

FLORIDA DEPARTMENT OF EDUCATION 2013-2014 SCHOOL IMPROVEMENT PLAN



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

School: 2821 - Pinellas Secondary School
District: 52 - Pinellas
Principal: Darren Hammond W
SAC Chair: Michael Shelby
Superintendent: Dr. Michael A Grego
School Board Approval Date: 09/24/2013
Last Modified on: 10/28/2013

Address:	<u>Physical</u>	<u>Mailing</u>
	8570 66TH ST N Pinellas Park, FL 33781	8570 66TH ST N Pinellas Park, FL 33781
Phone Number:	727-549-6550	
Web Address:	http://it.pinellas.k12.fl.us/schools/pinellas-sec/	
Email Address:	2821@pcsb.org	

School Type:	High School
Alternative:	Yes
Charter:	No
Title I:	No
Free/Reduced Lunch:	<i>[Data Not Available]</i>
Minority:	<i>[Data Not Available]</i>
School Grade History:	

NOTE

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

Current School Status	
School Information	
School-Level Information	
School Pinellas Secondary School	
Principal's name Darren Hammond W	
School Advisory Council chair's name Michael Shelby	
Names and position titles of the School-Based Leadership Team (SBLT)	
Name	Title
Etje Ramdohr	Assistant Principal
Marilyn Davis	VE Specialist/TSA
Yvette Corbin	Behavior Specialist
Mary Footman	Behavior Specialist
Helen Gorman	Guidance Counselor
Santa Cuccio	Behavior Specialist
Paige Campbell	Behavior Specialist
Ronald Wrazen	Behavior Specialist
Amanda Johnson	Guidance Counselor
Gary Orr	Health/P.E.
Isabel Smith	Mathematics
Thomas McKenzie	Science
Dionne Simmons	Reading/ Language Arts
Greg Ross	Social Studies
Sharon Fahey	Social Worker
Cory Cromartie	Technology
Jamie Donnelly	Psychologist
District-Level Information	
District Pinellas	
Superintendent's name Dr. Michael A Grego	
Date of school board approval of SIP 09/24/2013	
School Advisory Council (SAC)	
This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).	
Describe the membership of the SAC including position titles	
SAC Chair: Michael Shelby Our school is under the umbrella of the Droupout Prevention Program. Therefore, we have one SAC for all schools participating in this program. We share Teachers of Record for academic programs such as NovaNet and Port of Entry to provide opportunities for our students to recover credits.	
Describe the involvement of the SAC in the development of this school improvement plan	
In collaboration with the Department of Juvenile Justice (DJJ) and Dropout Prevention Program (DOP) our SIP is shared with all stakeholders. The SAC committee meets ones a month.	

<p>Describe the activities of the SAC for the upcoming school year SAC will continue to support school's goals of students' achievement, family involvement, and staff's professional development.</p>																								
<p>Describe the projected use of school improvement funds and include the amount allocated to each project Our school received \$ 497 which will be used for improving student achievement, classroom support, and parent involvement.</p>																								
<p>Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below In Compliance</p>																								
<p>If no, describe the measures being taken to comply with SAC requirements</p>																								
<p>Highly Qualified Staff This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).</p>																								
<p>Administrators</p>																								
<p># Administrators 2</p>																								
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<p># Instructional Coaches 1</p>																								
<p># Receiving Effective rating or higher (not entered because basis is < 10)</p>																								
<p>Instructional Coach Information:</p> <table border="1"> <tr> <td colspan="3">Deborah Christie</td> </tr> <tr> <td>Part-time / District-based</td> <td>Years as Coach: 1</td> <td>Years at Current School: 0</td> </tr> <tr> <td>Areas</td> <td colspan="2">Reading/Literacy</td> </tr> <tr> <td>Credentials</td> <td colspan="2">English 5-9, ESE K-12, Reading Endorsed, Elementary Education</td> </tr> <tr> <td colspan="3">Performance Record</td> </tr> </table>	Deborah Christie			Part-time / District-based	Years as Coach: 1	Years at Current School: 0	Areas	Reading/Literacy		Credentials	English 5-9, ESE K-12, Reading Endorsed, Elementary Education		Performance Record											
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Credentials	English 5-9, ESE K-12, Reading Endorsed, Elementary Education																							
Performance Record																								
<p>Classroom Teachers</p>																								

of classroom teachers 33
receiving effective rating or higher 0%
Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 82%
certified in-field, pursuant to Section 1012.2315(2), F.S. 27, 82%
ESOL endorsed 4, 12%
reading endorsed 7, 21%
with advanced degrees 17, 52%
National Board Certified 1, 3%
first-year teachers 2, 6%
with 1-5 years of experience 7, 21%
with 6-14 years of experience 10, 30%
with 15 or more years of experience 14, 42%
Education Paraprofessionals
of paraprofessionals 4
Highly Qualified, as defined in 20 U.S.C. § 6319(c) 4, 100%
Other Instructional Personnel
of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals 6
receiving effective rating or higher (not entered because basis is < 10)
Teacher Recruitment and Retention Strategies This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).
Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible. Following Pinellas County Schools policies in recruitment and retainment of highly qualified faculty and staff Providing opportunities to become teacher leaders Established and maintained mentor -- mentee program for faculty and staff new to our school Encouraging professional development on and off campus Networking Personnel responsible: administrators and lead mentor
Teacher Mentoring Program/Plan This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).
Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities Experienced teachers are paired with teachers new to our school by grade level, subject area, and location Observation of each other's teaching techniques with feedback Planning lessons with mentee

Connecting lesson activities to content standards
 Analyzing student work and discussing student progress
 Modeling best practice or co-teaching lessons
 Coaching
 Discussing improvement to classroom management and instructional practices
 Monthly meeting set on school-wide meeting schedule
 Weekly meetings set by mentors and mentees according to individual schedules

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

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

Describe your school's data-based problem-solving processes for the implementation and monitoring of your MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The team analyzes data, discusses process improvements and makes informed decisions regarding the needs of the students, staff and the learning community. The problem solving process is used for behavioral and academic student concerns to develop multi tiered support for students with an emphasis on learning gains and graduation enhancement. PS/RtI process is used to identify barriers within the academic elements of the SIP and the problem solving process assists with strategy development for action plans.

What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP?

- Facilitator – generates agenda and leads team discussions
 - Department Heads – all departments are represented on the team.
 - Data Manager(s)/Data Coach(es) – assist team in accessing and interpreting (aggregating/disaggregating) the data
 - Recorder/Note Taker – documents meeting content and disseminates to team members in a timely manner
 - Time Keeper –helps team begin on time and ensures adherence to agreed upon agenda
- Meeting time: two times a month

Describe the systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Walkthrough, Mid-year report, and lesson plan data as well as progress monitoring.
 Continuous communication with all schools that send students to us

Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance)

Baseline data is collected by individual teachers, DA testing, FAIR testing, Florida Achieves, FCAT Explorer, Reading Plus, Achieves 3000, SRI, Glencoe testing, FCAT, RtI data, discipline/attendance data in FOCUS, EDS, and Child Study Team reports. Walkthrough data and lesson plan data are also used.

Describe the plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Staff will be trained during pre-school. Trainings and support will also be offered on a regular basis throughout the school year. Department PLCs will also focus on problem solving by attending district-wide trainings. Department heads will communicate on a regular basis with their teachers and any

concerns discussed will be brought back to the team for problem solving. Meeting minutes will also be available to the staff.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year:

Strategy Purpose(s)

Instruction in core academic subjects, Enrichment activities that contribute to a well-rounded education

Strategy Description

Remediation and enrichment in reading, writing, math, and science
 Instruction provided in one-on-one or small group
 Twice a week 2 hours each

How is data collected and analyzed to determine the effectiveness of this strategy?

Earning passing grades and receiving credits as appropriate
 increase in scores on formal assessment
 Survey and observation

Who is responsible for monitoring implementation of this strategy?

Guidance counselor, teachers of record, support facilitator, administrators, Title I Coordinator, Tutors

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Dionne Simmons	Teacher -- Chair
Marcine Miller-Karcher	Teacher
Irene O'Brien	Teacher -- Time keeper
Melissa Kennedy	Teacher
Corinne Haslacher	Teacher -- Recorder
Mark Longo	Teacher
Charles Paige	Teacher
Susan Oliveto	Media Specialist -- Data Manager
Deborah Christie	Reading Coach
LaFara Garcia	Teacher

Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)

Literacy Leadership Teams create capacity of reading knowledge within the school by focusing on the following areas of literacy concern:

- Support for text complexity, DBQs, HOTs, TD2s
- Support for instructional skills to improve reading comprehension
- Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons
- Providing scaffolding that does not preempt or replace text reading by students
- Developing and asking text dependent questions from a range of question types

- Emphasizing students supporting their answers based upon evidence from the text
- Providing extensive research and writing opportunities (claims and evidence)
- Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects

The district will provide training and tools for Literacy Leadership Teams such as the common core training offered this past pre-school for school literacy teams.
 Meeting time twice per month
 Meeting minutes shared with all stakeholders

What will be the major initiatives of the LLT this year?

- Support for text complexity
- Support for instructional skills to improve reading comprehension
- Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects

Every Teacher Contributes to Reading Instruction

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

Set and communicate a purpose for learning and learning goals in each lesson

- *Is aligned with a course standard or benchmark and to the district/school pacing guide
- *Begins with a discussion of desired outcomes and learning goals
- *Includes a learning goal/essential question
- *Includes teacher explanation of how the class activities relate to the learning goal /essential question
- *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question

College and Career Readiness

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

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

All course work is aligned to state standards and graduation requirements. Students have opportunity to participate in on-line learning
 Teachers use learning goals to connect subject area to students' future careers by using video clips, research, and class discussions

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

All students have the opportunity to apply the course work by participating in a variety of clubs.
 HS credit recovery through on-line courses (NovaNet); daily
 MS make up of courses with failing grades through on-line courses (Port of Entry); daily
 Elective classes such as Self-Determination, Learning Skills, and Social Personal Skills are also offered

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

Career Cafe provides the connection between course work and work force
 Credit checks are used to monitor progress toward graduation and planning for post-secondary education (vocational careers and college readiness)

Expected Improvements

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

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students		5%		
American Indian				
Asian				
Black/African American				
Hispanic				
White		11%		
English language learners				
Students with disabilities				
Economically disadvantaged		4%		

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		14%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		11%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7	[data excluded for privacy reasons]		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	[data excluded for privacy reasons]		10%
Students in lowest 25% making learning gains (FCAT 2.0)			

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)			
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		100%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)			

Postsecondary Readiness				
	2012 Actual #	2012 Actual %	2014 Target %	
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.				
Area 2: Writing				
	2013 Actual #	2013 Actual %	2014 Target %	
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	16	25%	35%	
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		100%	
Area 3: Mathematics				
High School Mathematics				
Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA				
Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students		1%		
American Indian				
Asian				
Black/African American		2%		
Hispanic				
White				
English language learners				
Students with disabilities				
Economically disadvantaged		1%		
Florida Alternate Assessment (FAA)				
	2013 Actual #	2013 Actual %	2014 Target %	
Students scoring at Levels 4, 5, and 6				
Students scoring at or above Level 7	[data excluded for privacy reasons]		100%	
Learning Gains				
	2012 Actual #	2012 Actual %	2014 Target %	
Students making learning gains (EOC and FAA)	[data excluded for privacy reasons]		14%	
Students in lowest 25% making learning gains (EOC)	[data excluded for privacy reasons]		14%	
Postsecondary Readiness				
	2012 Actual #	2012 Actual %	2014 Target %	
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	[data excluded for privacy reasons]			

Algebra I End-of-Course (EOC) Assessment			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		13%
Students scoring at or above Achievement Level 4			
Geometry End-of-Course (EOC) Assessment			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		16%
Students scoring at or above Achievement Level 4			
Area 4: Science			
High School Science			
Florida Alternate Assessment (FAA)			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		100%
Students scoring at or above Level 7			
Biology I End-of-Course (EOC) Assessment			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		16%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		16%
Area 5: Science, Technology, Engineering, and Mathematics (STEM)			
All Levels			
	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)			
Participation in STEM-related experiences provided for students			
High Schools			
	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses			
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses			
Students taking one or more advanced placement exams for STEM-related courses			
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams			
Passing rate (%) for students who take CTE-STEM industry certification exams			

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
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Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 8: Early Warning Systems**High School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
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Students who miss 10 percent or more of available instructional time	124	65%	55%
Students in ninth grade with one or more absences within the first 20 days	4	2%	1%
Students in ninth grade who fail two or more courses in any subject	12	29%	19%
Students with grade point average less than 2.0	28	15%	5%
Students who fail to progress on-time to tenth grade	0		
Students who receive two or more behavior referrals	27	27%	17%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	38	38%	28%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
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Students dropping out of school, as defined in s.1003.01(9), F.S.			
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)			
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.			
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)			

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe parental involvement targets for your school

Provide frequent home-school communication in a variety of formats, and allows for families to support and supervise their child's educational progress.
*Clearly and positively outline requirements for students

*Career Café to help student explore possible opportunities
*Title 1 parent nights

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent Student Intake Orientation	85	100%	100%
Back to School Night	85	7%	25%
Annual Parent Meeting	85	7%	25%
Parent Workshops	85	7%	25%

Area 10: Additional Targets

Description of additional targets

Health - Physical Education - Wellness

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
1) All enrolled Physical Education students will participate in the state/county "Being Fit Matters" achievement program	37	82%	95%
2) All students enrolled in Physical Education classes will participate in daily activities including calisthenics and cardio vascular activities (Walking)	43	95%	100%
3) Ensure that all students have the opportunity to consume a well-balanced meal provided by our school cafeteria staff.	100	100%	100%

Goals Summary

Goal #1:

Middle School: 10% of the students taking the 7th grade Civics EOC assessment to score a level 3 and 5% of the students scoring a level 4 or higher. In addition, establish baseline data for pre and post-testing of 6th grade Ancient History and 8th grade

Goal #2:

Goal Related to Bradley MOU Black advanced coursework to increase the percentage of black students enrolled in rigorous advanced coursework through satellite centers by 5 %

Goal #3:

Goal Related to Bradley MOU Black graduation rate Due to being an alternative school and having students involuntary placed (violation of Code of Student Conduct), all our students are under their sending school graduation data.

