Seminole High School

2021-22 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: 6/22/2018

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	41%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	[Lucinda Thompson](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	32%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	22%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

School Board Approval

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SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

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.

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	Position Title	Job Duties and Responsibilities
Lucas, Jane	Principal	
Sinatra, Lisa	Assistant Principal	
Fisher, Jessica	Assistant Principal	
Mortimer, Leslie	Assistant Principal	
Lawson, Alana	Assistant Principal	

Demographic Information

Principal start date
Friday 6/22/2018, 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.*
2

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.*
14

Total number of teacher positions allocated to the school
73

Total number of students enrolled at the school
1,702

Identify the number of instructional staff who left the school during the 2020-21 school year.
15

Identify the number of instructional staff who joined the school during the 2021-22 school year.
16

Demographic Data

Early Warning Systems

2021-22

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	395	398	462	449	1704
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	62	84	106	114	366
One or more suspensions	0	0	0	0	0	0	0	0	0	37	55	54	34	180
Course failure in ELA	0	0	0	0	0	0	0	0	0	78	146	140	14	378
Course failure in Math	0	0	0	0	0	0	0	0	0	121	121	129	9	380
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	80	81	10	1	172
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	51	60	0	0	111
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	6	0	0	0	6

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	3	6	3	0	12

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	3	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	1	0	0	2

Date this data was collected or last updated

Tuesday 6/1/2021

2020-21 - 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	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	

2020-21 - 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	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	

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				49%	56%	56%	45%	56%	56%
ELA Learning Gains				49%	51%	51%	44%	53%	53%
ELA Lowest 25th Percentile				46%	43%	42%	37%	44%	44%
Math Achievement				39%	45%	51%	38%	46%	51%
Math Learning Gains				42%	44%	48%	34%	48%	48%
Math Lowest 25th Percentile				37%	41%	45%	28%	42%	45%
Science Achievement				63%	64%	68%	59%	66%	67%
Social Studies Achievement				61%	71%	73%	63%	72%	71%

Grade Level Data Review - State Assessments
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	2021					
	2019	51%	54%	-3%	55%	-4%
Cohort Comparison						
10	2021					
	2019	45%	53%	-8%	53%	-8%
Cohort Comparison		-51%				

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
2021					
2019	62%	62%	0%	67%	-5%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	61%	70%	-9%	70%	-9%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	26%	55%	-29%	61%	-35%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	48%	56%	-8%	57%	-9%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

ELA: Performance Matters Cycle Assessments
Math: 9th Grade Performance Matters Cycle Assessments reflects the Algebra scores. 10th grade performance matters reflects the geometry scores.
Biology: performance matters cycle assessments
U.S. History: Performance Matters cycle assessments

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	80.3%	74.1%	0
	Economically Disadvantaged	75.4%	57.1%	0
	Students With Disabilities	64.3%	44.4%	0
	English Language Learners	87.5%	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	59.7%	42.3%	0
	Economically Disadvantaged	48.4%	39.4%	0
	Students With Disabilities	33.3%	28.6%	0
	English Language Learners	0%	100%	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	75.9%	83.3%	74.3%
	Economically Disadvantaged	73.2%	77.3%	64%
	Students With Disabilities	75%	60%	33.3%
	English Language Learners	100%	83.3%	66.7%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	59.3%	65%	0
	Economically Disadvantaged	53.4%	68.3%	0
	Students With Disabilities	17.1%	40%	0
	English Language Learners	40%	33.3%	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	40.5%	48.6%	0
	Economically Disadvantaged	35.5%	45.1%	0
	Students With Disabilities	28.6%	33.3%	0
	English Language Learners	33.3%	44.4%	0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	45.3%	52.2%	45.7%
	Economically Disadvantaged	50%	52%	41.8%
	Students With Disabilities	24%	17.2%	11.5%
	English Language Learners	50%	80%	60%
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	100%	60%	66.7%
	Economically Disadvantaged	100%	100%	0%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 11				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	20%	16.7%	25%
	Economically Disadvantaged	0%	0%	0%
	Students With Disabilities	0%	0%	0%
	English Language Learners	50%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	67.6%	76.7%	80.7%
	Economically Disadvantaged	64.8%	73.7%	77.1%
	Students With Disabilities	46%	56.8%	58.3%
	English Language Learners	25%	40%	55.6%

