

FLORIDA DEPARTMENT OF EDUCATION 2013-2014 SCHOOL IMPROVEMENT PLAN



Pam Stewart, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399

School: 3371 - Career Academies Of Seminole
District: 52 - Pinellas
Principal: Barbara Clare A
SAC Chair: Bill Koyutis
Superintendent: Dr. Michael A Grego
School Board Approval Date: 09/24/2013
Last Modified on: 10/28/2013

Address:	<u>Physical</u>	<u>Mailing</u>
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Phone Number:	727-545-6405	
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School Type:	High School
Alternative:	No
Charter:	No
Title I:	No
Free/Reduced Lunch:	<i>[Data Not Available]</i>
Minority:	<i>[Data Not Available]</i>
School Grade History:	

NOTE

Sections marked N/A in the online application have been excluded from this document.
 For privacy reasons, data representing fewer than 10 students or teachers have been excluded from this document

Current School Status	
School Information	
School-Level Information	
School Career Academies Of Seminole	
Principal's name Barbara Clare A	
School Advisory Council chair's name Bill Koyutis	
Names and position titles of the School-Based Leadership Team (SBLT)	
Name	Title
Barbara Clare, Director	James Gill, Guidance Counselor
Peggy Biram, Teacher/Dept Chair	Christopher Juul, Teacher/Dept Chair
John Veenstra, Teacher/PLC Team Leader	
District-Level Information	
District Pinellas	
Superintendent's name Dr. Michael A Grego	
Date of school board approval of SIP 09/24/2013	
School Advisory Council (SAC)	
This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).	
Describe the membership of the SAC including position titles	
SAC Chair - Bill Koyutis SAC Vice Chair - Larry Sousa Members include 1 parent, 4 community members, 2 students, 2 support staff, 1 teacher, 1 guidance counselor, 1 principal.	
Describe the involvement of the SAC in the development of this school improvement plan	
Members of SAC participate in the development of goals and actions for school and program improvement. SAC regularly reviews data, goals and action plans.	
Describe the activities of the SAC for the upcoming school year	
SAC meets monthly to review, approve and monitor SIP goals and action plans.	
Describe the projected use of school improvement funds and include the amount allocated to each project	
SAC will align funds to SIP as requested by staff on as needed basis. SAC funds will be used to promote school culture (\$500.00). Remaining funds of \$120.00 will be reserved to support student projects that align with SIP goals.	
Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below	
Not In Compliance	
If no, describe the measures being taken to comply with SAC requirements	
School Messenger calls to parents. Advertise on school marquee. Back to School Night announcements and registration table.	

Personal invitations to parents. Personal invitations to community members. SAC recruitment on school website.		
Highly Qualified Staff This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).		
Administrators		
# Administrators 1		
# Receiving Effective rating or higher (not entered because basis is < 10)		
Administrator Information:		
Barbara Clare A		
Principal	Years as Administrator:	Years at Current School:
Credentials	Degrees: MS Educational Leadership, BS General Home Economics; Certifications: Educational Leadership; Family and Consumer Sciences, Health Education	
Performance Record		
Instructional Coaches		
# Instructional Coaches 0		
# Receiving Effective rating or higher (not entered because basis is < 10)		
Instructional Coach Information:		
None		
Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		
Classroom Teachers		
# of classroom teachers 7		
# receiving effective rating or higher (not entered because basis is < 10)		
# Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 100%		
# certified in-field, pursuant to Section 1012.2315(2), F.S. 7, 100%		
# ESOL endorsed 0, 0%		
# reading endorsed 0, 0%		
# with advanced degrees 1, 14%		
# National Board Certified 0, 0%		
# first-year teachers 1, 14%		