Goal #4:

Identify and complete the Healthier Generation 6 Step Process.

Goal #5:

To decrease the percentage of students who score below Level 3 on the reading FCAT assessment by 5% and to increase those who make annual learning gains by 3% as reported by whole school or sub groups when available.

Goal #6:

To decrease the percentage of students who score below Level 3.5 on the FCAT Writes assessment by 5% and to increase those who make annual learning gains by 3% as reported by whole school or sub groups when available.

Goal #7:

Goal Related to Bradley MOU Black Academic Achievement To increase the percentage of black students who score on or above Level 3 on the FCAT and EOC assessment by 5%

Goal #8:

To decrease the percentage of students who score below Level 3 on the mathematics FCAT and EOC assessment by 5% and to increase those who make annual learning gains by 3% as reported by whole school or sub groups when available.

Goal #9:

Goal Related to Bradley MOU Student engagement for black students To increase the active engagement of black students in academics will increase by decreasing referrals and suspensions by 10%.

Goal #10:

Identify and reduce number of potential drop outs based on grade retention, high absenteeism, failing grades, and low standardized test performance by 5%.

Goal #11:

To decrease the percentage of students who score below Level 3 on the science FCAT and EOC assessment by 5% and to increase those who make annual learning gains by 3% as reported by whole school or sub groups when available.

Goal #12:

To work proactively with parents to increase participation in their child's academic achievement by 25 %.

Goal #13:

Reduce number of in and out of school suspensions by 10 %.

Goals Detail

Goal #1: Middle School: 10% of the students taking the 7th grade Civics EOC assessment to score a level 3 and 5% of the students scoring a level 4 or higher. In addition, establish baseline data for pre and post-testing of 6th grade Ancient History and 8th grade

Targets Supported

- Social Studies
- U.S. History EOC
- Civics EOC

Resources Available to Support the Goal

- MS: Port of Entry, ELP, small teacher-pupil ratio, support facilitation for students with disabilities, student service personnel and behavior specialists on duty daily
- HS: E2020, NovaNet for credit recovery

Targeted Barriers to Achieving the Goal

- Lack of student motivation; and high mobility rate. Our students lack stress tolerance and often cope by avoiding academic tasks. As a result, they often refuse to participate in testing. Our students often have splintered skills, and are ineffective and/or inefficient readers. In addition to time out of the classroom, many of our secondary students are absent or tardy frequently. This can be the result of social/emotional health, family/community and legal issues, physical health concerns and general dysfunction. These reasons contribute to a lack of learning gain. Diminished student motivation: Students practice learned academic avoidance Students are frequently absent or tardy Students demonstrate increased academic frustration and school stress Students demonstrate testing anxiety by not attempting standardized tests Diminished student skills: Students often have decreased reading comprehension skills Students often have decreased problem solving skills

Plan to Monitor Progress Toward the Goal

Action:
Students' status of assignments, grades, attendance, time spent in classroom, implementation of lessons

Person or Persons Responsible:
Department chair and teachers

Target Dates or Schedule:
Monthly

Evidence of Completion:
Student product, FOCUS data, reports of progress

Goal #2: Goal Related to Bradley MOU Black advanced coursework to increase the percentage of black students enrolled in rigorous advanced coursework through satellite centers by 5 %

Targets Supported •

- Reading
- Reading - AMO's
- Reading - FCAT2.0
- Reading - FAA
- Reading - Learning Gains
- Reading - CELLA
- Reading - Postsecondary Readiness
- Writing
- Math
- Math - Elementary and Middle School
- Math - Elementary and Middle AMO's
- Math - Elementary and Middle FCAT 2.0
- Math - Elementary and Middle FAA
- Math - Elementary and Middle Learning Gains
- Math - Middle School Acceleration
- Math - High School
- Math - High School AMO's
-
- Math - High School Postsecondary Readiness
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- Parental Involvement
- EWS
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Behavior specialists and student service personnel on campus daily. Implementation of an Orientation class, Student Achievement Lab (SAL), Intervention Center (IC), and Positive Behavior System. All staff trained in Crisis Prevention Intervention.

Targeted Barriers to Achieving the Goal

- Students are involuntary assigned to our school. Parents are often reluctant participants in responding to school communication. Limited options for alternative behavior interventions due to parental transportation issues.

Plan to Monitor Progress Toward the Goal

Action:

FOCUS gradebook student-counselor conferences

Person or Persons Responsible:

Guidance counselors

Target Dates or Schedule:

ongoing

Evidence of Completion:

FOCUS data Transcripts Report cards

Goal #3:

Goal Related to Bradley MOU Black graduation rate Due to being an alternative school and having students involuntary placed (violation of Code of Student Conduct), all our students are under their sending school graduation data.

Targets Supported •

- Reading
- Reading - AMO's
- Reading - FCAT2.0
- Reading - FAA
- Reading - Learning Gains
- Reading - CELLA
- Reading - Postsecondary Readiness
- Writing
- Math
- Math - Elementary and Middle School
- Math - Elementary and Middle AMO's
- Math - Elementary and Middle FCAT 2.0
- Math - Elementary and Middle FAA
- Math - Elementary and Middle Learning Gains
- Math - Middle School Acceleration
- Math - High School
- Math - High School AMO's
-
- Math - High School Postsecondary Readiness
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- Parental Involvement
- EWS
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Behavior specialists and student service personnel on campus daily. Implementation of an Orientation class, Student Achievement Lab (SAL), Intervention Center (IC), and Positive Behavior System. All staff trained in Crisis Prevention Intervention.

Targeted Barriers to Achieving the Goal

- Students are involuntary assigned to our school. Parents are often reluctant participants in responding to school communication. Limited options for alternative behavior interventions due to parental transportation issues.

Plan to Monitor Progress Toward the Goal

Action:

Observation Number of students returning to sending school

Person or Persons Responsible:

SBLT members

Target Dates or Schedule:

Monthly

Evidence of Completion:

FOCUS data

Goal #4: Identify and complete the Healthier Generation 6 Step Process.

Targets Supported •

- Reading
- Reading - AMO's
- Reading - FCAT2.0
- Reading - FAA
- Reading - Learning Gains
- Reading - CELLA
- Reading - Postsecondary Readiness
- Writing
- Math
- Math - Elementary and Middle School
- Math - Elementary and Middle AMO's
- Math - Elementary and Middle FCAT 2.0
- Math - Elementary and Middle FAA
- Math - Elementary and Middle Learning Gains
- Math - Middle School Acceleration
- Math - High School
- Math - High School AMO's
-
- Math - High School Postsecondary Readiness
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- Parental Involvement
- EWS
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Healthy School Program, Alliance for a Healthier Generation Wellness Moodle Site Being Fit Matters Moodle Site Physical Education Curriculum Guides by Grade Level District Supervisors (Peggy Johns-Health & Nick Grasso-PE)

Targeted Barriers to Achieving the Goal

- Failure to form a Healthy School Team Failure to complete 6 Step process Failure to identify goals Formation of Healthy School Team problematic because inaugural program. Selection of team, assignment of responsibilities, coordination of meeting times (new HS AM schedule (7:05- 2:10) creates difficulty in attendance of all participants

Plan to Monitor Progress Toward the Goal

Action:

Goal will be monitored continuously by the Team Leader and Assistant Principal. Individual assigns will be determined based on professional abilities and interests. Completion will be monitored and tracked using the online healthy school program invento

Person or Persons Responsible:

AP (Ms. Ramdohr), Wellness Director (Ms. Footman), Cafeteria Manager (Ms. Tamaro), HS PE Coach (Walters), MS PE Coach (Orr) - PRINCIPAL & TEAM LEADER

Target Dates or Schedule:

Monthly

Evidence of Completion:

Completion of plan Alliance for Healthier Generation (Healthy Schools Program)
<https://schools.healthiergeneration.org/>

Goal #5: To decrease the percentage of students who score below Level 3 on the reading FCAT assessment by 5% and to increase those who make annual learning gains by 3% as reported by whole school or sub groups when available.

- Targets Supported**
- Reading
 - Reading - AMO's
 - Reading - FCAT2.0
 - Reading - FAA
 - Reading - Learning Gains
 - Reading - CELLA
 - Reading - Postsecondary Readiness

- Resources Available to Support the Goal**
- Available resources include FAIR assessments to monitor reading progress; FAIR data review to guide remedial reading instruction; instructional focus calendar for Reading/Language Arts teachers. Differentiated instruction; use of the gradual release module; Achieve 3000; AMPS for middle school (6-8); FCAT Explorer, Reading Plus (9/10), SRI, Florida Achieves, and Read 180 for (6-10).

- Targeted Barriers to Achieving the Goal**
- The student attendance barrier can be an alterable element pertaining to curriculum, instruction and environment by having teachers utilize their online classroom and uploading information to PCS Focus/Portal. The addition of a Reading Coach will assist in additional resources available for non-fluent readers.

Plan to Monitor Progress Toward the Goal

Action:

Strategies will be monitored monthly by Department Chairs in departmental meetings and communicated in Professional Learning Communities based on the standards outlined in the professional development plans.

Person or Persons Responsible:

Literacy Leadership team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Meeting minutes

Goal #6: To decrease the percentage of students who score below Level 3.5 on the FCAT Writes assessment by 5% and to increase those who make annual learning gains by 3% as reported by whole school or sub groups when available.

Targets Supported • Writing

Resources Available to Support the Goal • Available resources include Glencoe On-line essay scorer and Writing Workshop.

Targeted Barriers to Achieving the Goal • Potential barriers include student attendance; inability to provide individualized phonemic instruction for reading. The student attendance barrier can be an alterable element pertaining to curriculum, instruction and environment by having teachers utilize their online classroom and uploading information to PCS Focus/ Portal. The addition of a Reading Coach will assist in additional resources available for non-fluent readers.

Plan to Monitor Progress Toward the Goal

Action:

Glencoe essays

Person or Persons Responsible:

Language Arts/ Reading department

Target Dates or Schedule:

Twice per semester

Evidence of Completion:

Glencoe data report

Goal #7: Goal Related to Bradley MOU Black Academic Achievement To increase the percentage of black students who score on or above Level 3 on the FCAT and EOC assessment by 5%

Targets Supported •

- Reading
- Reading - AMO's
- Reading - FCAT2.0
- Reading - FAA
- Reading - Learning Gains
- Reading - CELLA
- Reading - Postsecondary Readiness
- Writing
- Math
- Math - Elementary and Middle School
- Math - Elementary and Middle AMO's
- Math - Elementary and Middle FCAT 2.0
- Math - Elementary and Middle FAA
- Math - Elementary and Middle Learning Gains
- Math - Middle School Acceleration
- Math - High School
- Math - High School AMO's
-
- Math - High School Postsecondary Readiness
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- Parental Involvement
- EWS
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- E2020 computer lab, NovaNet Credit Recovery, Port of Entry, ELP, small teacher - student -ratio, Support Facilitation for students with disabilities, student service personnel and behavior specialists on duty daily

Targeted Barriers to Achieving the Goal

- Lack of student motivation; high mobility rate; students lack stress tolerance and often cope by avoiding academic tasks. As a result, they often refuse to participate in testing. Our students often have splintered skills and are ineffective and/or inefficient readers. In addition to time out of the classroom, many of our secondary students are absent or tardy frequently. This can be the result of social/emotional health, family/community and legal issues, physical health concerns and general dysfunction. These reasons contribute to a lack of learning gain.

