

Seminole Independent School District
Seminole High School
2018-2019 Campus Improvement Plan



Mission Statement

Seminole Independent School District, in cooperation with parents and community, will develop well educated citizens, who are assets to society, by maintaining a high quality staff utilizing the latest technology and resources.

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Comprehensive Needs Assessment

Revised/Approved: October 02, 2018

Needs Assessment Overview

The most recent data was used for assessment:

TEA Report Card 2017

Seminole High School had 712 students in the 2016-17 school year. 39% were economically disadvantaged, 5.1% were English Learners, 14.1% was the mobility rate, and 8.7% are in the special education program.

Needs Assessment based on the 2016-17 Report Card for Seminole High School

STAAR Percent at or above Approaches Grade Level 2016/2017 data:

Baseline EL Data: Algebra I (2016- Campus 74%, EL 78% as compared to 2017- Campus 81%, EL 57%) (State% 2016-76%, 2017- 81%)

Biology (2016- Campus 86%, EL 53% as compared to 2017- Campus 85%, EL N/A*) (State% 2016- 86%, 2017- 85%)

US History (2016- Campus 89%, EL 100% as compared to 2017-Campus 91%, EL 83%) (State% 2016- 90%, 2017- 91%)

English I (2016- Campus 58%, EL N/A* as compared to 2017- Campus 61%, EL 25%) (State% 2016- 63%, 2017- 61%)

English II (2016- Campus 69%, EL N/A* as compared to 2017- Campus 60%, EL N/A* (State% 2016-66%, 2017- 64%)

*N/A indicates results are masked due to small numbers to protect student confidentiality.

Baseline SPED Data: Algebra I (2016- Campus 74%, 2017- SPED 14% as compared to 2017- Campus 81%, SPED 32%) (State% 2016-76%, 2017- 81%)

Biology (2016- Campus 86%, SPED 38% as compared to 2017- Campus 85%, SPED 55%) (State% 2016- 86%, 2017- 85%)

US History (2016- Campus 89%, SPED 29% as compared to 2017-Campus 91%, SPED 44%) (State% 2016- 90%, 2017- 91%)

English I (2016- Campus 58%, SPED N/A* as compared to 2017- Campus 61%, SPED N/A*) (State% 2016- 63%, 2017- 61%)

English II (2016- Campus 69%, SPED 17% as compared to 2017- Campus 60%, SPED N/A* (State% 2016-66%, 2017- 64%)

*N/A indicates results are masked due to small numbers to protect student confidentiality

Texas Education Agency 2108 Distinction Designation Summary

English Language Arts: AP/IB Participation/Results 0%, SAT/ACT Participation 51%, SAT Average Score Reading and Writing 519, Average ACT ELA 19.9, Dual Credit Participation ELA 9.6%

Math: AP/IB Exam Participation/Results 0%, SAT/ACT Participation 51%, SAT Average Score Math 524, Average ACT Math 20.6, Dual Credit Participation Math 13.5%

Science: AP/IB Exam Participation/Results Below 1%, ACT Average Score Science 21.1, Dual Credit .3% of student body

Social Studies: AP/IB Exam Participation/Results Below 2%, Dual Credit 15.7% of student body

Academic Growth Scale Score (AG Scaled Score) was 68/100

Closing the Gaps Scaled Score (CTG Scaled Score) was 78/100

A-F 2018 Accountability Listing TEA

Overall- Met Standard 81/100

Student Achievement- Met Standard 82/100

Academic Growth- Met Standard 68/100

Relative Performance- Met Standard 71/100

Closing the Gaps- Met Standard 78/100

TEA 2018 College, Career, and Military Readiness Data Table (CCMR)

Drop-out Rate: 98.6 % Graduation Rate of all students and 1.1% Drop-out Rate of all students (TEA 2018 Graduation Rate Table)

Texas Success Initiative (TSI) Criteria:

(CCMR) College Career Military Readiness- 50% met readiness standards

Met TSI criteria Math and ELA- 30%

Met TSI criteria ELA 41%, (Met ACT criteria 7%, Met SAT criteria 29%, 0% college prep courses, TSI-17%)