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	100%	50%
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	100%	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	16	35	31	9	25	35	5	34		95	13
ELL	40	45		33	37		42	42		100	50
ASN	47	47					50				
BLK	33	41	31	8	30		24	45		94	35
HSP	38	36	24	25	25	25	45	50		96	39

2021 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 2019-20	C & C Accel 2019-20
MUL	50	46		28	33		40	64		96	45
WHT	51	48	38	25	25	37	55	68		97	43
FRL	39	44	34	22	27	35	42	61		95	31

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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	46
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	41
Total Points Earned for the Federal Index	509
Total Components for the Federal Index	11
Percent Tested	94%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	48
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

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%	

Asian Students	
Federal Index - Asian Students	48
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	41
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	50
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

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%	

White Students	
Federal Index - White Students	49
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	41
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Our student with disabilities had the lowest scores across all content areas and grade levels. This is also a subgroup that we failed in ESSA report. We will be focusing on this subgroup within out SIP and the schoolyear.
In grade 9 ELA and Math both dropped between cycle 1 and cycle 2. Our ELA team did move to a new assessment called the Adaptive Progress Monitoring (APM) assessment which isn't reflected in the cycle 2 ELA scores. Our Biology scores went up from cycle one to cycle two in all areas but SWD. U.S. History went up in every cycle assessment and in every subgroup.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Our greatest need for improvement fails within the subgroup of students with disabilities. Across all subject areas except for U.S History our SWD students percent proficient degree throughout the year. Second area of concern was our 9th grade math scores decreasing by 17% from cycle 1 to cycle 2.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Many of our SWD students were online throughout the school year. As students transition to online learning they were harder to provide accommodations for. This upcoming school year we are back to fully face to face with full inclusion classes with support facilitation. All ESE teachers will attend site based training from our district ESE specialist on Specially designed instruction. Assistant Principal over ESE will monitor, support, and provided regular feedback to our ESE team.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Our U.S History scores showed and huge improvement with a drop from 67.6% in the fall to 80.7% in the spring.

What were the contributing factors to this improvement? What new actions did your school take in this area?

U.S History teacher had common planning. They took part and won 2nd place in district break challenges. They had weekly PLCS to plan and modify instruction. Assistant principal attended training with U.S History teacher and was present in PLC's and classroom to provide support and feedback.

What strategies will need to be implemented in order to accelerate learning?

To accelerate learning, students will need access to rigorous coursework while also receiving academic support. Students will need access to academic assistance after school and during lunch. As well as utilizing the College and Career Center.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

AVID will be providing PD on Socratic Seminars during pre-school. All staff members will be encouraged to attend and complete Specially Designed Instruction as well as Equitable Grading.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Our school has a modified block schedule to provide academic/social emotional support for students. We will continue with our weekly SBLT meetings, biweekly CST and MTSS meetings. Teachers will continue to attend weekly PLC meetings with a focus on reviewing data and improving instruction. We will have a fully functioning College and Career Center with all school counselors available during lunch. Each administrator will visit 3-5 classrooms daily and provide immediate feedback to teachers.

Part III: Planning for Improvement

Areas of Focus:

#1. 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 2021-2022 FSA will increase by 6% moving from 39% to 45%.
Monitoring:	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.
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   Lisa Sinatra (sinatral@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   Lisa Sinatra (sinatral@pcsb.org)

100% of our ESE teachers will attend professional development in specially designed instruction. As well as, attended content specific PLC's.

