2013-2014 SCHOOL IMPROVEMENT PLAN

Seminole High School

2701 RIDGEWOOD AVE

Sanford, FL 32773

407-320-5050

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

School Demographics

School Type High School	**Title I** No	**Free and Reduced Lunch Rate** 47%
Alternative/ESE Center No	**Charter School** No	**Minority Rate** 56%

School Grades History

2013-14	2012-13	2011-12	2010-11
B	B	A	B

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

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-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Seminole High School

Principal
Dr. Connie Collins

School Advisory Council chair
Wendy Ruskin

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Dale Phillips	Assistant Principal
Greg Register	Assistant Principal
Michael Hennessy	Assistant Principal
Kenny Bevan	Assistant Principal
Mary Turner	Assistant Principal
Mary Cragar	Assistant Principal
Sylvester Wynn	Dean of Students
Nicholas Pavgouzas	Dean of Students

District-Level Information

District
Seminole

Superintendent
Dr. Walt Griffin

Date of school board approval of SIP
11/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Wendy Ruskin, Chair; Phillip Miller Vice Chair; Cynthia Jones, Secretary; Principal Connie Collins, Assistant Principal Mary Cragar. Total Administrators 2; Total Instructional Personnel 5; Total Non-Instructional Personnel 1; Total Parent/Community 19; total students 5; Total Miunorities 15; Total Non-Minorities 17.
Chairperson: Facilitates meeting, creates agendas, oversees by-laws, proposes projects
Vice-Chairperson: Facilitates meetings in Chairperson's absence, responsible for information in school newsletter, advertises meetings.
Secretary: Keeps track of all meeting minutes, attendance, and notes.
Seminole High School Bookkeeper, Rollie Nelson, keeps all financial records and budgets.

Involvement of the SAC in the development of the SIP

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.

Activities of the SAC for the upcoming school year

The School Advisory Council reviews the current data and makes recommendations for school improvement. Data and progress is reviewed, using the continuous process improvement plan.

Projected use of school improvement funds, including the amount allocated to each project

The budget is $13,197.32 as of September 26, 2013. 2013-2014 SIP funds received were $3,418 and $9,779.32 was designated as carryover. SAC has allocated $10,000 in 2013-2014 for:
after-school tutoring, student recognition, At-Risk for graduation seniors materials; tutoring for ACT testing and teacher/staff materials; Advancement of all students - PSAT Crash Course;
Teacher training and workshops to assist students with strategies and classroom management for at-risk students to raise learning gains and achievement levels; Teacher training for PMA - assessment of student data.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators

7

 # receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Dr. Connie Collins		
Principal	Years as Administrator: 19	Years at Current School: 0

Credentials	B.S., Sociology, University of West Florida M.Ed., Educational Leadership, University of Central Florida Ed.D., Educational Leadership, University of Central Florida Collins, Connie E 476484 Seminole Educational Leadership, (all Levels) Professional 7/1/2012 - 6/30/2017 Collins, Connie E 476484 Seminole History, (grades 6 - 12) Professional 7/1/2012 - 6/30/2017 Collins, Connie E 476484 Seminole Middle Grades, Endorsement Professional 7/1/2012 - 6/30/2017 Collins, Connie E 476484 Seminole School Principal, (all Levels) Professional 7/1/2012 - 6/30/2017 Collins, Connie E 476484 Seminole Social Science, (grades 5 - 9) Professional 7/1/2012 - 6/30/2017 Collins, Connie E 476484 Seminole Sociology, (grades 6 - 12) Professional 7/1/2012 - 6/30
Performance Record	School Grade Crooms Academy 2010-11 - A 2011-12 - A 2012-13 - A Principal at Seminole High School - June 2013

Michael Hennessy		
Asst Principal	Years as Administrator: 1	Years at Current School: 1

Credentials	B.S. Liberal Studies M.S. Educational Leadership Hennessy, Michael A 857825 Seminole Educational Leadership, (all Levels) Professional 7/1/2010 - 6/30/2015 Hennessy, Michael A 857825 Seminole Reading, Endorsement Professional 7/1/2010 - 6/30/2015 Hennessy, Michael A 857825 Seminole Social Science, (grades 5 - 9) Professional 7/1/2010 - 6/30/2015
Performance Record	School Grade Seminole High School Hired as Assistant Principal August 2012 2012-13 - A