with 1-5 years of experience 0, 0%
with 6-14 years of experience 4, 57%
with 15 or more years of experience 2, 29%
Education Paraprofessionals
of paraprofessionals 1
Highly Qualified, as defined in 20 U.S.C. § 6319(c) 1, 100%
Other Instructional Personnel
of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals 1
receiving effective rating or higher (not entered because basis is < 10)
Teacher Recruitment and Retention Strategies This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).
Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible. 1. Interview and hire top quality teachers. 2. Certify teachers in their respective career-technical program of study in the same certifications obtained by students. 3. Provide a positive work environment that supports professional development for teachers. 4. Establish and maintain partnerships with local business and industries related to our programs.
Teacher Mentoring Program/Plan This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).
Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities 1 new instructor is being mentored by a fellow teacher in the same department, who has scheduled attending district's formal mentor training. Mentor will share best practices in teaching and learning, regularly review curriculum requirements. Will also observe and coach new teacher throughout school year.
Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI) This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).
Describe your school's data-based problem-solving processes for the implementation and monitoring of your MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs Faculty meets weekly to review data, identify areas for improvement, set goals, develop action plan, monitor and revise as necessary.
What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP? Monitor student performance and work within department teams and PLCs to address any needed interventions.

<p>Describe the systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP</p> <p>Because our staff is small, the leadership team will work with individual staff members on an as-needed basis for fidelity of student interventions.</p>						
<p>Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance)</p> <p>Data sources will include Focus/Portal and teacher grade books.</p>						
<p>Describe the plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents</p> <p>Leadership team members will work within departments to implement problem-solving process.</p>						
<p>Increased Learning Time/Extended Learning Opportunities</p> <p>This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).</p>						
<p>Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:</p> <p>Strategy: Extended Day for All Students</p> <hr/> <p>Minutes added to school year: 0</p> <hr/> <p>Strategy Purpose(s) Enrichment activities that contribute to a well-rounded education</p> <p>Strategy Description Even though we have no formal extended learning programs funded through the school district, we sponsor two career and technical student organizations that offer extended learning opportunities to students through their school chapters. Enrichment activities include student animal projects, student competitions, and leadership conferences.</p> <p>How is data collected and analyzed to determine the effectiveness of this strategy?</p> <p>Who is responsible for monitoring implementation of this strategy?</p>						
<p>Literacy Leadership Team (LLT)</p>						
<p>Names and position titles of the members of the school-based LLT</p> <table border="1"> <thead> <tr> <th>Name</th> <th>Title</th> </tr> </thead> <tbody> <tr> <td>Barbara Clare, Director</td> <td>James Gill, Guidance Counselor</td> </tr> <tr> <td>Anthony Woodworth, Teacher</td> <td></td> </tr> </tbody> </table>	Name	Title	Barbara Clare, Director	James Gill, Guidance Counselor	Anthony Woodworth, Teacher	
Name	Title					
Barbara Clare, Director	James Gill, Guidance Counselor					
Anthony Woodworth, Teacher						
<p>Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)</p> <p>Engage in literacy training. Attend LLT district meetings. Monitor school-based literacy activities.</p>						
<p>What will be the major initiatives of the LLT this year?</p> <p>Monitor and ensure that teachers are incorporating reading in the content area in their respective career and technical programs.</p>						
<p>Every Teacher Contributes to Reading Instruction</p>						

Describe how the school ensures every teacher contributes to the reading improvement of every student

Teachers will develop lesson plans that regularly incorporate reading activities in their respective career and technical programs.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

Applied academic skills and job skills are an integral part of all our career and technical programs.

How does the school promote academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful?

Career planning is an integral part of all our career and technical programs.
Guidance counselor provides advisement to students on academic and career planning.
Our pre-apprenticeship program help promote academic and career planning.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C

We do not receive High School Feedback Reports.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students		0%		
American Indian		0%		
Asian		0%		
Black/African American		0%		
Hispanic		0%		
White		0%		
English language learners		0%		
Students with disabilities		0%		
Economically disadvantaged		0%		

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		0%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		0%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	[data excluded for privacy reasons]		0%
Students in lowest 25% making learning gains (FCAT 2.0)	[data excluded for privacy reasons]		0%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		0%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		0%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		0%

