

Pinellas County Schools

Seminole High School



2022-23 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: 7/1/2018

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	32%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2021-22: B (55%) 2020-21: (47%) 2018-19: C (53%) 2017-18: C (49%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* 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.

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

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
Lucas, Jane	Principal	Oversees the daily activities and operations within a school.
Fisher, Jessica	Assistant Principal	Responsible for Math, Physical Education, and performing and visual arts. Over grade level 11/12 L-Z
Sinatra, Lisa	Assistant Principal	Responsible for Science and Business department. Grade level 11/12 A-K.
Lawson, Alana	Assistant Principal	Responsible for English and ESE department 10th Graders
Bending, Justin	Assistant Principal	Responsible for social studies, ELL students 9th graders

Demographic Information

Principal start date

Sunday 7/1/2018, Jane Lucas

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.*

0

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.*

1

Total number of teacher positions allocated to the school

84

Total number of students enrolled at the school

1,599

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

14

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

8

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	322	425	391	434	1572
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	77	105	114	149	445
One or more suspensions	0	0	0	0	0	0	0	0	0	12	46	35	21	114
Course failure in ELA	0	0	0	0	0	0	0	0	0	61	40	40	5	146
Course failure in Math	0	0	0	0	0	0	0	0	0	29	54	82	3	168
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	22	61	66	94	243

Using current year data, complete the table below with the number of students identified as being "retained.":

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	6	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	0	0	0	1

Date this data was collected or last updated

Wednesday 6/15/2022

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	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

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	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

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	46%			48%			49%	56%	56%
ELA Learning Gains	45%			46%			49%	51%	51%
ELA Lowest 25th Percentile	36%			35%			46%	43%	42%
Math Achievement	44%			24%			39%	45%	51%
Math Learning Gains	50%			26%			42%	44%	48%
Math Lowest 25th Percentile	44%			34%			37%	41%	45%
Science Achievement	56%			51%			63%	64%	68%
Social Studies Achievement	68%			65%			61%	71%	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	62%	62%	0%	67%	-5%
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	61%	70%	-9%	70%	-9%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	26%	55%	-29%	61%	-35%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	48%	56%	-8%	57%	-9%

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	13	27	28	19	73		38	49		97	38
ELL	29	50	55	70						100	70
ASN	56	61		70				70		100	79
BLK	24	34	38	20			50	41		100	44
HSP	35	40	27	45	72		47	70		100	53
MUL	42	41		32			43	70		100	44
WHT	49	46	38	45	50	47	58	70		99	59
FRL	36	39	36	33	38	30	49	68		99	55
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
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

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)	N/A
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	52
Total Points Earned for the Federal Index	598
Total Components for the Federal Index	11
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	61
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	73
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	55
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	53
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students 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
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	56
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	48
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?

We notice that we are trending up in all subject areas except for ELA which decrease slightly. When comparing to previous scores before COVID we have gained back and exceeding some of our previous scores.

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

2Greatest need for improvement is ELA, achievement is on a downward trend by 2%, gains by 1%, however, ELA L25 increased by 1%. We need to continue to improve in Algebra and Geometry even though we saw huge gains in our math scores. Biology scores were 3% below the district average and 5% below the state average at 56%.

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

Contributing factors to this area of improvement is needing to increase daily monitoring and on the spot adjustments with student remediation and reteaching opportunities. Also student attendance was a major barrier this school year.

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

U.S. History scores were 68%, which were above the district averages by 1% and state averages 2% as reflected in EOC U.S test.

Overall, Math achievement increased 20% to 44% and learning gains increased by 24% to 50% and math L25 increased by 1 % to 44%.

Geometry scores were 52%, 3% below district average, but 3% above state average.

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

Team based data approach in professional learning communities. They create detailed remediation plans with way to monitor student performance within the lesson. Increased the amount of time that students were in control of their learning. More student productive struggle and less teacher lead instruction.

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

Opportunities for reteaching, bootcamps, ELP, peer tutoring, project z, and common PLC's with a focus on data based decision making.

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 on data based PLC's, How to use STEAM (science, technology, engineering, arts, and Math) in the classroom, how to incorporate more monitoring of student progress.

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

Extended Learning Program after school for core subject areas. Peer tutoring through national honor society programs. Weekly Professional Learning Communities using a structure process to guide instruction and meeting. Warhawks at a Glance forms for students to monitor their classroom progress.

