing Progress Monitor data and Ed Insight Student Management System.

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G1. 8

Monitor PMA and data assessment, iObservation walkthroughs

Person Responsible

Barry Coleman

Schedule

Monthly, from 8/10/2016 to 5/25/2017

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 research-based best practices for standards instruction, including effective core instruction and implementation of data-driven differentiated instruction to ensure a minimum of one year of growth (ALG) for one year of instruction in ELA, Math and Science. **1**

 G086312

G1.B2 A lack of teacher fidelity to the PLC process - instructional decisions made in isolation. **2**

 B229342

G1.B2.S2 PLC time should be utilized efficiently. Dialogue should center around making specific instructional decisions based upon available data. **4**

 S241879

Strategy Rationale

Teachers can identify areas of strength and weakness affording them the opportunity to differentiate instruction based upon student need. Variance in data amongst teachers also leads directly to dialogue about best practice.

Action Step 1 **5**

Teachers will receive timely and frequent feedback regarding the implementation of strategies.

Person Responsible

Barry Coleman

Schedule

Weekly, from 8/11/2016 to 5/27/2017

Evidence of Completion

iObservation walkthroughs feedback by each Assistant Principal

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

Administrators will provide timely and frequent feedback to teachers based upon observations made during walk-throughs.

Person Responsible

Connie Collins

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Walk through data in iObservation, samples of student work, PLC meeting reflections

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 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/or EdInsight.

Person Responsible

Barry Coleman

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

PMA data from Discovery Education, Common Assessments through EdInsight and common assessments created in PLC's.

G1.B3 Teacher comfort of implementation of Marzano High- Probability Strategies and proficiency in using and analyzing Progress Monitor data and Ed Insight Student Management System. **2**

 B229343

G1.B3.S1 Teachers will plan, develop and implement high yield strategies into their lessons. **4**

 S241880

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 use the data from the Discovery Ed and common assessments in Ed Insight in order to drive instruction with high yield strategies.

Person Responsible

Ally Lyons

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Data printouts will be distributed to both teachers and students.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 **6**

Assistant Principals will oversee the data dissemination from the Discovery Ed and common assessments.

Person Responsible

Barry Coleman

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

PLC reflection sheets as well as iObservation walk throughs will be utilised

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Training of interpretation of the data for the teachers will help ensure the students also understand their own data.

Person Responsible

Erin Dehlinger

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

In school PD sessions with the Testing Coordinator will solidify that the teachers understand the results of the Discovery Ed and/or EdInsight Assessments.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 M322816	Monitor PMA and data assessment, iObservation walkthroughs	Coleman, Barry	8/10/2016	Learning gains, PMA data assessments, grades and teacher evaluations, reduction in achievement gap for African American, ED, ELL, and ESE students	5/25/2017 monthly
G1.B3.S1.MA1 M322814	Training of interpretation of the data for the teachers will help ensure the students also...	Dehlinger, Erin	8/10/2016	In school PD sessions with the Testing Coordinator will solidify that the teachers understand the results of the Discovery Ed and/or EdInsight Assessments.	5/26/2017 quarterly
G1.B3.S1.MA1 M322815	Assistant Principals will oversee the data dissemination from the Discovery Ed and common...	Coleman, Barry	8/10/2016	PLC reflection sheets as well as iObservation walk throughs will be utilised	5/26/2017 quarterly
G1.B3.S1.A1 A313098	Teachers will use the data from the Discovery Ed and common assessments in Ed Insight in order to...	Lyons, Ally	8/10/2016	Data printouts will be distributed to both teachers and students.	5/26/2017 monthly
G1.B2.S2.MA1 M322812	Teachers will discuss student performance on each unit of instruction. Adjustments will be made as...	Coleman, Barry	8/10/2016	PMA data from Discovery Education, Common Assessments through EdInsight and common assessments created in PLC's.	5/26/2017 monthly
G1.B2.S2.MA1 M322813	Administrators will provide timely and frequent feedback to teachers based upon observations made...	Collins, Connie	8/10/2016	Walk through data in iObservation, samples of student work, PLC meeting reflections	5/26/2017 weekly
G1.B2.S2.A1 A313097	Teachers will receive timely and frequent feedback regarding the implementation of strategies.	Coleman, Barry	8/11/2016	iObservation walkthroughs feedback by each Assistant Principal	5/27/2017 weekly

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S2.A1	Teachers will receive timely and frequent feedback regarding the implementation of strategies.	\$0.00
2	G1.B3.S1.A1	Teachers will use the data from the Discovery Ed and common assessments in Ed Insight in order to drive instruction with high yield strategies.	\$0.00
Total:			\$0.00