Dale Phillips		
Asst Principal	Years as Administrator: 20	Years at Current School: 3

Credentials	B.A. History/Political Science Florida Southern College M.A.T. History Rollins College Educational Leadership Phillips, Dale L 255296 Seminole Administration/Supervision, (grades K - 12) Professional 7/1/2013 - 6/30/2018 Phillips, Dale L 255296 Seminole History, (grades 6 - 12) Professional 7/1/2013 - 6/30/2018 Phillips, Dale L 255296 Seminole Political Science, (grades 6 - 12) Professional 7/1/2013 - 6/30/2018
Performance Record	School Grade Seminole High School 2010-11 - B 2011-12 - B 2012-13 - A

Mary Cragar		
Asst Principal	Years as Administrator: 7	Years at Current School: 7

Credentials	B.S. - Business/Accounting - Northeastern State College MS - Technology - Pittsburg State University Ed.S. - Educational Leadership - Nova University Cragar, Mary 595291 Seminole Business Education, (grades 6 - 12) Professional 7/1/2012 - 6/30/2017 Cragar, Mary 595291 Seminole Coordinator Dct, (vocational) Professional 7/1/2012 - 6/30/2017 Cragar, Mary 595291 Seminole Educational Leadership, (all Levels) Professional 7/1/2012 - 6/30/2017 Cragar, Mary 595291 Seminole Teacher Coordinator Of Cooperative Education, Endorsement Professional 7/1/2012 - 6/30/2017
Performance Record	School Grade Seminole High School 2010-11 - B 2011-12 - B 2012-13 - A

Gregory Register		
Asst Principal	Years as Administrator: 4	Years at Current School: 0

Credentials	A.A. - Seminole State College B.A. - Math Education - University of Central Florida M.S. - Educational Leadership - Nova Register, Gregory Scott 558406 Seminole Educational Leadership, (all Levels) Professional 7/1/2013 - 6/30/2018 Register, Gregory Scott 558406 Seminole Mathematics, (grades 6 - 12) Professional 7/1/2013 - 6/30/2018 Register, Gregory Scott 558406 Seminole Physical Education, (grades K - 12) Professional 7/1/2013 - 6/30/2018
Performance Record	School Grade Oviedo High School 2010-11 - A 2011-12 - A 2012-13 - A Assistant Principal at Seminole High School - June 2013

Kenny Bevan		
Asst Principal	Years as Administrator: 4	Years at Current School: 0

Credentials	B.S. Elementary Education M.S. Educational Leadership Bevan, Kenneth Van 809495 Seminole Educational Leadership, (all Levels) Professional 7/1/2010 - 6/30/2015 Bevan, Kenneth Van 809495 Seminole Elementary Education, (grades 1 - 6) Professional 7/1/2010 - 6/30/2015
Performance Record	School Grade Lake Mary High School 2010-11 - A 2011-12 - B 2012-13 - B Assistant Principal at Seminole High School - June 2013

Mary Turner		
Asst Principal	Years as Administrator: 1	Years at Current School: 1
Credentials	B. A. English Iona College M.A. Teaching English to Speakers of Other Languages -TESOL - University of Central Florida Ed.S. Educational Leadership - NOVA Southeastern University Turner, Mary A 831714 Seminole Educational Leadership, (all Levels) Professional 7/1/2013 - 6/30/2018 Turner, Mary A 831714 Seminole English, (grades 6 - 12) Professional 7/1/2013 - 6/30/2018 Turner, Mary A 831714 Seminole Reading, Endorsement Professional 7/1/2013 - 6/30/2018	
Performance Record	School Grade Seminole High School Hired as Assistant Principal August 2012 2012-13 - A	

Instructional Coaches

of instructional coaches
2

receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Wanda Renee Mills		
Full-time / School-based	Years as Coach: 3	Years at Current School: 3
Areas	Reading/Literacy	
Credentials	B.S. Business Education MBA TESOL Reading Endorsement 30 Hours - Specialist Mills, Wanda R 1005809 Business Education, (grades 6 - 12) Professional 7/1/2009 - 6/30/2014 Mills, Wanda R 1005809 Reading, Endorsement Professional 7/1/ 2009 - 6/30/2014	
Performance Record	School Grade Seminole High School 2010-11 -B 2011-12 - B 2012-13 - A	

