

Pinellas County Schools

Richard O Jacobson Technical High School At



2022-23 Schoolwide Improvement Plan

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Richard O Jacobson Technical High School At Seminole

12611 86TH AVE, Seminole, FL 33776

[no web address on file]

Demographics

Principal: Joshua Wolfenden

Start Date for this Principal: 7/5/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	38%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Economically Disadvantaged Students Hispanic Students Students With Disabilities White Students
School Grades History	2021-22: A (68%) 2020-21: (55%) 2018-19: C (50%) 2017-18: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To prepare every student for life success through rigorous education and engaging industry and community partners.

Provide the school's vision statement.

Every Tech High student positively impacts their workplace and community.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Wolfenden, Joshua	Principal	Oversee leadership development and initiatives throughout the school
Campbell, Melissa	Assistant Principal	Oversee leadership development and initiatives throughout the school
Karp, Kelsey	Teacher, Career/ Technical	Equity Champion Act as lead teacher for mentor program, serve as department chair for CTE department, promote equity initiatives among staff and students throughout the school year
Rubin, Amy	Guidance Counselor	Advise the team with all matters related to school counseling and related activities
Cipolla, Emily	Teacher, ESE	VE Specialist Advise the team in leadership related to ESE students, staff, and services
Lawrence, Sarah	Teacher, K-12	ELA Dept. chair Advise the team in matters related to ELA
Grant, Ivana	Teacher, K-12	Science Dept. chair Advise the team in matters related to science
Sullivan, Laura	Teacher, K-12	Math Dept. chair Advise the team in matters related to Math
Burcham, Cathlene	Administrative Support	Contribute to leadership through administrative support processes

Demographic Information

Principal start date

Tuesday 7/5/2022, Joshua Wolfenden

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Total number of teacher positions allocated to the school

27

Total number of students enrolled at the school

614

Identify the number of instructional staff who left the school during the 2021-22 school year.

5

Identify the number of instructional staff who joined the school during the 2022-23 school year.

6

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	190	174	135	121	620
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	29	42	25	41	137
One or more suspensions	0	0	0	0	0	0	0	0	0	4	6	1	3	14
Course failure in ELA	0	0	0	0	0	0	0	0	0	15	5	0	0	20
Course failure in Math	0	0	0	0	0	0	0	0	0	7	2	13	0	22
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	55	20	16	2	93
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	20	21	10	1	52
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	93	54	43	2	192

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	9	12	3	9	33

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	2	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Tuesday 7/5/2022

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	155	142	95	37	429
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	29	21	18	11	79
One or more suspensions	0	0	0	0	0	0	0	0	0	3	2	2	0	7
Course failure in ELA	0	0	0	0	0	0	0	0	0	11	5	0	0	16
Course failure in Math	0	0	0	0	0	0	0	0	0	6	10	5	0	21
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	32	12	12	0	56
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	1	5	5	0	11
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	76	71	41	15	203

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	0	0	0	155	142	95	37	429
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	29	21	18	11	79
One or more suspensions	0	0	0	0	0	0	0	0	0	3	2	2	0	7
Course failure in ELA	0	0	0	0	0	0	0	0	0	11	5	0	0	16
Course failure in Math	0	0	0	0	0	0	0	0	0	6	10	5	0	21
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	32	12	12	0	56
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	1	5	5	0	11
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	0	76	71	41	15	203

