

Hillborough County Public Schools

South County Career Center



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Combination School PK-12	No	81%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	69%

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for South County Career Center

DA Region and RED	DA Category and Turnaround Status
Southwest - Julio Valle	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 SCCC 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. Our non-instructional staff also interacts 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. Our Community Outreach For Employment Committee works to assist students with opportunities to gain employment with partners in our community. We aim to provide our students awareness and knowledge of other cultures and the ability to learn from other students. All students are assigned a Peer Counseling course during 6th period and teachers utilize this opportunity to interact on a more personal level with their students as well as to set and meet goals. Our Communications Committee increases student and parent engagement by clearly communicating information.

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. Our aim is to maintain a positive environment that will motivate and inspire both staff and students to take ownership and take action to achieve highly ambitious goals.

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 conferences with students, parent phone calls, conferences with parents, 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. 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. Each week during 6th period we offer a Fun Friday opportunity for students to attend if they have met the criteria. 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. We utilize Peer Counseling during 6th period to make sure teachers have ample time in school to meet the social-emotional needs of all students.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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 automated system call home about daily absences, the Social Worker calls home after repeated absences, and the Assistant Principal for Curriculum calls students who have 10 absences or more. Appropriate personnel are also involved as needed. The Attendance Committee sets incentives to encourage students to increase their daily attendance.

The Assistant Principal calls home on all suspensions.

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 many students have Level 1 scores on statewide, standardized assessments in English Language Arts or mathematics. Students are placed in FSA/SAT Prep classes according to their skill levels, with more intensive interventions for level 1 students. 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	0	0	1	19	27	6	53
One or more suspensions	0	0	0	1	0	0	0	1	7	3	3	6	3	24
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	1	11	56	41	34	143

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	0	1	2	1	38	62	8	112

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 address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), 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. 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. We are also creating the first ever PTSO at South County to improve family engagement.

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.

The Professional Development Committee created and delivered a professional development presentation to SCCC Faculty at the beginning of the school year. The topic was Resource Procurement, and the presentation included information about Florida School funding, and grant opportunities available to classroom teachers. Additionally, actual examples of 3 successful grants were shared to support teacher grant development.

Our Incentive Community Outreach Committee strives to attain items and funding to support our students. South County Career Center has developed many positive relationships with local businesses and the community through the years. These have been maintained by having open yearly communication and written expressions of appreciation. The Community Outreach Committee meets monthly to determine which SCCC staff members can network to be able to secure funds and resources for incentives for the students, faculty, and staff.

We are desiring to build Community Partnerships so that they will be able to comprehend what we are trying to do for our students here and ultimately hire them because of the skillset they acquire here.

Our PBS team also 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

1. School Leadership Team

a. Membership

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

Name	Title
Thomas, Victoria	Other
Bryant, Latoya	Instructional Coach
Hampton, Carmelita	Guidance Counselor
Ambrosino, Meghan	Teacher, Career/Technical
Soriano, Alison	Teacher, K-12
Davis, Jennifer	Principal

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 Principal, Carole Fernandez works seamlessly with our Principal to ensure the safety and academic success of our students. She works diligently with curriculum while also managing 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. 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

Resource identification and alignment issues 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. 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
Alison Soriano	Teacher
Ana Montejo	Education Support Employee
Naiome Ramos	Student
Jennifer Davis	Principal
Jennifer West	Teacher
Jane Varalli	Business/Community
Jason Gordon	Teacher
Nathania Carroll	Teacher
Carole Fernandez	Teacher
Ruby Gordon	Business/Community
Tiffany Whitsel	Student
Beth Hoover	Parent
Hannah Gold	Student
Benjamin Albarado	Student
Sean McIntosh	Student
Herminiana Cheesebro	Business/Community
Diana Negrete	Student

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

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 2017-2018 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

For the FY17 we did not have a SAC Allocation.

