

Hillborough County Public Schools

South County Career Center



2016-17 School Improvement Plan

South County Career Center

2810 JOHN SHERMAN WAY, Ruskin, FL 33570

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Combination School PK-12	No	83%
Primary Service Type (per MSID File)	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	67%

School Grades History

Year
Grade

School Board Approval

This plan is pending approval by the Hillsborough County School Board.

SIP Authority and Template

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

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 monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for South County Career Center

DA Region and RED	DA Category and Turnaround Status
Southwest - Jim Browder	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

To provide all students who meet program criteria the opportunity to obtain the knowledge and skills necessary to recognize their potential and be successful at our school.

b. Provide the school's vision statement

South County Career Center provides an opportunity for our students to achieve academic success and to move forward towards their career. It is the goal of our faculty and staff to assist our students so that they may be successful in their coursework, earn a High School Diploma, and either further their education or seek gainful employment. Support is provided to help our students achieve the skills and attitudes essential for success in their careers as well as their lives.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Our career center strives to create a safe, open environment where all cultures are tolerated and respected. We make connections and create relationships that build self-confidence. Teachers spend time getting to know the students both in class and outside of class. Additionally many teachers eat lunch with students as a way to create rapport and get to know the whole student. Teachers and staff collaborate together so students are able to build relationships with all adults at the school. Even non-instructional staff, including janitorial staff, interact with students on a personal level daily. Our academic teachers incorporate hands-on differentiated instruction in their classrooms and incorporate lessons that align with the technical courses for their students. We provide hands-on experience in our technical courses to ready our students for post secondary work in their fields. The staff at South County Career Center is encouraged to incorporate multicultural content into their lessons, participate in the Multicultural Committee, and attend multicultural student events. We aim to provide our students awareness and knowledge of other cultures and the ability to learn from other students.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school

South County Career Center has a nurturing and accepting environment for all students, faculty, staff, and guests to our school. All staff are highly visible before school, after school, and during passing periods which makes students feel connected to the faculty. Periodic safety drills are conducted to convey to the students that the faculty take safety seriously. Administration's "open-door policy" and the use of positive phone calls and "positive referrals" ensures that the students feel that their needs are addressed and their positive contributions are recognized.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The culture of our school is positive with an emphasis on all students reaching their academic potential. To reach this potential we have a school wide behavior system in place. Students have the expectation to maintain a good attendance record and to be in class on time in order to obtain the

maximum benefit from instruction. Tardies are considered an incident after four or more have accrued within a grading period. HCPS policies dictate that consequences for tardies include only non-suspension consequences.

Within a grading period:

4th tardy - verbal warning

5th tardy - phone call home

6th tardy or more - referral to administration

The staff at our school is trained to follow our school "Pyramid of Interventions". The pyramid has behaviors ranging from minor incidents to major violations as well as repeated behaviors with suggested consequences. Consequences may include parent phone calls and conferences, removal from the classroom for "Academic Support Time" (AST), and referral to administration. Continued behavioral issues may lead to a performance review, a conference with the student, parent, the student's teachers, and a counselor and/or administrator to create a plan to improve student behavior. The pyramid does not include "In school Suspension" (ISS), which would remove students from classes for an entire day, but instead relies on AST where students generally only stay for a single period and receive academic support before returning to their regular schedule. By following the Pyramid, teachers are able to address behaviors that impede learning and quickly and return to instruction.

Our school also has a Positive Behavior System in place to motivate our students and show that their outside interests are important to us because our school does not have extracurricular activities. The Positive Behavior System encourages students to be invested in their school experience so they can have more responsibility and a stronger presence in their education. We provide incentives to our students as a tangible reward for doing the right thing and being successful. Providing these incentives in connection with student achievement strengthens our culture of support and success.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The faculty and staff at South County Career Center work together to ensure that students attend a school where all ethnic and cultural heritages are welcomed and respected. The school staff includes Guidance Counselors, Social Workers, and School Psychologists, all of which contribute to traditional counseling roles. The faculty and staff are encouraged to connect with the students in a positive mode. Additionally, the choice of guest speakers and special programs usually involves the message that students are not alone and should rely on the resources available to them to get through difficult times.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

Key personnel at South County Career Center receive a daily report showing students who have 5 or more and 10 or more absences. Letters are sent home when students reach the 5 and 10 absence benchmarks. The Academic Support teacher calls all students on this list daily, and the Assistant Principal for Curriculum calls students who have 10 absences or more. Appropriate personnel are also involved as needed.

