Seminole High School

2020-21 Schoolwide Improvement Plan

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Seminole High School

8401 131ST ST, Seminole, FL 33776

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

Demographics

Principal: Jane Lucas

Start Date for this Principal: 5/19/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	41%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (53%) 2017-18: C (49%) 2016-17: C (46%) 2015-16: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

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

SIP Authority

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

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	31%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	23%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	C

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

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

100% student success.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Lucas, Jane	Principal	
Fisher, Jessica	Assistant Principal	
Patterson, Teresa	Assistant Principal	
Sinatra, Lisa	Assistant Principal	
Mortimer, Leslie	Assistant Principal	

Demographic Information

Principal start date
Tuesday 5/19/2020, Jane Lucas

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Total number of teacher positions allocated to the school

98

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12

Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	41%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (53%) 2017-18: C (49%) 2016-17: C (46%) 2015-16: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	[Lucinda Thompson](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

Date this data was collected or last updated

Tuesday 5/19/2020

Prior Year - As Reported

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

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

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

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

The number of students identified as retainees:

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

Prior Year - Updated

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

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

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	49%	56%	56%	38%	49%	53%
ELA Learning Gains	49%	51%	51%	36%	48%	49%
ELA Lowest 25th Percentile	46%	43%	42%	33%	41%	41%
Math Achievement	39%	45%	51%	31%	46%	49%
Math Learning Gains	42%	44%	48%	33%	44%	44%
Math Lowest 25th Percentile	37%	41%	45%	32%	38%	39%
Science Achievement	63%	64%	68%	58%	63%	65%
Social Studies Achievement	61%	71%	73%	62%	67%	70%

	Grade Level (prior year reported)				Total
Indicator	**9**	**10**	**11**	**12**	
	(0)	(0)	(0)	(0)	0 (0)

EWS Indicators as Input Earlier in the Survey

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

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	51%	54%	-3%	55%	-4%
	2018	43%	53%	-10%	53%	-10%
Same Grade Comparison		8%				
Cohort Comparison						
10	2019	45%	53%	-8%	53%	-8%
	2018	47%	54%	-7%	53%	-6%
Same Grade Comparison		-2%				
Cohort Comparison		2%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC

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

CIVICS EOC

Year	School	District	School Minus District	State	School Minus State
2019					
2018					

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

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

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	48%	56%	-8%	57%	-9%
2018	49%	56%	-7%	56%	-7%
Compare		-1%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	16	29	24	20	40	43	50	45		90	31
ELL	11	41	41	6	40		29				
ASN	79	81		67	50		77			100	55
BLK	26	57	55	24	48	36	23	30		86	50
HSP	40	51	42	26	45	39	46	63		95	39
MUL	50	50		29	44		50	53		77	60
WHT	50	47	47	41	41	36	66	62		94	48
FRL	38	44	42	36	45	41	56	53		89	35

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	16	38	43	19	46	50	30	39		83	12
ELL	8	29	29					33			
ASN	52	52		62	50		69	86		100	58
BLK	19	21	27	26	11		33	50		100	38
HSP	38	37	35	41	29	30	51	56		97	44
MUL	44	49	67	15	31		63	56		100	29
WHT	48	46	36	38	36	28	61	64		95	46
FRL	34	37	36	30	27	17	47	52		90	31

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	18	33	35	15	22	32	33	51		91	10
ELL		24	31	19	25		20				
ASN	50	25		40	31					100	36
BLK	23	27	26	17	34	23	43	33		100	24
HSP	31	31	31	29	29	42	61	48		97	24
MUL	37	23		30	41	30	45				
WHT	40	38	37	31	33	33	60	66		96	43
FRL	28	34	38	24	30	29	50	51		96	30

ESSA Data

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

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

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	29
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	73
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	52
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	53
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

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

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

English Language Learners are receiving moderate support within our educational community. We have been able to highlight opportunities to connect with some of our students. However, we are still falling short of our overall goal of full integration with retention of individual cultures of our students. In order to promote this goal, we need to provide more professional development for our full staff, instead of relying on the limited resources of our Bilingual Assistants, to continue to foster relationships with our students and their families. Additionally, we believe the overall tone of the relationships with immigrating communities within our country and state might influence some of these contributing factors.

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

The Social Studies component experienced the greatest decline from the previous year (US History EOC 2018 63%, 2019 61%, 2020 Covid-19). Factors contributing to the decline of 2% include lack common planning, teachers with multiple course preps, inconsistent implementation of standards based instruction, inconsistent participation in US History PLCs, streamlined testing procedures and coordination, and technological glitches and barriers during exam.

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

Math achievement and social studies. Social Studies closely monitored student achievement on US History Cycle Assessments in 19-20 academic year. The 19-20 US History Cycle Assessment data showed increased student achievement. Trends that contributed to the gap include inconsistent implementation of standards based instruction, lack of common planning, and lack of consistent participation in US History PLCs. Math achievement has been directly impacted by our EOC scores in Algebra I. Currently, our pass rate of 26% in 2019 can be attributed to a lack of collaborative approaches to standards-based instruction, outdated resource materials, missed PLC opportunities, frequency of support with the instructional coaches, course pacing, and guidance of appropriate student placement.