Postsecondary Readiness				
	2012 Actual #	2012 Actual %	2014 Target %	
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		<i>[data excluded for privacy reasons]</i>	0%	
Area 2: Writing				
	2013 Actual #	2013 Actual %	2014 Target %	
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5		<i>[data excluded for privacy reasons]</i>	0%	
Florida Alternate Assessment (FAA) Students scoring at or above Level 4		<i>[data excluded for privacy reasons]</i>	0%	
Area 3: Mathematics				
Elementary and Middle School Mathematics				
Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA				
Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students				
American Indian				
Asian				
Black/African American				
Hispanic				
White				
English language learners				
Students with disabilities				
Economically disadvantaged				
Algebra I End-of-Course (EOC) Assessment				
	2013 Actual #	2013 Actual %	2014 Target %	
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	0%	
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	0%	
Area 5: Science, Technology, Engineering, and Mathematics (STEM)				
All Levels				
	2013 Actual #	2013 Actual %	2014 Target	
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	19		25	
Participation in STEM-related experiences provided for students	19	100%	100%	

High Schools			
	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	1	5%	10%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		100%	100%
Students taking one or more advanced placement exams for STEM-related courses	1	0%	10%
CTE-STEM program concentrators	1		1
Students taking CTE-STEM industry certification exams	0	0%	10%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	0%
Area 6: Career and Technical Education (CTE)			
	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	364	100%	100%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	114	31%	41%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		95%	100%
Students taking CTE industry certification exams	169	46%	56%
Passing rate (%) for students who take CTE industry certification exams		85%	100%
CTE program concentrators	7	100%	100%
CTE teachers holding appropriate industry certifications	5	71%	100%
Area 8: Early Warning Systems			
High School Indicators			
	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	38	10%	5%
Students in ninth grade with one or more absences within the first 20 days	27	7%	3%
Students in ninth grade who fail two or more courses in any subject	0	0%	0%
Students with grade point average less than 2.0	0	0%	0%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	2	0%	0%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	1	0%	0%
Area 9: Parent Involvement			
Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).			
Describe parental involvement targets for your school			
766.5 Parent volunteer hours			
495 Hours attended by parents at various school functions throughout the year			

Total 1261.50

A few parents accumulate many hours because of student FFA projects. Many parents attend Back to School Night, student competitions and awards ceremonies. Because we do not "own" our students, we do not have a PTA. They are available at our home schools.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
To increase the number of parents who attend school events and functions.	23	6%%	20%

Area 10: Additional Targets

Description of additional targets

1. Even though our total enrollment of our African American students mirrors the average of two of our home schools, African American enrollment numbers are lower than total enrollment at Largo High School. We offer programs that are beneficial to all students, including minority students as a gateway to successful careers as adults.

3. Because teachers do not share common curriculum, do not share students, and work in isolation, it is a challenge to work effectively as a school-wide team. Climate survey results from 2013 reported the following:

57.1% of staff disagreed with the statement, "Staff morale is high among staff." High staff morale can have a direct impact on the effectiveness of teaching practices that improve student achievement.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase enrollment numbers, especially from our home school, Largo High School.	31	8%%	27%
Increase enrollment of African American students.	19	5%%	15%
Improve school culture among staff.	8	57%	20%

Goals Summary

Goal #1:

Increase the number of students enrolled in Engineering Energy Solutions.

Goal #2:

Increase the number of students enrolled in all CTE programs.

Goal #3:

Increase the number of parent involvement hours.

Goal #4:

Increase the number of earned industry certifications.

Goal #5:

Increase enrollment of African American students.

Goal #6:

Improve school culture among staff.

Goal #7:

Teachers will incorporate reading, writing, mathematics, and science applications into their respective career and technical curriculum.

Goal #8:

Reduce the number of student absences.

Goals Detail

Goal #1: Increase the number of students enrolled in Engineering Energy Solutions.

- Targets Supported**
- STEM
 - STEM - High School

- Resources Available to Support the Goal**
- Recruitment activities at each home school.
 - Specialty marketing of Engineering Energy Solutions to students at home schools.
 - District website to produce video highlighting Engineering Energy Solutions program to public.

- Targeted Barriers to Achieving the Goal**
- Students at home schools are not enrolling in Engineering Energy Solutions program.

Plan to Monitor Progress Toward the Goal

Action:
review survey results with SAC

Person or Persons Responsible:
Director/Guidance Counselor

Target Dates or Schedule:
November 2013

Evidence of Completion:
Agenda item and minutes on SAC November meeting.