Plan to Monitor Progress Toward the Goal

Action:

Students' status of assignments Grades Attendance Time spent using the program Effectiveness of implementation

Person or Persons Responsible:

Teacher of Record, Support Facilitator, Computer technician, department heads, administration, and Student Service Personnel

Target Dates or Schedule:

End of each grading period

Evidence of Completion:

Student product FOCUS data Reports of programs

Goal #8:

To decrease the percentage of students who score below Level 3 on the mathematics FCAT and EOC assessment by 5% and to increase those who make annual learning gains by 3% as reported by whole school or sub groups when available.

Targets Supported

- Math
 - Math - Elementary and Middle School
 - Math - Elementary and Middle AMO's
 - Math - Elementary and Middle FCAT 2.0
 - Math - Elementary and Middle FAA
 - Math - Elementary and Middle Learning Gains
 - Math - Middle School Acceleration
 - Math - High School
 - Math - High School AMO's
 -
 - Math - High School Postsecondary Readiness
 - Algebra 1 EOC
 - Geometry EOC

Resources Available to Support the Goal

- Student services on hand daily; computer-based programs available for credit recovery; differentiated instructions, tutoring, mentors; Computer programs such as Brain Pop, Thatquiz.com, Vmath, DimensionU, and Florida Achieves

Targeted Barriers to Achieving the Goal

- Lack of student motivation; high mobility rate Our students lack stress tolerance and often cope by avoiding academic tasks. As a result, they often refuse to participate in testing. Our students often have splintered skills and are ineffective and/or inefficient readers. In addition to time out of the classroom, many of our secondary students are absent or tardy frequently. This can be the result of social/emotional health, family/community and legal issues, physical health concerns and general dysfunction. Other reasons include length of stay, skill gaps, lack of interest, diverse academic needs, and low self-esteem which also contributes to a lack of learning gain.

Plan to Monitor Progress Toward the Goal

Action:

Walkthroughs, lesson plans

Person or Persons Responsible:

Department Chair, Guidance Counselor

Target Dates or Schedule:

Monthly

Evidence of Completion:

Student product

Goal #9:

Goal Related to Bradley MOU Student engagement for black students To increase the active engagement of black students in academics will increase by decreasing referrals and suspensions by 10%.

Targets Supported •

- Reading
- Reading - AMO's
- Reading - FCAT2.0
- Reading - FAA
- Reading - Learning Gains
- Reading - CELLA
- Reading - Postsecondary Readiness
- Writing
- Math
- Math - Elementary and Middle School
- Math - Elementary and Middle AMO's
- Math - Elementary and Middle FCAT 2.0
- Math - Elementary and Middle FAA
- Math - Elementary and Middle Learning Gains
- Math - Middle School Acceleration
- Math - High School
- Math - High School AMO's
-
- Math - High School Postsecondary Readiness
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- Parental Involvement
- EWS
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Behavior specialists and student service personnel on campus daily. Implementation of an Orientation class, Student Achievement Lab (SAL), Intervention Center (IC), and Positive Behavior System. All staff trained in Crisis Prevention Intervention.

Targeted Barriers to Achieving the Goal

- Students are involuntary assigned to our school due to their violation of Student Code of Conduct. Parents are often reluctant participants in responding to school communication. Limited options for alternative behavior interventions due to parental transportation issues.

Plan to Monitor Progress Toward the Goal

Action:

Referral data analysis and processes may be revised Observation of Student buy-ins

Person or Persons Responsible:

School-based Leadership Team

Target Dates or Schedule:

bi-weekly

Evidence of Completion:

FOCUS data Intervention Center Data Child Study Team Meeting Minutes SBLT Minutes Decrease in Number of In-School Suspension Number of Students suspended In-School Number of out-of-school suspensions Number of Students suspended out-of-school Number of alternative bell assignments Number of students assigned to alternative bell schedule

Goal #10:

Identify and reduce number of potential drop outs based on grade retention, high absenteeism, failing grades, and low standardized test performance by 5%.

Targets Supported •

- Reading
- Reading - AMO's
- Reading - FCAT2.0
- Reading - FAA
- Reading - Learning Gains
- Reading - CELLA
- Reading - Postsecondary Readiness
- Writing
- Math
- Math - Elementary and Middle School
- Math - Elementary and Middle AMO's
- Math - Elementary and Middle FCAT 2.0
- Math - Elementary and Middle FAA
- Math - Elementary and Middle Learning Gains
- Math - Middle School Acceleration
- Math - High School
- Math - High School AMO's
-
- Math - High School Postsecondary Readiness
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- CTE
- Parental Involvement
- EWS
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Child Study Team, Support Facilitators, Tutors, Student Services, Behavior Specialists, Mentors, 5000 Role Models, Girlfriends of Pinellas County, Title I

Targeted Barriers to Achieving the Goal

- Students lack skills to plan for future aspirations and create educational goals. Poor parental support, lack of motivation and awareness, high mobility rate

Plan to Monitor Progress Toward the Goal

Action:

Child Study Team meetings

Person or Persons Responsible:

Administrators and SBLT

Target Dates or Schedule:

monthly

Evidence of Completion:

Student improvement with grades and attendance

Goal #11: To decrease the percentage of students who score below Level 3 on the science FCAT and EOC assessment by 5% and to increase those who make annual learning gains by 3% as reported by whole school or sub groups when available.

- Targets Supported**
- Science
 - Science - Middle School
 - Science - High School
 - Science - Biology 1 EOC

Resources Available to Support the Goal

- E2020 computer lab, Port of Entry, ELP, small teacher - student -ratio, Support Facilitation for students with disabilities, student service personnel and behavior specialists on duty daily, new science labs, Learn 360, Think Central software, and gizmos

Targeted Barriers to Achieving the Goal

- Lack of student motivation; high mobility rate Our students lack stress tolerance and often cope by avoiding academic tasks. As a result, they often refuse to participate in testing. Our students often have splintered skills and are ineffective and/or inefficient readers. In addition to time out of the classroom, many of our secondary students are absent or tardy frequently. This can be the result of social/emotional health, family/community and legal issues, physical health concerns and general dysfunction. These reasons contribute to a lack of learning gain.

Plan to Monitor Progress Toward the Goal

Action:

Utilize checks for understanding data to modify instruction as needed Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes Student readiness for learning occurs Performance Matters will replace EduSoft in EOC classes to collect and verify accurate data

Person or Persons Responsible:

Science teachers, science chair, and administrators

Target Dates or Schedule:

Grading period

Evidence of Completion:

Student products, walkthroughs, lesson plans, professional development

Goal #12: To work proactively with parents to increase participation in their child's academic achievement by 25 %.

Targets Supported •

- Reading
- Reading - AMO's
- Reading - FCAT2.0
- Reading - FAA
- Reading - Learning Gains
- Reading - CELLA
- Reading - Postsecondary Readiness
- Writing
- Math
- Math - Elementary and Middle School
- Math - Elementary and Middle AMO's
- Math - Elementary and Middle FCAT 2.0
- Math - Elementary and Middle FAA
- Math - Elementary and Middle Learning Gains
- Math - Middle School Acceleration
- Math - High School
- Math - High School AMO's
-
- Math - High School Postsecondary Readiness
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- CTE
- Parental Involvement
- EWS
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Parent materials such as books, pamphlets, flyers, CD & DVDs, and parent workshops

Targeted Barriers to Achieving the Goal

- Due to student reassignment, parents display an unwillingness to be involved in their child's education. Because it is not a neighborhood school, transportation interferes with parents involvement. Parents have limited awareness of community resources and how to access services.

Plan to Monitor Progress Toward the Goal

Action:

electronic audit box

Person or Persons Responsible:

Title I Supervisor, administrator

Target Dates or Schedule:

on-going

Evidence of Completion:

Title I report

Goal #13: Reduce number of in and out of school suspensions by 10 %.

Targets Supported •

- Reading
- Reading - AMO's
- Reading - FCAT2.0
- Reading - FAA
- Reading - Learning Gains
- Reading - CELLA
- Reading - Postsecondary Readiness
- Writing
- Math
- Math - Elementary and Middle School
- Math - Elementary and Middle AMO's
- Math - Elementary and Middle FCAT 2.0
- Math - Elementary and Middle FAA
- Math - Elementary and Middle Learning Gains
- Math - Middle School Acceleration
- Math - High School
- Math - High School AMO's
-
- Math - High School Postsecondary Readiness
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- CTE
- Parental Involvement
- EWS
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Behavior specialists and student service personnel on campus daily. Implementation of an Orientation class, Student Achievement Lab (SAL), Intervention Center (IC), and Positive Behavior System. All staff trained in Crisis Prevention Intervention.

Targeted Barriers to Achieving the Goal

- Students are involuntary assigned to our school. Parents are often reluctant participants in responding to school communication. Limited options for alternative behavior interventions due to parental transportation issues.

Plan to Monitor Progress Toward the Goal

Action:

Reduced number of behavior referrals and increased number of students participating in rewards program

Person or Persons Responsible:

Behavior specialists and administrators

Target Dates or Schedule:

on-going

Evidence of Completion:

FOCUS behavior data -- reduction of total percentage of in-school and out-of-school suspensions

Action Plan for Improvement

Goal #1:	Middle School: 10% of the students taking the 7th grade Civics EOC assessment to score a level 3 and 5% of the students scoring a level 4 or higher. In addition, establish baseline data for pre and post-testing of 6th grade Ancient History and 8th grade
Barrier #1:	Lack of student motivation; and high mobility rate. Our students lack stress tolerance and often cope by avoiding academic tasks. As a result, they often refuse to participate in testing. Our students often have splintered skills, and are ineffective and/or inefficient readers. In addition to time out of the classroom, many of our secondary students are absent or tardy frequently. This can be the result of social/emotional health, family/community and legal issues, physical health concerns and general dysfunction. These reasons contribute to a lack of learning gain. Diminished student motivation: Students practice learned academic avoidance Students are frequently absent or tardy Students demonstrate increased academic frustration and school stress Students demonstrate testing anxiety by not attempting standardized tests Diminished student skills: Students often have decreased reading comprehension skills Students often have decreased problem solving skills
Strategy #1 to Overcome the Barrier	Explicit and modeled instructions, guided and independent practice daily. Small group and individual instruction when possible, and CPI for the students who oppositional defiant. Additional strategies include Focus lessons as well as FCAT and EOC practices. If possible Support Facilitation for students with disabilities. Gradual Release protocols Common Core "Close Reading" strategies Identified Social Studies DBQ's Support Facilitation for identified ESE students

Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity

Action:

Set and communicate a purpose for learning and learning goals in each lesson Implement High Yield Instructional Strategies Increase instructional rigor Provide formative assessments to inform differentiation in instruction

Person or Persons Responsible:

Teachers, support staff, and administrators

Target Dates or Schedule:

Monthly

Evidence of Completion:

PLC, weekly progress monitoring, student product, Performance Matters

Facilitator:

Team leader

Participants:

social studies teachers

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

Action:

PLC and staff meetings will be used to share progress monitoring data and to continue or revise strategies lesson plans on hand with objectives listed and implementation observed

Person or Persons Responsible:

Teachers, support staff, guidance counselors, administrators

Target Dates or Schedule:

Monthly

Evidence of Completion

student product, review of lesson plans, Walkthroughs, exit quizzes, Performance Matrix reports, weekly monitoring grades

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

Action:

pre/post-tests, rubrics' tally, out the door ticket

Person or Persons Responsible:

Department chair and teachers

Target Dates or Schedule:

Monthly

Evidence of Completion:

-Is aligned with a CCSS or NGSSS or course standard to the district/school pacing guide - Begins with a discussion of desired outcomes and learning goals - Includes a learning goal or inquiry - Includes teacher explanation of how the class activities relate to the learning goal - Focuses and/or refocuses class discussion by referring back to the learning goal - Lesson focuses on specific learning objectives by specifically stating the purpose for learning, lesson agenda and expected outcomes - Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. -Explicit and Modeled Instructions; Guided Practice with Teacher Support and Feedback; Guided Practice; and Independent Practice (Gradual Release Model) - Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks - The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards - Students are provided with appropriate scaffolding and supports to access higher order questions and tasks