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	53%			52%			53%	56%	56%
ELA Learning Gains	57%			47%			45%	51%	51%
ELA Lowest 25th Percentile	43%			38%			47%	43%	42%
Math Achievement	52%			51%			50%	45%	51%
Math Learning Gains	57%			40%			38%	44%	48%
Math Lowest 25th Percentile	66%			48%			31%	41%	45%
Science Achievement	85%			94%			86%	64%	68%
Social Studies Achievement	80%			72%				71%	73%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	86%	62%	24%	67%	19%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	70%	-70%	70%	-70%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	25%	55%	-30%	61%	-36%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	65%	56%	9%	57%	8%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	32	37	35	37	50		83	77			
ELL	10	40									
BLK	39	41	40				100				
HSP	53	52	55	76	50		95	63			
MUL	36	50									
WHT	55	47	35	51	38	40	92	73			
FRL	45	43	36	44	37	50	94	71			
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	29	53		33	29						
HSP	50	36		40	32		92				
WHT	55	49	54	54	40	33	87				
FRL	41	46	46	40	32	28	81				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	68
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	682
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	44
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	55
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	57
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	58
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	35
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	69
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	66
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Richard O./ Jacobson Technical High School students performed very well in assessed content areas. Our school had the highest ranking in the district for Biology, Math gains of the lowest 25%, and tied with 2 other schools for the highest graduation rate. We had the second highest accelerated graduation rate in the district and achieved the 3rd highest Math gains, the 4th highest Math achievement, the 5th highest gains of the lowest 25% for ELA, and the 6th highest ELA achievement. Our most prominent area of focus for the upcoming year will be 9th grade ELA and US History (our 2 lowest areas as compared to our district counterparts). We are still waiting to see subgroup data that will help guide our processes and areas of focus for specific subgroups.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

9th grade ELA indicates the greatest need for improvement based on progress monitoring and 2022 state assessments.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

A reading support pullout program was established for level 1 and 2 readers well into the 21/22 school year. Moving in to the 22/23 school year, students who scored level 1 or 2 on the FSA Reading test will be placed in a Reading class aligned to content standards and implementing research-based reading and writing strategies.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Based on progress monitoring and 2022 state assessments, Geometry showed the most improvement with a 13% gain from 20/21 to 21/22

What were the contributing factors to this improvement? What new actions did your school take in this area?

One of the contributing factors to this improvement was careful examination of math placement processes and ensuring appropriate student placement in math courses using assessment data. Geometry instructors took a standards-based approach to content delivery and incorporated real-world problem-solving based on student interests as defined by the themed program in which students are enrolled.

What strategies will need to be implemented in order to accelerate learning?

In order to accelerate learning, we will plan to showcase highly effective teaching strategies during monthly staff meetings. Identified student leaders will attend monthly staff meetings and share student perspectives on activities, assignments, and assessments that accelerate their learning. Standards-based instructional strategies, equitable grading practices, Universal Design for Learning, and Specially Designed Instruction will be consistently discussed and highlighted throughout the school year. Cross curricular content will also take on great importance as teachers will be expected to collaborate in project-based learning to incorporate the theme from each student's application program.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development in project-based learning will be provided through the district Office of Student Assignment (Application Programs). Representatives from the District ESE Dept. and Equity Division have been invited to present information on Specially Designed Instruction and Equitable Grading Practices during monthly faculty meetings.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Additional services that will ensure sustainability of improvement in the coming years include ongoing standards-based reading instruction for all Level 1 and 2 readers, ongoing professional development opportunities for all content areas including ESE, continued expectations of cross-curricular interface through project-based learning, and implementation of instructional delivery incorporating themes from each application program.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our level of overall performance from the 21/22 school year was 47% as evidenced in 9th grade and 60% as evidenced in 10th grade FSA ELA scores. This resulted in an overall performance of 53% of students earning a proficient achievement level on the FSA ELA test. If continued, rigorous instruction coupled with data-driven decision-making were to occur, the level of performance on 9th grade ELA standardized assessment would improve to 55% and 10th grade ELA standardized assessment would maintain at 60%, allowing an overall ELA achievement of 58% for the school.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The 47% performance of 9th grade and 60% performance of 10th grade ELA students achieving proficiency in the 20/21 school year will increase to 55% for 9th grade and 60% for 10th grade as measured by 22/23 ELA standardized assessment scores. This would result in an overall ELA achievement score of 58%

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Progress monitoring toward the desired outcome will be monitored throughout the year in a variety of ways. 9th and 10th grade ELA teachers will conduct standards-based formative assessments with frequency in order to ensure that content pacing is appropriate and student mastery of foundational reading strategies is occurring. 9th and 10th grade students who scored achievement level 1 or 2 in previous years will be provided with strategic supports in a Reading class targeted to address specific foundational reading strategies related to the BEST standardized assessment. ELP opportunities will be made available daily for reteaching and clarifying points of confusion. FAST assessment data will be collected and analyzed to determine areas of strength and opportunities for improvement. Data chats will take place with large groups, small groups, and individual students to isolate specific standards that require additional attention in order to evidence mastery. Administrative walkthroughs and ISM visits will provide opportunities for meaningful, targeted feedback to drive instructional best practices for individual teachers