Person Responsible   Lisa Sinatra (sinatral@pcsb.org)

#2. 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) Geometry EOC: 2019 - 48% (9% below State)
Measurable Outcome:	The percent of all students achieving proficient in mathematics will increase by 3% moving from 39% to 42%, as measured by Algebra and Geometry FSA.
Monitoring:	Monitoring through common formative assessment created by PLC teams and cycle assessments. As well as, students grades in the classroom.
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 using Sharepoint and 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, Math Nation, Savvas, and IXL.

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 especially collaborative structures like turn and talk.

Person Responsible	Leslie Mortimer (mortimeriiil@pcsb.org)

2. Administrators will monitor classrooms, provide constructive written 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. Our Math team will also utilize EOC boot camps.

Person Responsible   Leslie Mortimer (mortimeriiil@pcsb.org)

8. Teachers will incorporate Restorative Practices into their classrooms to encourage "buy in" from students.

Person Responsible   Leslie Mortimer (mortimeriiil@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.
Monitoring:	Common Formative assessment- Teacher and student Data forms as well as, using PLC's to examine student work. Use Cycle assessment data and Write Score to plan instruction and next steps in the classroom. Monitor student grades
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. Year long focus on equitable grading throughout the ELA department chair meeting. Co-Planning with our ELA teachers. Focus Standards: LAFS 2.4 - connotative, denotative, figurative meaning LAFS 2.5 - author's choices for pov, organizational patterns Evidence to support both Which aligns with and Evidence - (BEST K12.EE) BEST 1.1 BEST 1.2 BEST 1.3 BEST 1.4 Formative Assessment Whiteboard - Think-Write-Pair/Prove-Share-Edit Ticket Out the Door (Claim out the door/evidence out the door) 4-3-2-1 - sticky note standards pulse chart - got to look up the name AVID One Pager on Warkhawk terms

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 through writing out their answers to bring with them during Socratic Seminars 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. Our main formative assessment will be Socratic seminars, question stems, with a focus on using equitable grading.

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 ELA and reading teachers in grades 9-12 will use the adopted curriculum aligned to B.E.S.T and LAFS, supplementing with culturally relevant text and tasks. We will also incorporate a year long focus on equitable grading practices through our ELA department chair meetings. 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) |

ELA teacher and students in grades 9-12 will utilize an online writing platform designed to help students recognize plagiarism in their own work and check for proper English conventions.

| **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 2021-2022 Biology EOC.
Measurable Outcome:	The percent of all students achieving science proficiency will increase by 4% from 63% to 67%, as measured by 2021-2022 Biology EOC.
Monitoring:	Performance Matters Cycle data & EOC data Common Classroom Formative Assessments
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. Students will monitor personal Cycle Data as well. Students will utilize Gizmos for remediation and enhancement of content

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 will continue with the Just in Time Training, and Pearson Savaas Realize.

Person Responsible	Lisa Sinatra (sinatral@pcsb.org)

4. The utilization of Academic Resource class, Extended Learning Program, and College & Career center during the day and 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. Common planning will allow for PLC's to occur during the school day and provide support to teachers and students in adapting and modify instruction based on student data.

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.
Monitoring:	Cycle Assessment Data Common Formative Assessment Data Chat Forms Reflection associated with whole class targeted benchmark review plans
Person responsible for monitoring outcome:	[no one identified]
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 B.E.S.T and LAFS standards 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 (use mini assessments that already created from the district team) 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	Alana Lawson (lawsona@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	Alana Lawson (lawsona@pcsb.org)

3. Social studies teacher will work collaboratively in PLCs to integrate curriculum guides, B.E.S.T 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	Alana Lawson (lawsona@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 Alana Lawson (lawsona@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 Alana Lawson (lawsona@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.
Monitoring:	Cycle assessments in ELA and Math
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 WIDA Ellevation reports, Can-Do Descriptors and Model Performance Indicators to identify and support appropriate scheduling, differentiated planning and instruction, based on EL's language proficiency levels and needs. Utilize Ellevation to assess the languages and countries of birth of ELs and plan for any special considerations the staff should be informed about.