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

Our L25 data components for both ELA and Math achieved a 9% growth. The action plan included early identification of students, individualized educational plans, additional support with core class instructors, and an incentivized program to implement these efforts titled "Project Z."

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Our two areas of potential concern are ELA and Math course failures.

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

1. ELL
2. ESE achievements
3. Math achievement in Algebra I and Geometry

4. Social studies
5. Bridging the Gap

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Mathematics FSA EOC Proficiency Math Achievement: 2018 - 38%; 2019 - 39%; 2020 Covid-19 Math Learning Gains: 2018 - 34%; 2019 - 42%; 2020 Covid-19 Math L25: 2018 - 28%; 2019 - 37%; 2020 - Covid-19 Algebra EOC: 2019 - 26% (35% below State) Gemoetry EOC: 2019 - 48% (9% below State) Losing students to schools of choice Large class sizes. Re-scheduling/ student scheduling cannot move because of low numbers of personnel. Math achievement has been directly impacted by our EOC scores in Algebra I. Currently, our pass rate of 26% in 2019 can be attributed to a lack of collaborative approaches to standards-based instruction, outdated resource materials, missed PLC opportunities, frequency of support with the instructional coaches, course pacing, and guidance of appropriate student placement.
Measurable Outcome:	The percent of all students achieving proficient in mathematics will increase by 3% moving from 39% to 42%, as measured by FSA.
Person responsible for monitoring outcome:	Leslie Mortimer (mortimeriiil@pcsb.org)
Evidence-based Strategy:	Teachers engage in instructional activities that incorporate higher order thinking questions, standards-based instruction, the Standards for Mathematical Practice and performance tasks aligned to Mathematics Florida Standards (MAFS).
Rationale for Evidence-based Strategy:	Increased collaboration among faculty, while providing scaffolding support for continued standards-based instruction from district coaches and pacing guide, will aid in early identification for students' needs and explicit differentiated instruction to bridge the gap through programs like Project Z.

Action Steps to Implement

1. Teachers engage in professional learning around complex tasks, course standards, state assessments and tracking student data based on the instructional needs identified through progress monitoring assessments from Performance Matters. Teachers regularly incorporate checks for understanding through formative assessments and use the collected data to gauge student progress towards mastery of the course content.

Person Responsible Leslie Mortimer (mortimeriiil@pcsb.org)

2. Administrators will monitor classrooms, provide constructive feedback, and participate in teacher reflection to increase effective teaching practices.

Person Responsible Leslie Mortimer (mortimeriiil@pcsb.org)

3. Mathematics teachers and the administrator over mathematics will attend district professional development and will engage in professional learning around the use of collaborative study groups to increase student engagement and ownership of learning.

Person Responsible Leslie Mortimer (mortimeriiil@pcsb.org)

4. The utilization of Academic Resource class, Extended Learning Program, and new tutoring program during lunches run by teachers, guidance counselors, NHS and academy students to ensure extra support outside of the classroom is provided on a regular basis for all students.

Person Responsible   Leslie Mortimer (mortimeriiil@pcsb.org)

5. Teachers engage in course-specific PLCs to intentionally plan complex tasks aligned to the content standards through the mathematics practice standards and by incorporating AVID's WICOR strategies, continuing to highlight focus note-taking and cooperative dialogue for collaboration. Geometry and algebra teachers will have common planning.

Person Responsible   Leslie Mortimer (mortimeriiil@pcsb.org)

6. Department and guidance will work to appropriately place students in courses, based on academic progression.

Person Responsible   Leslie Mortimer (mortimeriiil@pcsb.org)

7. Teachers will integrate PSAT, SAT, and ACT skills practice and strategies into all mathematics classes.

Person Responsible   Leslie Mortimer (mortimeriiil@pcsb.org)

#2. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	ESE Achievement Our school is currently at 39% for ESE achievement rate which is under the 41% threshold proficiency under ESSA.
Measurable Outcome:	The percent of SWD students achieving proficiently on 2019-2020 FSA will increase by 6% moving from 39% to 45%.
Person responsible for monitoring outcome:	Lisa Sinatra (sinatral@pcsb.org)
Evidence-based Strategy:	Teachers engage in professional learning around instructional shifts, course standards, common student misconceptions, tracking student data, and remediation based on needs identified through progress monitoring assessments. Targeted support for SWD students will lead to the necessary learning environment to promote a conducive, standards based learning for students.
Rationale for Evidence-based Strategy:	Increased collaboration among faculty, while providing scaffolding support for continued standards-based instruction from district coaches and pacing guide, will aid in early identification for students' needs and explicit differentiated instruction to bridge achievement gap. Offering more opportunities for test prep to acclimate students to the style of state and district assessments.

Action Steps to Implement

1. Inclusive personalized scheduling for all students, with input from instructors, case managers, and district officials.

Person Responsible	Lisa Sinatra (sinatral@pcsb.org)

2. Teachers collect data and monitor progress towards IEP goals and objectives on an intentional and regular schedule and make adjustments to accommodations and interventions accordingly, to include collaboration with general education staff across settings to ensure students will receive appropriate data-driven accommodations.