Person responsible for monitoring outcome:

Melissa Campbell (campbellme@pcsb.org)

Evidence-based Strategy: Describe the evidence-

The addition of a comprehensive reading program to support Level 1 and 2 Readers provides scheduled time during each day for struggling readers to engage in content mastery using research-based reading strategies. ELA teachers will begin the year with a broad focus on the foundational reading strategies that have traditionally challenged the largest number of students across the district (identifying main ideas, identifying evidence

from text to support a claim, etc...)
based strategy being implemented for this Area of Focus. As formative assessment occurs and areas of strength and opportunities for improvement are identified for large groups, small groups, and individual students, 9th and 10th grade teachers will focus in on specific areas where students can be scaffolded/supported to mastery of foundational reading strategies. Each student is enrolled in a CTE program. Teachers will incorporate texts that are related to the different CTE programs to create engaging and rigorous tasks that allow students to demonstrate mastery of strategies.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Research indicates that instructors who participate in content specific professional development and implement instructional practices which emphasize rigorous expectations and data-driven decision making processes demonstrate increased student achievement.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. 9th and 10th grade ELA teachers will implement standards-based lessons aligned to BEST ELA categories including: reading prose and poetry, reading informational text, comparative reading, increasing vocabulary and communication.
2. 9th and 10th grade students scoring lower than "on grade level" on the BEST ELA standardized assessment will be identified and scheduled into a Reading class that supports/scaffolds specific reading strategies to be measured by the BEST ELA standardized assessment.
3. Analysis of FAST formative assessment will be used to drive large group, small group, and individual instruction. Teachers will utilize standards-aligned items to build assessments in Performance Matters to serve as pulse checks on progress between FAST assessments.
4. FAST assessment analysis will identify areas of strength and opportunities for reteaching in order to ensure mastery of foundational reading strategies on summative assessments
5. Teacher and student data chats will take place following each FAST assessment in order to analyze data, set specific goals, and determine a process for tracking progress toward mastery.
6. ELP opportunities provided at lunch and after school daily.
7. Structured time in PLCs will provide opportunities for teachers to collaborate within the ELA department, with ESE and CTE teachers, as well as with ELA teachers from Osceola High School.

Person Responsible Sarah Lawrence (lawrencesar@pcsb.org)

#2. Instructional Practice specifically relating to Math**Area of Focus Description and**

Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our level of overall performance from the 21/22 school year was 41% for Alg 1 and 64% for Geometry as evidenced by EOC scores. This resulted in an overall Math achievement score of 52%. If continued rigorous instruction coupled with data driven decision making would occur, the level of performance on Math standardized assessments would increase to 50% for Alg 1 and 68% for Geometry resulting in an overall Math achievement score of 59%

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The 41% performance of Alg 1 students and 64% performance of Geometry students achieving proficiency in the 21/22 school year will increase to 50% as measured by 22/23 Alg 1 standardized assessment scores and 68% Geometry standardized assessment scores and an overall Math achievement score of 59%

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Progress monitoring toward the desired outcome will be monitored throughout the year in a variety of ways. Algebra 1 and Geometry teachers will conduct standards-based formative assessments with frequency in order to ensure that content pacing is appropriate and student mastery of benchmarks and standards is occurring. ELP opportunities will be made available daily for reteaching and clarifying points of confusion. Cycle assessment data will be collected and analyzed to determine areas of strength and opportunities for improvement. Data chats will take place with large groups, small groups, and individual students to isolate specific standards that require additional attention in order to evidence mastery.

Person responsible for monitoring outcome:

Laura Sullivan (sullivanla@pcsb.org)

Evidence-based Strategy: Describe the evidence-based strategy being implemented

Establish consistent expectations that instructors will engage students in complex tasks daily.
Gather data via formative assessment to inform decision-making with regard to mastery of standards and reteaching opportunities
Organize students to interact with content in a way that is differentiated/scaffolded to meet individual/small group needs.
Monitor the progress and participation of teachers and administrators with regard to attendance in professional development opportunities
Provide a platform for instructors to share strategies gained in professional development

for this Area of Focus. workshops and offer feedback for effective implementation
Utilize IXL with Algebra 1 and Geometry to support student learning; incorporating remediation/reteaching of benchmarks.
Increase the use of retesting opportunities to support the proficiency of standards and decrease student failures in Algebra I and Geometry.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this strategy.