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. Monitor fidelity of implementation of the EL grading policy school by utilizing the grading reports and following up with individual teachers for each course failure for LY students.

Person Responsible	Leslie Mortimer (mortimeriiil@pcsb.org)

Administrators will utilize the EL HS- Year at a Glance to get the ESOL team and the administrative team organized for the year ahead.

Person Responsible	Leslie Mortimer (mortimeriiil@pcsb.org)

Monitor the LF student performance to ensure academic success or provide appropriate supports; monitor implementation of testing accommodations for LF students to ensure consistency schoolwide

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 98.7 to 100%. We will increase students' opportunities and skill sets for College and Career options by utilizing Naviance once a quarter through our academic resource period. Our new College and Career Center and counselor William Dailey will meet with kids during Academic Resource period.
Monitoring:	We will meet as an Admin and School counselor team once a week to review the cohort report, grades, and attendance of our seniors. Students who have a GPA below 2.0 or less than 12 credits will meet with school counselor and A.P biweekly. We will monitor the attendance of students who visit the College and Career center.
Person responsible for monitoring outcome:	[no one identified]
	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.
Evidence-based Strategy:	Embedded Programs to promote Graduation Rate: Check and Connect MTSS Warhawk Soaring platform PBIS Academic Resource Project Z College and Career Center GPA Bi-Weekly Support Group
Rationale for Evidence-based Strategy:	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 weekly on Wednesday's 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 increase facilitator intervention before the end of the semester or course to ensure student completion and certification in CTE courses.

Person Responsible	Lisa Sinatra (sinatral@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. Use the Warhawk at a Glance (WAG) Form for students to self-monitoring and self-advocation to ensure they are aware and knowledgeable of their academic progress. School based leadership team will also monitor student performance and 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   Jessica Fisher (fisherje@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 GPA 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)

Ensure at least 80% of the students who fail semester 1 courses recover during semester 2, and at last 80% of the students who fail semester 2 courses recover during summer credit recovery.

Person Responsible   Lisa Sinatra (sinatral@pcsb.org)

Implement the New fundamental reading skills intervention program with the appropriate target group in grade 12.

Person Responsible   Jessica Fisher (fisherje@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 Advance Placement (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%. Increase the number of black students taking AP courses in the 2021 school year by unitizing the advance placement potential reports and having one on one conversations with students to encourage rigorous course placement. The achievement gap percentage will decrease by 3% between our Black ESSA subgroup and all other subgroups.
Monitoring:	A.P Report Student Grades Cohort reports Focus reports
Person responsible for monitoring outcome:	Jessica Fisher (fisherje@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. Our SBLT team will pull D/F reports to break down the data for areas to improve. Administrators will meet with teachers who are showing high numbers of failures of students.

Person Responsible Jessica Fisher (fisherje@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 Teaching 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, College and 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 Culturally Relevant Teaching training and or equitable grading training based on school data in failure rates and referrals. Add training to identify teachers deliberate practice with a goal.

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. Monitor and the number of black students who are signing up for A.P courses and then use the A.P potential report to have conversations and encourage sign up of student who haven't sign up yet.

Person Responsible Lisa Sinatra (sinatral@pcsb.org)

#9. Culture & Environment specifically relating to Student Attendance	
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:	The percent of all students who are missing more than 10% of the school year will decease by 10% moving from 22% to a 12% as measured by school profile data.
Monitoring:	Child Study Team (CST) School Based Leadership Team (SBLT) School profile reports Warhawk Soaring
Person responsible for monitoring outcome:	Leslie Mortimer (mortimeriiil@pcsb.org)
Evidence-based Strategy:	Continued implementation and strengthening of Tier I PBIS and Restorative Practices. Weekly SBLT meetings and bi-weekly CST meetings.
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	Jane Lucas (lucasm@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	Leslie Mortimer (mortimeriiil@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 and school attendance.