Person Responsible	Lisa Sinatra (sinatral@pcsb.org)

3. Plan intentionally for specially designed instruction to address IEP goals and grade-level standards for mastery of meaningful content and IEP goals in their least restrictive environment and improve support processes to ensure SWD students receive appropriate facilitation and accountability that includes minute to minute progress monitoring within the classroom.

Person Responsible	Lisa Sinatra (sinatral@pcsb.org)

4. Administrators will conduct data chats with teachers surrounding classroom data formative/summative assessment data and cycle assessments to drive academic supports to meet grade level standards with accommodations. ESE paraprofessionals and teachers will work in conjunction with paired classroom colleagues to support personalized learning.

Person Responsible	Lisa Sinatra (sinatral@pcsb.org)

5. The utilization of Academic Resource class, Extended Learning Program, and new tutoring program during lunches run by teachers, guidance counselors, NHS and academy students to ensure extra support outside of the classroom is provided on a regular basis for all students.

Person Responsible   Lisa Sinatra (sinatral@pcsb.org)

6. Determining conditions of learning for each instructional environment with Classroom Management Plans and school-wide conditions for learning, or the Warhawk Way, in each hallway and classroom to promote a unified approach through out PBIS.

Person Responsible   Lisa Sinatra (sinatral@pcsb.org)

7. Our Crisis Response Team, which includes our Administration Team, Behavior Specialist, Social Worker, School Psychologist, and VE Specialist, intervenes to deescalate crisis situations and promote healthy relationships with students.

Person Responsible   Jane Lucas (lucasm@pcsb.org)

8. The School Threat Assessment Team continues the work of the Crisis Response Team, adding School Resource Officers, to further address concerns with students.

Person Responsible   Jane Lucas (lucasm@pcsb.org)

#3. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	ELA and Reading Goal ELA Achievement: 2018 - 45%; 2019 - 49%; 2020 - Covid-19 ELA Learning Gains: 2018 - 44%; 2019 - 49%; 2020 - Covid-19 ELA L25: 2018 - 37%; 2019 - 46%; 2020 - Covid-19 Large class sizes. Student attendance. Time for collaborative planning among instructional staff.
Measurable Outcome:	Monitoring Cycle and Write Score assessments and increasing trends on all assessment data. Data-driven decision-making for reteaching of critical content based on assessment data. The percent of all students achieving ELA proficiency will increase by 5% moving from 49% to 54% as measured by FSA.
Person responsible for monitoring outcome:	Jessica Fisher (fisherje@pcsb.org)
Evidence-based Strategy:	Enhance staff capacity to identify critical content from the standards in alignment with district resources. Support teachers to utilize data to organize students to interact with content in manners which differentiate/ scaffold instruction to meet the needs of every student.
Rationale for Evidence-based Strategy:	Increased collaboration among faculty, while providing scaffolding support for continued standards-based instruction from district coaches and pacing guide, will aid in early identification for students' needs and explicit differentiated instruction to bridge achievement gap. Offering more opportunities for intentional practice for skill development to acclimate students to the style of state and district assessments.

Action Steps to Implement

1. Teachers regularly incorporate checks for understanding through formative assessments and use the collective data to gauge student progress toward mastery of the course content, with weekly personalized check-ins with students. Teachers will use Performance Matters test banks to support their common grade level formative assessments.

Person Responsible	Jessica Fisher (fisherje@pcsb.org)

2. Administrators will conduct data chats with teachers surrounding classroom data formative/summative assessment data, WriteScore, and cycle assessments, and teachers will utilize these data chats in biweekly collaborative PLC meetings to promote continuity in instruction and to build department morale. Deficits in student's writing will be identified at the beginning of the year and addressed as another data point during these biweekly meetings to collaborate on best practices for improving instructional approaches for this skill.

Person Responsible	Jessica Fisher (fisherje@pcsb.org)

3. ELA teachers and the administrator will receive professional development around close reading, instructional shifts, standards, assessment, and instructional methods. Site based Professional Development will be completed on Rigor and Release Part 1 and 2, Core Connections, and Building Assessments in Performance Matters (offered through DWT). We will also increase the number of teachers from the department attending Professional Development on equitable grading practices.

Administrators will monitor for implementation of best practices from these professional development opportunities and provide opportunities for department members to peer-observe exemplar lessons.

Person Responsible   Jessica Fisher (fisherje@pcsb.org)

4. The utilization of Academic Resource class, Extended Learning Program, and new tutoring program during lunches run by teachers, guidance counselors, NHS and academy students to ensure extra support outside of the classroom is provided on a regular basis for all students.

Person Responsible   Jessica Fisher (fisherje@pcsb.org)

5. Updated resources for standards-based instruction will be identified during PLCs and implemented for classroom instruction to continue to foster student-driven instruction within our ELA courses. Teachers will use a common note-taking organizer and the state writing rubric across classrooms and grade levels to reinforce continuity of instructional practice.