Trung Vong		
Part-time / School-based	Years as Coach: 0	Years at Current School: 0

Areas	Mathematics
Credentials	B.A. Mathematics Education M.S. Mathematics Education Vong, Trung Kien 813971 Mathematics, (grades 6 - 12) Professional 7/1/2009 - 6/30/2014
Performance Record	School Grade Seminole High School 2010-11 - B 2011-12 - B 2012-13 - A

Classroom Teachers

# of classroom teachers
168

 # receiving effective rating or higher
0%

 # Highly Qualified Teachers
99%

 # certified in-field
159, 95%

 # ESOL endorsed
10, 6%

 # reading endorsed
13, 8%

 # with advanced degrees
97, 58%

 # National Board Certified
10, 6%

 # first-year teachers
6, 4%

 # with 1-5 years of experience
26, 15%

 # with 6-14 years of experience
62, 37%

 # with 15 or more years of experience
74, 44%

Education Paraprofessionals

# of paraprofessionals

7

 # Highly Qualified

7, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

 # receiving effective rating or higher

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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 was trained by our county's new teacher facilitator and given materials and agendas to support the new teachers during this calendar year. Before school began, our new teachers spent a day with our school-wide mentor and were given a campus tour and oriented to important procedures and policies that will affect them as they begin the school year. Once school begins, these new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for each teacher's given situation. 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.he NEST (New Employees Support Team) program was designed by a group of National Board Certified Teachers to guide and facilitate new teachers and to provide support services to enable retention and professional growth.
Seminole High School's New Educator Support Team (NEST) was first implemented in 2005. At that time, a group of National Board Certified Teachers volunteered to mentor new teachers, both novices to teaching as well as veterans new to Seminole High School. As the program has evolved, there are now two school-based mentors who coordinate both mentors and mentees. Each of these school-

based mentors provide services with a planning period designated for NEST and also provide weekly and monthly services after school hours. Before pre-plan begins, new teachers voluntarily spend a full day on campus. The program includes tours of the campus, instructions are given as to who to go to for what. Also, an introduction of the media center is given and a description of all technology used on campus is discussed in detail. NEST meets weekly during the first nine weeks of the year, so as to ensure that new teachers are being supported and also so that they are taking advantage of this valuable resource; additional meetings are held monthly and as needed. The agendas are based on previous years experience with NEST as well as the New Teacher Mentoring Portfolio Guide. New teachers are not assigned a specific mentor but rather are encouraged to use the entire group, based on subject taught (Professional Learning Communities), classroom location, and planning period. The school-based mentors are also available on an individual basis all year to help as questions as they arise.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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. Mills, Mr. Sims, Mr. Todd, Mrs. Daniels and Mrs. McLoren. These members of the team will help classroom teachers implement and track interventions.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

1. Kristen McLoren - ESE teacher. Mrs. McLoren assists with the process when students are not successful at tier three. She helps ensure that the tier three interventions are specific to the need of the student and the student is given an opportunity to be successful in the classroom.
2. Frank Todd - Regular Education Teacher. Mr. Todd helps identify interventions that are appropriate and will address the specific needs of the students.
3. Emelda Lovett - Certified School Counselor. Mrs. Lovett help communicate with all of the counselors about the students discussed and ensures that they are involved when changes occur in a specific students status.
4. Renee Mills - Reading Specialist. Ms. Mills assists with the identification and implementation of strategies for students who are struggling with reading.
5. Shari Daniels - Speech Pathologist/PBS Coach. Mrs. Daniels helps observe students and suggests new interventions when students continue to be unsuccessful and will help analyze the data in Education Insight/skyward and data provided by regular education teachers .
6. Shelly Prom - Testing coordinator. Mrs. Prom helps observe students and suggests new interventions when students continue to be unsuccessful.
7. Colbert Sims - Behavior Specialist. Mr. Sims has a relationship with many of the students discussed in

MTSS. He brings his knowledge and unique perspective on how we can address the issues some of our students face.

