

WELCOME TO  
**change**



# **School Improvement Plan 2016-17**

## **Career Academies of Seminole**

Michael A. Grego, Ed.D.  
Superintendent

Pinellas County Schools





## School Profile

<b>Principal:</b> Barbara Clare	<b>SAC Chair:</b> Bill Koyutis
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<b>School Vision</b>	100% Student Success
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<b>School Mission</b>	To make a positive difference for every student while preparing them for success in continuing education, careers and life.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
	2%	4%	8%	3%	82%	1%

<b>School Grade</b>	<b>2016:</b> No Grade	<b>2015:</b> No Grade	<b>2014:</b> No Grade	<b>Title 1 School?</b>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %
Proficiency All	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Learning Gains All	N/A	N/A	N/A	N/A								
Learning Gains L25%	N/A	N/A	N/A	N/A								

### School Leadership Team

Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Barbara	Clare	FT	4-10 years
Counselor	Michael	Ballard	FT	Less than 1 year
Select Role				
Select Role				
Select Role				
Select Role				
Select Role				
Select Role				
Select Role				
Select Role				
Select Role				
Select Role				
<b>Total Instructional Staff:</b>	6		<b>Total Support Staff:</b>	9



# School Culture for Learning

Connections: District Strategic Plan ●Goals 2, 3  
Marzano Leadership ●Domain 5

## School-wide Behavior Plan

1. Describe your school’s expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

Be cooperative.  
Be respectful.  
Be responsible.  
Be productive.  
Be safe.

2. What is your plan for ensuring that the school-wide expectations transfer to the classrooms? How does the school ensure that expectations are implemented equitably in the handling of student behavior?

Each teacher has agreed to adopt the school wide expectations in each classroom. They will be posted in the hallway, in the offices, in each classroom and lab/shop areas, and on our website and Facebook page. Each staff member will use those expectations as part of their classroom management and positive intervention plans.

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

Since we have been able to offer individual support to each of our students, and in anticipation of moving a full service school, we will develop a system that includes:  
Tier 1 strategies: School wide  
Tier 2: strategies: For the 20% of students in which Tier 1 is not working.  
Tier 3 strategies: For the remaining students in which Tier 2 interventions are not working.

## Data-Based Problem Solving

4. Describe your school’s plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

Student and parent conferences, parent contacts via email and by phone, progress reports, one-on-one support, and guidance services.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboard, disparity gap or Healthy Schools data).

Guidance will keep a log of interventions and services to students and review behavior and academic progress of those receiving interventions. Data source will be Focus.

## High Expectations for All

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

Teachers hold each student accountable for high expectations by providing hands-on learning, using standards-based and performance-based curriculum and instruction.

**School Culture / SWBP / Key Strategies**

<b>Goal 1:</b> What is your primary goal and strategy to improve the overall culture, climate at your school?	
Goal: Create student advisory councils that will meet quarterly with the director. The director will share feedback to staff and implement changes to improve the culture. Student climate surveys will be developed and completed by students at the end of each semester.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Student feedback through surveys and advisory councils.	Barbara Clare and teachers
<b>Goal 2:</b> What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	
Goal: 90% of Black students will demonstrate academic proficiency by completing one or more career and technical courses as measured by earning a grade of C or higher.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
High engagement rate of learning through hands-on learning Parent communication Guidance services.	Barbara Clare
<b>Optional Goal:</b> Describe any other goal you may have related to school culture or behavior. Use only if needed.	
Goal: 100% of Black students will demonstrate school wide expectations as measured by the number of discipline referrals processed and entered in Focus.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
High engagement rate of learning through hands-on learning. Parent communication. Guidance services.	Barbara Clare



## Standards-Based Instruction for Learning

Connections: District Strategic Plan • Goals 1,2,4,5  
Marzano Leadership • Domain 1,2,3,4

7. Describe your school’s efforts to align instruction to state standards, increase academic rigor and student engagement. What successes have you seen to date? What data did you review to measure your success?

Use of state approved standards-based curriculum that drives instruction.  
Hands-on learning, personalized learning, project-based learning, and skills proficiency.  
Successes: Hands on learning and projects; skills proficiency.  
Data sources: Classroom visitations, student grades, proficiency checklists, and industry certifications.

8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key areas for improvement in your school? What data did you review in reaching these conclusions?

Increase personalized learning and project and problem-based learning.  
Data sources: Teacher data, classroom visitations; lesson plans.

9. Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff's use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

Teachers use skills checklists, tests, assignments, industry certifications, student feedback on projects and having students tracking their own progress using the Marzano scales.