Areas of Focus

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

:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	ELA Achievement: 2021- 48%, 2022-46% ELA Learning Gains: 2021- 48%, 2022-45% ELA L25: 2021- 35%, 2022- 36% We want to see teachers teaching the B.E.S.T standards at the appropriate level of rigor. To prepare students for the new FAST assessments. Common formative assessments and resources used by our professional learning communities.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percent of all students achieving ELA proficiency will increase by 6% from 46% to 52% as measured by the FAST. PM 3 State Assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Common formative assessments FAST PM1, PM2, and PM3 Assessments Data based PLCs to develop common assessments and common lesson plans across grade levels. Walkthrough by Admin and ISM visits.
Person responsible for monitoring outcome:	Alana Lawson (lawsona@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Enhance staff capacity to identify critical content from the benchmarks in alignment with district resources. Strength staff ability to engage students in B.E.S.T Benchmarks.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Increased collaboration among English and Reading teachers, while providing scaffolding support for teacher in using B.E.S.T benchmarks and pacing guides which will allow for early identification for students' needs and explicit differentiated instruction to bridge achievement gap.
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.	
1. Teachers (9-12) will use curriculum aligned to B.E.S.T., supplementing culturally relevant texts/tasks while following respective curriculum guides to ensure a focus on B.E.S.T. 2. Teachers receive professional development around B.E.S.T Benchmarks, district curriculum resources and Focused Note Taking. 3. Teachers and administrators will meet in PLCs once per week to review data to determine progress and plan remediation. 4. Teachers provide common formative assessments aligned to B.E.S.T. to monitor for remediation. 5. Administrators monitor and support the implementation of reading class structure using foundational reading benchmarks. 6. Administrators will conduct walkthroughs.	
Person Responsible	Alana Lawson (lawsona@pcsb.org)

#2. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

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

Math Achievement: 2021 24%, 2022 44%
 Math Learning Gains: 2021 26%, 2022 50%
 Math L25: 2021 35%, 2022 44%
 Algebra EOC: 2022 32%
 Geometry EOC: 2022 52%

We will continue to improve on the process of using data to drive professional learning communities (PLC) schoolwide and districtwide. Student data will be used to create targeted remediation and adaptations to lessons.

Measurable Outcome:

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

The percent of all students achievement proficiency in Algebra I will increase by 6% from 32% to 38% as measured by State Assessments.

The percent of all student achievement proficient in Geometry will increase by 6% moving from 52% to 58% as measured by State Assessments.

Monitoring:

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

Monitoring through everyday common assessments created by PLC teams, district formative mini assessments, and cycle assessments. Teachers will use student data to create bi-weekly then weekly remediation plans.

Person responsible for monitoring outcome:

Jessica Fisher (fisherje@pcsb.org)

Enhance staff capacity to identify critical content in new B.E.S.T. benchmarks in alignment with district standards.

Evidence-based Strategy:

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

Strengthen staff ability to engage students in complex tasks and utilize questions to help elaborate on content.

Support staff 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:

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

Increased collaboration among math teachers. It will provide support for how to use data to differentiated instruction to bridge the gap through programs like Project Z, IXL, formative assessment from Performance Matters, and ALEKS (Reveal Math program).

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.

1. Teachers engage in district provided professional learning around instructional shifts, new course standards, new state assessments and tracking student data based on the instructional needs identified through progress monitoring assessments (Cycle assessments) to review assessment data, identify trends and next steps. (Creating content specific common assessments to support data discussions using Performance Matters or New Textbook Resource Assessments.)
2. Administrators monitor classrooms, provide constructive feedback, and participate in teacher reflection to increase effective teaching practices and attend training with teachers.
3. Teachers engage in district provided professional learning around the use of collaborative study groups

(CSGs) to increase student engagement and ownership of learning.

4. Teachers regularly incorporate checks for understanding through common formative assessments and use the collected data to gauge student progress toward mastery of the course content. (Utilize resources for formative assessments and district resources)

Person Responsible Jessica Fisher (fisherje@pcsb.org)

5. Professional Development for all teachers on using Focused Note Taking in the classroom.

Person Responsible Jessica Fisher (fisherje@pcsb.org)

#3. Instructional Practice specifically relating to Science**Area of Focus
Description and
Rationale:**

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

Biology: 2020-21 51% Proficiency, 2021-22 56%

Measurable Outcome:

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

The percent of all students achieving science proficiency will increase 6% from 56% to 62% as measured by the 2022-2023 Biology EOC.