The Assistant Principal calls home on all suspensions and Academic Support Time (AST) is used as an alternative to in-school suspension.

Students in edgenuity courses may check their progress daily. Parents/Guardians that have provided their email receive a weekly progress report so that they can keep up to date on the gains that their student is making. Students in face to face courses receive mid-term progress reports. Teachers are also encouraged to keep lines of communication open with parents and guardians by calling home when a student is failing a course.

Because of the nature of Career Centers as part of a drop-out prevention program, 25.9% of students have Level 1 FCAT reading scores and another 68.6% do not have an FCAT score. 31.2 % of students have Level 1 FSA reading scores and another 58.3 % do not have an FSA score. Students are placed in FSA/SAT Prep classes according to their skill levels, with more intensive interventions for level 1 students. Math students have a 21.9% level 1 test score with 73.4% do not have a math test score. Students are offered both Edgenuity and Face to Face math classes to accommodate different learning styles to suit the needs of our students. Tutoring is available for students at lunch daily to help improve these scores.

b. Provide the following data related to the school's early warning system

1. 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	
Attendance below 90 percent	0	0	0	0	0	0	0	2	1	1	24	39	5	72
One or more suspensions	0	0	0	0	0	0	0	1	2	1	1	0	0	5
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	16	14	1	31
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	14	55	1	70

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	1	1	1	10	7	1	21

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Our school provides an opportunity for students who have previously not excelled in traditional school to succeed. Students receive career training, a support network, and a path to graduation that was not available to them before. To keep parents/guardians informed our teachers send mid-term reports and contact parents whenever a student's grade drops significantly. In addition a weekly progress report is sent to parents/guardians that have provided their email. Teachers and counselors also hold regular data chats one on one with students and students in edgenuity courses may check their progress daily. Teachers, counselors and administrators also contact parents when a student has excessive absences. Continued poor performance may lead to a performance review, a conference with the student, parent, the student's teachers and a counselor and/or administrator to come up with a plan to improve student performance.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

2. Description

Our school holds Open Houses on two separate days at the beginning of the school year to be accommodating to the schedules of our busy parents. We also hold four conference nights throughout the year to keep lines of communication open and parents informed of their child's progress. These sometimes involve food or desserts for the families and exhibitions by students in the career classes. Positive phone calls home and "Positive Referrals" are integral parts of building this relationship. The "Positive Referral" is a process whereby administration contacts the parents to inform them of a student's academic or behavioral success.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Our school gets assistance from the Hillsborough Education Foundation Teacher Store by the means of free school supplies. The Teaching Tools Store helps us ensure that our students have the essential tools that they need for learning each day. These valuable tools help our teachers better prepare their students for the classroom tasks that they need to complete in order to be successful in their education.

Our PBS team requests grants from the community to gain resources for the students at our school. Funding for incentive items has been made available by DonorsChoose and incentives are managed by the PBS team. Given our school's location, structure, and size, there are not many opportunities for students to engage in extracurricular activities. Items such as footballs, soccer balls, headphones, and art supplies give our students a means to engage with others and express themselves. Providing these items in connection with student achievement strengthens our culture of support and success. These incentives will be given to students as a tangible reward for doing the right thing and being successful.

South County Career Center also utilizes its community resources with the Chamber of Commerce to assist "at-risk" students who have dropped out of traditional school or who have the potential to do so. Each school year grants are written by faculty members and the funds are distributed for pre and post-graduation materials. Faculty members that write the grants review student needs and decide the allocation of funds for the students.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Kovacs, Tibor	Principal
Bryant, Latoya	Instructional Coach
Soriano, Alison	Teacher, K-12
Thomas, Victoria	Administrative Support
Duryee, Babita	Guidance Counselor
Hampton, Carmelita	Guidance Counselor
Ambrosino, Meghan	Teacher, Career/Technical

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Our Assistant Principals, Jennifer Davis and Carol Alda, work together to ensure the safety and academic success of our students. Ms. Davis works diligently with curriculum while Ms. Alda manages discipline so that our school runs efficiently.