8. Cathy Cunningham - Administrative Assistant. Mrs. Cunningham helps track and analyze data and assessments.

9. Kenny Bevan - Administrator. Mr. Bevan guides the discussion and ensures that the interventions in place are implemented with fidelity and data is collected and reviewed on a regular basis.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

We have regular education teachers, guidance counselors, ESE teachers and administrators who are able to go in the classroom and observe students, discuss interventions with classroom teachers and analyze data to help ensure success.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

We utilize Skyward to track a decrease in discipline and attendance concerns. We also utilize Education Insight and Discovery Education to monitor academic progress for each student. In addition to these sources the MTSS team gathers weekly data from classroom teachers reporting the results of the specific interventions being addressed.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The MTSS team meets with classroom teachers to discuss the MTSS process, brainstorm interventions (how to identify and implement what is needed for each student) and analyze the effectiveness of the interventions. We individually contact the parents of each student who is tier two and three to discuss MTSS so they will gain a better understanding of how we are addressing the challenges our students face. We will also provide information at faculty meetings to clearly outline the MTSS team and its role in improving student outcomes.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Summer Program

Minutes added to school year: 5,700

Transition is provided in the summer for those incoming 8th 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 Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this 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.

Who is responsible for monitoring implementation of this strategy?

Assistant Principal, Greg Register, is the supervisory manager/administrator for all at-risk transition students and has set up school-wide academic teams (SATs) to monitor attendance, behavior, grades, and successful completion of graduation credits.

Strategy: Before or After School Program

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 Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this 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.

Who is responsible for monitoring implementation of this strategy?

Students are grouped into core content areas. Progress monitoring assessment is used, and this data is tracked for grades, success, and attendance during the year. Certificated teachers are content instructors. An on-line laboratory is available for on-line instruction, using PLATO.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Angel Turner	Assistant Principal
Connie Collins	Principal
William Lyons	English Teacher. Interact Club Sponsor
Aliya Lyons	English/Reading Teacher. Interact Club Sponsor
Renee Mills	Instructional Coach
Debbie Rogers	Early Childhood Education Teacher. Future Educators of America Sponsorr
Leah Gentry	English/Reading Teacher
Janil Jesni	English Teacher. Junior Class Council Sponsorr
Stephanie Hise	ESOL
Barbara Rosenberger	World History Teacher. Asian Club Sponsorr
Bridget Walters	Science Teacher. NEST Facilitator
Donna Noll	MathTeacher. NEST Facilitator
Jennifer Vigilante	Art Teacher

How the school-based LLT functions

The role of the Seminole High School Literacy Leadership Team is to promote global literacy on campus and within the community. The Literacy Leadership Team will meet monthly to discuss current initiatives, ideas for the promotion of various forms of literacy, as well as plans for the annual community celebration/giveaway.

Major initiatives of the LLT

The major initiatives of the LLT this year are to promote writing across all content areas, the annual Community Book Giveaway, Book of the Month, and various student contests to promote literacy.

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

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Literacy is central to the life and success of any school. Our vision of literacy reaches beyond reading strategies to incorporate a broader approach that involves students in reading, speaking, writing and habits of thinking as they are practiced in specific disciplines of English language arts, history, math, science, and every content our students encounter. This emphasis on disciplinary knowledge paired with critical thinking skills allows the secondary teacher to give all students the opportunity to engage in sophisticated, challenging academic work. School leaders function as instructional leaders, helping the entire school community function as a community of practice, working in concert to study, develop, share, and learn from state-of-the-art methods for developing literacy skills and capacity. The faculty of

Seminole High School request and participate in professional enrichment targeting instructional practices for the integration of literacy and writing in all content areas. Additionally, each teacher is provided progress monitoring data, as well as all other pertinent student data to make informed, collaborative decisions regarding methodologies, instructional sequencing, and delivery. Professional Learning Communities target common benchmarks and strands to ensure that each critical area of literacy is addressed within the classroom.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Seminole HIgh School offers a variety of technical opportunities, 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, 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.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

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.