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

Common Formative Assessments for entire Biology team created through Performance Matters Platform.
Performance Matters Cycle data and EOC data.
Level ups program

Person responsible for monitoring outcome:

Lisa Sinatra (sinatral@pcsb.org)

**Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.**

Science teachers will plan and implement student centered instruction at the level of rigor appropriate for the standard.

Science teachers will utilize timely formative and summative assessment data to inform spiral reteaching throughout the course.

**Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/criteria used for selecting this strategy.**

Increased collaboration among science teachers, while providing scaffolding support for continued standards-based instruction from school-based admin team. Provide early identification for students needs and schedule time to differentiate instruction to bridge the achievement gap. Offer more opportunities for test prep to acclimate students to the style of state and district assessments will improve instruction.

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.

1. Teachers regularly incorporate checks for understanding through common formative assessments and use data to gauge student progress towards mastery of the course content.
2. Administrators monitor and support the use of data as teachers develop lessons and plan small group instruction and stations rotations.
3. Teachers use benchmark-level data to plan reteaching opportunities for whole-class, small group and individual students based on trends. Teachers connect students to standards-based resources for

reteaching and reassessment to determine success of reteaching and inform next steps.

4. Teachers attend professional development on standards-based grading, progress monitoring and teacher generated data to plan interventions, monitor and celebrate learning gains of students and incorporating Focused Note-Taking.

5. Site Based professional development on Learning Science through Writing, and Argument Driven Inquire Labs.

Person Responsible Lisa Sinatra (sinatral@pcsb.org)

6. Teachers meet in monthly PLC's to review data (collected from multiple sources, including commons assessments, and/or quarterly district progress monitoring assessments) and plan actions steps related to areas of strength or areas needing improvements. The use of the following programs; Gizmos, Level Up, and Albert IO.

Person Responsible Lisa Sinatra (sinatral@pcsb.org)

#4. Instructional Practice specifically relating to Social Studies**Area of Focus Description and****Rationale:**

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

Social Studies Achievement: 2021- 65%, 2022 68%

Measurable Outcome:

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

The percent of all students achieving proficiency will increase by 5% from 68% to 73%, as measured by US History EOC. (2022-2023)

Monitoring:

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

Common Formative Assessments
Performance Matters cycle assessments
Albert IO for mini formative assessments

Person responsible for monitoring outcome:

Justin Bending (bendingj@pcsb.org)

Evidence-based Strategy:

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

Utilize instructional practices that support WICOR to raise achievement levels and close the achievement gap.

Teachers will utilize data to develop scaffolding for students and for the development of differentiated instructional practices to increase student achievement.

Rationale for Evidence-based**Strategy:**

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

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.

1. Teachers regularly incorporate knowledge checks (formative assessments) and data to gauge student progress toward mastery of course content. (Albert IO mini assessments)
2. Teachers will include Focused Note Taking into daily lesson plans that support students at all levels.
3. Teachers will integrate literacy standards into the social studies content via Documents Based Questions (DBQ) project materials and Stanford History Educational Group (SHEG) lesson in the social studies.
4. Teachers will work in PLCs with facilitated planning support to incorporate WICOR strategies and create instructional materials aligned to the rigor of content benchmarks.
5. Teachers receive professional development around Focused Note taking, collaboration and accountable talk strategies that can be implemented and modified to meet the needs of diverse learners.
6. Teachers will use formative and cycle assessment data to develop remediation plans for each quarter.

Person Responsible

Justin Bending (bendingj@pcsb.org)

#5. Instructional Practice specifically relating to Career & Technical Education

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Every student will be supported so that they can complete at least one college and career readiness measure by the end of senior year.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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 23% moving from 42% to 65% as measured by dual enrollment, career industry certifications, and qualifying scores on AP exams.

If goal is reached.....

The percent of all students achieving at least one acceleration point will increase by 10% moving from ___% to ___% as measured by dual enrollment, career industry certifications, and qualifying scores on AP exams.

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

Naviance Reports
 AP Classroom District create template to monitor
 Cohort Report
 Focused Note Taking- Monitoring template for schoolwide use

Person responsible for monitoring outcome:

Lisa Sinatra (sinatra@pcsb.org)

Ensure the school has robust systems of support so all students can complete at least one college and career measure.

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

Strengthen teacher use of data to organize students to interact with content in manners which differentiate and scaffolds instruction to meet the needs of every student while utilizing AP Classroom platform.