The "management team" meets weekly to discuss past events, upcoming events, and the overall direction of the school, both behaviorally and academically. The format is that of a "round-table" discussion and all participants are invited to contribute issues and possible solutions. The meetings are frequently themed to a specific topic, i.e. Performance-based students, ESE students. The information from these meetings is then disseminated through internal email and/or at faculty meetings.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

With the exception of SAC funds, the issues of resource identification and alignment are discussed as needed at weekly management team meetings, with the final decision resting with the principal. This includes aligning personnel and materials with student outcomes. SAC fund allocations are decided at bi-monthly SAC meetings, with input requested from all staff members on how those resources should be allocated. The bookkeeper and IT manager conduct an equipment inventory annually and ongoing inventory is maintained by the IT manager.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Tibor Kovacs	Principal
Paul Keeney	Business/Community
Carmelita Hampton	Education Support Employee
Ana Montejo	Education Support Employee
Alison Soriano	Teacher
Naiome Ramos	Student
Melissa Brown	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

The SAC reviews and evaluates the previous year's school improvement plan at the pre-planning meeting in August.

b. Development of this school improvement plan

SAC members, faculty and other stakeholders develop the school improvement plan at formal and ad hoc meetings beginning at pre-planning in August and throughout September and October.

c. Preparation of the school's annual budget and plan

We have not received the allocation for SAC for the 2016-2017 school year as of yet. Once we receive the allocation the leadership team will meet with the bookkeeper, review past expenses and upcoming projects and collaborate to align the budget to the school's needs.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The FY16 SAC Allocation was \$442 which was spent on books for teachers classroom libraries.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Kovacs, Tibor	Principal
Bryant, Latoya	Instructional Coach
Brown, Melissa	Teacher, K-12
Messina, Victoria	Teacher, K-12
Proenza, Sylvia	Teacher, ESE
Soriano, Alison	Teacher, K-12
Faulkner-Elliott, Veda	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The LLT helps insure that the CIS model can be integrated into all classes. All teachers are encouraged to attend LAFS training and attend follow-up PLCs, where CIS lessons can be peer-reviewed. The highest-risk readers have been identified and a curriculum that targets those readers is being implemented with fidelity. Reading and English classes are integrating writing strategies, LAFS and CIS writing into the curriculum to increase students' ability to write effectively.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

All teachers attend bi-monthly PLCs to review data and collaborate with their department. Also bi-monthly, the entire faculty comes together to discuss issues that affect or involve everyone. Furthermore, the school climate and culture are conducive to sharing ideas and collaborative planning. This culture is maintained through informal gatherings hosted by the FISH Committee to recognize birthdays, holidays, and special events to boost employee morale.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Jobs are posted to the District website and staff are encouraged to recruit qualified personnel who would fit into the school culture well. Due to administration's open-door policy, these staff referrals are often hired.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Mentors at SCCC work to create a positive and enduring impact on their mentees professional life by being highly committed to the task of helping beginning teachers find success and gratification in their work. SCCC mentors are experienced teachers that coach beginning teachers to improve their performance wherever their skill level. During their scheduled meetings mentors and mentees promote professional conversation that is focused on enhancing teacher performance and student learning.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Teachers follow county curriculum, which is aligned to Florida Standards, and may supplement with teacher-created materials that are also aligned to standards. The district's observation and evaluation system gives teachers feedback from administration that includes how instruction aligns with Florida standards. Department heads meet with their departments to ensure all teachers have materials and information they need.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Our school utilizes two paths to graduation for our students; 18 Credit Accel Diploma or Performance Based Diploma. To help our students reach their full potential our teachers in the FSA/SAT Prep course supplement or modify instruction to assist students that are having trouble reaching their benchmark on state assessments. This class which focuses on mastery of reading skills and test taking strategies. To meet the needs of our students we also offer math classes face to face or computer based with the Edgenuity program. Career classes support this instruction through appropriate math- and/or reading-based projects. Tutoring is also available in math, social studies, test prep, and industry certification for identified students during lunch.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 7,200

Students have the opportunity to attend daily lunch and learn sessions in core academic classes such as math, social studies, test prep, and industry certification.