Met TSI criteria Math 32%, (Met ACT criteria 6%, Met SAT criteria 20%, 0% college prep courses, TSI- 15%)

AP/IB Exam taken- 1%

Dual Credit Courses taken- 34%

US Armed Forces- 1%

CTE Coherent Sequence Coursework Aligned w/ Industry Based Certification 4%

Industry Based Certificates 2%

Strengths of the Seminole High School TRIBE 2017-18:

A. Academic Strengths

- 1) Seminole High School Met the Standard 81/100 on A-F 2018 Accountability rating
- 2) 98.6% Graduation Rate
- 3) 1.1% Drop-out Rate
- 4) 50% of our students met CCMR readiness standards
- 5) Our campus wide U.S History scores improved from 89% to 91%, Algebra I improved from 74% to 81% and English I improved from 58% to 60%.

6) Our SPED population U.S. History scores improved from 29% to 44%, Biology improved from 38% to 55% and Algebra I improved from 14% to 32%.

7) The majority of our students participate and compete in one or more extracurricular activity which promotes leadership, a sense of belonging, teamwork and an added incentive for passing classes.

B. Extracurricular Strengths

1) **Newspaper and Yearbook** has 21 students participating. They have participated in the statewide competition and was a State qualifier in UIL News Writing, TOPS in Texas for student art in a newspaper, TOPS in Texas for newspaper entertainment photo, Award of Distinguished Merit from ILPC in both yearbook and print newspaper and 60 individual achievement awards in statewide competitions for four publications.

2) **SkillsUSA** is students working on leadership and technical skills individually and in teams. Auto Tech, Cosmo, Construction Tech, Business, and Family Consumer Science. Students attended leadership camp in Austin, leadership camp in Washington D.C. and leadership opportunities at various school districts around Texas that taught our students how to build a resume, speak in front of small and large audiences, lead groups of students and much more.

-Automotive Technology- 55 participants, 24 district medals, 2 state runner up teams, 6th place competitor at NMJC, 2 district officers (President and Historian), 2 Texas Statesman award winners and 2 National Statesman award winners at the Washinton D.C. Leadership Training Institute. Approximately \$8,000. was received in scholarships.

-Career Prep Chapter 3824- 10 participants, district champions for chapter display, pin design, and related technical math. State runner-up chapter display, state 4th place for pin design and state 8th and 9th place for related technical math.

-Family and Consumer Science- 8 new students preparing for the 2018-19 competitions

-Construction Tech- 1 participant who was a district officer champlain. The student was awarded the Texas Statesman award and the National Statesman award at the Washington D.C Leadership Training Institute.

-Cosmotolgy- 40 participants

3) **Future Farmers of America (FFA)** 150 students are apart of this program. They were the National Champions, State Champions, Area Champions and District Champions. Countless individual and team awards have been given- too many to list. Approximately \$100,000. dollars has been awarded in scholarship money.

4) The SHS Theatre Productions Program

5) **Student Council** had 65 participants. They won the top district president and achieved "Sweepstakes" at State conference. \$800. was received in scholarships.

6) **Art Club and VASE Competition-** 200 students participated and many have competed at the State VASE competition.

7) **Chorale, Accappella and Jazz Brigade-** 130 students participate. Approximately \$4,000. in scholarships were received by our seniors. We have 19 All-Region, 7 All-Area, and 1 All-State choir members. There were 28 state qualified soloists, 2 state soloist (division one gold medalists) and 22 state soloist (division two silver medalist), 4 state qualified ensembles (2 state ensembles received 1st division superior rating) and 4 choirs earned "sweepstakes at the UIL Concert and Sight Reading competition. Jazz Brigade performed at numerous community and county events.

8) **Girls' Athletics- We have Swimming, Volleyball, Basketball, X-Country, Track, Softball, and Tennis**

X-Country- 10 students participated and the team was District runner-up and they were regional qualifiers

Volleyball and Girl's Track (combined)- 40 participants. Volleyball went to the Regional Quarter Finals and Area. Track girls qualified for the Regional track meet in 7 events. \$12,000. was received in scholarships and one player signed with a college to play volleyball.