Goal #2: Increase the number of students enrolled in all CTE programs.

Targets Supported • CTE

Resources Available to Support the Goal

- Marketing and Recruitment at Feeder Middle Schools
- Marketing and Recruitment at Home High Schools
- District Communications Office
- Commercial Arts Teacher and Students

Targeted Barriers to Achieving the Goal

- Not all middle school students and parents know about our programs.
- Not all high school students and parents know about our programs.

Plan to Monitor Progress Toward the Goal

Action:

Share the number of marketing events with SAC.

Person or Persons Responsible:

Director

Target Dates or Schedule:

After the high school registration ends.

Evidence of Completion:

The number of students and parents to whom we presented.

Goal #3: Increase the number of parent involvement hours.

Targets Supported

- Parental Involvement
- EWS - High School

Resources Available to Support the Goal

- The parents of Career Academies of Seminole are actively involved with our programs and clubs such as FFA and Skills USA.
- Career Academies of Seminole has a strong and healthy school Volunteer Program which is capable of recruiting parents as volunteers.

Targeted Barriers to Achieving the Goal

- Some parents are not familiar with the programs we offer or the opportunities available to our students.

Plan to Monitor Progress Toward the Goal

Action:

Data will be collected from parent every time they volunteer their time on our campus with students or staff.

Person or Persons Responsible:

Director and Guidance Counselor.

Target Dates or Schedule:

This will be an ongoing process but will culminate at the end of the school year.

Evidence of Completion:

A report will be generated which collects the number of hours parents volunteered within Career Academies of Seminole.

Goal #4: Increase the number of earned industry certifications.**Targets Supported** • CTE

Resources Available to Support the Goal

- Six programs out of seven earn industry certifications.
- Majority of industry certifications are earned in carpentry and electrical wiring.
- Passing rates of students taking certification exams is high.
- Our school's major focus is on industry certifications since all classes are career and technical programs.

Targeted Barriers to Achieving the Goal

- Not all students who attend our programs earn an industry certification.

Plan to Monitor Progress Toward the Goal**Action:**

Will request updates on goals and action plans from department chairs. Will report goals and action plans to SAC.

Person or Persons Responsible:

Director

Target Dates or Schedule:

October 2013, January and May 2014.

Evidence of Completion:

Documentation of earned industry certifications at the end of each semester.

Goal #5: Increase enrollment of African American students.

Targets Supported

- EWS
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Survey software
- Home school guidance counselors
- African American students at home schools

Targeted Barriers to Achieving the Goal

- Enrollment numbers of African American students enrolled in our programs does not mirror the total percentage of African American students enrolled at our home school at Largo High.

Plan to Monitor Progress Toward the Goal**Action:**

Monitor steps of action plan as they are scheduled and completed. Action plan is shared with SAC.

Person or Persons Responsible:

Director

Target Dates or Schedule:

November 2013

Evidence of Completion:

All action steps have been completed.

Goal #6: Improve school culture among staff.**Targets Supported •**

- Reading
- Reading - AMO's
- Reading - FCAT2.0
- Reading - FAA
- Reading - Learning Gains
- Reading - CELLA
- Reading - Postsecondary Readiness
- Writing
- Math
- Math - High School
- Math - High School AMO's
-
- Math - High School Postsecondary Readiness
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Veteran staff who shares wealth of experience and expertise.
- Low turnover rate of staff members.
- Small number of staff, including 1 administrator, 1 guidance counselor, 7 teachers, 1 ESE aide, 1 paraprofessional, 1 Secretary Bookkeeper, 1 DMT, 1 HPO, 1 Night Foreman, 1 Groundskeeper, 1 Plant Operator.

Targeted Barriers to Achieving the Goal

- Staff works in isolation of each other.

Plan to Monitor Progress Toward the Goal

Action:

Develop a climate survey for staff to complete. Survey results will determine if strategies are improving staff culture.

Person or Persons Responsible:

Director

Target Dates or Schedule:

Monthly

Evidence of Completion:

Survey results collected, tallied and shared with staff.

Goal #7: Teachers will incorporate reading, writing, mathematics, and science applications into their respective career and technical curriculum.