Person Responsible   Lisa Sinatra (sinatral@pcsb.org)

7. Continue to review student attendance 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. Communicate frequently and often with students and families as soon as an attendance issues arises. To support students in getting reconnected at school

Person Responsible   Leslie Mortimer (mortimeriiil@pcsb.org)

#10. Culture & Environment specifically relating to Community Involvement	
Area of Focus Description and Rationale:	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 and PTA,) will increase by 2%. 2. Results of the AdvancED satisfaction survey for Parents (19-20 was 3.26%) will increase to 3.5%.
Monitoring:	Sign in sheets at school events AdvancED parent Survey
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)

Continue use of ConnectEd calls to families to keep them apprised of school happenings.

Person Responsible	Lisa Sinatra (sinatral@pcsb.org)

#11. Other specifically relating to College and Career Readiness	
Area of Focus Description and Rationale:	Every student deserves the opportunity to take rigorous and advanced course work. Currently, we haven't achieved this goal. We will continue to have open access until all students are receiving equitable opportunities.
Measurable Outcome:	Every student will be supported so that they can complete at least one college and career readiness measure by the end of senior year. The percent of all students achieving at least one acceleration point will increase by 13% moving from 37% to 50% as measured by dual enrollment, career industry certifications, and qualifying scores on AP exams.
Monitoring:	AP Classroom through College Board website Academic Resource/ Social Emotional Period
Person responsible for monitoring outcome:	Lisa Sinatra (sinatral@pcsb.org)
Evidence-based Strategy:	We will use the Checks for Understanding from the Advanced Placement Leadership Principal Guidebook. Monitor AP classroom through College Board website One on one meeting with AP teachers Monthly AP PLCs Utilize Acceleration cohort report, with counselors so they can each monitor students progress toward AP/DE/Industry cert
Rationale for Evidence-based Strategy:	This resource will allow Administrators to have guided conversations with teachers in the progress of their AP classrooms.

Action Steps to Implement

1. 100% of AP teachers will follow the sequence and course exam description (CED) and provide coaching support to implement the use of Topic Questions and Personal Progress Checks within AP Classroom online platform to provide formative feedback for the purpose of differentiation of instruction.

Person Responsible	Lisa Sinatra (sinatral@pcsb.org)

2. Administrators will use the check for understanding leadership principal guidebook when observing an AP classroom and then use the same resource to guide the conversations.

Person Responsible	Lisa Sinatra (sinatral@pcsb.org)

3. 100% of A.P teachers will complete Culturally Relevant Teaching training by the end of the 2021-2022 school year.

Person Responsible	Jessica Fisher (fisherje@pcsb.org)

4. Continue to expand opportunities and offering of dual enrollment on campus by hiring highly qualified teachers who can teach dual enrollment courses.

Person Responsible   Jane Lucas (lucasm@pcsb.org)

5. Monitoring student progress in regular intervals to increase facilitator intervention before the end of the semester or course to ensure student completion and certification in CTE courses.

Person Responsible   Alana Lawson (lawsona@pcsb.org)

Offer Career Dual Enrollment courses to allow crosswalk with PTC.

Person Responsible   Alana Lawson (lawsona@pcsb.org)

Using Acceleration cohort report to identify students who can enter DE, schedule PERT and set up SPC ID

Person Responsible   Lisa Sinatra (sinatral@pcsb.org)