Tennis (Boys and Girls)- 40 Players during 2 separate seasons. \$20,000. was awarded to players last year for college. Fall Team Tennis Awards: Bi-District Champions, Area Qualifiers, Girls District Newcomer of the Year, 3-1st Team All District Honors in girls singles, 1-1st Team All District Honor in girls doubles, 1-1st Team All District Honor in mixed doubles, 2- 2nd Team All District Honors in boys singles, 3-2nd Team All District Honors in girls singles, 2-2nd Team All District Honors in girls doubles, 4 and 3 Honorable Mention All District Honors in boys singles and doubles respectively. Spring Tennis Awards: Girls Doubles and Singles District Champions and District Runner up, Overall Girls Team District Champions, 5 players advanced to Regional tournament, Girls singles made it to quarterfinals, and Girls doubles were State alternates and finished 3rd in Regionals

Softball- 30 students participated and 1 student received a full ride scholarship to a college. The team won Bi-District.

Basketball- 35 students were involved and they won Bi-District and Area and went to the Quarterfinals.

9) **Boys' Athletics- We have Swimming, Football, Basketball, X-Country, Track, Baseball and Tennis**

Basketball- 40 students competed and the Varsity team went to state semi-finals and they were regional champs. Students in his program were offered \$30,000 in scholarships.

Baseball- 40 students competed.

Boys and Girls Swimming- 30 students competed and there were 7 district finalists, 6 regional qualifiers, 3 events in regional finals, 1 Academic All-State and 1 Academic All-American

Boy's X-Country- 36 students competed. Awards include Regional Qualifier team and District 2nd place.

Football-

10) National Honor Society

11) Academic UIL- 25 students participated and many were Regional Qualifiers. Our school was District runner-up.

Accounting- 8 participants. Regional qualifier and district accounting team champs. District individual champ and 3rd place accounting awards. TTU Red Raider Classic 2nd place team in accounting.

Social Studies- 4 participants won district awards

12) Speech and Debate- 30 students participated and they had students compete at the District, regional, state and national level with great success.

13) CNA (Certified Nurse Assistant) Program- 18 students participating

14) Cheerleading- 23 participants. 4 All-American, 4 cheer Hawaii, 3 Disney parade sponsors, and qualified for the state spirit championship

15) Band- 96 participants. Scholarships for 3 seniors included tuition, books, room and board. The list of awards include: 3 ATSSB Region 16 All Region Jazz Band, 2nd in class marching band in pre-UIL Lubbock, UIL Region marching contest the band received a "1", 15 students made the ATSSB All Region honor band, 14 students made the ATSSB Area honor band, 1 student made All State band, UIL solo and ensemble there were 7 superior soloist/3 excellent soloist/ 28 superior ensemble medals, 35/38 students advanced to the UIL State Solo and Ensemble contest, Wind Ensemble earned straight superior ratings at the UIL Region 16 concert and an excellent rating at the UIL Region 16 sight reading contest, and 5 students were awarded the TMEA Music Scholar Award.

16) Laptops are provided to every student and teacher for school and home use. Our technology staff is excellent and keeps all of these computers in working order with updated software.

Academic Weaknesses:

- 1) Our EL student data for each tested subject did not increase. We had results that were not masked due to low numbers in Algebra I (78% to 57%) and U.S. History (100% to 83%) Our EL students scored an average of 25% on the English I STAAR compared to 61% being the State average and 60% Campus average.
- 2) Even though our SPED students have made tremendous progress in every tested subject they still have not met the State target of 60%.
- 3) The percent of students taking and passing all of the TSI tests was 30%. ELA TSI was 41%.
- 4) The percent of students taking and passing the AP tests was 1%. 0% of our students took the ELA AP test.

- 5) Our Campus English I and English II scores are below the State average: 60% English I and 61% English II EOC scores vs. 61% and 64% respectively on the State scores.
- 6) Many of our Smart boards are having technical difficulties or are not working at all.
- 7) One of our CTE teachers is being split between FFA and welding classes. We have a very large number of students who would like to take welding and are unable to be in our welding program because we need a full time welding teacher. These students need large numbers of hours welding in the welding program to get certifications in this field. At the same time, our FFA program brings a large number of scholarships, leadership training and skill sets to our students and they need the teacher to be a full time FFA teacher.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Goals



Revised/Approved: October 15, 2015


Goal 1: Our EL population passing rate will increase from 22% to 25% on the ELA EOC STAAR.