10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

Use of state approved standards curriculum.  
 Articulations with SPC and PTC.  
 Providing learning opportunities within the teachers' respective curriculum that imbeds college and career readiness skills.

**Standards-Based Instruction / Key Strategies**

Provide the following information on the key strategies that your school will use to increase the amount and quality of learning time. List the school-wide strategies that will be your focus for the coming year.

Instructional Strategy 1	
Collaborative learning and project-based learning.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Teacher reporting and classroom observations.	Barbara Clare and teachers
Instructional Strategy 2	
Personalized learning and student competitions that promote applied learning.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Teacher reports and classroom observations.	Barbara Clare and teachers
Instructional Strategy 3	
In school lab activities and community based learning that includes clinical experiences.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Teacher reports and classroom observations.	Barbara Clare and teachers



## Collaboration for Professional Growth

Connections:

District Strategic Plan ●Goals 1,2,4,5  
 Marzano Leadership ●Domain 2, 4

11. Describe your school's efforts to encourage a positive working relationship between teachers, staff and administrators. Please reference specific lessons or growth areas found from a review of your school's AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

AdvancED climate survey revealed that there is a need to improve in the area of trust among staff and administration. To improve collegiality and trust among staff, director will use book study/articles/videos on

promoting a positive workplace and building trust. Director will rotate among teachers and staff to have conversations/discussions about their achievements, ideas, and challenges during planning periods and after school to develop more positive working relationships. Director will also plan deliberate staff recognitions through notes, emails, staff kudos, gift cards, luncheon celebrations and teacher appreciation activities. Director will frequently ask staff for feedback and increase efforts to make collaborative decisions, and survey staff quarterly as a guide to monitor the effectiveness of efforts.

12. Describe your school’s plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

Teachers have scheduled common planning daily. Entire staff has one hour at the end of each school day to meet. PLC meetings are scheduled weekly for teachers to collaborate and share student data and instructional practices. In addition, meetings will be held within departments/programs during common planning for data chats. The following topics will be scheduled during PLCs throughout the school year:

- Conduct data chats that discuss, monitor and change teacher practices in regards to grades, industry certifications, occupational completion points, course completions, and program completions.
- Teachers will discuss and develop strategies to improve learning for students who are earning Ds and Fs.
- Use Critical Friends protocol among teachers to provide feedback in regards to project-based learning, and lesson plans to inform teachers of improved practice.
- Teachers will share topics to integrate technology, develop competency-based grading system, and to further personalize learning for students.
- Further develop a better understanding of Marzano’s elements on the learning map to improve teaching practices.

**Professional Development**

13. Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

Professional development focus areas include Marzano’s instructional learning elements, competency-based instruction, personalized learning, school visits, and project-based learning.

Provide a list of the key professional development opportunities that you have planned as part of your school’s sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, Culturally Responsive Instruction or Data Driven Instruction).

**Targeted Trainings / Teacher and Staff Growth Areas**

Key trainings planned for summer / fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
Personalized learning	Summer, Clearwater High School	Teachers	Better implementation of project-based learning.
Competency-based grading	Ongoing throughout school year	Teachers	Effective grading of standards instead

			of compliance grading.
Project-based learning	Ongoing throughout the school year	Teachers	More teachers developing projects for their students.



## Family and Community Engagement

Connections: **District Strategic Plan • Goals 1,3,6,7**  
**Marzano Leadership • Domain 4, 5, 6**

**14.** Describe your school’s plan to build positive relationships with families and community members. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

A review of comments made by parents and students in the AdvancED survey indicate a need to improve communication of student progress and grades. Teachers will provide timely progress reports to students and parents. Guidance counselor will schedule parent conferences for students who are in jeopardy of failing a class.

**15.** Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school’s attempts to support families in how to interpret and use student data via trainings, data chats or student-led conferences.

Parent contacts via email and phone, and through parent conferences. We will plan to hold parent meetings to help parents understand the strategies necessary for student success.

### Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use the data to support your goals and strategies to better connect with families.

Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Families who regularly log onto PORTAL to check student grades / progress	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Families who are in regular contact with teachers in person or by phone, text or email	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

Families who regularly visit the campus for meetings, conferences or school events	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Families who report feeling welcome when visiting the campus or contacting the school	<input type="checkbox"/>	<input type="checkbox"/>		X

\*Note: Please use your own school data resources or best estimates in completing this inventory.