Person Responsible   Jessica Fisher (fisherje@pcsb.org)

6. Teachers will meet in PLCs biweekly to review student work in order to effectively implement remediation through text-dependent questions, close reading activities, and deliberate grouping during core instruction to improve comprehension of complex texts. Culturally relevant supplemental texts will be included in shorter, challenging passages to elicit close reading and rereading to formatively assess, monitor, and inform instruction to drive skill development. Administrators and ELA department head will use PLC topic schedule to drive conversations in PLC's.

Person Responsible   Jessica Fisher (fisherje@pcsb.org)

7. Teachers will quarterly integrate SAT practice into the classroom. 9th and 10th grade students will do a minimum of 45 minutes of bi-weekly practice, and 11th/12th will have 90 minutes of SAT practice.

Person Responsible   Jessica Fisher (fisherje@pcsb.org)

8. Reading teachers will use Performance Matters test banks to support their common grade level formative assessments. Culturally relevant supplemental texts will be included in shorter, challenging passages to elicit close reading and rereading to formatively assess, monitor, and inform instruction to drive skill development.

Person Responsible   Jessica Fisher (fisherje@pcsb.org)

9. Administrators will monitor the Florida Reading Workshop Model to drive topic schedule for PLCs and will utilize the implementation of these best practices, exemplar lessons, and professional development.

Person Responsible   Jessica Fisher (fisherje@pcsb.org)

10. Reading teachers conduct weekly data and goal setting chats with students regarding reading cycle assessments and in-class progress. Teachers and students will use district-provided tracking and goal setting sheets to guide these chats to adjust instruction and guide development of action steps in PLCs..

Person Responsible   Jessica Fisher (fisherje@pcsb.org)

11. Reading teachers will attend professional development, specifically including quarterly binders, Nearpod, Vocabulary.com, Reading Plus, and Method Test Prep. Teachers will apply learning from these sessions and utilize exemplar lessons and assessments with students.

**Person
Responsible**   Jessica Fisher (fisherje@pcsb.org)

#4. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Our Science goal will focus on increased student proficiency on the 2020-2021 Biology EOC.
Measurable Outcome:	The percent of all students achieving science proficiency will increase by 4% from 63% to 67%, as measured by 2020-2021 Biology EOC.
Person responsible for monitoring outcome:	Lisa Sinatra (sinatral@pcsb.org)
Evidence-based Strategy:	Enhance staff capacity to identify critical content from the standards in alignment with district resources. Support teachers to utilize data to organize students to interact with content in manners which differentiate/scaffold instruction to meet the needs of every student.
Rationale for Evidence-based Strategy:	Increased collaboration among faculty, while providing scaffolding support for continued standards-based instruction from district coaches and pacing guide, will aid in early identification for students' needs and explicit differentiated instruction to bridge achievement gap. Offering more opportunities for test prep to acclimate students to the style of state and district assessments will improve instruction.

Action Steps to Implement

1. Teachers regularly incorporate checks for understanding through formative assessments from Performance Matters and use the collective data to gauge student progress and modify instruction toward mastery of the course content. Teachers will provide timely feedback for learning gains.

Person Responsible	Lisa Sinatra (sinatral@pcsb.org)

2. Administrators monitor and support the use of data as teachers develop lessons and plan for small group instruction and station rotations in an continual process throughout the instructional year.

Person Responsible	Lisa Sinatra (sinatral@pcsb.org)

3. Science teachers and the administrator over science will attend district professional development on ADI, and Pearson Savaas Realize.

Person Responsible	Lisa Sinatra (sinatral@pcsb.org)

4. The utilization of Academic Resource class, Extended Learning Program, and new tutoring program during lunches run by teachers, guidance counselors, NHS and Academy students to ensure extra support outside of the classroom is provided on a regular basis for all students. Teachers provide a personalized approach to identifying student's needs and make adjustments to classroom instructional practices based on data from cycle assessments.

Person Responsible	Lisa Sinatra (sinatral@pcsb.org)

5. Guided by Administrators and science department head teachers will meet in PLC's with PLC focus guide to review student data and support PLC's rigor driven conversations. Updated resources and action steps related to identified areas of strength or areas identified as needing improvement; or to develop

lessons that meet the rigor of the course standards for standards-based instruction will be identified during PLCs and implemented for classroom instruction.

Person Responsible   Lisa Sinatra (sinatral@pcsb.org)

6. Common planning for all Biology teachers will be used for targeted selection of teachers' courses to support students and improve assessment scores.

Person Responsible   Lisa Sinatra (sinatral@pcsb.org)

#5. Instructional Practice specifically relating to Social Studies	
Area of Focus Description and Rationale:	Our students are performing below district levels in social studies. Social Studies Achievement: 2018 - 63%; 2019 - 61%; 2020 - Covid-19
Measurable Outcome:	The percent of all students achieving proficiency will increase by 9% from 61% to 70%, as measured by US History EOC.
Person responsible for monitoring outcome:	Teresa Patterson (pattersont@pcsb.org)
Evidence-based Strategy:	Teachers engage students in culturally responsive instructional (CRI) practices that support movement , collaboration, and accountable talk using the WICOR learning support structure to raise achievement levels and close the achievement gap in social studies. Teachers will incorporate instructional activities that support student success with the LAFS within the social studies curriculum and content curriculum guides.
Rationale for Evidence-based Strategy:	Enhance staff capacity to support students through purposeful activation and transfer strategies and to strengthen staff ability to engage students in complex tasks. To continue to use data to drive instruction.