- Targets Supported**
- Reading
 - Reading - FCAT2.0
 - Writing
 - Math
 - Science
 - Science - High School

- Resources Available to Support the Goal**
- FDOE state-adopted curriculum frameworks, Teaching Channel, lesson study during Professional Learning Communities.
 - Common Core State Standards
 - Lesson and Book Study during PLC for improvement of instructional practices

- Targeted Barriers to Achieving the Goal**
- We have no assigned literacy or math coaches

Plan to Monitor Progress Toward the Goal

Action:

Review progress with teachers and SAC members.

Person or Persons Responsible:

Director

Target Dates or Schedule:

Monthly

Evidence of Completion:

Documentation of number of times students are engaged in reading, writing, math, and science activities.

Goal #8: Reduce the number of student absences.

- Targets Supported**
- EWS
 - EWS - High School

- Resources Available to Support the Goal**
- Engaging, hands-on curriculum motivates the majority of our students to attend classes regularly.
 - Students are rarely tardy to school/class because they are transported to our campus from home schools via school busses.
- Targeted Barriers to Achieving the Goal**
- Students miss the bus for a variety of reasons.

Plan to Monitor Progress Toward the Goal

Action:

Review list of students who miss the bus and number of times.

Person or Persons Responsible:

Director

Target Dates or Schedule:

Monthly

Evidence of Completion:

Number of students absent will decrease if interventions are successful.

Action Plan for Improvement

- Goal #1:** Increase the number of students enrolled in Engineering Energy Solutions.
- Barrier #1:** Students at home schools are not enrolling in Engineering Energy Solutions program.
- Strategy #1 to Overcome the Barrier** Survey students at home schools to find out why they do not enroll in Engineering Energy Solutions classes.

Step #1 to Implement Strategy #1

Action:

Develop and administer student survey.

Person or Persons Responsible:

Guidance Counselor

Target Dates or Schedule:

October 2013

Evidence of Completion:

Completed survey

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #1

Action:

Develop a timeline for survey administration.

Person or Persons Responsible:

Director

Target Dates or Schedule:

September 2013

Evidence of Completion

Survey has been developed and scheduled for administration.

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #1

Action:

Review survey results

Person or Persons Responsible:

Director and Guidance Counselor

Target Dates or Schedule:

October 2013

Evidence of Completion:

Survey results have been communicated to SAC and Engineering Energy Solutions teacher.

Goal #2:	Increase the number of students enrolled in all CTE programs.
Barrier #1:	Not all middle school students and parents know about our programs.
Strategy #1 to Overcome the Barrier	Market our programs to each of our feeder middle schools.

Step #1 to Implement Strategy #1

Action:

Schedule marketing/recruitment event at each feeder middle school.

Person or Persons Responsible:

Director and Guidance Counselor

Target Dates or Schedule:

Before high school registration period begins.

Evidence of Completion:

Schedule of event at each school.

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #2

Action:

Ensure that marketing event has been scheduled at each school.

Person or Persons Responsible:

Director

Target Dates or Schedule:

When district office announces the high school registration period.

Evidence of Completion

Schedule of marketing events at each school.

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #2

Action:

Completed schedule of each marketing event.

Person or Persons Responsible:

Director

Target Dates or Schedule:

After registration period ends.

Evidence of Completion:

Number of students and parents we marketed to at each school.

Goal #2:	Increase the number of students enrolled in all CTE programs.
Barrier #2:	Not all high school students and parents know about our programs.
Strategy #1 to Overcome the Barrier	Market our programs to each of our feeder high schools.

Step #1 to Implement Strategy #1

Action:

Develop recruitment activities at each home school.

Person or Persons Responsible:

Director and Guidance Counselor

Target Dates or Schedule:

Before high school registrations begin.

Evidence of Completion:

Recruitment activities have been developed and scheduled.

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #2 to Goal #2

Action:

Ensure recruitment activities have been developed and scheduled.

Person or Persons Responsible:

Director

Target Dates or Schedule:

Before high school registration begins.

Evidence of Completion

Recruitment activities have been scheduled at each school.

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #2

Action:

Completed schedule of recruitment activities.