Schoolwide AVID Focused Note Taking and systems of measurement of use.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Administrators will be able to monitor classrooms and provide constructive feedback to teachers and collaborate to determine next steps.

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.

1. Establish the expectation that every AP teacher will follow the College Board's Course and Exam Description (CED) and provide coaching support to implement the use of topic Questions and personal progress checks within AP Classroom to provide formative feedback for the purpose of differentiation of instruction.
2. Expand the opportunities of career dual enrollment (CDE) on your campus by connecting with Pinellas

Technical College staff and utilizing the scheduling guideline for CDE courses.

3. Teachers participate in professional learning for tracking student progress based on instructional needs identified through the creation of learning goals and scales and progress monitoring assessments.

4. Teachers regularly incorporate AP Topic Questions and Personal Progress Checks form AP Classroom as formative assessments and use the results to determine needs for reteaching and/or differentiation. As well as, attending district PLCs and using district provided resources like Marco Learning and AlbertIO.

Person Responsible

Lisa Sinatra (sinatra1@pcsb.org)

5. Using acceleration cohort report to identify students who can enter dual enrollment, schedule PERT, and set up SPC ID.

6. Provide professional development for continuing Schoolwide AVID in Focused Note Taking. Teachers, AVID team, and Admin monitoring progress of implementation of Focused Note Taking.

Person Responsible

[no one identified]

#6. ESSA Subgroup specifically relating to Black/African-American**Area of Focus****Description and Rationale:**

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

Area of current concern include student attendance, use and availability of resources such as extended learning programs (ELP) during lunch and after school, MTSS and child study team, project z, peer-tutoring, check and connect, and creating inclusive and equitable learning environments through culturally relevant training to support and increase student achievement and close the gap between black and non-black students.

Measurable**Outcome:**

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

The percent of black students displaying proficiency on the F.A.S.T. assessment in ELA and Math will increase by 10% reducing the gap between Black and Non-Black students as measured by consistent formative assessment, district assessments, and the F.A.S.T assessment.

Monitoring:

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

Classroom walkthroughs with actionable feedback
Child Student Team
Connect and Check
Data Chats in School Based Leadership Team (SBLT) and Professional Learning Communities (PLC)
Cycle Assessments

Person responsible for monitoring outcome:

Jessica Fisher (fisherje@pcsb.org)

Evidence-based**Strategy:**

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

Implement culturally relevant teaching within classrooms.
Implement Restorative Practices (RP) throughout the school.
Examine trend data in SBLT and PLCs to provide feedback for next steps.

Rationale for Evidence-based**Strategy:**

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

Continue to increase the number of staff members who are equity champions.
Increased collaboration among staff members to support our Black student's academic success.

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.

1. Continue utilization of Restorative Practices school wide, providing ongoing professional development in PLC's.
2. Develop personalized learning plans for all black students, ensuring strategies are in place as determined by our Child Study Team and MTSS team

3. Continue the utilization of data chats in classrooms to support students and teachers in moving forward in instruction.
4. Once a month in School Based Leadership Team (SBLT) to discuss success, next steps, and current barriers to achieving our Bridging the Gap goal.

Person Responsible Jessica Fisher (fisherje@pcsb.org)

#7. Instructional Practice specifically relating to Graduation**Area of Focus
Description and****Rationale:**

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

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:

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

Increase graduation rate by 2.5% from 97.5% to 100% for the 2022-2023 school year.

We will meet as an admin and school counselor team once a week to review the cohort report, grades, and attendance of our seniors.

Monitoring:

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

Students who have a GPA below 2.0 or less than 12 credits will meet with school counselor and A.P. bi-weekly.

We will monitor the attendance of student who visit the College and Career Center, 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.

Person responsible for monitoring outcome:

Lisa Sinatra (sinatral@pcsb.org)

Embedded programs to promote graduation rate:
Check and connect
MTSS

**Evidence-based
Strategy:**

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

Warhawk Soaring platform
PBIS
Academic Resource
Project Z
College and Career Center
GPA bi-weekly support group

Early identification will all SHS to develop a PLP that meets the needs of the student.

**Rationale for
Evidence-based****Strategy:**

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

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.

for selecting this strategy.

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.