Goal #2:	Goal Related to Bradley MOU Black advanced coursework to increase the percentage of black students enrolled in rigorous advanced coursework through satellite centers by 5 %
Barrier #1:	Students are involuntary assigned to our school. Parents are often reluctant participants in responding to school communication. Limited options for alternative behavior interventions due to parental transportation issues.
Strategy #1 to Overcome the Barrier	Behavior specialists and student service personnel on campus daily. Implementation of an Orientation class, Student Achievement Lab (SAL), Intervention Center (IC), and Positive Behavior System (PBS -- rewards, behavior contracts, tier 2, tier 3 interventions

Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity

Action:

*Clear and concise expectations for classwork/homework *Guidance on how to register for a satellite center *Guidance for students how these classes would benefit the *Clearly communicate with parents about satellite centers

Person or Persons Responsible:

Faculty and staff

Target Dates or Schedule:

daily

Evidence of Completion:

FOCUS data Transcripts and course history

Facilitator:

Participants:

Faculty and staff

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

Action:

Transcripts Course history Assessment history

Person or Persons Responsible:

Guidance Counselors

Target Dates or Schedule:

at intake conference

Evidence of Completion

FOCUS data report cards

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

Action:

FOCUS gradebooks

Person or Persons Responsible:

Guidance counselors

Target Dates or Schedule:

ongoing

Evidence of Completion:

FOCUS data report cards Transcripts

Goal #3:	Goal Related to Bradley MOU Black graduation rate Due to being an alternative school and having students involuntary placed (violation of Code of Student Conduct), all our students are under their sending school graduation data.
Barrier #1:	Students are involuntary assigned to our school. Parents are often reluctant participants in responding to school communication. Limited options for alternative behavior interventions due to parental transportation issues.
Strategy #1 to Overcome the Barrier	Behavior specialists and student service personnel on campus daily. Implementation of an Orientation class, Student Achievement Lab (SAL), Intervention Center (IC), and Positive Behavior System (PBS -- rewards, behavior contracts, tier 2, tier 3 interventions

Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity

Action:

Positive behavior supports are in place in the form of an effective school wide behavior plan

Person or Persons Responsible:

Faculty and staff

Target Dates or Schedule:

daily

Evidence of Completion:

Credit checks Student - Counselor conferences

Facilitator:

Participants:

Faculty and staff

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

Action:

Students' enrollment and attendance

Person or Persons Responsible:

School-based leadership team

Target Dates or Schedule:

Monthly

Evidence of Completion

SBLT minutes Walkthroughs Counseling logs

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

Action:

*Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff *Appropriate behaviors are acknowledged Behavioral errors are proactively corrected *A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted *Student discussions on graduation targets

Person or Persons Responsible:

SBLT members

Target Dates or Schedule:

Monthly

Evidence of Completion:

Credit Checks Transcripts School-wide behavior plan

Goal #4:	Identify and complete the Healthier Generation 6 Step Process.
Barrier #1:	Failure to form a Healthy School Team Failure to complete 6 Step process Failure to identify goals Formation of Healthy School Team problematic because inaugural program. Selection of team, assignment of responsibilities, coordination of meeting times (new HS AM schedule (7:05- 2:10) creates difficulty in attendance of all participants
Strategy #1 to Overcome the Barrier	Adherence to Healthy Schools 6 step process promotes a guideline for goal attainment

Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity

Action:

1) Build Support of the Healthy School Program 6 Step Process 2) Identify participants (AP (Ms. Ramdohr), Wellness Director (Ms. Footman), Cafeteria Manager (Ms. Tammaro), HS PE Coach (Walters), MS PE Coach (Orr) - PRINCIPAL & TEAM LEADER 3) Register and enroll the School Team with the Healthy School Program 4) Evaluate Pinellas Secondary (School Inventory) 5) Submit Updated Inventory 6) Create an Action Plan (Online) 7) Identify and explore resources to assist in completion of inventory 8) Take necessary action to complete each inventory item 9) Update Healthy School Inventory as needed 10) Celebrate success!

Person or Persons Responsible:

PRINCIPAL & TEAM LEADER

Target Dates or Schedule:

August 2013

Evidence of Completion:

HEALTHY SCHOOL TEAM

Facilitator:

Participants:

PRINCIPAL & TEAM LEADER

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

Action:

(1) Initiated (2) Ongoing (3) Pending (4) Complete

Person or Persons Responsible:

AP (Ms. Ramdohr), Wellness Director (Ms. Footman), Cafeteria Manager (Ms. Tammaro), HS PE Coach (Walters), MS PE Coach (Orr) - PRINCIPAL & TEAM LEADER

Target Dates or Schedule:

Establish timeline and Progressive Implementation Tracking Chart

Evidence of Completion

Completion of plan Alliance for Healthier Generation (Healthy Schools Program)
<https://schools.healthiergeneration.org/>

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

Action:

All activities will be entered into the Healthy School Program online inventory for accountability and measurement of goal attainment.

Person or Persons Responsible:

AP (Ms. Ramdohr), Wellness Director (Ms. Footman), Cafeteria Manager (Ms. Tammaro), HS PE Coach (Walters), MS PE Coach (Orr) - PRINCIPAL & TEAM LEADER

Target Dates or Schedule:

Monthly

Evidence of Completion:

Completion of plan Alliance for Healthier Generation (Healthy Schools Program)
<https://schools.healthiergeneration.org/>

Goal #5:	To decrease the percentage of students who score below Level 3 on the reading FCAT assessment by 5% and to increase those who make annual learning gains by 3% as reported by whole school or sub groups when available.
Barrier #1:	The student attendance barrier can be an alterable element pertaining to curriculum, instruction and environment by having teachers utilize their online classroom and uploading information to PCS Focus/Portal. The addition of a Reading Coach will assist in additional resources available for non-fluent readers.
Strategy #1 to Overcome the Barrier	Strategies to reduce or eliminate potential barriers include, but is not limited to: FCAT Reading/Writing data chats with students, parents and other content area teachers; faculty collaboration in Professional Learning Communities to research best practices

Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity

Action:

Action steps to implement strategies will entail Department Chairs joining the school based Literacy Leadership team to communicate and train department members on the afore mention strategies to reduce and/or eliminate potential barriers.

Person or Persons Responsible:

Literacy Leadership team FAIR -- all teachers SRI -- Read 180 teachers Achieve 3000, FCAT Achieves, FCAT Explorer -- Reading teachers

Target Dates or Schedule:

Monthly

Evidence of Completion:

Electronic data sharing

Facilitator:

Participants:

Literacy Leadership team FAIR -- all teachers SRI -- Read 180 teachers Achieve 3000, FCAT Achieves, FCAT Explorer -- Reading teachers

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

Action:

Strategies will be monitored monthly by Department Chairs in departmental meetings and communicated in Professional Learning Communities based on the standards outlined in the professional development plans.

Person or Persons Responsible:

Literacy Leadership team

Target Dates or Schedule:

Monthly

Evidence of Completion

Data review; technology sharing to access data

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

Action:

Strategies will be monitored bi-annually by Administrators on an individual basis based on the standards outlined in the instructional staff members professional development plans.

Person or Persons Responsible:

Literacy Leadership team; teachers

Target Dates or Schedule:

Monthly

Evidence of Completion:

Meeting minutes

Goal #6:	To decrease the percentage of students who score below Level 3.5 on the FCAT Writes assessment by 5% and to increase those who make annual learning gains by 3% as reported by whole school or sub groups when available.
Barrier #1:	Potential barriers include student attendance; inability to provide individualized phonemic instruction for reading. The student attendance barrier can be an alterable element pertaining to curriculum, instruction and environment by having teachers utilize their online classroom and uploading information to PCS Focus/ Portal. The addition of a Reading Coach will assist in additional resources available for non-fluent readers.
Strategy #1 to Overcome the Barrier	Strategies to reduce or eliminate potential barriers include, but is not limited to: FCAT Reading/Writing data chats with students, parents and other content area teachers; faculty collaboration in Professional Learning Communities to research best practices

Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity

Action:

Glencoe Essays

Person or Persons Responsible:

Language Arts/ Reading department

Target Dates or Schedule:

Four times per year -- twice per semester

Evidence of Completion:

Pre/ post writing assessment Glencoe data report

Facilitator:

Participants:

Language Arts/ Reading department

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

Action:

Glencoe essays

Person or Persons Responsible:

Language Arts/ Reading department

Target Dates or Schedule:

Twice per semester

Evidence of Completion

Glencoe data report

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

Action:

Glencoe Essays

Person or Persons Responsible:

Language Arts and Reading Department

Target Dates or Schedule:

Twice per semester

Evidence of Completion:

Glencoe data report

Goal #7:	Goal Related to Bradley MOU Black Academic Achievement To increase the percentage of black students who score on or above Level 3 on the FCAT and EOC assessment by 5%
Barrier #1:	Lack of student motivation; high mobility rate; students lack stress tolerance and often cope by avoiding academic tasks. As a result, they often refuse to participate in testing. Our students often have splintered skills and are ineffective and/or inefficient readers. In addition to time out of the classroom, many of our secondary students are absent or tardy frequently. This can be the result of social/emotional health, family/community and legal issues, physical health concerns and general dysfunction. These reasons contribute to a lack of learning gain.
Strategy #1 to Overcome the Barrier	Explicit and modeled instructions, guided and independent practice daily. Small group and individual instruction when possible. Additional strategies include Focus lessons and FCAT practice. If possible Support Facilitation for students with disabilities.

Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity

Action:

Implementation of the Gradual Release Model or 5 Es. Check for understanding throughout the lessons
 Re-teach or provide enrichment activities Progress monitoring Students self-track their progress
 Collaboration with all academic and elective departments to ensure students success Support by
 Student Service Personnel (Social worker, guidance counselors, VE specialist, and behavior
 specialists) to encourage students' self-motivation

Person or Persons Responsible:

Faculty and staff

Target Dates or Schedule:

daily

Evidence of Completion:

Completion and passing courses Grades and transcripts Student product lesson plans Walkthroughs

Facilitator:

Participants:

Faculty and staff

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #7

Action:

Students' status on assignments Students' login time and working time Students' overall progress

Person or Persons Responsible:

Teacher of Record and support facilitator

Target Dates or Schedule:

daily

Evidence of Completion

Reports from programs FOCCUS data

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #7

Action:

*Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.

Person or Persons Responsible:

Teacher of Record and support facilitator Student Services Administrators

Target Dates or Schedule:

Days of progress reports (every 3 weeks)

Evidence of Completion:

Observation Data from programs FOCUS entries Lesson plans Walkthroughs

Goal #8:	To decrease the percentage of students who score below Level 3 on the mathematics FCAT and EOC assessment by 5% and to increase those who make annual learning gains by 3% as reported by whole school or sub groups when available.
Barrier #1:	Lack of student motivation; high mobility rate Our students lack stress tolerance and often cope by avoiding academic tasks. As a result, they often refuse to participate in testing. Our students often have splintered skills and are ineffective and/or inefficient readers. In addition to time out of the classroom, many of our secondary students are absent or tardy frequently. This can be the result of social/emotional health, family/community and legal issues, physical health concerns and general dysfunction. Other reasons include length of stay, skill gaps, lack of interest, diverse academic needs, and low self-esteem which also contributes to a lack of learning gain.
Strategy #1 to Overcome the Barrier	Explicit instruction, modeled instruction, guided practice and independent practice daily. Small group and individual instruction when possible. Additional strategies include Focus lessons and FCAT/ EOC practice. On-going math activities supported during peer teaching, hands-on activities, and student response.

Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity

Action:

Set and communicate a purpose for learning and learning goals in each lesson Implement High Yield Instructional Strategies Increase instructional rigor Provide formative assessments to inform differentiation in instruction

Person or Persons Responsible:

Teachers, support staff, and administrators

Target Dates or Schedule:

Monthly

Evidence of Completion:

PLC, weekly progress monitoring, student product, Performance Matters

Facilitator:

PD Facilitator Department Chair Faculty and staff using LMS

Participants:

Teachers, support staff, and administrators

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

Action:

PLC and staff meetings will be used to share progress monitoring data and to continue or revise strategies lessonplans on hand with objectives listed and implementation observed

Person or Persons Responsible:

Teachers, support staff, guidance counselors, administrators

Target Dates or Schedule:

Monthly

Evidence of Completion

student product, review of lesson plans, Walkthroughs, exit quizzes, Performance Matters reports, weekly monitoring grades

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

Action:

pre/post tests, rubrics' tally, out the door ticket

Person or Persons Responsible:

Teachers and Department Chair

Target Dates or Schedule:

Monthly

Evidence of Completion:

- Is aligned with a CCSS or NGSSS or course standard to the district/school pacing guide - Begins with a discussion of desired outcomes and learning goals - Includes a learning goal or inquiry - Includes teacher explanation of how the class activities relate to the learning goal - Focuses and/or refocuses class discussion by referring back to the learning goal - Lesson focuses on specific learning objectives by specifically stating the purpose for learning, lesson agenda and expected outcomes - Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. - Explicit and Modeled Instructions; Guided Practice with Teacher Support and Feedback; Guided Practice; and Independent Practice (Gradual Release Model) - Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks - The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards - Students are provided with appropriate scaffolding and supports to access higher order questions and tasks

Goal #9:	Goal Related to Bradley MOU Student engagement for black students To increase the active engagement of black students in academics will increase by decreasing referrals and suspensions by 10%.
Barrier #1:	Students are involuntary assigned to our school due to their violation of Student Code of Conduct. Parents are often reluctant participants in responding to school communication. Limited options for alternative behavior interventions due to parental transportation issues.
Strategy #1 to Overcome the Barrier	Positive behavior supports are in place in the form of an effective school wide behavior plan. Behavior specialists and student service personnel on campus daily. Implementation of an Orientation class, Student Achievement Lab (SAL), Intervention Center (IC), and Positive Behavior System (PBS -- rewards, behavior contracts, tier 2, tier 3 interventions).

Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity

Action:

School-wide Behavior Plan with Positive Behavior Interventions in place Individual Behavior Plans (BIP) or Functional Behavior Assessments (FBA) on hand to accommodate students' needs
Counseling available daily Behavior Specialist available daily

Person or Persons Responsible:

Faculty and staff

Target Dates or Schedule:

daily

Evidence of Completion:

FOCUS data Intervention Center data Observation BIP and FBA reviews

Facilitator:

Participants:

Faculty and staff

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #9

Action:

Number of students receiving academic instructions in the Intervention Center Number of requests for Behavior Specialists or Student Service Personnel

Person or Persons Responsible:

Student Service Personnel, Behavior Specialists, Administrators, Teachers

Target Dates or Schedule:

Monthly

Evidence of Completion

Walkthroughs FOCUS data Child Study Team Meeting Minutes Counselling logs

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #9

Action:

Severity of Referrals Classroom management skills from teachers Outcome of counseling (return to class or more interventions needed) *Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff *Appropriate behaviors are acknowledged Behavioral errors are proactively corrected *A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted

Person or Persons Responsible:

Behavior Specialists, Student Service Personnel, Administrators

Target Dates or Schedule:

Monthly

Evidence of Completion:

FOCUS data Child Study Team Meeting Minutes SBLT Minutes Counseling log data Decrease in Number of In-School Suspension Number of Students suspended In-School Number of out-of-school suspensions Number of Students suspended out-of-school Number of alternative bell assignments Number of students assigned to alternative bell schedule

Goal #10:	Identify and reduce number of potential drop outs based on grade retention, high absenteeism, failing grades, and low standardized test performance by 5%.
Barrier #1:	Students lack skills to plan for future aspirations and create educational goals. Poor parental support, lack of motivation and awareness, high mobility rate
Strategy #1 to Overcome the Barrier	Implement High Yield Instructional Strategies. Support services provided by social worker (home visits, attendance letters, phone calls home) and guidance counselors. Smaller class sizes, comprehensive skill building, course recovery/ ELP, and administer

Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity

Action:

FOCUS, survey results, credit chats, progress reports, communication with parents, grade level seminars

Person or Persons Responsible:

Faculty and Staff

Target Dates or Schedule:

November

Evidence of Completion:

Improvement evidenced by FOCUS and survey data

Facilitator:

Participants:

Faculty and Staff

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #10

Action:

gather and analyze program data; referrals, FOCUS reports, grades, and attendance

Person or Persons Responsible:

Administrators and SBLT

Target Dates or Schedule:

every 3 weeks

Evidence of Completion

Progress and attendance reports

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #10

Action:

Child Study Team meetings addressing attendance, grades, referrals, and ESE services

Person or Persons Responsible:

Administrators and SBLT

Target Dates or Schedule:

monthly

Evidence of Completion:

Minutes and reports

Goal #11:	To decrease the percentage of students who score below Level 3 on the science FCAT and EOC assessment by 5% and to increase those who make annual learning gains by 3% as reported by whole school or sub groups when available.
Barrier #1:	Lack of student motivation; high mobility rate Our students lack stress tolerance and often cope by avoiding academic tasks. As a result, they often refuse to participate in testing. Our students often have splintered skills and are ineffective and/or inefficient readers. In addition to time out of the classroom, many of our secondary students are absent or tardy frequently. This can be the result of social/emotional health, family/community and legal issues, physical health concerns and general dysfunction. These reasons contribute to a lack of learning gain.
Strategy #1 to Overcome the Barrier	Explicit and modeled instructions, guided and independent practice daily. Small group and individual instruction when possible. Additional strategies include Focus lessons as well as FCAT and EOC practices. If possible Support Facilitation for students with disabilities.

Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity

Action:

Set and communicate a purpose for learning and learning goals in each lesson Implement High Yield Instructional Strategies Increase instructional rigor Provide formative assessments to inform differentiation in instruction

Person or Persons Responsible:

Teachers, administrators, and support staff

Target Dates or Schedule:

Grading period

Evidence of Completion:

Walkthroughs, lesson plans, student product, common assessment when available

Facilitator:**Participants:**

Teachers, administrators, and support staff

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #11

Action:

lesson plans compared to walkthrough observation validate common core and language arts

Person or Persons Responsible:

Teachers, science chair, and administrators

Target Dates or Schedule:

weekly

Evidence of Completion

administrators - teachers conversations, student product

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #11**Action:**

- Is aligned with a course standard and to the district/school pacing guide - Begins with a discussion of desired outcomes and learning goals - Includes a learning goal/essential question - Includes teacher explanation of how the class activities relate to the learning goal - Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Utilize checks for understanding data to modify instruction as needed - Lesson focuses on essential learning objectives by specifically stating the purpose for learning, lesson agenda and expected outcomes - Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. - Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice; and Independent Practice - Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks - The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks - Students are provided with appropriate scaffolding and supports to access higher order questions and tasks - Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction - Teachers facilitate effective classroom activities and tasks that elicit evidence of learning - Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle - Teachers utilize data to modify and adjust teaching practices

Person or Persons Responsible:

Science teachers

Target Dates or Schedule:

Grading period

Evidence of Completion:

Walkthroughs, student product, grades, according to evaluation checklist

Goal #12:	To work proactively with parents to increase participation in their child's academic achievement by 25 %.
Barrier #1:	Due to student reassignment, parents display an unwillingness to be involved in their child's education. Because it is not a neighborhood school, transportation interferes with parents involvement. Parents have limited awareness of community resources and how to access services.
Strategy #1 to Overcome the Barrier	Parent workshops in various location in the county i.e. community centers, church, library, Title I Office Building relationships between school and home by Intake Conferences for all students, College Readiness, Parent Guides, and FOCUS Training

Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity

Action:

Family/ Family workshops; focus training; in-take conference; distribution of materials

Person or Persons Responsible:

Title I liaison, guidance counselors, administrators

Target Dates or Schedule:

on going

Evidence of Completion:

increase of parent participation in workshops and increase in usage of materials

Facilitator:

Participants:

Title I liaison, guidance counselors, administrators

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #12

Action:

electronic audit box

Person or Persons Responsible:

Title I Supervisor, administrator

Target Dates or Schedule:

on going

Evidence of Completion

Title I report

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #12

Action:

Electronic audit box Parents and students will have knowledge of the way of work at school Earn credits for graduation Educational knowledge about schooling Learn how to log-in to view student information

Person or Persons Responsible:

Title I Supervisor

Target Dates or Schedule:

on-going

Evidence of Completion:

Title I report student product of self-monitoring grades and credits

Goal #13:	Reduce number of in and out of school suspensions by 10 %.
Barrier #1:	Students are involuntary assigned to our school. Parents are often reluctant participants in responding to school communication. Limited options for alternative behavior interventions due to parental transportation issues.
Strategy #1 to Overcome the Barrier	Behavior specialists and student service personnel on campus daily. Implementation of an Orientation class, Student Achievement Lab (SAL), Intervention Center (IC), and Positive Behavior System (PBS -- rewards, behavior contracts, tier 2, tier 3 interventions), increase opportunities to spend positive time with students, opportunities to participate in video news recording and morning announcements

Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity

Action:

daily behavior tracking, FBA updates, parent conferences, behavior contract updates, weekly rewards, tier 2 (small teacher : student ratio), tier 3 (support facilitation, one-on-one, individual counseling, referrals to community resources as needed)

Person or Persons Responsible:

Behavior specialists, social worker, administrators, teachers

Target Dates or Schedule:

on-going

Evidence of Completion:

classroom management plans, updated FBA, FOCUS data

Facilitator:

Participants:

Behavior specialists, social worker, administrators, teachers

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #13

Action:

observation, collection and analysis of behavior data, prescribed format

Person or Persons Responsible:

Behavior specialists, administrators, school-based leadership team

Target Dates or Schedule:

on-going

Evidence of Completion

FOCUS data

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #13

Action:

reduced number of behavior calls, increased number of students in rewards program, prescribed format

Person or Persons Responsible:

Behavior specialists, administrators

Target Dates or Schedule:

on-going

Evidence of Completion:

Improvement of student behavior evidenced by their behavior plan; increased positive interactions and choice making; daily student participation and variety of students participating

Coordination and Integration

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

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

Title I:

PINELLAS SECONDARY SCHOOL Title I, Part A Parental Involvement Plan

I, Darren Hammond, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Assurances

- The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1118(b)(1) and (c)(3)];
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1118 (b)(1)];
- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2) [Section 1118(c)(3)];
- Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1118(a)(E)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section (h)(6)(A)].

Signature of Principal or Designee Date Signed

Mission Statement

Parental Involvement Mission Statement (Optional)

Response: Pinellas Secondary School Title I Leadership Team and staff will work proactively, which includes, providing strategies and support for a safe, efficient, highly achievable learning environment, to benefit all stakeholders - staff, students, parents/guardians, and community partners.

Involvement of Parents

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].
 Response: Pinellas Secondary School (PSS) would like all parents to be involved in the educational process of their children in all aspects of the Title I Program. We will be working to give our families an opportunity to review the Parent Involvement Plan, throughout the year, and offer input for the coming year. Parents will be given surveys throughout the school year seeking input on activities, training, and materials they feel will be needed to help their child succeed. Input will also be taken from SAC (drop-out prevention), which consists of more than 50 percent of parent representatives. The SAC has the responsibility for developing, implementing, and evaluating the various school level plans, including the SIP and PIP.

Coordination and Integration

Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1118(e)(4)].

count Program Coordination

1 Parent/Student Intake Conferences Pinellas Secondary School will hold student/parent intake conferences to transition their child to PSS for the assigned time from their zoned school.

2 Individuals with Disabilities Education Act (IDEA) The VE Specialist will provide supplemental instructional support provided by Title I during the development of the student's IEP.

3 Community Partnerships PSS will work with community providers (SES) to provide places to work with students on reading/math skills (tutoring); outlets for parenting skills

4 Parent Workshops PSS staff will offer parenting workshops during the school year in regards to building positive relationships with their child

Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequately Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].

count Activity/Tasks Person Responsible Timeline Evidence of Effectiveness

1 Power Point Presentation to Staff Title I Contact September 2013, February 2014 Sign-In Sheet; Power Point Presentation

2 Develop agenda, hand-outs, presentation material that address the required components Title I Contact September 2013, February 2014 Sign-in Sheets; Agendas and Hand-out copies

3 Develop and disseminate parent invitations; maintain documentation Title I Contact; Tech Coordinator September 2013, February 2014 Copies of parent invitations - hand-outs, e-mail, portal info, newsletters, flyers, brochures

4 Advertise/publicize events Title I Contact September 2013, February 2014 ConnectED; flyers; FOCUS phone logs

5 Develop sign-in sheets Title I Contact September 2013, February 2014 Completed sheets

Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].

Response: Parent Meetings/Trainings will be offered at Pinellas Secondary School (PSS) and various community sites during the 2013-2014 school year on Tuesdays - December 3rd, March 4th, May 6th - at 5:00 PM to 6:00 PM; make-up sessions will be offered on Thursdays - December 5th, March 6th, May 8th

- 8:00 AM - 9:00 AM.

Agenda items will consist of Title I (Parent Involvement Plan, Compact - overview/input, upcoming news/events, budget); FCAT info; FOCUS training/concerns; college readiness; building relationships. Meeting dates/times will be sent via ConnectED, PSS newsletter/school Email, flyers, posters, phone calls.

