

Seminole County Public Schools

Seminole High School



2022-23 Schoolwide Improvement Plan

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Seminole High School

2701 RIDGEWOOD AVE, Sanford, FL 32773

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

Demographics

Principal: Michael Pfeiffer

Start Date for this Principal: 7/1/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School PK, 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	57%
2021-22 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	2021-22: B (54%) 2018-19: B (57%) 2017-18: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Seminole County School Board on 10/25/2022.

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

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School PK, 9-12</p>	<p>2021-22 Title I School</p> <p style="font-size: 24px;">No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 24px;">57%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="font-size: 24px;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="font-size: 24px;">70%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		B	B

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Pfeiffer, Michael	Principal	Announcements, Budget, Business Partners, CIT, Interns, Pre-Plan, Social Media, Strategic Planning, Personnel, Overall School Operations
Washington, Jaime	Principal	ESE, Guidance, Transition, Freshman Orientation, SAC, Nole Nation Expo, 504 Contact, FIN Contact, School Messenger, 5 Essentials & Snapshot, Dads on Duty
Coleman, Barry	Assistant Principal	IB Program, ELA/Reading, Induction Program, SREoY, ToY, Teacher Certification, Accreditation, JROTC
DeCosta, Roy	Assistant Principal	Cluster Liaison, CTE, Electives, PE, Social Studies, Transportation, Discipline Last Names P-Sn, Athletics, At-Risk, Credit Reinstatement, Summer Graduation, Summer School Principal
Nelson, Cindy	Assistant Principal	Principal's Designee, Master Schedule/Curriculum Guide, Math, ESOL, ESE (Regular Ed), Accreditation, Adv. Opp, Grad Rate, Honor Grad, NEST, Professional Dev, Skyward Support, Seniors/Graduation, Year End Checklist, Awards Night, Orientation, Bell/Exam Schedule, Social Media, Newsletter, School Messenger
Pitters, Marc	Assistant Principal	ESE (Access), MTSS/504, Facilities, Science, Activities Calendar, Custodians, Facilities Rentals, Keys, Drills, Emergency Management, Raptor
Prom, Shelly	Assistant Principal	AP Coordinator, Fine/Perf Arts, Health Academy, CTE (Mass Media & Culinary Arts), World Languages, Discipline Last Names So-Z, SAC, SIP, SCVS Liaison, PLATO
Abney, Lance	Assistant Principal	ELA, Reading, ESOL, Fine and Performing Arts, PE, JROTC, SS, World Language, Athletics, Custodians, Facilities/ Rentals, Transportation, Discipline, Work Order System, Title IX Coordinator, Intern Coordinator, Workplace Giving Campaign
Doherty, Courtney	Other	Discipline Last Names Gr-O, Student Activities, ACT/PSAT/SAT School Day, Attendance, Clinic, Dividends, FIN, Field Trips, Front Office Clerical, Fundraisers, Honor Roll, PTSA/Miss SHS, Subs, Truancy, Threat Assessment Team Lead, NEST
Wynn, Sylvester	Other	Discipline Last Names A-Go, Security, YMOE/YWOE Black History Month, Duty Stations, Drivers Ed, Grad Bash, Journeys, Pep Rallies, Parking, Saturday School
VallWatt, Catherine	Other	Inventory, Media Operations, FSA/EOC Testing, C9As Bell /Exam Schedule, Media Book Orders, Teach-In, Textbooks, Tech Support Team

Demographic Information

Principal start date

Friday 7/1/2022, Michael Pfeiffer

Number of teachers with a 2022 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.*

3

Number of teachers with a 2022 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.*

20

Total number of teacher positions allocated to the school

172

Total number of students enrolled at the school

4,098

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

45

Identify the number of instructional staff who joined the school during the 2022-23 school year.

25

Demographic Data

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	51%	57%	51%				58%	63%	56%
ELA Learning Gains	50%						54%	56%	51%
ELA Lowest 25th Percentile	33%						41%	43%	42%
Math Achievement	37%	40%	38%				44%	55%	51%
Math Learning Gains	48%						47%	49%	48%
Math Lowest 25th Percentile	50%						41%	42%	45%
Science Achievement	61%	48%	40%				59%	73%	68%
Social Studies Achievement	60%	51%	48%				71%	78%	73%

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

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	
2022						
2019	61%	71%	-10%	67%	-6%	

CIVICS EOC						
Year	School	District	School Minus District	State	School Minus State	
2022						
2019						

HISTORY EOC						
Year	School	District	School Minus District	State	School Minus State	
2022						
2019	65%	75%	-10%	70%	-5%	

ALGEBRA EOC						
Year	School	District	School Minus District	State	School Minus State	
2022						
2019	27%	61%	-34%	61%	-34%	

GEOMETRY EOC						
Year	School	District	School Minus District	State	School Minus State	
2022						
2019	51%	64%	-13%	57%	-6%	