### Family Engagement / Key Strategies

<b>Goal 1:</b> What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Goal: Improve communication with parents about student progress.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Communicate via email.	Teachers
<b>Goal 2:</b> What is your primary goal and strategy to increase your school's involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
Goal: To increase the number of community events that our students and school participates in.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
*Community liaison contacting community members to provide learning opportunities for our students.	Family and Community Liaison
<b>Optional Goal:</b> Describe any other goal you may have related to family / community engagement. Use if needed.	
Goal: *Improve tracking of parent involvement as measured by the number of volunteer hours recorded.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Register volunteers and log volunteer hours	Family and Community Liaison

## Section 2 – School Goals / Action Steps

### Academic Goal

**Constructing a measurable objective for an academic goal is a six-step process.**

WHAT  
PROPORTION? of WHO? will do WHAT? by WHEN? as MEASURED BY? .

<ul style="list-style-type: none"> <li>Count</li> <li>Percentage</li> <li>Percentage Increase</li> <li>Percentage Decrease</li> </ul>	<ul style="list-style-type: none"> <li>All Students OR</li> <li>Gender</li> <li>Grade Level</li> <li>Subgroup</li> </ul>	<ul style="list-style-type: none"> <li>Content Area &amp;</li> <li>Collaborate to...</li> <li>Complete a portfolio or performance...</li> <li>Demonstrate a behavior...</li> <li>Demonstrate a proficiency...</li> </ul>	Select date using calendar	Narrative Box
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Please be sure that your goals are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a data source.

ELA / Reading Goal	Goal Manager:
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Not applicable.	
<b>Actions / Activities in Support of ELA Goal</b>	<b>Evidence to Measure Success</b>

<b>Mathematics Goal</b>	<b>Goal Manager:</b>
Not applicable.	
<b>Actions / Activities in Support of Math Goal</b>	<b>Evidence to Measure Success</b>

<b>Science Goal</b>	<b>Goal Manager:</b>
Not applicable.	
<b>Actions / Activities in Support of Science Goal</b>	<b>Evidence to Measure Success</b>

**Other School Goals\***

\*All schools are required to complete a Healthy Schools goal.

\*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

<b>Other School Goal</b> (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
<b>Goal Name:</b> Career-Technical (CTE)	<b>Goal Manager:</b> Department Chairs
90% of students in each program will complete at least one level of a CTE program as measured by obtaining a grade of C or higher.	
<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>
Teachers and instructional support staff will provide intervention strategies to students whose progress is below a C.	Student grades
Teachers will implement teaching strategies that deepen knowledge of students. (Personalized learning, problem and project based learning, lab activities, hands-on learning. )	The number of strategies used by each teacher.

<b>Other School Goal</b> (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
<b>Goal Name:</b> Career-Technical (CTE)	<b>Goal Manager:</b> Department Chairs

90% of eligible students will earn an occupational completion point as measured by successful completion of mastered competencies.	
<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>
Teachers/students will use a competency checklist to keep track of mastered curriculum standards.	Competency checklist and/or competency gradebook.
Teachers will use state approved curriculum frameworks as a guide to competency mastery.	Competency checklist and competency-based gradebook.

<b>Other School Goal</b> (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
<b>Goal Name:</b> Career-Technical (CTE)	<b>Goal Manager:</b> Teachers
90% of eligible students in each program will earn one or more industry certifications as measured by the number of students who pass or meet industry certification requirements.	
<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>
Teachers will provide materials and lessons that prepare students for certification exams.	Number of earned industry certifications.

### Academic Achievement Gap

<b>Subgroup Goal (Black)</b>	<b>Goal Manager:</b>
90% of Black students will demonstrate academic proficiency by completing one or more career and technical courses as measured by earning a grade of C or higher.	
<b>Actions / Activities in Support of Black Goal</b>	<b>Evidence to Measure Success</b>
High engagement rate of learning through hands-on learning.	Student progress and grades.
Improved parent communication of student progress.	Number of parent contacts.

<b>Subgroup Goal (ELL)</b>	<b>Goal Manager:</b>
90% of ELL students will demonstrate academic proficiency by completing one or more career and technical courses as measured by earning a grade of C or higher.	
<b>Actions / Activities in Support of ELL Goal</b>	<b>Evidence to Measure Success</b>
High engagement rate of learning through hands-on learning.	Student progress and grades.
Improved parent communication of student progress.	Number of parent contacts.

<b>Subgroup Goal (ESE)</b>	<b>Goal Manager:</b>
90% of ESE students will demonstrate academic proficiency by completing one or more career and technical courses as measured by earning a grade of C or higher.	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
High engagement rate of learning through hands-on learning.	Student progress and grades.
Improved parent communication of student progress.	Number of parent contacts.

Subgroup Goal (If Needed) Enter Goal Name	Goal Manager:
90% of Hispanic students will demonstrate academic proficiency by completing one or more career and technical courses as measured by earning a grade of C or higher.	