#12. Other specifically relating to Bridging the Gap

Area of Focus Description and Rationale:	Our percent of students achieving proficiency in ELA is 49% which is lower than the Florida State average of 56% for the 2019 school year, 26% of whom are Black. Our percent of students students achieving proficiency in Math is 39% which is lower than the Florida State average of 45% for the 2019 school year, 26% of whom are Black. The problem/ gap in performance is occurring because of a equitable grading practices school-wide.
Measurable Outcome:	The percent of black students displaying proficiency on the FSA in ELA and Math will increase by 10% reducing the gap between Black and Non-Black students as measured by consistent formative assessments, district assessments, and the 2021-2022 FSA results.
Monitoring:	Classroom Walkthroughs with actionable feedback Data Chats in PLC's Cycle assessments
Person responsible for monitoring outcome:	Jessica Fisher (fisherje@pcsb.org)
Evidence-based Strategy:	Implement culturally relevant teaching within classrooms. Implement Restorative Practices (RP) throughout the school SBLT to examine trend data and provide feedback to the staff on next steps
Rationale for Evidence-based Strategy:	Each strategy was selected to support closing the gap between Black and Non-Black students. Professional development opportunities will allow teachers to continue to develop their instructional practice and become culturally responsive educators.

Action Steps to Implement

1. Continue utilization of Restorative Practices school-wide, providing ongoing professional development in PLC's.

Person Responsible	Jessica Fisher (fisherje@pcsb.org)

2. Develop Personalized Learning Plans for all black students, ensuring strategies are in place as determined by our Child Study Team and MTSS team.

Person Responsible	Leslie Mortimer (mortimeriiil@pcsb.org)

3. Continue to utilization data chats in the classroom to support students and teachers in moving forward in instruction.

Person Responsible	Jane Lucas (lucasm@pcsb.org)

#13. Other specifically relating to School Climate and Conditions for Learning	
Area of Focus Description and Rationale:	The number of OSS events at SHS for the 20-21 school year was 71, based on School Profiles. When students are suspended out of school, valuable instruction time is lost. This impacts student learning by placing students behind in curriculum.
Measurable Outcome:	At the end of the 2021-2022 school year, there will be a reduction in the number of OSS events from 71 to 60 as measured by the School Profiles Behavior dashboard.
Monitoring:	School Profiles Behavior dashboard
Person responsible for monitoring outcome:	Lisa Sinatra (sinatral@pcsb.org)
Evidence-based Strategy:	If implementation of Restorative Practices was utilized by Assistant Principals, OSS events would be reduced.
Rationale for Evidence-based Strategy:	As evidenced by IIRP, restorative practices have been shown to increase positive relationships between students and administrators.

Action Steps to Implement

All administrators will attend RP training, if not already completed.

Person Responsible	Jane Lucas (lucasm@pcsb.org)

Develop school-based Restorative Practices form to document the use of RP during the school year.

Person Responsible	Jessica Fisher (fisherje@pcsb.org)

Discuss weekly, at administrative team meetings, Restorative Practices used and if they were effective.

Person Responsible	Jane Lucas (lucasm@pcsb.org)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

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.

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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Our stakeholders are Jane Lucas Principal, Jessica Fisher Assistant Principal, Lisa Sinatra Assistant Principal, Lee Mortimer Assistant Principal, Alana Lawson Assistant Principal, Teachers, Community Liaison Elizabeth Ballo, PTA, and SAC. Everyone in this group contributes to creating a positive culture and environment.

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			3921 - Seminole High School	School Improvement Funds		$1,000.00
2	III.A.	Areas of Focus: Instructional Practice: Math				$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			3921 - Seminole High School			$2,000.00
3	III.A.	Areas of Focus: Instructional Practice: ELA				$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			3921 - Seminole High School	School Improvement Funds		$2,000.00
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: Culture & Environment: Student Attendance				$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			3921 - Seminole High School	School Improvement Funds		$500.00
10	III.A.	Areas of Focus: Culture & Environment: Community Involvement				$0.00
11	III.A.	Areas of Focus: Other: College and Career Readiness				$0.00

12	III.A.	Areas of Focus: Other: Bridging the Gap				$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			3921 - Seminole High School	School Improvement Funds		$500.00
13	III.A.	Areas of Focus: Other: School Climate and Conditions for Learning				$0.00
					Total:	$6,000.00