Action Steps to Implement

1. Teachers regularly incorporate checks for understanding through formative assessments based on understanding the US History End of Course Exam for formative assessment at appropriate cognitive complexity and use the collective data to gauge student progress toward mastery of course content. Teachers will also conduct frequent data chats with students for individualized goal setting based on data from unit and cycle assessments.

Person Responsible	Teresa Patterson (pattersont@pcsb.org)

2. Teachers will use culturally relevant supplemental texts and a variety of primary and secondary source documents at varying complexities throughout the year to formatively assess, monitor, and inform instruction for skill development and in preparation for the US History summative assessment.

Person Responsible	Teresa Patterson (pattersont@pcsb.org)

3. Social studies teacher will work collaboratively in PLCs to integrate curriculum guides and LAFS for literacy into the social studies content via Document Based Question (DBQ) project materials and common Standford History Education Group (SHEG) lessons.

Person Responsible	Teresa Patterson (pattersont@pcsb.org)

4. Administrators and instructional coaches will conduct data chats with teachers surrounding classroom data formative/summative assessment data and cycle assessments, and teachers will utilize these data chats in biweekly collaborative PLC meetings to promote continuity in instruction, to build department morale, and to Review, Remediate, and Reteach.

Person Responsible	Teresa Patterson (pattersont@pcsb.org)

5.The utilization of Academic Resource class, Extended Learning Program, and new tutoring program during lunches run by teachers, guidance counselors, NHS and academy students to ensure extra support outside of the classroom is provided on a regular basis for all students.

Person Responsible Teresa Patterson (pattersont@pcsb.org)

#6. ESSA Subgroup specifically relating to English Language Learners	
Area of Focus Description and Rationale:	English Learners have not received sufficient support or equitable opportunities, compared to their non-EL counterparts. Further training is necessary for faculty and staff to provide this needed support.
Measurable Outcome:	The percent of English Learners achieving proficiency will increase from 29% to 41%, as measured by FSA.
Person responsible for monitoring outcome:	Leslie Mortimer (mortimeriiil@pcsb.org)
Evidence-based Strategy:	Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback, and deliberate use of cultural references in lesson plans. Define clear goals and expectations for our school's approach to educate our English Learners. Ensure equity by providing easy access for EL students to on-site college readiness testing in every high school assessment (ACT, SAT, PERT), along with equal access to college level coursework and support for this work on campus. Provide training for all instructional staff of all courses, specifically targeted for culturally relevant instruction, to ensure engagement of EL students. Implement Restorative Practices (RP) throughout the school.
Rationale for Evidence-based Strategy:	The strategies selected are the best way for us to utilize, evaluate, and communicate the needed changes to support our EL students.

Action Steps to Implement

1. Utilize Ellevation to identify appropriate support in cluster scheduling for student course selection.

Person Responsible	Leslie Mortimer (mortimeriiil@pcsb.org)

2. Work with district coaches to provide PD and support for maximized instruction and scheduling for EL students.

Person Responsible	Leslie Mortimer (mortimeriiil@pcsb.org)

3. Teachers and Bilingual Assistants will develop and implement a plan for monitoring EL students through WIDA Can Do Descriptors and Model Performance Indicators to deliver effective and comprehensible instruction founded in ongoing student feedback.

Person Responsible	Leslie Mortimer (mortimeriiil@pcsb.org)

4. Teachers work in weekly PLC groups with facilitated planning support to incorporate AVID's WICOR learning strategies, including focused-note taking, marking text for reading, and collaboration with others. These strategies will be supported through AVID site team monthly meetings and all courses.

Person Responsible	Leslie Mortimer (mortimeriiil@pcsb.org)

5. Teachers and other instructional staff will receive professional development on the implementation of WIDA Ellevation reports, Can Do Approach, and MPIs to support differentiated planning and instruction based on the diverse needs and proficiency levels of our EL population.

Person Responsible   Leslie Mortimer (mortimeriiil@pcsb.org)

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

Person Responsible   Leslie Mortimer (mortimeriiil@pcsb.org)

7. The utilization of Academic Resource class, Extended Learning Program, and new tutoring program during lunches run by teachers, guidance counselors, NHS and academy students to ensure extra support outside of the classroom.

Person Responsible   Leslie Mortimer (mortimeriiil@pcsb.org)

8. Bi-weekly in SBLT EL data will be pull and examined to determine next steps and additional needs of students and staff.