Building Capacity

Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child's academic achievement [Section 1118(e)(2)]. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

count Content and Type of Activity Person Responsible Anticipated Impact on Student Achievement
Timeline Evidence of Effectiveness

1 Intake Conferences for all students Guidance Counselors, Administrators Parents and students will have knowledge of the way of work at Pinellas Secondary On-going Student enrollment

2 College Readiness Guidance Counselors, teachers Earn credits for graduation On-going Conference logs; Credits

3 Parent Guides Title I Contact; Teachers Educational knowledge about schooling October 2013 Handouts

4 FOCUS Training Tech Coordinators, teachers Learn how to log-in to view student information On-going Presentation material

Staff Training

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].

count Content and Type of Activity Person Responsible Anticipated Impact on Student Achievement
Timeline Evidence of Effectiveness

1 Training on the implementation and coordination of parental involvement program Title I Contact Communication strategies to deal with students and families in order to increase the number of students scoring proficiency in yearly evaluations, such as, FCAT testing, End-of-Course exams. On-going Sign-In Sheet; Power Point Presentation

2 Building Bridges Power Point Presentation Title I Contact Communication strategies to deal with students and families in order to increase the number of students scoring proficiency in yearly evaluations, such as, FCAT testing, End-of-Course exams. September 2013 Sign-in Sheets

3 Moodle Training Tech Coordinators Enhance skills to work more effectively with students and families to increase their knowledge on accessing viable information on academics and behaviors September 2013 Sign-in Sheets

4 Book Reading Club Title I Contact Relationship building On-going Improved student attendance and behavior

Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1118 (e)(4)].

Response: Ideas and activities to encourage and support parental participation in their child's education, such as:

^Brochures for parents in the Main Office - wall display unit

^Books/resources available for check-out for parents/students

^Material with the Guidance Counselors

^Department of Education material for parents

^Parent workshops/Open House

^School Newsletter

^Family Friendly School

Communication

Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:

- Timely information about the Title I programs [Section 1118(c)(4)(A)];
- Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)];
- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children[Section 1118(c)(4)(C)]; and
- If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will include submit the parents' comments with the plan that will be made available to the local education agency [Section 1118(c)(5)].

Response: The Title I Program at Pinellas Secondary School will be discussed with parents during their child's intake conference (all students)to the school. Parents will also have information disseminated to them during the Title I Annual Meeting in September 2013 and March 2014. Parents will learn about the school-wide program, learn how to schedule parent-teacher conferences, how to use FOCUS (district-wide student information program); and they will also have opportunities for participation in decisions related to the education of their child. Parents will be given the opportunity as to the best way they would like to receive information from school, be it, parent phone calls, e-mail, Connect ED, newsletter, FOCUS. Parents will be given information on upcoming parent programs that are offered district-wide (our students come from schools throughout the county). Parents will have the opportunity to visit with their child's teachers where information will be given on the subjects being taught, assessment tools, progress reports - which are given every two weeks, as well as how parents can better assist their child at home. Sign-in sheets will be provided for documentation for parent visits; follow-up will be made with those parents who were unable to attend via Connect ED PSS Home Page. Documentation will be maintained in the Title I folder with the Contact person - sign-in sheets, distribution methods, timelines, materials, etc.

Accessibility

Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].

Response: The Parent Involvement Plan will be summarized into a brochure that will be made available to all families - if languages other than English are necessary - those will be made available (the ESOL Department will be contacted for assistance with translation, as well as staff members who are bilingual). The brochure will outline the major components of the policy. Hard copies will be placed in the Main Office as well as in the Guidance Office.

Parents will be informed during their child' Intake Conference as to how to receive the above information on their child at Pinellas Secondary School; communication may be written (letter, newsletter, brochure, flyer, or E-mail), accessed through FOCUS, or provided through ConnectED.

Should information need to be translated, the use of bilingual staff members, or the ESOL Department will be contacted. Parents who are hearing impaired and/or sight impaired, will have the support of staff to make adjustments to assist those parents as best as possible - with assistance from the District if needed.

Discretionary Activities

Discretionary School Level Parental Involvement Policy Components Check if the school does not plan to

implement discretionary parental involvement activities. Check all activities the school plans to implement:

X Not Applicable

Upload Evidence of Input from Parents

Upload evidence of parent input in the development of the plan.

Uploaded Document

Upload Parent-School Compact

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Upload an electronic version of the Parent-School Compact.

Uploaded Document

Upload Evidence of Parent Involvement in Development of Parent-School Compact

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Upload evidence of parent input in the development of the compact.

Uploaded Document

Evaluation of the 2012-2013 Parental Involvement Plan

Building Capacity Summary

Provide a summary of activities provided during the 2011-2012 school year that were designed to build the capacity of parents to help their children [Section 1118 (e)(1-2)]. Include participation data on the Title I annual meeting.

count Content and Type of Activity Number of Activities Number of Participants Anticipated Impact on Student Achievement

1 Intake Conferences for all students 1 270 Parents and students will have knowledge of the way of work at Pinellas Secondary

2 College Readiness 6 42 Earn credits for graduation

3 Parent Guides 1 50 Educational knowledge about schooling

4 FOCUS Training 1 16 Learn how to log-in to view student information

Staff Training Summary

Provide a summary of the professional development activities provided by the school during the 2012-2013 school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)].

count Content and Type of Activity Number of Activities Number of Participants Anticipated Impact on Student Achievement

1 Training on the implementation and coordination of parental involvement program 4 40 Communication strategies to deal with students and families in order to increase the number of students scoring proficiency in yearly evaluations, such as, FCAT testing, End-of-Course exams.

2 Building Bridges Power Point Presentation 2 40 Communication strategies to deal with students and families in order to increase the number of students scoring proficiency in yearly evaluations, such as, FCAT testing, End-of-Course exams.

3 Moodle Training 2 40 Enhance skills to work more effectively with students and families to increase their knowledge on accessing viable information on academics and behaviors

Barriers

Describe the barriers that hindered participation by parents during the 2011-2012 school year in parental involvement activities. Include the steps the school will take during the 2012-2013 school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(E)].

count Barrier (Including the Specific Subgroup) Steps the School will Take to Overcome

1 Transportation issues - our students are from the entire county - not just the local community Hold parent workshops throughout the county

2 Parent buy-in to the school - students reassigned for infractions against the Student Code of Conduct

Building relationships - let parents know the importance of futherling their child's education

Best Practices (Optional)

Describe the parental involvement activity/strategy the school implemented during the 2011-2012 school year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

count Content/Purpose Description of the Activity

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

Goal #1: Middle School: 10% of the students taking the 7th grade Civics EOC assessment to score a level 3 and 5% of the students scoring a level 4 or higher. In addition, establish baseline data for pre and post-testing of 6th grade Ancient History and 8th grade

Barrier #1: Lack of student motivation; and high mobility rate. Our students lack stress tolerance and often cope by avoiding academic tasks. As a result, they often refuse to participate in testing. Our students often have splintered skills, and are ineffective and/or inefficient readers. In addition to time out of the classroom, many of our secondary students are absent or tardy frequently. This can be the result of social/emotional health, family/community and legal issues, physical health concerns and general dysfunction. These reasons contribute to a lack of learning gain. Diminished student motivation: Students practice learned academic avoidance Students are frequently absent or tardy Students demonstrate increased academic frustration and school stress Students demonstrate testing anxiety by not attempting standardized tests Diminished student skills: Students often have decreased reading comprehension skills Students often have decreased problem solving skills

Strategy #1: Explicit and modeled instructions, guided and independent practice daily. Small group and individual instruction when possible, and CPI for the students who oppositional defiant. Additional strategies include Focus lessons as well as FCAT and EOC practices. If possible Support Facilitation for students with disabilities. Gradual Release protocols Common Core "Close Reading" strategies Identified Social Studies DBQ's Support Facilitation for identified ESE students

Action Step #1: Set and communicate a purpose for learning and learning goals in each lesson Implement High Yield Instructional Strategies Increase instructional rigor Provide formative assessments to inform differentiation in instruction

Facilitator leader

Team leader

Participants

social studies teachers

Target dates or schedule

Monthly

Evidence of Completion and Person Responsible for Monitoring

PLC, weekly progress monitoring, student product, Performance Matters

(Person Responsible: Teachers, support staff, and administrators)

Goal #2: Goal Related to Bradley MOU Black advanced coursework to increase the percentage of black students enrolled in rigorous advanced coursework through satellite centers by 5 %

Barrier #1: Students are involuntary assigned to our school. Parents are often reluctant participants in responding to school communication. Limited options for alternative behavior interventions due to parental transportation issues.

Strategy #1: Behavior specialists and student service personnel on campus daily. Implementation of an Orientation class, Student Achievement Lab (SAL), Intervention Center (IC), and Positive Behavior System (PBS -- rewards, behavior contracts, tier 2, tier 3 interventions

Action Step #1: *Clear and concise expectations for classwork/homework *Guidance on how to register for a satellite center *Guidance for students how these classes would benefit the *Clearly communicate with parents about satellite centers

Facilitator leader

Participants

Faculty and staff

Target dates or schedule

daily

Evidence of Completion and Person Responsible for Monitoring

FOCUS data

Transcripts and course history

(Person Responsible: Faculty and staff)

Goal #3: Goal Related to Bradley MOU Black graduation rate Due to being an alternative school and having students involuntary placed (violation of Code of Student Conduct), all our students are under their sending school graduation data.

Barrier #1: Students are involuntary assigned to our school. Parents are often reluctant participants in responding to school communication. Limited options for alternative behavior interventions due to parental transportation issues.

Strategy #1: Behavior specialists and student service personnel on campus daily. Implementation of an Orientation class, Student Achievement Lab (SAL), Intervention Center (IC), and Positive Behavior System (PBS -- rewards, behavior contracts, tier 2, tier 3 interventions

Action Step #1: Positive behavior supports are in place in the form of an effective school wide behavior plan

Facilitator leader

Participants

Faculty and staff

Target dates or schedule

daily

Evidence of Completion and Person Responsible for Monitoring

Credit checks

Student - Counselor conferences

(Person Responsible: Faculty and staff)

Goal #4: Identify and complete the Healthier Generation 6 Step Process.

Barrier #1: Failure to form a Healthy School Team Failure to complete 6 Step process Failure to identify goals Formation of Healthy School Team problematic because inaugural program. Selection of team, assignment of responsibilities, coordination of meeting times (new HS AM schedule (7:05- 2:10) creates difficulty in attendance of all participants

Strategy #1: Adherence to Healthy Schools 6 step process promotes a guideline for goal attainment

Action Step #1: 1) Build Support of the Healthy School Program 6 Step Process 2) Identify participants (AP (Ms. Ramdohr), Wellness Director (Ms. Footman), Cafeteria Manager (Ms. Tamaro), HS PE Coach (Walters), MS PE Coach (Orr) - PRINCIPAL & TEAM LEADER 3) Register and enroll the School Team with the Healthy School Program 4) Evaluate Pinellas Secondary (School Inventory) 5) Submit Updated Inventory 6) Create an Action Plan (Online) 7) Identify and explore resources to assist in completion of inventory 8) Take necessary action to complete each inventory item 9) Update Healthy School Inventory as needed 10) Celebrate success!

Facilitator leader

Participants

PRINCIPAL & TEAM LEADER

Target dates or schedule

August 2013

Evidence of Completion and Person Responsible for Monitoring

HEALTHY SCHOOL TEAM

(Person Responsible: PRINCIPAL & TEAM LEADER)

Goal #5: To decrease the percentage of students who score below Level 3 on the reading FCAT assessment by 5% and to increase those who make annual learning gains by 3% as reported by whole school or sub groups when available.

Barrier #1: The student attendance barrier can be an alterable element pertaining to curriculum, instruction and environment by having teachers utilize their online classroom and uploading information to PCS Focus/Portal. The addition of a Reading Coach will assist in additional resources available for non-fluent readers.

Strategy #1: Strategies to reduce or eliminate potential barriers include, but is not limited to: FCAT Reading/Writing data chats with students, parents and other content area teachers; faculty collaboration in Professional Learning Communities to research best practices

Action Step #1: Action steps to implement strategies will entail Department Chairs joining the school based Literacy Leadership team to communicate and train department members on the afore mention strategies to reduce and/or eliminate potential barriers.

Facilitator leader

Participants

Literacy Leadership team FAIR -- all teachers SRI -- Read 180 teachers Achieve 3000, FCAT Achieves, FCAT Explorer -- Reading teachers

Target dates or schedule

Monthly

Evidence of Completion and Person Responsible for Monitoring

Electronic data sharing

(Person Responsible: Literacy Leadership team

FAIR -- all teachers

SRI -- Read 180 teachers

Achieve 3000, FCAT Achieves, FCAT Explorer -- Reading teachers)

Goal #6: To decrease the percentage of students who score below Level 3.5 on the FCAT Writes assessment by 5% and to increase those who make annual learning gains by 3% as reported by whole school or sub groups when available.