Actions / Activities in Support of Goal	Evidence to Measure Success
High engagement rate of learning through hands-on learning.	Student progress and grades.
Improved parent communication of student progress.	Number of parent contacts.

### Early Warning Systems (EWS) -- Data and Goals

Early Warning Indicator* (Number of students by grade level)	Grade 9th	Grade 10th	Grade 11th	Grade 12th	Grade <i>Select</i>	School	
						#	%
Students scoring at FSA Level 1 (ELA or Math)	None						
Students with attendance below 90 %	15	12	11	14		52	20%
Students with excessive referrals**	0	0	0	0		0	0%
Students with excessive course failures**	9	2	4	8		23	9%
Students exhibiting two or more indicators	6	2	2	2		12	4%

\*Required per Section 1001.42(18)(a)2.,F.S. \*\* Definitions provided by district (may be different per level). Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data will be provided via School Profiles dashboard. Enter only relevant grade levels as needed per your school site.

### EWS - Attendance

<b>Attendance Goal</b>		Please ensure that your goal is written as a SMART goal.
90% of students will have less than 9 days absent during each semester as measured by the number of absences reported on Focus.		
<b>Actions / Activities in Support of Attendance Goal</b>		<b>Evidence to Measure Success</b>
Implement a Child Study Team to monitor and address absenteeism.		The number of student absences reported on Focus.
Communicate regularly with students and parents throughout the school year to address absenteeism.		The number of parent and student contacts made. The number of student absences reported on Focus.

**EWS - Discipline**

<b>Discipline Goal</b>		Please ensure that your goal is written as a SMART goal.
100% of students will maintain good conduct as measured by the number of discipline referrals processed and recorded in Focus.		
<b>Actions / Activities in Support of Discipline Goal</b>		<b>Evidence to Measure Success</b>
Maintain school wide expectations that foster positive behavior on our campus.		The number of discipline referrals reported on Focus.
Staff and teachers will maintain positive relationships with students to reinforce positive behavior.		The number of discipline referrals reported on Focus.

<b>Discipline Goal – Other</b> (as needed)		Please ensure that your goal is written as a SMART goal.
Specify		
<b>Actions / Activities in Support of Goal</b>		<b>Evidence to Measure Success</b>

**EWS – Academic Intervention**

Describe your school’s established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

Teachers will offer one-on-one tutoring to students in need of academic interventions.
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<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>
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<b>Early Intervention / Extended Learning Goal</b>	
Please ensure that your goal is written as a SMART goal	
Goal: 100% of our students who demonstrate two or more early warning signs (attendance and grades) will engage in one-on-one support to ensure academic success as measured by the number of days in attendance and weekly academic progress reports.	
Implement weekly progress reports.	Improved grades.
Schedule parent conferences to ensure support for struggling students.	The number of parent contacts and weekly progress reports.

## Section 3 – Required Items / Resources

### Instructional Employees

<b>Current Instructional Staff Members</b>			
# of Instructional Employees	6	% with advanced degrees	2
% receiving effective rating or higher	4	% first-year teachers	1
% highly qualified (HQT)*	6	% with 1-5 years of experience	2
% certified in-field**	6	% with 6-14 years of experience	1
% ESOL endorsed	0	% with 15 or more years of experience	2

\*as defined in 20 U.S.C. 7801 (23). \*\*as defined in Section 1012.2315(2), F.S.

Describe your school’s efforts to recruit and retain a highly qualified instructional staff.

1. Recruitment efforts at colleges and universities, and industry to find qualified teachers.
2. Provide quality professional development for instructional best practices that enhance and improve teaching.
3. Recognition of teacher effort and achievement regularly throughout the school year.

### SAC Membership

SAC Member / First Name	SAC Member / Last Name	Race	Stakeholder Group
Barbara	Clare	White	Principal
Glenn	Gifford	White	Business/Community
Cassandra	Johnson	Black	Support Employee
Michael	Ballard	White	Other Instructional Employee
Bill	Koyutis	White	Business/Community
Larry	Sousa	White	Business/Community
Jacklyn	Wildez	White	Teacher
Susan	Sinclair	White	Business/Community
Cheryl	Schulz	White	Parent
Nathan	Maraia	White	Student
John	Lipka	White	Parent
Jim	Gill	White	Business/Community

**SAC Compliance**

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <i>(Describe the measures being taken to meet compliance below.)</i>

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Committee Approval Date: 8/16/2016
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**SBLT / MTSS Leadership Team**

Is there an SBLT / MTSS school-based team established?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Chairperson: Michael Ballard, Guidance
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State Days / Intervals that Team meets below.
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Second and fourth Tuesdays of each month.

**Budget / SIP Funds**

Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school’s annual budget plan.

Use this space to paste budget, if desired.