Person Responsible   Leslie Mortimer (mortimeriiil@pcsb.org)

#7. Instructional Practice specifically relating to Graduation	
Area of Focus Description and Rationale:	Our vision for our school is 100% student success. Our success is found in providing equitable opportunities for all students for college and career readiness.
Measurable Outcome:	The percentage of all students graduating high school will increase from 94.5% to 97%. We will increase students' opportunities and skill sets for College and Career options by increasing the number of completed industry certifications to 600. We will decrease the number of students with Attendance Below 90% from 405 to 375.
Person responsible for monitoring outcome:	Lisa Sinatra (sinatral@pcsb.org)
Evidence-based Strategy:	Administrators and Guidance Counselors will monitor the academic progress (GPA, credits, course failures, attendance, and behavior) to ensure a proactive intervention with a Personalized Learning Plan (PLP) and proactively intervene when students show early signs of attendance, behavior, or academic problems.
Rationale for Evidence-based Strategy:	Embedded Programs to promote Graduation Rate: Check and Connect MTSS Warhawk Soaring platform PBIS Academic Resource Project Z Early identification will allow SHS to develop a PLP that meets the needs of the student. Increased collaboration among faculty, while providing scaffolding support for continued standards-based instruction, will aid in early identification for students' needs and explicit differentiated instruction to bridge the achievement gap.

Action Steps to Implement	

1. Review Graduate Cohort report daily to monitor each factor influencing graduation rate and to identify early interventions for students falling below expected pace of course completion.

Person Responsible	Jessica Fisher (fisherje@pcsb.org)

2. Monitoring student progress in regular intervals to increase facilitator intervention before the end of the semester or course will be accomplished through these steps for CTAE:
1. First semester will assess all Digital Information Technology students in Microsoft Word.
2. Second semester will assess all DIT students in Microsoft Excel and PowerPoint.
3. Certification testing will be incorporated with all TAS and DCT courses.
4. ADOBE products will be assessed in all levels of digital coursework.
5. Programming gaming will focus on MTA certifications.
6. E-commerce coursework will focus on business entrepreneur certification.
7. Accounting courses will emphasize entrepreneurship and potentially QuickBooks certification.

Person Responsible	Teresa Patterson (pattersont@pcsb.org)

3. The utilization of Academic Resource class, Extended Learning Program, Navience, and new tutoring program during lunches run by teachers, guidance counselors, NHS and academy students to ensure extra support outside of the classroom is provided on a regular basis for all students.

Person Responsible   Jessica Fisher (fisherje@pcsb.org)

4. Form Personal Learning Pathways for students for self-monitoring and self-advocation to ensure at least 80% of the students who fail a course during a semester recovers the course during the immediate consecutive school term.

Person Responsible   Lisa Sinatra (sinatral@pcsb.org)

5. Specific monitoring for Tier 1 and 2 students for early interventions with MTSS, RTI, and the Child Study and Tier 3 Biweekly Senior GPA Group meetings for support and early intervention.

Person Responsible   Lisa Sinatra (sinatral@pcsb.org)

6. Develop and implement Freshman Transition Plans for support with 9th grade students to ensure 95% will exit the Freshman year with at least a 2.0 GPS and 3.0 Credits Earned.

Person Responsible   Leslie Mortimer (mortimeriiil@pcsb.org)

7. Positive Behavior Intervention System:
1. Emphasize RP with students to promote healthy connections between instructional staff and students.
2. Provide opportunities in scheduling for students to explore interests for increased engagement.
3. Conduct "tardy sweeps" to encourage students to attend classes on campus.
4. Recognize and celebrate students with Perfect Attendance for a positive school culture.
5. Utilize early PBIS interventions (early identification and PLPs).
6. Implementation of an Academic Resource time will allow students a small ratio environment with an advocating adult to promote student success and social-emotional support.

Person Responsible   Leslie Mortimer (mortimeriiil@pcsb.org)

#8. Culture & Environment specifically relating to Equity & Diversity	
Area of Focus Description and Rationale:	The academic, social-emotional, and behavioral needs of each and every student are known and met.
Measurable Outcome:	The percentage of students on pace for graduation within their graduation cohort will increase by 5%. The percentage of students with referrals will decrease by 5%. Continue to increase opportunities for students to experience AP courses, currently increasing our previous numbers of 487 to 780 students in a current AP course, with a goal of increasing scores of 3+ by 3% The achievement gap percentage will decrease by 3% between our Black ESSA subgroup and all other subgroups.
Person responsible for monitoring outcome:	Jane Lucas (lucasm@pcsb.org)
Evidence-based Strategy:	Using SBLT and PLC meetings on a monthly basis to address current equity data through Check and Connect, MTSS, Child Study, Warhawk Soaring, Racial Equity Analysis Protocol initiatives. Increased collaboration among faculty, while providing scaffolding support for continued standards-based instruction, will aid in early identification for students' needs and explicit differentiated instruction to bridge the achievement gap.
Rationale for Evidence-based Strategy:	Equity and excellence for all includes Culturally Relevant Instruction, Positive Behavioral Interventions and Supports, and Social-Emotional Learning to ensure student success for all populations. We will continue to increase these concerted efforts through participating in profound Professional Development to address equity and equitable processes in our educational system and creating actionable steps for each layer of stakeholder within that system to effect systemic change to instructional practices.