Person or Persons Responsible:

Director

Target Dates or Schedule:

After registration period ends.

Evidence of Completion:

Number of students and parents who were reached during recruiting events.

Goal #3:	Increase the number of parent involvement hours.
Barrier #2:	Some parents are not familiar with the programs we offer or the opportunities available to our students.
Strategy #3 to Overcome the Barrier	Sign parents up as volunteers through our "Back to School Night" and other events where parents are invited to attend.

Step #1 to Implement Strategy #3

Action:

Provide registration forms to parents and announce the benefits of being a volunteer. Then distribute forms and encourage them to complete before the end of the evening.

Person or Persons Responsible:

Volunteer Coordinator

Target Dates or Schedule:

Back to School Night

Evidence of Completion:

Add up total number of registration forms initially. Long term evidence would include volunteer hours donated at the end of each semester.

Step #2 to Implement Strategy #3

Action:

Teachers will recruit parents who become involved with projects or club activities of their students.

Person or Persons Responsible:

Staff - primarily instructors

Target Dates or Schedule:

Ongoing throughout the year.

Evidence of Completion:

Additional volunteer registration forms submitted and total hours added at the end of the year.

Plan to Monitor Fidelity of Implementation of Strategy #3 for Overcoming Barrier #2 to Goal #3

Action:

Registration forms will be distributed and collected. The hours parents volunteer will be submitted as data in our electronic system and easily accessible.

Person or Persons Responsible:

Guidance Counselor

Target Dates or Schedule:

Ongoing but primarily at the back to school night when most parents are in attendance to distribute registration forms to.

Evidence of Completion

Each semester a report will be run using Portal and Webexone which provides a running calculation of how many hours have been volunteered by individual parent with a summary report.

Plan to Monitor Effectiveness of Strategy #3 for Overcoming Barrier #2 to Goal #3

Action:

Weekly and or monthly the counselor will log onto Webexone to review registered volunteers and check their submitted hours.

Person or Persons Responsible:

Guidance Counselor

Target Dates or Schedule:

Ongoing.

Evidence of Completion:

Evidence will be provided by simply running a report indicating the current hours accumulated up to that point.

Goal #4:	Increase the number of earned industry certifications.
Barrier #3:	Not all students who attend our programs earn an industry certification.
Strategy #1 to Overcome the Barrier	Each teacher will set a goal of a pre-determined number of students who will take an industry certification exam.

Step #1 to Implement Strategy #1

Action:

Will set an improvement goal for the number of students who will take an industry certification exam. Will incorporate action plan to prepare students to pass certification exam.

Person or Persons Responsible:

Teachers

Target Dates or Schedule:

September 2013

Evidence of Completion:

Submit goals and action plans to department chairs.

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #3 to Goal #4

Action:

Will collect goals and action plans.

Person or Persons Responsible:

Department Chairs

Target Dates or Schedule:

October 2013

Evidence of Completion

Goals and action plans will be shared with director

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #3 to Goal #4

Action:

Will document the number of students who take certification exams each semester.

Person or Persons Responsible:

Department Chairs

Target Dates or Schedule:

January and June 2014

Evidence of Completion:

Document the number of students who passed a certification exam and share with director.

Goal #5:	Increase enrollment of African American students.
Barrier #1:	Enrollment numbers of African American students enrolled in our programs does not mirror the total percentage of African American students enrolled at our home school at Largo High.
Strategy #1 to Overcome the Barrier	Survey African American students to find out why they do not enroll in our classes.

Step #1 to Implement Strategy #1

Action:

Meet with guidance counselors at Largo High to determine why students are not enrolling in our classes

Person or Persons Responsible:

Director and Guidance Counselor

Target Dates or Schedule:

October 2013

Evidence of Completion:

Meeting minutes and an action plan to address how to increase enrollment.

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #5

Action:

A plan of action to increase enrollment of students at Largo High School.

Person or Persons Responsible:

Director

Target Dates or Schedule:

October 2013

Evidence of Completion

Plan of action implementation timeline.

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #5

Action:

Action plan timeline will be implemented.

Person or Persons Responsible:

Director

Target Dates or Schedule:

November 2013

Evidence of Completion:

Each step of action plan has been scheduled.