Performance Objective 1: EL students will be supported by highly trained EL certified teachers, specifically in the core classes.

Evaluation Data Source(s) 1: STAAR test results, progress on the TELPAS, a higher percent of the core teachers will get their EL certification.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>PBMAS Critical Success Factors CSF 4 CSF 7</p> <p>1) Professional development will be provided for ELA teachers to prepare for them for the EL certification test. Teachers will be highly encouraged to get EL certified.</p>	2.4, 2.5, 2.6	Campus Administrator	EL students will get the support they need from highly qualified teachers to make gains in English as reported through the TELPAS/STAAR scores each year.				
<p>PBMAS Critical Success Factors CSF 4 CSF 7</p> <p>2) We will recruit highly qualified teachers that are EL certified or we will hire them on the premises that they will get ESL certified. They will get a \$1000. stipend each year if they are EL certified.</p>		Campus Administrator	An increase in EL trained teachers will be on our staff to better meet the needs of our growing EL population.				

<p align="center">PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) The master schedule will include specific classes for beginners through advanced high EL's to give our EL's maximum support. Beginner and Intermediate EL's will be in an ESL 1 or ESL 2 class and most Advanced and Advanced High students will be in a Reading 1,2,or 3 class if they have room in their schedule. All EL students will have an English teacher that is EL certified.</p>	2.4, 2.5, 2.6	LPAC coordinator and LPAC Administrator	EL students will get the support they need to make gains in English as reported through the TELPAS scores each year.				
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= Accomplished



= Continue/Modify



= No Progress









= Discontinue

Goal 2: Our SPED population ELA EOC scores will increase from 8.6% to 10.6%.

Performance Objective 1: Our SPED population ELA EOC scores will increase from 8.6% to 10.6%.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>PBMAS Critical Success Factors CSF 2 CSF 7</p> <p>1) Relevant teacher professional development will be provided to teachers on campus by the SISD special education team. Teachers will be encourage to attend Region XVII special education and English professional development.</p>		Campus Administrator and SPED Administrator	Teachers will continue to receive strategic training in special education strategies and ELA strategies in order to better support our students.				
<p>PBMAS Critical Success Factors CSF 1 CSF 4</p> <p>2) SPED students will be monitored weekly by an assigned case manager. The case manager is a certified special education teacher that watches each student's grades, supports students at ARD meetings, communicates with parents and helps students navigate their daily activities.</p>	2.4, 2.5, 2.6	Campus Administrator, Special Education Director and District Special Education Personnel	Students will be given enough support to be successful in the classroom and to meet their IEP goals.				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 3: Our students passing the ELA TSI this year will increase from 41% to 45%.

Performance Objective 1: % of students who pass the ELA TSI will increase from 41% to 45% this year.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>Critical Success Factors CSF 4 CSF 6</p> <p>1) Seniors who have not passed the ELA TSI tests will be put into a college prep English course. Students will retake the TSI again when they are ready during their senior year.</p>		Campus Administrator, Campus and District Testing Coordinator, College Career Advisor and Campus Counselors	More seniors will pass the ELA TSI and be college ready by the time they graduate. 45% will meet TSI criteria in ELA for the 2018-19 year				
<p>Critical Success Factors CSF 4 CSF 6</p> <p>2) All juniors and sophomores will be given the TSI in the 2018-19 year. From 2019-2020 year on, all sophomores will be tested with the TSI first and then additional TSI testing can be given on an as needed basis.</p>		District and Campus Coordinator	This will give students more time and experience with the TSI tests. It allows the students to use their test results to help them study for the next test. More seniors will pass the TSI and be college ready by the time they graduate. 45% will meet TSI criteria in ELA for the 2018-19 year.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 4: We will increase the % of students who take the ACT/SAT from 51% to 54%. The average SAT

Performance Objective 1: We should see an increase in student interest and performance on these tests. Students taking the ACT/SAT will increase from 51% to 54%.