Barrier #1: Potential barriers include student attendance; inability to provide individualized phonemic instruction for reading. The student attendance barrier can be an alterable element pertaining to curriculum, instruction and environment by having teachers utilize their online classroom and uploading information to PCS Focus/Portal. The addition of a Reading Coach will assist in additional resources available for non-fluent readers.

Strategy #1: Strategies to reduce or eliminate potential barriers include, but is not limited to: FCAT Reading/Writing data chats with students, parents and other content area teachers; faculty collaboration in Professional Learning Communities to research best practices

Action Step #1: Glencoe Essays

Facilitator leader

Participants

Language Arts/ Reading department

Target dates or schedule

Four times per year -- twice per semester

Evidence of Completion and Person Responsible for Monitoring

Pre/ post writing assessment br />Glencoe data report

(Person Responsible: Language Arts/ Reading department)

Goal #7: Goal Related to Bradley MOU Black Academic Achievement To increase the percentage of black students who score on or above Level 3 on the FCAT and EOC assessment by 5%

Barrier #1: Lack of student motivation; high mobility rate; students lack stress tolerance and often cope by avoiding academic tasks. As a result, they often refuse to participate in testing. Our students often have splintered skills and are ineffective and/or inefficient readers. In addition to time out of the classroom, many of our secondary students are absent or tardy frequently. This can be the result of social/emotional health, family/community and legal issues, physical health concerns and general dysfunction. These reasons contribute to a lack of learning gain.

Strategy #1: Explicit and modeled instructions, guided and independent practice daily. Small group and individual instruction when possible. Additional strategies include Focus lessons and FCAT practice. If possible Support Facilitation for students with disabilities.

Action Step #1: Implementation of the Gradual Release Model or 5 Es. Check for understanding throughout the lessons Re-teach or provide enrichment activities Progress monitoring Students self-track their progress Collaboration with all academic and elective departments to ensure students success Support by Student Service Personnel (Social worker, guidance counselors, VE specialist, and behavior specialists) to encourage students' self-motivation

Facilitator leader

Participants

Faculty and staff

Target dates or schedule

daily

Evidence of Completion and Person Responsible for Monitoring

Completion and passing courses

Grades and transcripts

Student product

lesson plans

Walkthroughs

(Person Responsible: Faculty and staff)

Goal #8: To decrease the percentage of students who score below Level 3 on the mathematics FCAT and EOC assessment by 5% and to increase those who make annual learning gains by 3% as reported by whole school or sub groups when available.

Barrier #1: Lack of student motivation; high mobility rate Our students lack stress tolerance and often cope by avoiding academic tasks. As a result, they often refuse to participate in testing. Our students often have splintered skills and are ineffective and/or inefficient readers. In addition to time out of the classroom, many of our secondary students are absent or tardy frequently. This can be the result of social/emotional health, family/community and legal issues, physical health concerns and general dysfunction. Other reasons include length of stay, skill gaps, lack of interest, diverse academic needs, and low self-esteem which also contributes to a lack of learning gain.

Strategy #1: Explicit instruction, modeled instruction, guided practice and independent practice daily. Small group and individual instruction when possible. Additional strategies include Focus lessons and FCAT/ EOC practice. On-going math activities supported during peer teaching, hands-on activities, and student response.

Action Step #1: Set and communicate a purpose for learning and learning goals in each lesson
Implement High Yield Instructional Strategies Increase instructional rigor Provide formative assessments to inform differentiation in instruction

Facilitator leader

PD Facilitator Department Chair Faculty and staff using LMS

Participants

Teachers, support staff, and administrators

Target dates or schedule

Monthly

Evidence of Completion and Person Responsible for Monitoring

PLC, weekly progress monitoring, student product, Performance Matters

(Person Responsible: Teachers, support staff, and administrators)

Goal #9: Goal Related to Bradley MOU Student engagement for black students To increase the active engagement of black students in academics will increase by decreasing referrals and suspensions by 10%.

Barrier #1: Students are involuntary assigned to our school due to their violation of Student Code of Conduct. Parents are often reluctant participants in responding to school communication. Limited options for alternative behavior interventions due to parental transportation issues.

Strategy #1: Positive behavior supports are in place in the form of an effective school wide behavior plan. Behavior specialists and student service personnel on campus daily. Implementation of an Orientation class, Student Achievement Lab (SAL), Intervention Center (IC), and Positive Behavior System (PBS -- rewards, behavior contracts, tier 2, tier 3 interventions).

Action Step #1: School-wide Behavior Plan with Positive Behavior Interventions in place Individual Behavior Plans (BIP) or Functional Behavior Assessments (FBA) on hand to accommodate students' needs Counseling available daily Behavior Specialist available daily

Facilitator leader

Participants

Faculty and staff

Target dates or schedule

daily

Evidence of Completion and Person Responsible for Monitoring

FOCUS data

Intervention Center data br />Observation

BIP and FBA reviews

(Person Responsible: Faculty and staff)

Goal #10: Identify and reduce number of potential drop outs based on grade retention, high absenteeism, failing grades, and low standardized test performance by 5%.

Barrier #1: Students lack skills to plan for future aspirations and create educational goals. Poor parental support, lack of motivation and awareness, high mobility rate

Strategy #1: Implement High Yield Instructional Strategies. Support services provided by social worker (home visits, attendance letters, phone calls home) and guidance counselors. Smaller class sizes, comprehensive skill building, course recovery/ ELP, and administer

Action Step #1: FOCUS,survey results, credit chats, progress reports, communication with parents, grade level seminars

Facilitator leader

Participants

Faculty and Staff

Target dates or schedule

November

Evidence of Completion and Person Responsible for Monitoring

Improvement evidenced by FOCUS and survey data

(Person Responsible: Faculty and Staff)

Goal #11: To decrease the percentage of students who score below Level 3 on the science FCAT and EOC assessment by 5% and to increase those who make annual learning gains by 3% as reported by whole school or sub groups when available.

Barrier #1: Lack of student motivation; high mobility rate Our students lack stress tolerance and often cope by avoiding academic tasks. As a result, they often refuse to participate in testing. Our students often have splintered skills and are ineffective and/or inefficient readers. In addition to time out of the classroom, many of our secondary students are absent or tardy frequently. This can be the result of social/emotional health, family/community and legal issues, physical health concerns and general dysfunction. These reasons contribute to a lack of learning gain.

Strategy #1: Explicit and modeled instructions, guided and independent practice daily. Small group and individual instruction when possible. Additional strategies include Focus lessons as well as FCAT and EOC practices. If possible Support Facilitation for students with disabilities.

Action Step #1: Set and communicate a purpose for learning and learning goals in each lesson
Implement High Yield Instructional Strategies Increase instructional rigor Provide formative assessments to inform differentiation in instruction

Facilitator leader

Participants

Teachers, administrators, and support staff

Target dates or schedule

Grading period

Evidence of Completion and Person Responsible for Monitoring

Walkthroughs, lesson plans, student product, common assessment when available

(Person Responsible: Teachers, administrators, and support staff)

Goal #12: To work proactively with parents to increase participation in their child's academic achievement by 25 %.

Barrier #1: Due to student reassignment, parents display an unwillingness to be involved in their child's education. Because it is not a neighborhood school, transportation interferes with parents involvement. Parents have limited awareness of community resources and how to access services.

Strategy #1: Parent workshops in various location in the county i.e. community centers, church, library, Title I Office Building relationships between school and home by Intake Conferences for all students, College Readiness, Parent Guides, and FOCUS Training

Action Step #1: Family/ Family workshops; focus training; in-take conference; distribution of materials

Facilitator leader

Participants

Title I liaison, guidance counselors, administrators

Target dates or schedule

on going

Evidence of Completion and Person Responsible for Monitoring

increase of parent participation in workshops and increase in usage of materials

(Person Responsible: Title I liaison, guidance counselors, administrators)

Goal #13: Reduce number of in and out of school suspensions by 10 %.

Barrier #1: Students are involuntary assigned to our school. Parents are often reluctant participants in responding to school communication. Limited options for alternative behavior interventions due to parental transportation issues.

Strategy #1: Behavior specialists and student service personnel on campus daily. Implementation of an Orientation class, Student Achievement Lab (SAL), Intervention Center (IC), and Positive Behavior System (PBS -- rewards, behavior contracts, tier 2, tier 3 interventions), increase opportunities to spend positive time with students, opportunities to participate in video news recording and morning announcements

Action Step #1: daily behavior tracking, FBA updates, parent conferences, behavior contract updates, weekly rewards, tier 2 (small teacher : student ratio), tier 3 (support facilitation, one-on-one, individual counseling, referrals to community resources as needed)

Facilitator leader

Participants

Behavior specialists, social worker, administrators, teachers

Target dates or schedule

on-going

Evidence of Completion and Person Responsible for Monitoring

classroom management plans, updated FBA, FOCUS data

(Person Responsible: Behavior specialists, social worker, administrators, teachers)

Appendix 2: Budget to Support School Improvement Goals**Budget Summary by Goal**

Goal	Description	Total
Goal #2	Goal Related to Bradley MOU Black advanced coursework to increase the percentage of black students enrolled in rigorous advanced coursework through satellite centers by 5 %	\$1,500
Goal #3	Goal Related to Bradley MOU Black graduation rate Due to being an alternative school and having students involuntary placed (violation of Code of Student Conduct), all our students are under their sending school graduation data.	\$1,500
Goal #4	Identify and complete the Healthier Generation 6 Step Process.	\$600
Goal #5	To decrease the percentage of students who score below Level 3 on the reading FCAT assessment by 5% and to increase those who make annual learning gains by 3% as reported by whole school or sub groups when available.	\$15,000
Goal #6	To decrease the percentage of students who score below Level 3.5 on the FCAT Writes assessment by 5% and to increase those who make annual learning gains by 3% as reported by whole school or sub groups when available.	\$3,000
Goal #7	Goal Related to Bradley MOU Black Academic Achievement To increase the percentage of black students who score on or above Level 3 on the FCAT and EOC assessment by 5%	\$1,500
Goal #8	To decrease the percentage of students who score below Level 3 on the mathematics FCAT and EOC assessment by 5% and to increase those who make annual learning gains by 3% as reported by whole school or sub groups when available.	\$5,000
Goal #9	Goal Related to Bradley MOU Student engagement for black students To increase the active engagement of black students in academics will increase by decreasing referrals and suspensions by 10%.	\$1,500
Goal #10	Identify and reduce number of potential drop outs based on grade retention, high absenteeism, failing grades, and low standardized test performance by 5%.	\$4,000
Goal #11	To decrease the percentage of students who score below Level 3 on the science FCAT and EOC assessment by 5% and to increase those who make annual learning gains by 3% as reported by whole school or sub groups when available.	\$10,000
Goal #12	To work proactively with parents to increase participation in their child's academic achievement by 25 %.	\$4,688
Goal #13	Reduce number of in and out of school suspensions by 10 %.	\$4,000
	Total	\$52,288

Budget Summary by Resource Type and Funding Source

Resource Type	Evidence-Based Materials	Evidence-Based Program		Total
Title I	\$37,000	\$0	\$0	\$37,000
Dropout Prevention	\$10,000	\$0	\$0	\$10,000
Federal funded program	\$4,688	\$0	\$0	\$4,688
Pinellas County Schools	\$0	\$600	\$0	\$600

	\$0	\$0	\$0	\$0
Total	\$51,688	\$600	\$0	\$52,288

Budget Detail

Goal #1: Middle School: 10% of the students taking the 7th grade Civics EOC assessment to score a level 3 and 5% of the students scoring a level 4 or higher. In addition, establish baseline data for pre and post-testing of 6th grade Ancient History and 8th grade

Barrier #1: Lack of student motivation; and high mobility rate. Our students lack stress tolerance and often cope by avoiding academic tasks. As a result, they often refuse to participate in testing. Our students often have splintered skills, and are ineffective and/or inefficient readers. In addition to time out of the classroom, many of our secondary students are absent or tardy frequently. This can be the result of social/emotional health, family/community and legal issues, physical health concerns and general dysfunction. These reasons contribute to a lack of learning gain. Diminished student motivation: Students practice learned academic avoidance Students are frequently absent or tardy Students demonstrate increased academic frustration and school stress Students demonstrate testing anxiety by not attempting standardized tests Diminished student skills: Students often have decreased reading comprehension skills Students often have decreased problem solving skills

Strategy #1: Explicit and modeled instructions, guided and independent practice daily. Small group and individual instruction when possible, and CPI for the students who oppositional defiant. Additional strategies include Focus lessons as well as FCAT and EOC practices. If possible Support Facilitation for students with disabilities. Gradual Release protocols Common Core "Close Reading" strategies Identified Social Studies DBQ's Support Facilitation for identified ESE students

Action Step #1: Set and communicate a purpose for learning and learning goals in each lesson Implement High Yield Instructional Strategies Increase instructional rigor Provide formative assessments to inform differentiation in instruction

Resource Type

Resource

Funding Source

Amount Needed

Goal #2: Goal Related to Bradley MOU Black advanced coursework to increase the percentage of black students enrolled in rigorous advanced coursework through satellite centers by 5 %

Barrier #1: Students are involuntary assigned to our school. Parents are often reluctant participants in responding to school communication. Limited options for alternative behavior interventions due to parental transportation issues.