Strategies for improving student readiness for the public postsecondary level

Student achievement is measured by College Assessment Testing, PSAT, ACT and SAT; End of Course Examinations assessment for Algebra I, Geometry, Biology I, and U.S. History; PERT assessment measures college-readinesss. Health Academy certifications,business and industry certifications, and technical certifications measure postsecondary achievement and readiness for industry placement and careers.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	68%	62%	No	72%
American Indian				
Asian	89%	92%	Yes	90%
Black/African American	43%	37%	No	49%
Hispanic	59%	56%	No	63%
White	78%	72%	No	80%
English language learners	39%	23%	No	45%
Students with disabilities	33%	19%	No	40%
Economically disadvantaged	54%	45%	No	59%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	380	22%	25%
Students scoring at or above Achievement Level 4	684	40%	43%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	18	2%	5%
Students scoring at or above Level 7	82	9%	12%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	1038	62%	65%
Students in lowest 25% making learning gains (FCAT 2.0)	236	54%	57%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	45	72%	75%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	30	49%	52%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	53	32%	35%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	443	55%	65%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	100	6%	10%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%	74%	Yes	63%
American Indian				
Asian	96%	97%	Yes	97%
Black/African American	50%	53%	Yes	55%
Hispanic	52%	69%	Yes	57%
White	68%	82%	Yes	71%
English language learners	44%	47%	Yes	50%
Students with disabilities	37%	39%	Yes	43%
Economically disadvantaged	54%	60%	Yes	59%

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%		No	63%
American Indian				
Asian	96%		No	97%
Black/African American	50%		No	55%
Hispanic	52%		No	57%
White	68%		No	71%
English language learners	44%		No	50%
Students with disabilities	37%		No	43%
Economically disadvantaged	54%		No	59%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		16%
Students scoring at or above Level 7	82	9%	12%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	722	70%	75%
Students in lowest 25% making learning gains (EOC)	202	62%	67%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	166	43%	50%
Students scoring at or above Achievement Level 4	29	7%	10%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	196	30%	35%
Students scoring at or above Achievement Level 4	241	37%	42%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	235	36%	41%
Students scoring at or above Achievement Level 4	200	30%	35%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	10		11
Participation in STEM-related experiences provided for students	240	37%	40%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses	1932	63%	68%
Completion rate (%) for students enrolled in *accelerated* STEM-related courses		95%	96%
Students taking one or more advanced placement exams for STEM-related courses	382	12%	14%
CTE-STEM program concentrators	0		0
Students taking CTE-STEM industry certification exams	25	1%	2%
Passing rate (%) for students who take CTE-STEM industry certification exams		96%	97%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	1761	57%	59%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses			
Completion rate (%) for CTE students enrolled in *accelerated* courses			
Students taking CTE industry certification exams	25	1%	2%
Passing rate (%) for students who take CTE industry certification exams		96%	97%
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	295	9%	8%
Students in ninth grade with one or more absences within the first 20 days			
Students in ninth grade who fail two or more courses in any subject	159	17%	15%
Students with grade point average less than 2.0	318	10%	5%
Students who fail to progress on-time to tenth grade	73	8%	5%
Students who receive two or more behavior referrals	812	25%	20%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	364	11%	9%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.			
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)			
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.			
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)			

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Parents are encouraged to participate in the following areas: PTSA, SAC, Field Trips, Science Fairs, Open House, Advanced Placement Night, Boosters, College Admissions Night, Financial Aid Night, Magnet Informational meetings, Magnet Expo, any school event being held on Seminole's campus or in Seminole's name off campus.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent/Guardian login to Skyward Parent Protal at least once per school year	998	36%	50%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. All teachers will implement effective instructional strategies aligned to Common Core Standards with a focus on literacy across all content areas through modeling, guided practice, independent practice, and reflective instructional adaptation.

Goals Detail

G1. All teachers will implement effective instructional strategies aligned to Common Core Standards with a focus on literacy across all content areas through modeling, guided practice, independent practice, and reflective instructional adaptation.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - All Levels

- STEM - High School

- CTE

- Parental Involvement

- EWS

- EWS - High School

- EWS - Graduation

- Additional Targets

Resources Available to Support the Goal

- 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

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

- Teacher awareness, comfort, and implementation of Marzano High-Probability Strategies across content.

Plan to Monitor Progress Toward the Goal

Monitor PMA and data assessment

Person or Persons Responsible

Administration, coaches, teachers and counselors

Target Dates or Schedule:

progress reports, quarterly and semester grade evaluations

Evidence of Completion:

Learning gains, PMA data assessments, grades and teacher evaluations.