Research indicates that instructors who participate in content specific professional development and implement instructional practices which emphasize rigorous expectations and data-driven decision making processes demonstrate increased student achievement.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Set clear expectations that students will engage in at least 1 complex task involving higher order thinking and elevated taxonomy at least once per class period
2. Monitor the frequency of complex tasks assigned in the classroom via walkthroughs, anecdotal questioning
3. Focused ELP opportunities provided at lunch and after school to provide struggling students with specific math supports
4. Formative assessment analysis to drive large group, small group, and individual instruction.
5. Teacher and student data chats facilitate individual goal setting and action plans
6. Analysis of specific benchmark/standard mastery as evidenced in cycle assessment data will drive team collaboration and effective instructional strategies for a large group, small group, and individual students.
7. Utilize IXL as tutoring support and for at-home practice for students in Algebra and Geometry.
8. Utilize IXL as a means to target benchmarks and reteach standards for students in Algebra and Geometry.
9. Structured time in PLCs and district planning sessions will provide opportunities for teachers to collaborate within the Math department and with ESE and CTE teachers as well as implement district resources.
10. Increase the use of retesting to allow students to show mastery of standards.

Person Responsible Laura Sullivan (sullivanla@pcsb.org)

#3. Instructional Practice specifically relating to Science**Area of Focus****Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our level of overall performance from the 21/22 school year was 85% as evidenced in Biology EOC scores. If continued rigorous instruction coupled with data driven decision making would occur, the level of performance on Biology standardized assessments would be 90%.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve.

The 85% overall performance of Biology students achieving proficiency in the 21/22 school year will increase to 90% as measured by 22/23 Biology standardized assessment scores.

This should be a data based, objective outcome.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Progress monitoring toward the desired outcome will be monitored throughout the year in a variety of ways. The Biology teacher will conduct standards-based formative assessments with frequency in order to ensure that content pacing is appropriate and student mastery of benchmarks and standards is occurring. ELP opportunities will be made available daily for reteaching and clarifying points of confusion. Cycle assessment data will be collected and analyzed to determine areas of strength and opportunities for improvement. Data chats will take place with large groups, small groups, and individual students to isolate specific standards that require additional attention in order to evidence mastery.

Person responsible for monitoring outcome:

Joshua Wolfenden (wolfendenj@pcsb.org)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

Continue to maximize the Biology teacher's ability to engage students in complex tasks and provide opportunities to lead site-based professional development focused on demonstrating meaningful classroom activities developed and implemented with the intention of ensuring students can evidence understanding of benchmarks and standards. Continue to maximize how students are organized in the classroom so that instruction can be differentiated/scaffolded in a meaningful way that supports struggling students to mastery. Analyze formative assessment to drive large group, small group, and individual instruction. The teacher will utilize standards-aligned items to build assessments in Performance Matters to serve as pulse checks on progress between cycle assessments.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this strategy.

Research indicates that instructors who participate in content specific professional development and implement instructional practices which emphasize rigorous expectations and data-driven decision making processes demonstrate increased student achievement.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Analysis of formative assessment will be used to drive large group, small group, and individual instruction. The teacher will utilize standards-aligned items to build assessments in Performance Matters to serve as pulse checks on progress leading up to and between cycle assessments.
2. Teacher and student data chats facilitate individual goal setting and action plans
3. Cycle assessment analysis drives effective instructional strategies for large, group, small group, and individual students. Specific areas of strength and opportunities for improvement are identified in the cycle assessment data and can be addressed through targeted reteaching and reassessment and grade correction based on standards-based grading.
4. ELP opportunities are provided at lunch and after school with specific supports available for students struggling in Science
5. Increase collaboration between Veterinary and Nursing programs to allow science students access to unique manipulatives that are not available in other academic settings.
6. Use district provided resources such as "Level Ups" through ELP or to supplement classroom instruction.