Strategy Rationale

Students can use this valuable time to catch up on missed work and progress in their Edgenuity courses. This is also a great time for them to get one on one tutoring for concepts that they are struggling with.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Soriano, Alison, alison.soriano@sdhc.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Students Edgenuity progress will be monitored weekly to make sure that they are making gains in their courses. Their tech teacher will collect data from their industry certification test to determine if lunch and learn is effective and students are making gains.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

For all incoming students, there is an orientation to go over rules, guidelines and expectations of behavior and academic performance. We also hold an all-school assembly at the beginning of the school year to introduce faculty and share expectations. Incoming students are given the Test of Adult Basic Education (TABE) and teachers hold follow-up data chats.

For outgoing students (graduating seniors), students are exposed to various options for life after graduation, including college, technical school and the work force. Seniors participate in a "Senior Survival" skills class that provides information and materials they will need for post-secondary life.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Seniors are prepared for post-secondary education by taking field trips to and hearing guest speakers from area colleges and technical schools, going to college and career fairs, applying for FAFSA, scholarships and grants.

Seniors are prepared for careers through career exploration through their technical classes, preparing applications, resumes and cover letters as part of their senior skills class, attending job fairs and hearing guest speakers from industry throughout the year and at the Great American Teach-In.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Construction Technology - NCCER (Carpentry Level 1) Certification

Automotive Technology - Florida Automotive Dealers' Association (FADA) / Entry-level Technician Certification

Culinary - ServSafe & ProStart Certifications

JROTC - Advanced placement in military service

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Reading teachers supplement curriculum with articles related to career classes offered here.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase graduation percentage rate of our senior class by 10%
- G2.** Reading Goal: Increase average TABE Reading level by 1.1 grade levels.
- G3.** Writing Goal: To be determined by FSA data, which is not currently available
- G4.** Math Goal: Increase average TABE Total Math level by 1.1 grade levels.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Increase graduation percentage rate of our senior class by 10% **1a**

 G082109

Targets Supported **1b**

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	10.0

Targeted Barriers to Achieving the Goal **3**

- low passing rate on state standardized tests

Resources Available to Help Reduce or Eliminate the Barriers **2**

- lunch tutoring
- reading coach
- FSA/ACT prep class and curriculum

G2. Reading Goal: Increase average TABE Reading level by 1.1 grade levels. 1a

G082018

Targets Supported 1b

Indicator	Annual Target
Level 1 - All Grades	6.5

Targeted Barriers to Achieving the Goal 3

- Attendance
- Low student performance on TABE

Resources Available to Help Reduce or Eliminate the Barriers 2

- FSA/SAT Prep
- CIS Model
- LAFS Training and follow-up PLCs

Plan to Monitor Progress Toward G2. 8

FAIR data is gathered for all students at regular intervals

Person Responsible

Latoya Bryant

Schedule

Quarterly, from 8/23/2016 to 5/26/2017

Evidence of Completion

PLC logs showing the data are kept and filed with the AP

G3. Writing Goal: To be determined by FSA data, which is not currently available 1a

 G082019

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	

Targeted Barriers to Achieving the Goal 3

- Low student performance on TABE

Resources Available to Help Reduce or Eliminate the Barriers 2

- IR1 & IR3 Curricula
- CIS Model
- ELP Tutor

Plan to Monitor Progress Toward G3. 8

This data is not currently available. This will be completed when this information becomes available.

Person Responsible

Victoria Messina

Schedule

On 5/26/2017

Evidence of Completion

Evidence will be determined once data becomes available.

G4. Math Goal: Increase average TABE Total Math level by 1.1 grade levels. 1a

G082020

Targets Supported 1b

Indicator	Annual Target
Level 1 - All Grades	6.2

Targeted Barriers to Achieving the Goal 3

- Low student performance on TABE

Resources Available to Help Reduce or Eliminate the Barriers 2

- Peer speakers
- Online resources
-

Plan to Monitor Progress Toward G4. 8

The math department will meet to discuss data and goals in their PLCs. Data will include student progress on Edgenuity courses and grades on Edgenuity course tests and exams that show achievement.