Evaluation Data Source(s) 1:

Summative Evaluation 1:



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>Critical Success Factors CSF 2 CSF 4 CSF 5</p> <p>1) We will provide the SAT and ACT bootcamp on our campus. SAT and ACT bootcamps will be advertised in the community through various types of social media. We will also send letters and phone calls home to parents. Teachers will encourage all students to take at least one SAT or ACT bootcamp to help better prepare our students for these tests.</p>		Campus Testing Coordinator, Campus Counseling Staff and College and Career Advisor	Students will be better prepared to take the ACT/SAT tests and therefore will take the initiative to sign up and take the tests. They will also do better on the tests because of this preparation. The bootcamp should build confidence and interest in these tests.				
<p>Critical Success Factors CSF 2 CSF 5</p> <p>2) The SAT will be advertised and offered on our campus twice in the 2018-19 school year for any student at SHS who would like to take it. One of the days it is offered will be during the school day and on our campus. This should make it easily accessible and convenient for all of our students to take it.</p>		Campus Testing Coordinator, Campus Counseling Staff and College and Career Advisor	More than 51% of our students will take these tests because having the SAT on campus and during the weekday and not on a weekend will make it more convenient for students.				
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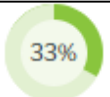
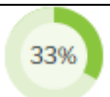
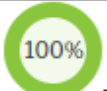

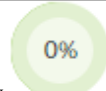

Goal 5: We will increase the students who meet College, Career and Military (CCMR) readiness from 50% to 53% as we make changes to our program by raising our expectations and communicating those expectations throughout the District.

Performance Objective 1: We will increase the students who meet College, Career and Military (CCMR) readiness from 50% to 53% as we make changes to our program by raising our expectations and communicating those expectations throughout the District.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>Critical Success Factors CSF 3 CSF 4</p> <p>1) A new college and career advisor was hired to focus on College, Career, Military Readiness(CCMR) The advisor will talk to all of the students individually and in groups to promote college readiness in Jr. High, Success and High School. She will inform all of the students and their parents about the steps they will need to take to become college ready, to apply for college, FAFSA, scholarships, ACT/SAT etc. She will also work with students and parents to complete these steps. The counselors will assist her with these tasks as needed at the high school.</p>	2.4, 2.6, 3.2	Campus Administrator, College and Career Adviser, Campus Counseling Staff	This new advisor will allow our parents and their students to be educated more in depth about higher education. These parents and students will get more support and information regarding higher education and all that this entails. A college/career mindset will continue to form by students, parents and the community. A larger number of students will apply and go to a higher education programs than the previous year.				
<p>Critical Success Factors CSF 4 CSF 6</p> <p>2) All 8th-9th will be required to take the PSAT. All 10th graders will be required to take the PSAT/NMSQT each year. All Juniors will also be given an opportunity to take the PSAT. They will take these tests on campus.</p>		Campus Testing Coordinator, Campus Counseling Staff and College and Career Advisor	All high school students and their parents will become more familiar with these tests and they will understand the importance of taking the ACT/SAT. The PSAT will also better prepare our students for the ACT/SAT and it is the gateway test to becoming a National Merit Scholar.				

<p>Critical Success Factors CSF 4 CSF 6</p> <p>3) SHS will require and pay for students to take the Advanced Placement (AP) tests if they are enrolled in an AP class.</p>		Campus Counseling Staff	Students will understand the high expectations and requirements attached to the AP courses. We want parents to know completing AP courses and credits can be very important for their student in their future college pursuit. We also want parents to know that we believe it is very important for us to support their students in this pursuit so 100% of the students taking the AP classes will take the corresponding AP tests at no cost to the student.				
<p>Critical Success Factors CSF 1</p> <p>4) Students will have access to two school counselors and a college and career advisor who will be there to support them in their college and career goals, such as, enrolling them in AP/DC classes and expecting them to take tests they will need to pass to be better prepared for college.</p>	2.4	Campus Counseling Staff	Increased student awareness about planning for college and career goals.				
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