Goal #6:	Improve school culture among staff.
Barrier #1:	Staff works in isolation of each other.
Strategy #1 to Overcome the Barrier	To create a cohesive and effective team.

Step #1 to Implement Strategy #1

Action:

1. To engage in team-building activities. 2. To establish core values as guiding principles. 3. To develop norms and protocols for working together. 4. To create a staff recognition program. 5. To re-establish department chairs and PLC Team Leader. 6. Establish a Leadership Team (administrator, guidance, department chairs and PLC Team Leader.

Person or Persons Responsible:

Staff

Target Dates or Schedule:

August/September 2013

Evidence of Completion:

Documentation that each action step has been completed.

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #6

Action:

Monitor weekly that action steps are scheduled and completed.

Person or Persons Responsible:

Director

Target Dates or Schedule:

September 2013

Evidence of Completion

Documentation checklist of action steps that have been completed and dated.

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #6

Action:

Revisit action steps each month. Survey staff that action steps are improving school culture.

Person or Persons Responsible:

Director

Target Dates or Schedule:

Monthly

Evidence of Completion:

Feedback forms are provided to teachers. Survey results are tallied and shared with staff.

Goal #7:	Teachers will incorporate reading, writing, mathematics, and science applications into their respective career and technical curriculum.
Barrier #2:	We have no assigned literacy or math coaches
Strategy #2 to Overcome the Barrier	Research instructional practices that enhance reading, writing, math and science activities within content curriculum.

Step #1 to Implement Strategy #2 - PD Opportunity

Action:

Research and implement best practices for reading, writing, math and science applications in content areas.

Person or Persons Responsible:

Teachers

Target Dates or Schedule:

Monthly throughout school year.

Evidence of Completion:

Documentation of academic activities during classroom walkthroughs.

Facilitator:

District office content supervisors and/or resource teachers.

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #2 to Goal #7

Action:

Classroom observations and walkthroughs.

Person or Persons Responsible:

Director

Target Dates or Schedule:

Weekly visit to each classroom.

Evidence of Completion

Number of times activities are documented for each weekly walkthroughs.

Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #2 to Goal #7

Action:

Documentation of students engaged in reading, writing, math and science activities during instructional time.

Person or Persons Responsible:

Director

Target Dates or Schedule:

Weekly throughout school year.

Evidence of Completion:

Documentation of activities.

Goal #8:	Reduce the number of student absences.
Barrier #2:	Students miss the bus for a variety of reasons.
Strategy #1 to Overcome the Barrier	Find out why students miss the bus.

Step #1 to Implement Strategy #1

Action:

Meet with students who miss the bus. Develop intervention plan to ensure that students get to bus on time.

Person or Persons Responsible:

Guidance Counselor

Target Dates or Schedule:

Regularly throughout school year. Weekly.

Evidence of Completion:

Documentation log of student meeting, listing reason and intervention plan.

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #2 to Goal #8

Action:

Review absence data.

Person or Persons Responsible:

Director

Target Dates or Schedule:

Weekly

Evidence of Completion

Absentee list of students. Documentation log of student meetings with guidance counselor.

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #8

Action:

Find out how many students repeatedly miss the bus.

Person or Persons Responsible:

Director

Target Dates or Schedule:

Weekly

Evidence of Completion:

List of students who have missed the bus more than one time.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school

We will use available funds and curriculum from the Office of Career and Technical Education to supplement our curriculum needs.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals:

Goal #7: Teachers will incorporate reading, writing, mathematics, and science applications into their respective career and technical curriculum.

Barrier #2: We have no assigned literacy or math coaches

Strategy #2: Research instructional practices that enhance reading, writing, math and science activities within content curriculum.

Action Step #1: Research and implement best practices for reading, writing, math and science applications in content areas.

Facilitator leader

District office content supervisors and/or resource teachers.

Participants

Teachers

Target dates or schedule

Monthly throughout school year.

Evidence of Completion and Person Responsible for Monitoring

Documentation of academic activities during classroom walkthroughs.

(Person Responsible: Teachers)

Appendix 2: Budget to Support School Improvement Goals

Budget Detail