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
Bryant, Latoya	Instructional Coach
Brown, Melissa	Teacher, K-12
Messina, Victoria	Teacher, K-12
Proenza, Sylvia	Teacher, ESE
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 uses data to analyze the effectiveness of instruction and redesign instruction and resources to meet student learning and intervention needs. They analyze data from district quarterly assessments including, FAIR data, FSA data, ACT and SAT data, and other formative assessments to determine the effectiveness of core instruction as well as the needs of individual students. Reading teachers have identified the highest-risk readers and a curriculum that targets those readers is being implemented with fidelity. The English Department creates opportunities for all teachers at SCCC to integrate writing strategies into their curriculum to increase students' ability to write effectively.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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. Teachers that team teach are required to take the collaborative teaching class. The Professional Development Committee creates and delivers a professional development presentations to SCCC Faculty throughout the school year.

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. many teachers utilized technology based instruction through the Edgenuity program which has been designed to align with Florida's standards. The Edgenuity Committee strives to increase rigor by helping students in notetaking and motivating students to maintain adequate progress throughout their course. 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 24 Credit Standard 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. Boot camps are held for targeted students throughout the school year to help them prepare for upcoming standardized tests. 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 address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

The Student Intake/Application Committee works to ensure that student transition at South County Career Center runs smoothly. 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. Teachers hold data chats with their students so they understand their path to graduation and what their next steps are. The Edgenuity Committee motivates and inspires students to take ownership of their learning to achieve their goal of completing courses within a semester.

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 the Success Lab which provides information and materials as well as builds necessary skills 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

The Community Outreach - Employment Committee strives to enable and prepare students with skills and knowledge needed to obtain/maintain employment. They are building buy-in from community stakeholders by developing action plans and communicating those plans effectively with stakeholders

and consistently following through.

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.

In addition, the Success Lab helps with College and Career Readiness by working with Juniors and Seniors to sharpen their skills. Juniors learn about Personal Finance and Seniors create Career Portfolios.

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

Automotive Technology students learn the fundamentals in the classroom and then they apply what they've learned to real-world projects. Students at South County Career Center give students the opportunity to use tools and diagnostic equipment found in many of today's successful auto repair shops. Students are also given the opportunity to take the Florida Automotive Dealers' Association (FADA) / Entry-level Technician Certification.

JROTC students are given the opportunity to earn leadership roles in the classroom while they learn about leadership strategies, military customs, and principals of good citizenship. The program promotes graduation from high school, and provides instructional opportunities which benefit the student, community and nation. Students that are successful in this program can earn advanced placement in military service.

Hospitality and tourism Management Program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Hospitality & Tourism career cluster.

Digital Information Technology students are provided instruction for today's business environment using Microsoft Office applications. They will have the opportunity to get certified in each of those areas to become a Microsoft Office specialist. Emphasis is placed on developing fundamental computer skills. The intention of this course is to prepare students to be successful both personally and professionally in an information based society.

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 part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

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.

ELA Retakes for 11th and 12th graders had a 1% pass rate (1/57) in the Spring of 2017 and 1% pass rate in the Fall of 2016 (1/47) with a mean score of 322 and a pass rate of 350. Of the 43 10th grade ELA testers 0 passed during the 2016-2017 school year with a mean score of 315, the pass rate being 350.

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 the mean score by 15 points and to increase the pass rate to over 15%.

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 the mean score by 15 points and to increase the pass rate to over 15%. 1a

G093766

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	15.0

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

Plan to Monitor Progress Toward G1. 8

Data will be collected and reviewed throughout the year to determine progress towards increasing student achievement when all teachers increase writing opportunities in their courses that align with Florida Standards.

Person Responsible

Latoya Bryant

Schedule

Monthly, from 9/1/2017 to 5/4/2018

Evidence of Completion


Evidence will be collected to ensure that student achievement has increased when structures are in place that focus on attendance, behavior, academic supports, and course completion.

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

G1. Increase the mean score by 15 points and to increase the pass rate to over 15%. 1

G093766

G1.B1 low passing rate on state standardized tests 2

B251662

G1.B1.S1 Test prep tutoring and classes 4

S265416

Strategy Rationale

This will better prepare students for the tests

Action Step 1 5

Teachers will receive Professional Development on teaching writing and then students school wide will be given additional opportunities to improve their writing through individualized lessons which target fundamentals. These lessons are provided by the English Department Head and taught in Peer Counseling.