1. Review Graduate Cohort report weekly on Wednesdays to monitor each factor influencing graduation rate and to identify early intervention for students falling below expected pace of course completion.
2. Monitoring student progress in regular intervals increases facilitator intervention before the end of the semesters or course to ensure student completion and certification in CTE courses.
3. The utilization of Academic Resource class, Extended Learning Program, Naviance, 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.
4. Use the Warhawk at a Glance (WAG) form for students to self-monitoring and self-advocating 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 student who fail a course during a semester recovers the course during the immediate consecutive school term.

Person Responsible Lisa Sinatra (sinatral@pcsb.org)

5. Specific monitoring for Tier 1 and 2 students for early interventions with MTSS, RTI, and the Child Study and Tier 3 Biweekly Senior GPA Group meetings for support and early intervention.
6. Develop and implement Freshman Transition Plans for support with 9th grades students to ensure 95% will exit the Freshmen years with at least a 2.0 GPA and 3.0 Credits Earned.

Person Responsible Lisa Sinatra (sinatral@pcsb.org)

7. Ensure at least 80% of the students who fail semester 1 courses recover during semester 2, and at least 80% of the students who fail semester 2 courses recover during summer credit recovery.
8. Implement the new fundamental reading skills intervention program with the appropriate target group in grade 12.

Person Responsible Lisa Sinatra (sinatral@pcsb.org)

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

Person Responsible Lisa Sinatra (sinatral@pcsb.org)

#8. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus****Description and Rationale:**

Our school is currently at 39% for ESE achievement rate which is under the 41% threshold proficiency under ESSA.

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

We have made progress but haven't reached the goal yet. To continue moving forward we will shift to monthly PLC that focus on student data and how to progress monitor and adapt instructions.

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

Increases ESE achievement by 5% from 42% to 47% for the 2022-2023 school year.

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

Monitoring student data with a focus in Math and ELA.
Use of template for the district ESE data tracker (SDI tracker)
Monitor subject areas cycle assessments

Teachers will 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.

Person responsible for monitoring outcome:

Alana Lawson (lawsona@pcsb.org)

Evidence-based**Strategy:****Describe the evidence-based strategy being implemented for this Area of Focus.**

Students requiring ESE services work towards mastery of meaningful Individualized Education Plan (IEP) goals in their Least Restrictive Environment (LRE).

Ensure that students requiring ESE services receive the supports they need to do the thinking.

Rationale for Evidence-based Strategy:**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Targeted support for SWD students will lead to the necessary learning environment to promote a conducive, standards-based learning for students.

Increased collaboration among faculty, while providing scaffolding support for continued standards-based instruction from district coaches and pacing guide will aid in early identification for students needs and explicit differentiated instruction to bridge the achievement gap. Offering more opportunities for test prep to acclimate students to the style of state and district assessments.

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.

1. Implementing a process for placing students requiring services in master schedules first in order to optimize service delivery.
2. Utilize students' IEP teams and related service providers to collaborate with general education staff across settings to ensure students receive appropriate data-driven accommodations and modifications.
3. Collect data and monitor progress towards IEP goals and objectives on an intentional and regular schedule and make adjustments to accommodations and interventions accordingly.
4. Provide students with opportunities to work diligently to promote their independence by gradually

reducing supports so that students no longer rely on them, or become self-sufficient in replicating them.

5. Implement Positive Behavior Intervention Plans (PBIPs) that consider the function of the students' behavior.

6. Use positive behavior supports including individual, class-wide and school-wide behavior plans.

7. Use de-escalation strategies to intervene safely and appropriately when students are in a crisis situation.

Person Responsible Alana Lawson (lawsona@pcsb.org)

8. Training for entire staff on supporting our ESE students in the general education classroom.

Person Responsible Alana Lawson (lawsona@pcsb.org)

#9. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our English Learners have not receive sufficient support to meet their academic goals. As a school we need to continue to provide professional develop for our staff for support English Learners needs as well as, utilize data to support our students.

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

The percent of English Learners achieving proficiency will increase from 29% to 41% as measured by FSA.

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

District cycle assessments
 Student progress in classroom

Person responsible for monitoring outcome:

Justin Bending (bendingj@pcsb.org)

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

Each teachers plans and delivers lessons that meet the needs of EL students based on English language Proficiency levels and length of time in U.S. schools to ensure academic success of each EL in their class.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The strategies selected are the best way for us to utilize, evaluate, and communicate the needed changes to support out EL students.

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.

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

Justin Bending (bendingj@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.
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.

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

Justin Bending (bendingj@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.

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

10. 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

Justin Bending (bendingj@pcsb.org)

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.

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 through 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 school culture and environment.

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