Person Responsible

Carmelita Hampton

Schedule

Biweekly, from 8/23/2016 to 5/26/2017

Evidence of Completion

At each PLC, a meeting log will be completed showing attendance, data, and results of discussions. These documents are turned into the AP to be reviewed.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G2. Reading Goal: Increase average TABE Reading level by 1.1 grade levels. **1**

 G082018

G2.B1 Attendance **2**

 B216967

G2.B1.S3 Honor roll / Principal's List certificate presented in HR **4**

 S229265

Strategy Rationale

Students will attend to earn certificates & will have added pride of public recognition

Action Step 1 **5**

Principal will award certificates to perfect attendees in HomeRoom

Person Responsible

Tibor Kovacs

Schedule

Monthly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Overall month-to-month attendance percentage

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Quarterly ceremony will be held

Person Responsible

Tibor Kovacs

Schedule

On 5/26/2017

Evidence of Completion

Photos will be taken at ceremony

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Attendance documents are pulled regularly

Person Responsible

Carmelita Hampton

Schedule

Monthly, from 8/23/2016 to 5/26/2017


Evidence of Completion

Reports are discussed at meeting and filed

G2.B5 Low student performance on TABE **2**

 B216971

G2.B5.S2 Implement FSA/SAT Prep curricula for identified students **4**

 S229268

Strategy Rationale

This curriculum is effective for improving student achievement.

Action Step 1 **5**

Implement FSA/SAT prep for identified students

Person Responsible

Latoya Bryant

Schedule

On 5/26/2017

Evidence of Completion

Compare 2016-17 TABE results to previous years'

Plan to Monitor Fidelity of Implementation of G2.B5.S2 **6**

Reading Coach and administration will monitor implementation as part of in-class observations

Person Responsible

Latoya Bryant

Schedule

Monthly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Anecdotal evidence will be used to monitor curriculum implementation.

Plan to Monitor Effectiveness of Implementation of G2.B5.S2 7

Students will be placed in FSA/SAT Prep classes and will focus on test taking strategies so that they may increase their TABE Reading level.

Person Responsible

Latoya Bryant

Schedule

On 5/26/2017

Evidence of Completion

Data from reading lessons will be collected, analyzed, and discussed at PLC meetings to determine what skills still need to be mastered.

G3. Writing Goal: To be determined by FSA data, which is not currently available 1

G082019

G3.B4 Low student performance on TABE 2

B216975

G3.B4.S2 Implement CIS Model 4

S229270

Strategy Rationale

CIS Model incorporates multiple writing strategies

Action Step 1 5

Reading Coach will assist with CIS implementation in all classes

Person Responsible

Latoya Bryant

Schedule

Biweekly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Reading Coach's Log

Plan to Monitor Fidelity of Implementation of G3.B4.S2 6

This data is not currently available. This will be completed when this information becomes available.

Person Responsible

Victoria Messina

Schedule

On 5/26/2017

Evidence of Completion

Proper evidence will be determined when this information becomes available.

Plan to Monitor Effectiveness of Implementation of G3.B4.S2 7

This data is not currently available. This will be completed when this information becomes available.

Person Responsible

Victoria Messina

Schedule

On 5/26/2017

Evidence of Completion

Necessary evidence will be determined when this data becomes available.

G4. Math Goal: Increase average TABE Total Math level by 1.1 grade levels. 1

G082020

G4.B4 Low student performance on TABE 2

B216980

G4.B4.S1 Friday fundamental questions 4

S229271

Strategy Rationale

students gain skills in entertaining environment

Action Step 1 5

The students answer a school wide math question for a prize every week.