Person Responsible

Victoria Messina

Schedule

Weekly, from 8/28/2017 to 5/21/2018

Evidence of Completion

The Peer Counseling teachers will review student work and give actionable feedback.

Action Step 2 5

Students will utilize the Edgenuity program to assist with writing opportunities.

Person Responsible

Victoria Messina

Schedule

Weekly, from 8/28/2017 to 5/21/2018

Evidence of Completion

Edgenuity teachers will review student writing samples in the Edgenuity program and give immediate feedback.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Teachers will make sure that students follow the academic integrity guidelines at South County Career Center.

Person Responsible

Victoria Messina

Schedule

On 5/21/2018

Evidence of Completion

The Edgenuity Committee will work hand in hand with the English Department to ensure the plan for the strategy was monitored and implemented with fidelity.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Each student will have a Peer Counseling class to ensure their progress and give timely feedback.

Person Responsible

Carmelita Hampton

Schedule

Weekly, from 8/28/2017 to 5/21/2018

Evidence of Completion

Teachers will collect writing samples in their Peer Counseling class and review them individually with students. Teachers will monitor progress and discuss data with appropriate individuals.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 M376645	Data will be collected and reviewed throughout the year to determine progress towards increasing...	Bryant, Latoya	9/1/2017	Evidence will be collected to ensure that student achievement has increased when structures are in place that focus on attendance, behavior, academic supports, and course completion.	5/4/2018 monthly
G1.B1.S1.MA1 M376868	Teachers will make sure that students follow the academic integrity guidelines at South County...	Messina, Victoria	8/21/2017	The Edgenuity Committee will work hand in hand with the English Department to ensure the plan for the strategy was monitored and implemented with fidelity.	5/21/2018 one-time
G1.B1.S1.MA1 M376877	Each student will have a Peer Counseling class to ensure their progress and give timely feedback.	Hampton, Carmelita	8/28/2017	Teachers will collect writing samples in their Peer Counseling class and review them individually with students. Teachers will monitor progress and discuss data with appropriate individuals.	5/21/2018 weekly
G1.B1.S1.A1 A353285	Teachers will receive Professional Development on teaching writing and then students school wide...	Messina, Victoria	8/28/2017	The Peer Counseling teachers will review student work and give actionable feedback.	5/21/2018 weekly
G1.B1.S1.A2 A353418	Students will utilize the Edgenuity program to assist with writing opportunities.	Messina, Victoria	8/28/2017	Edgenuity teachers will review student writing samples in the Edgenuity program and give immediate feedback.	5/21/2018 weekly

V. Professional Development Opportunities

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

G1. Increase the mean score by 15 points and to increase the pass rate to over 15%.

G1.B1 low passing rate on state standardized tests

G1.B1.S1 Test prep tutoring and classes

PD Opportunity 1

Teachers will receive Professional Development on teaching writing and then students school wide will be given additional opportunities to improve their writing through individualized lessons which target fundamentals. These lessons are provided by the English Department Head and taught in Peer Counseling.

Facilitator

Victoria Messina

Participants

Peer Counseling Teachers

Schedule

Weekly, from 8/28/2017 to 5/21/2018

VI. Technical Assistance Items

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

G1. Increase the mean score by 15 points and to increase the pass rate to over 15%.

G1.B1 low passing rate on state standardized tests

G1.B1.S1 Test prep tutoring and classes

TA Opportunity 1

Students will utilize the Edgenuity program to assist with writing opportunities.

Facilitator

Victoria Messina

Participants

Edgenuity Teachers

Schedule

Weekly, from 8/28/2017 to 5/21/2018

VII. Budget

1	G1.B1.S1.A1	Teachers will receive Professional Development on teaching writing and then students school wide will be given additional opportunities to improve their writing through individualized lessons which target fundamentals. These lessons are provided by the English Department Head and taught in Peer Counseling.	\$0.00
2	G1.B1.S1.A2	Students will utilize the Edgenuity program to assist with writing opportunities.	\$0.00
Total:			\$0.00