Strategy #1: Behavior specialists and student service personnel on campus daily. Implementation of an Orientation class, Student Achievement Lab (SAL), Intervention Center (IC), and Positive Behavior System (PBS -- rewards, behavior contracts, tier 2, tier 3 interventions

Action Step #1: *Clear and concise expectations for classwork/homework *Guidance on how to register for a satellite center *Guidance for students how these classes would benefit the *Clearly communicate with parents about satellite centers

Resource Type Evidence-Based Materials

Resource

Funding Source Title I

Amount Needed \$1,500

Goal #3: Goal Related to Bradley MOU Black graduation rate Due to being an alternative school and having students involuntary placed (violation of Code of Student Conduct), all our students are under their sending school graduation data.

Barrier #1: Students are involuntary assigned to our school. Parents are often reluctant participants in responding to school communication. Limited options for alternative behavior interventions due to parental transportation issues.

Strategy #1: Behavior specialists and student service personnel on campus daily. Implementation of an Orientation class, Student Achievement Lab (SAL), Intervention Center (IC), and Positive Behavior System (PBS -- rewards, behavior contracts, tier 2, tier 3 interventions

Action Step #1: Positive behavior supports are in place in the form of an effective school wide behavior plan

Resource Type Evidence-Based Materials

Resource Instructional materials, subscriptions, supplies, technology hard and software, TDEs, stipends, parent meetings, food

Funding Source Title I

Amount Needed \$1,500

Goal #4: Identify and complete the Healthier Generation 6 Step Process.

Barrier #1: Failure to form a Healthy School Team Failure to complete 6 Step process Failure to identify goals Formation of Healthy School Team problematic because inaugural program. Selection of team, assignment of responsibilities, coordination of meeting times (new HS AM schedule (7:05- 2:10) creates difficulty in attendance of all participants

Strategy #1: Adherence to Healthy Schools 6 step process promotes a guideline for goal attainment

Action Step #1: 1) Build Support of the Healthy School Program 6 Step Process 2) Identify participants (AP (Ms. Ramdohr), Wellness Director (Ms. Footman), Cafeteria Manager (Ms. Tammaro), HS PE Coach (Walters), MS PE Coach (Orr) - PRINCIPAL & TEAM LEADER 3) Register and enroll the School Team with the Healthy School Program 4) Evaluate Pinellas Secondary (School Inventory) 5) Submit Updated Inventory 6) Create an Action Plan (Online) 7) Identify and explore resources to assist in completion of inventory 8) Take necessary action to complete each inventory item 9) Update Healthy School Inventory as needed 10) Celebrate success!

Resource Type Evidence-Based Program

Resource Instructional materials, subscriptions, supplies, technology hard and software, TDEs, stipends

Funding Source Pinellas County Schools

Amount Needed \$600

Goal #5: To decrease the percentage of students who score below Level 3 on the reading FCAT assessment by 5% and to increase those who make annual learning gains by 3% as reported by whole school or sub groups when available.

Barrier #1: The student attendance barrier can be an alterable element pertaining to curriculum, instruction and environment by having teachers utilize their online classroom and uploading information to PCS Focus/Portal. The addition of a Reading Coach will assist in additional resources available for non-fluent readers.

Strategy #1: Strategies to reduce or eliminate potential barriers include, but is not limited to: FCAT Reading/Writing data chats with students, parents and other content area teachers; faculty collaboration in Professional Learning Communities to research best practices

Action Step #1: Action steps to implement strategies will entail Department Chairs joining the school based Literacy Leadership team to communicate and train department members on the afore mention strategies to reduce and/or eliminate potential barriers.

Resource Type Evidence-Based Materials

Resource Instructional materials, subscriptions, supplies, technology hard and software, TDEs, stipends

Funding Source Title I

Amount Needed \$15,000

Goal #6: To decrease the percentage of students who score below Level 3.5 on the FCAT Writes assessment by 5% and to increase those who make annual learning gains by 3% as reported by whole school or sub groups when available.

Barrier #1: Potential barriers include student attendance; inability to provide individualized phonemic instruction for reading. The student attendance barrier can be an alterable element pertaining to curriculum, instruction and environment by having teachers utilize their online classroom and uploading information to PCS Focus/Portal. The addition of a Reading Coach will assist in additional resources available for non-fluent readers.

Strategy #1: Strategies to reduce or eliminate potential barriers include, but is not limited to: FCAT Reading/Writing data chats with students, parents and other content area teachers; faculty collaboration in Professional Learning Communities to research best practices

Action Step #1: Glencoe Essays

Resource Type Evidence-Based Materials

Resource Instructional materials, subscriptions, supplies, technology hard and software, TDEs, stipends, parent meetings, food

Funding Source Title I

Amount Needed \$3,000

Goal #7: Goal Related to Bradley MOU Black Academic Achievement To increase the percentage of black students who score on or above Level 3 on the FCAT and EOC assessment by 5%

Barrier #1: Lack of student motivation; high mobility rate; students lack stress tolerance and often cope by avoiding academic tasks. As a result, they often refuse to participate in testing. Our students often have splintered skills and are ineffective and/or inefficient readers. In addition to time out of the classroom, many of our secondary students are absent or tardy frequently. This can be the result of social/emotional health, family/community and legal issues, physical health concerns and general dysfunction. These reasons contribute to a lack of learning gain.

Strategy #1: Explicit and modeled instructions, guided and independent practice daily. Small group and individual instruction when possible. Additional strategies include Focus lessons and FCAT practice. If possible Support Facilitation for students with disabilities.

Action Step #1: Implementation of the Gradual Release Model or 5 Es. Check for understanding throughout the lessons Re-teach or provide enrichment activities Progress monitoring Students self-track their progress Collaboration with all academic and elective departments to ensure students success Support by Student Service Personnel (Social worker, guidance counselors, VE specialist, and behavior specialists) to encourage students' self-motivation

Resource Type Evidence-Based Materials

Resource Instructional materials, subscriptions, supplies, technology hard and software, TDEs, stipends, parent meetings, food

Funding Source Title I

Amount Needed \$1,500

Goal #8: To decrease the percentage of students who score below Level 3 on the mathematics FCAT and EOC assessment by 5% and to increase those who make annual learning gains by 3% as reported by whole school or sub groups when available.

Barrier #1: Lack of student motivation; high mobility rate Our students lack stress tolerance and often cope by avoiding academic tasks. As a result, they often refuse to participate in testing. Our students often have splintered skills and are ineffective and/or inefficient readers. In addition to time out of the classroom, many of our secondary students are absent or tardy frequently. This can be the result of social/emotional health, family/community and legal issues, physical health concerns and general dysfunction. Other reasons include length of stay, skill gaps, lack of interest, diverse academic needs, and low self-esteem which also contributes to a lack of learning gain.

Strategy #1: Explicit instruction, modeled instruction, guided practice and independent practice daily. Small group and individual instruction when possible. Additional strategies include Focus lessons and FCAT/ EOC practice. On-going math activities supported during peer teaching, hands-on activities, and student response.

Action Step #1: Set and communicate a purpose for learning and learning goals in each lesson Implement High Yield Instructional Strategies Increase instructional rigor Provide formative assessments to inform differentiation in instruction

Resource Type Evidence-Based Materials

Resource Instructional materials, subscriptions, supplies, technology hard and software, TDEs, stipends

Funding Source Title I

Amount Needed \$5,000

Goal #9: Goal Related to Bradley MOU Student engagement for black students To increase the active engagement of black students in academics will increase by decreasing referrals and suspensions by 10%.

Barrier #1: Students are involuntary assigned to our school due to their violation of Student Code of Conduct. Parents are often reluctant participants in responding to school communication. Limited options for alternative behavior interventions due to parental transportation issues.

Strategy #1: Positive behavior supports are in place in the form of an effective school wide behavior plan. Behavior specialists and student service personnel on campus daily. Implementation of an Orientation class, Student Achievement Lab (SAL), Intervention Center (IC), and Positive Behavior System (PBS -- rewards, behavior contracts, tier 2, tier 3 interventions).

Action Step #1: School-wide Behavior Plan with Positive Behavior Interventions in place Individual Behavior Plans (BIP) or Functional Behavior Assessments (FBA) on hand to accommodate students' needs Counseling available daily Behavior Specialist available daily

Resource Type Evidence-Based Materials

Resource Instructional materials, subscriptions, supplies, technology hard and software, TDEs, stipends, parent meetings, food

Funding Source Title I

Amount Needed \$1,500

Goal #10: Identify and reduce number of potential drop outs based on grade retention, high absenteeism, failing grades, and low standardized test performance by 5%.

Barrier #1: Students lack skills to plan for future aspirations and create educational goals. Poor parental support, lack of motivation and awareness, high mobility rate

Strategy #1: Implement High Yield Instructional Strategies. Support services provided by social worker (home visits, attendance letters, phone calls home) and guidance counselors. Smaller class sizes, comprehensive skill building, course recovery/ ELP, and administer

Action Step #1: FOCUS, survey results, credit chats, progress reports, communication with parents, grade level seminars

Resource Type Evidence-Based Materials

Resource Instructional materials, subscriptions, supplies, technology hard and software, TDEs, stipends

Funding Source Title I

Amount Needed \$4,000

Goal #11: To decrease the percentage of students who score below Level 3 on the science FCAT and EOC assessment by 5% and to increase those who make annual learning gains by 3% as reported by whole school or sub groups when available.

Barrier #1: Lack of student motivation; high mobility rate Our students lack stress tolerance and often cope by avoiding academic tasks. As a result, they often refuse to participate in testing. Our students often have splintered skills and are ineffective and/or inefficient readers. In addition to time out of the classroom, many of our secondary students are absent or tardy frequently. This can be the result of social/emotional health, family/community and legal issues, physical health concerns and general dysfunction. These reasons contribute to a lack of learning gain.

Strategy #1: Explicit and modeled instructions, guided and independent practice daily. Small group and individual instruction when possible. Additional strategies include Focus lessons as well as FCAT and EOC practices. If possible Support Facilitation for students with disabilities.

Action Step #1: Set and communicate a purpose for learning and learning goals in each lesson
Implement High Yield Instructional Strategies Increase instructional rigor Provide formative assessments to inform differentiation in instruction

Resource Type	Evidence-Based Materials
Resource	Science labs, instructional materials, subscriptions, supplies, technology hard and software, TDEs, stipends
Funding Source	Dropout Prevention
Amount Needed	\$10,000

Goal #12: To work proactively with parents to increase participation in their child's academic achievement by 25 %.

Barrier #1: Due to student reassignment, parents display an unwillingness to be involved in their child's education. Because it is not a neighborhood school, transportation interferes with parents involvement. Parents have limited awareness of community resources and how to access services.

Strategy #1: Parent workshops in various location in the county i.e. community centers, church, library, Title I Office Building relationships between school and home by Intake Conferences for all students, College Readiness, Parent Guides, and FOCUS Training

Action Step #1: Family/ Family workshops; focus training; in-take conference; distribution of materials

Resource Type	Evidence-Based Materials
Resource	Parent workshops, postage for parent communication, transportation, agenda books, food, central printing items
Funding Source	Federal funded program
Amount Needed	\$4,688

Goal #13: Reduce number of in and out of school suspensions by 10 %.

Barrier #1: Students are involuntary assigned to our school. Parents are often reluctant participants in responding to school communication. Limited options for alternative behavior interventions due to parental transportation issues.

Strategy #1: Behavior specialists and student service personnel on campus daily. Implementation of an Orientation class, Student Achievement Lab (SAL), Intervention Center (IC), and Positive Behavior System (PBS -- rewards, behavior contracts, tier 2, tier 3 interventions), increase opportunities to spend positive time with students, opportunities to participate in video news recording and morning announcements

Action Step #1: daily behavior tracking, FBA updates, parent conferences, behavior contract updates, weekly rewards, tier 2 (small teacher : student ratio), tier 3 (support facilitation, one-on-one, individual counseling, referrals to community resources as needed)

Resource Type Evidence-Based Materials

Resource Instructional materials, subscriptions, supplies, technology hard and software, TDEs, stipends, PBS

Funding Source Title I

Amount Needed \$4,000