Person Responsible

Victoria Messina

Schedule

Weekly, from 8/23/2016 to 5/26/2017

Evidence of Completion

Database of questions is being compiled

Plan to Monitor Fidelity of Implementation of G4.B4.S1 6

Questions are reviewed every week

Person Responsible

Tibor Kovacs

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Student list of winners is compiled

Plan to Monitor Effectiveness of Implementation of G4.B4.S1 7

Teachers will provide data from classwork to show if students are improving

Person Responsible

Carmelita Hampton
















Schedule

On 5/26/2017

Evidence of Completion

PLC logs are completed at each meeting

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2016					
G2.B5.S2.A1  A291936	Implement FSA/SAT prep for identified students	Bryant, Latoya	8/10/2016	Compare 2016-17 TABE results to previous years'	5/26/2017 one-time
G4.B4.S1.MA1  M297390	Questions are reviewed every week	Kovacs, Tibor	8/22/2016	Student list of winners is compiled	5/26/2017 weekly
G4.MA1  M293802	The math department will meet to discuss data and goals in their PLCs. Data will include student...	Hampton, Carmelita	8/23/2016	At each PLC, a meeting log will be completed showing attendance, data, and results of discussions. These documents are turned into the AP to be reviewed.	5/26/2017 biweekly
G4.B4.S1.MA1  M297391	Teachers will provide data from classwork to show if students are improving	Hampton, Carmelita	8/23/2016	PLC logs are completed at each meeting	5/26/2017 one-time
G2.B1.S3.MA1  M293796	Quarterly ceremony will be held	Kovacs, Tibor	8/23/2016	Photos will be taken at ceremony	5/26/2017 one-time
G4.B4.S1.A1  A294685	The students answer a school wide math question for a prize every week.	Messina, Victoria	8/23/2016	Database of questions is being compiled	5/26/2017 weekly
G2.B1.S3.MA1  M297396	Attendance documents are pulled regularly	Hampton, Carmelita	8/23/2016	Reports are discussed at meeting and filed	5/26/2017 monthly
G2.MA1  M293798	FAIR data is gathered for all students at regular intervals	Bryant, Latoya	8/23/2016	PLC logs showing the data are kept and filed with the AP	5/26/2017 quarterly
G2.B5.S2.MA1  M293797	Reading Coach and administration will monitor implementation as part of in-class observations	Bryant, Latoya	8/29/2016	Anecdotal evidence will be used to monitor curriculum implementation.	5/26/2017 monthly
G2.B1.S3.A1  A291935	Principal will award certificates to perfect attendees in HomeRoom	Kovacs, Tibor	8/29/2016	Overall month-to-month attendance percentage	5/26/2017 monthly
G3.B4.S2.A1  A291938	Reading Coach will assist with CIS implementation in all classes	Bryant, Latoya	8/29/2016	Reading Coach's Log	5/26/2017 biweekly
G2.B5.S2.MA1  M296027	Students will be placed in FSA/SAT Prep classes and will focus on test taking strategies so that...	Bryant, Latoya	8/29/2016	Data from reading lessons will be collected, analyzed, and discussed at PLC meetings to determine what skills still need to be mastered.	5/26/2017 one-time
G3.B4.S2.MA1  M293800	This data is not currently available. This will be completed when this information becomes...	Messina, Victoria	No Start Date	Proper evidence will be determined when this information becomes available.	5/26/2017 one-time
G3.MA1  M296563	This data is not currently available. This will be completed when this information becomes...	Messina, Victoria	No Start Date	Evidence will be determined once data becomes available.	5/26/2017 one-time
G3.B4.S2.MA1  M296033	This data is not currently available. This will be completed when this information becomes...	Messina, Victoria	No Start Date	Necessary evidence will be determined when this data becomes available.	5/26/2017 one-time

V. Professional Development Opportunities

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

G3. Writing Goal: To be determined by FSA data, which is not currently available

G3.B4 Low student performance on TABE

G3.B4.S2 Implement CIS Model

PD Opportunity 1

Reading Coach will assist with CIS implementation in all classes

Facilitator

Latoya Bryant

Participants

All academic teachers

Schedule

Biweekly, from 8/29/2016 to 5/26/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G2.B1.S3.A1	Principal will award certificates to perfect attendees in HomeRoom	\$0.00
2	G2.B5.S2.A1	Implement FSA/SAT prep for identified students	\$0.00
3	G3.B4.S2.A1	Reading Coach will assist with CIS implementation in all classes	\$0.00
4	G4.B4.S1.A1	The students answer a school wide math question for a prize every week.	\$0.00
Total:			\$0.00