Action Steps to Implement

1. Implementing school-wide PBIS for a unified approach to relationships with students, utilizing Restorative Practices as an alternative for punitive consequences for behavioral issues, and by examining school-wide discipline data in MTSS and SBLT biweekly meetings, goals may be set for department and individual professional development to address concerns.

Person Responsible	Jane Lucas (lucasm@pcsb.org)

2. As an SBLT team, we will improve our data analysis by implementing the Racial Equity Analysis Protocol.

Person Responsible	Jane Lucas (lucasm@pcsb.org)

3. The number of Equity Champions will be increased to a representative for every department and academy within the school, subsequently adding additional champions every successive year until 100% of staff are Equity Champions. These Champions will meet with Administration to plan 3 professional development sessions for site-based staff throughout the school year.

Person Responsible Jessica Fisher (fisherje@pcsb.org)

4. Culturally Relevant Training was implemented for staff with a goal of 25% participation. After achieving 27% participation, we will continue to provide opportunities for staff to participate in CRT, until 100% of staff have completed this training and are addressing culturally relevant instruction in their learning environments.

Person Responsible Jessica Fisher (fisherje@pcsb.org)

5. Our Check and Connect, 5000 Role Models, Girlfriends, Project Z, and PLP programs for our Black student population provide additional support to increase academic achievement and connection with the school environment.

Person Responsible Leslie Mortimer (mortimeriiil@pcsb.org)

6. The utilization of Academic Resource class, Extended Learning Program, and new tutoring program during lunches run by teachers, guidance counselors, NHS and academy students to ensure extra support outside of the classroom is provided on a regular basis for all students.

Person Responsible Leslie Mortimer (mortimeriiil@pcsb.org)

7. Identify teachers who could benefit from equitable grading training based on school data in failure rates and referrals. Add training to identify teachers deliberate practice with a goal of 25% of teachers having completed the training by the end of the 2021. Then, continue with this goal until all teachers have been trained and are using equitable grading.

Person Responsible Jessica Fisher (fisherje@pcsb.org)

8. The College and Career Center will provide additional opportunities for all students to receive college and career guidance, will engage familial support, and will assist in the identification of personalized course selection for AP potential, Academy participation, and AVID selection.

Person Responsible Lisa Sinatra (sinatral@pcsb.org)

#9. Other specifically relating to Conditions for Learning	
Area of Focus Description and Rationale:	To ensure all stakeholders have a voice, positive experience, and connected relationship with the school and various learning environments through our Tier I PBIS Walkthrough with Restorative Practice Elements.
Measurable Outcome:	We will decrease the number of students with Attendance Below 90% from 405 to 375. The percentage of our Black students with referrals will decrease by 5% within the School Profiles Behavior Dashboard.
Person responsible for monitoring outcome:	Jane Lucas (lucasm@pcsb.org)
Evidence-based Strategy:	Continued implementation and strengthening of Tier I PBIS and Restorative Practices
Rationale for Evidence-based Strategy:	Frequent communication builds a community of stakeholders to improve the learning environment for all students. Parent engagement proactively facilitates positive communication if behavioral issues arise. To continue to build strong relationships with families and the community by ensuring all stakeholders are informed. To increase the percentage of parents visiting the campus for a school based event in a school year. To ensure an open door policy with instructional faculty and staff to voice concerns and promote inclusion in the Warhawk Way.

Action Steps to Implement

1. Communicate frequently with families through quarterly newsletters, Parent ConnectEd calls, and direct parent notifications by email, Facebook, Twitter, mail, and telephone. Additionally, OSP Virtual libraries will be utilized to access live webinars to continue to engage our ecosystem.

Person Responsible	Jessica Fisher (fisherje@pcsb.org)

2. To continue an open door policy with families and community members to call, drop in, or schedule a conference by phone and in-person with teachers, with the support of counselors and administrators.

Person Responsible	Jane Lucas (lucasm@pcsb.org)

3. Continue with Take Stock in Children program.

Person Responsible	Jessica Fisher (fisherje@pcsb.org)

4. To work with our PTSA and SAC to support teachers, students, and community members through both face-to-face and virtual meetings to gauge feedback from the community and continue our commitment to advancing the Seminole educational ecosystem.

Person Responsible	Jessica Fisher (fisherje@pcsb.org)

5. Incorporate enrichment events into the school calendar to increase engagement from all stakeholders. These events include Taste of Seminole, Academy Showcase, Fall Market, Discovery Night, Future Warhawk, etc.

Person Responsible Leslie Mortimer (mortimeriiil@pcsb.org)

6. Determining conditions of learning for each instructional environment with Classroom Management Plans and school-wide conditions for learning, or the Warhawk Way, in each hallway and classroom to promote a unified approach.

Person Responsible Leslie Mortimer (mortimeriiil@pcsb.org)

7. Continue to review student success data during SBLT weekly meetings to address areas of development for the conditions of learning through either in-person or virtual platforms.

Person Responsible Jane Lucas (lucasm@pcsb.org)

8. By the end of the first semester, at least 90% of the staff and students will participate in the reward/ recognition system. The rewards will be varied and reflect student interests, based on student input.