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	15	29	24	20	38	44	18	28		77	27
ELL	18	47	42	10	31	43	26	35		84	43
ASN	91	79	67	65	62		94	89		100	92
BLK	33	39	32	24	42	44	42	46		89	37
HSP	41	44	35	32	47	50	50	59		89	54
MUL	46	46		28	47		58	59		96	54
WHT	63	53	30	53	52	63	77	72		91	73
FRL	36	41	32	26	42	50	46	51		87	44
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	15	37	37	17	26	27	22	43		73	19
ELL	22	44	41	17	31	35	30	34		81	45
ASN	84	73	30	67	42		83	78		100	92
BLK	33	44	40	20	25	28	36	54		86	42
HSP	43	46	46	29	27	27	48	58		88	54
MUL	59	53	64	28	30		57	79		94	83
WHT	62	57	49	53	38	27	68	77		87	70
FRL	35	44	42	25	26	26	42	56		85	44
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	20	33	26	11	28	34	23	38		82	29
ELL	17	44	38	24	31	33	24	35		76	42
ASN	86	66	75	76	53		82	98		97	92
BLK	34	46	43	27	42	42	39	46		84	47
HSP	51	49	38	40	41	43	58	68		84	72
MUL	69	60	36	50	48	33	71	79		100	73
WHT	71	58	36	60	54	40	75	84		90	76
FRL	41	46	39	33	41	41	49	56		83	60

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	55
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	65
Total Points Earned for the Federal Index	606

ESSA Federal Index	
Total Components for the Federal Index	11
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
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	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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	82
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	43
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	51
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	54
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
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	65
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

Part III: Planning for Improvement

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 ESE, ELL, and FRL students typically score lower and represent our lower quartile.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The greatest need for improvement is ELA and Math.

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

Factors contributing to the low performance of students include disruption in instructional continuity due to the pandemic that further widened gaps in students' foundational skills. Actions to support improvement in these areas will include frequent formative progress monitoring with target support and acceleration in identified areas of need.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Biology improved 4.3%

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

Deliberate monitoring of specific student groups contributed to this improvement. Actions included focus on the monitoring of the lowest 30% of students, acceleration of high level 1 and high level 2 and level 3 students along with standards based tutoring.

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

Strengthen PLC's, increasing the use of formative assessments, and revamping the attendance policy and providing opportunities for professional development focusing on increasing the rigor within the classroom. Targeting high efficiency strategies during teacher evaluations. Providing supplementary curriculum based strategies.

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.

Professional development will be focused on the development of highly effective professional learning communities and how school-based leaders can foster the growth and development of teacher collaboration for student success.

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

Additional services dedicated to student acceleration include focus on instructional strategies Sustainability of improvement efforts Additional services dedicated to student acceleration include support of standards based instruction across all content areas, social emotional learning support for students and families, data driven tutoring and acceleration support and expanded use of SCPS early warning tracking and MTSS based support.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Increasing academic achievement of English language learners and students with disabilities. ESSA Federal Percent of Points Index indicates this is a high priority need and focusing on the success of these students will reduce achievement gaps and prepare these students for future academic success.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase achievement and learning gains for English language learners and students with disabilities.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored through classroom walk throughs, review of progress monitoring data and through data chats with professional learning communities

Person responsible for monitoring outcome:

Michael Pfeiffer (michael_pfeiffer@scps.k12.fl.us)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Lessons aligned to B.E.S.T. benchmarks at the appropriate grade level of complexity with ongoing feedback loops between leadership and teachers, students and teachers and student with students and PLCs focused on data, instructional planning and student evidence of learning.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Standards based lessons differentiated to meet the needs of these specific student groups and data driven deliberate action planning will improve achievement and learning gains for our students. This strategy is aligned to having high expectations for all learners and teachers.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Strengthen PLCs by focusing on setting clear objectives, providing structure, fostering a culture of collaboration, and focusing on student achievement.

Teachers will spend PLC time planning and anticipating the students questions and their own delivery to dig deeper into breaking down and rewriting the standards.

42.3% of SHS students enrolled in Geometry demonstrated grade level performance. Instructor's will identify students scale scores and develop a targeted goal to move them into the next level of achievement to show learning gains. Students will use DreamBox (5 lessons weekly), STAR progress monitoring, C9A, and EdInsight.

23% of SHS students enrolled in Algebra 1 demonstrated grade level performance. Instructors will identify student's scale scores and develop a targeted goal to move them into the next level of achievement to show learning gains. Students will use DreamBox (5 lessons weekly), STAR progress monitoring, C9A, and EdInsight.

Person Responsible Michael Pfeiffer (michael_pfeiffer@scps.k12.fl.us)

Encourage teachers to focus their DPP on Marzano indicators found in Design Question 3, which encourage teachers to create lessons that focus on organizing students to engage in cognitively complex tasks.

Teachers will increase the frequency in which they provide feedback to students to increase student efficacy and achievement levels.

Person Responsible Michael Pfeiffer (michael_pfeiffer@scps.k12.fl.us)

PLC and Data Chats

Person Responsible Michael Pfeiffer (michael_pfeiffer@scps.k12.fl.us)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Seminole High works hard to build positive relationships through our SAC and PTSA. We also hold many events on campus to make parents aware of what is going on including coffee with counselors, curriculum nights, and magnet Information nights. We share information through many means including on our website, through Skyward Blasts, on Facebook, and Twitter. We also conduct articulation meetings, EP meetings, IEP meetings, 504 meetings, ELL meetings, as well as conduct home visits. Parents and students have up to the minute access to their child's grade and attendance on Skyward and have the opportunity to schedule parent teacher conferences if desired. We also send out parent newsletters to keep parents informed. Progress reports and report cards can be printed if requested when parents do not have online access.

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

Teachers and administrators work to create a safe and positive learning environment through the use of Restorative Practice Models, student voice through Leadership Councils, and mentorship programs like Connections and LINK (the logistical and scholarship team). We offer many opportunities for students to get involved through athletics, arts, and academic organizations. These efforts work to positively encompass the schools climate and culture.