Action Plan for Improvement

Problem Solving Key

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

G1. All teachers will implement effective instructional strategies aligned to Common Core Standards with a focus on literacy across all content areas through modeling, guided practice, independent practice, and reflective instructional adaptation.

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.

Action Step 1

Teachers will analyze student data to inform instruction.

Person or Persons Responsible

Administration, Instructional Coaches, District personnel, Testing Administrator, teachers

Target Dates or Schedule

Monthly (PLC, Department, and Student Achievement Focus Group Wednesdays)

Evidence of Completion

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

Facilitator:

Administration

Participants:

Instructional personnel

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B3 Teacher awareness, comfort, and implementation of Marzano High-Probability Strategies across content.

G1.B3.S1 Provide professional enrichment and support through Professional Learning Communities and Professional Development activities for Marzano High-Probability Strategies across content.

Action Step 1

Professional Development with a focus on Marzano Instructional Domains and subsequent instructional practices across content areas.

Person or Persons Responsible

Administration, District personnel

Target Dates or Schedule

Monthly (PLC, Department Meetings, and Student Achievement Focus Group Wednesdays)

Evidence of Completion

Increased student performance as a result of implementation of Marzano High-Probability Strategies. Administrative feedback from walkthroughs and formal observations using iObservation.

Facilitator:

Administration, District personnel, Instructional Coaches

Participants:

Instructional personnel

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

Implementation of PMA data analysis, student tracking and ownership of data, varied instructional practices as evidenced in lesson plans, and administrative observations.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly administrative walkthroughs

Evidence of Completion

Prescriptive benchmark instruction based on student performance data as evidenced in lesson planning and classroom practices.

Plan to Monitor Effectiveness of G1.B3.S1

Improved student performance

Person or Persons Responsible

Administration, teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student grades, observations, student-talk, and PLC discussions.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Seminole High School will coordinate supplemental academic instruction funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are 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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. All teachers will implement effective instructional strategies aligned to Common Core Standards with a focus on literacy across all content areas through modeling, guided practice, independent practice, and reflective instructional adaptation.

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

Target Dates or Schedule

Monthly (PLC, Department, and Student Achievement Focus Group Wednesdays)

Evidence of Completion

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

G1.B3 Teacher awareness, comfort, and implementation of Marzano High-Probability Strategies across content.

G1.B3.S1 Provide professional enrichment and support through Professional Learning Communities and Professional Development activities for Marzano High-Probability Strategies across content.

PD Opportunity 1

Professional Development with a focus on Marzano Instructional Domains and subsequent instructional practices across content areas.

Facilitator

Administration, District personnel, Instructional Coaches

Participants

Instructional personnel

Target Dates or Schedule

Monthly (PLC, Department Meetings, and Student Achievement Focus Group Wednesdays)

Evidence of Completion

Increased student performance as a result of implementation of Marzano High-Probability Strategies. Administrative feedback from walkthroughs and formal observations using iObservation.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	All teachers will implement effective instructional strategies aligned to Common Core Standards with a focus on literacy across all content areas through modeling, guided practice, independent practice, and reflective instructional adaptation.	$10,000
	Total	$10,000

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
PD funds/SAC funds	$5,000	$5,000
PD funds/ SAC funds	$5,000	$5,000
Total	$10,000	$10,000

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. All teachers will implement effective instructional strategies aligned to Common Core Standards with a focus on literacy across all content areas through modeling, guided practice, independent practice, and reflective instructional adaptation.

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.

Action Step 1

Teachers will analyze student data to inform instruction.

Resource Type

Professional Development

Resource

Substitute teachers and materials for Professional Development

Funding Source

PD funds/SAC funds

Amount Needed

$5,000

G1.B3 Teacher awareness, comfort, and implementation of Marzano High-Probability Strategies across content.

G1.B3.S1 Provide professional enrichment and support through Professional Learning Communities and Professional Development activities for Marzano High-Probability Strategies across content.

Action Step 1

Professional Development with a focus on Marzano Instructional Domains and subsequent instructional practices across content areas.

Resource Type

Professional Development

Resource

Substitute teachers and materials for Professional Development

Funding Source

PD funds/ SAC funds

Amount Needed

$5,000