Person Responsible Leslie Mortimer (mortimeriiil@pcsb.org)

9. Through Academic Resource and SEL time, all classroom teachers will conduct weekly community building circles or class meetings to establish a culture of care to focus on positive relationships, interactions, share class responsibility, grow empathy, establish use of "I" statements to express feelings, demonstrate and practice active listening of the use of effective language.

Person Responsible Jessica Fisher (fisherje@pcsb.org)

#10. Culture & Environment specifically relating to Community Involvement	
Area of Focus Description and Rationale:	Due to Covid-19, SHS is offering MyPCS and brick and mortar options. SHS will need to actively engage our families and community to strengthen our relationship during this unprecedented time. Family and community engagement is essential for the success of all our students as it can build the capacity in all stakeholders. Strong family and community engagement can have a positive impact on student outcome and close achievement gaps.
Measurable Outcome:	1. Community participation in school-wide decision making (SAC, PTA, SBLT) will increase by 2%. 2. Results of the AdvancED satisfaction survey for Parents (19-20 was 3.26%) will increase to 3.5%.
Person responsible for monitoring outcome:	Jane Lucas (lucasm@pcsb.org)
Evidence-based Strategy:	Educators use one directional broadcast communication (MS Teams and/or Canvas), along with two-way communication with families, to share student's progress and school processes/practices.
Rationale for Evidence-based Strategy:	Families will feel welcome and trusting of educators and staff through the building of positive relationships when communication includes student progress, positive calls, notification of SHS events/updates.

Action Steps to Implement

Classroom teachers touch base at the beginning of the year with all families and establish preferred methods of communication. Classroom teachers make positive phone calls/emails home on a regular basis.

Person Responsible	Jane Lucas (lucasm@pcsb.org)

Use School Social Media to keep families informed, possibly even having Facebook Live events at the grade or classroom level.

Person Responsible	Jane Lucas (lucasm@pcsb.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

School-based leadership will continue to monitor progress through weekly assessment meetings, or A Team meetings, as well as extend the problem-based solution practices to a multi-layered cohort, or SBLT. Through these data-driven meetings, Areas of Focus will be highlighted, monitored, and addressed through strategic planning to continue to promote SHS and the Warhawk Way.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Our school's vision is 100% student success. Our school's mission is to educate and prepare each student for college, career, and the workforce, by living each day with purpose, respect, and grit, which is the Warhawk Way. The Warhawk Way begins by setting the purpose for learning, having respect for self and others, and being on time and dressed for success. This mantra continues to flow through each of the myriad facets of our learning environments and school culture at Seminole High School, and everyone who enters its doors experiences this way of life. Our Warhawk Nation is RELENTLESS in embodying this way of life from our instructional practices to our extracurricular activities, and through this condition of learning, we find our connection and unity.

The Warhawk Way compels us to strive for more and improve our practice. Through this ever-present goal, we have revitalized our instructional practice and strategies and laid the foundation for all students to receive the opportunity for more rigorous instruction with the AP Experience at Seminole High School, where our goals are achieved when every student experiences an Advanced Placement course suited for their interests before graduation. This challenging goal is supported through a designated, personalized mentorship with a caring adult on campus though our Academic Resource time, which carves out instructional time during the school day where student needs are addressed and additional skill development is encouraged. Our College and Career Center, led by our guidance staff, augments this time with further tutorial services, social-emotional support, and college and career planning to ensure every student finds success during their high school experience and after they graduate.

Our school-wide Positive Behavior Intervention System is framed around our Warhawk Way. This unified approach to relationships with students utilizes Restorative Practices as an alternative for punitive consequences for behavioral concerns. PBIS promotes healthy connections between staff and students and builds a positive school culture. The implementation of our PBIS, along with our Academic Resource time, will allow students to have a small ratio environment with an advocating adult to promote student success and social-emotional support. Quarterly Honor Roll, Principal's List, and Perfect Attendance is recognized with a school-wide celebration event, and Lucas Loot is a school-wide monetary system to foster student connection, which can be reimbursed all over campus for various supplies and school pride merchandise.

We provide all stakeholders with an open door policy to call, drop-in, or schedule a conference by phone and in-person with teachers and the support of counselors and administrators. We work in a close partnership with our PTSA and SAC committees, both parent supported organizations, to fund and support college fairs, sporting events, test administration proctoring, the Taste of Seminole, Freshman Transition Nights, Discovery Nights, and as well as active recruitment and marketing. Seminole High School also has a healthy relationship with local businesses, vendors, and colleges. We levy these community partnerships to increase opportunities for students to gain supplemental experiences through community service, apprenticeships, and executive internships.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
2	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	$0.00
3	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
4	III.A.	Areas of Focus: Instructional Practice: Science	$0.00
5	III.A.	Areas of Focus: Instructional Practice: Social Studies	$0.00
6	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners	$0.00
7	III.A.	Areas of Focus: Instructional Practice: Graduation	$0.00
8	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity	$0.00
9	III.A.	Areas of Focus: Other: Conditions for Learning	$0.00
10	III.A.	Areas of Focus: Culture & Environment: Community Involvement	$0.00
		Total:	**$0.00**