Person Responsible Ivana Grant (granti@pcsb.org)

#4. Instructional Practice specifically relating to Social Studies**Area of Focus****Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our level of overall performance from the 21/22 school year was 79% as evidenced in US History EOC scores. If continued rigorous instruction coupled with data driven decision making would occur, the level of performance on US History standardized assessments would increase to 84%.

Measurable**Outcome:****State the****specific****measurable****outcome the****school plans to achieve.****This should****be a data****based,****objective****outcome.**

The 79% overall performance of US History students achieving proficiency in the 21/22 school year will increase to 84% as measured by 22/23 US History standardized assessment scores

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Progress monitoring toward the desired outcome will be monitored throughout the year in a variety of ways. The US History teacher will conduct standards-based formative assessments with frequency in order to ensure that content pacing is appropriate and student mastery of benchmarks and standards is occurring. ELP opportunities will be made available daily for reteaching and clarifying points of confusion. Cycle assessment data will be collected and analyzed to determine areas of strength and opportunities for improvement. Data chats will take place with large groups, small groups, and individual students to isolate specific standards that require additional attention in order to evidence mastery.

Person responsible for monitoring outcome:

Melissa Campbell (campbellme@pcsb.org)

Evidence-based

Strategy:

Describe the

evidence-

based

strategy

being

implemented

for this Area

of Focus.

Support new US History teacher to identify critical content from the standards in alignment with district resources. Monitor student engagement in complex tasks. Maximize how students are organized in the classroom so that instruction can be differentiated/scaffolded in a meaningful way that supports struggling students to mastery.

Analyze formative assessment to drive large group, small group, and individual instruction. The teacher will utilize standards-aligned items to build assessments in Performance Matters to serve as pulse checks on progress between cycle assessments.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this strategy.

Research indicates that instructors who participate in content specific professional development and implement instructional practices which emphasize rigorous expectations and data-driven decision making processes demonstrate increased student achievement.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Analysis of formative assessment will be used to drive large group, small group, and individual instruction. The teacher will utilize standards-aligned items to build assessments to serve as pulse checks on progress leading up to and between cycle assessments.
2. Teacher and student data chats will facilitate individual goal setting and action plans
3. Cycle assessment analysis will drive effective instructional strategies for large, group, small group, and individual students. As specific areas of strength and opportunities for improvement are identified in the cycle assessment data, they will be addressed through targeted review, remediation, reteaching, and reassessment and grade correction based on standards-based grading.
4. ELP opportunities are provided at lunch and after school with specific supports available for students struggling in Social Studies
5. Increase collaboration with other content areas to promote cross-curricular project-based learning opportunities.
6. Social studies teachers will continue to integrate literacy standards into the social studies content via Document Based Question (DBQ) Project materials and Stanford History Education Group (SHEG) lessons throughout the year.
7. Continue to participate in district-sponsored enrichment challenges and competitions.

Person Responsible Melissa Campbell (campbellme@pcsb.org)

#5. Instructional Practice specifically relating to Graduation**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

We had an accelerated graduation rate of 89% for the 20/21 school year and a projected accelerated graduation rate of 97% for the 21/22 school year. We expect that our accelerated graduation rate for the 22/23 school year will be 99%.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The accelerated graduation rate for Jacobson Technical High School will increase from 89% (20/21) to 97% (21/22) and 99% (22/23) as evidenced by students graduating with a qualifying industry certification, passing Advanced Placement exam score, or completion of a Dual Enrollment course.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Progress monitoring toward the desired outcome will be monitored throughout the year in a variety of ways. The CTE teachers will conduct standards-based formative assessments with frequency in order to ensure that content pacing is appropriate and student mastery toward Industry Certification is occurring. Assessment data will be collected and analyzed to determine areas of strength and opportunities for improvement. Progress toward a culminating capstone project will take place consistently throughout the year with large groups, small groups, and individual students in each CTE program to demonstrate real-world application of mastery with regard to specific Industry standards.

Person responsible for monitoring outcome:

Joshua Wolfenden (wolfendenj@pcsb.org)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

Increase opportunity for real-world, hands-on experiences in career fields related to CTE programs
Enhance staff capacity to identify critical content from the standards in alignment with district resources. Strengthen staff ability to engage students in complex tasks involving problem-solving and critical thinking. Support staff to utilize data to incorporate content from core academic subject areas to drive CTE instruction and promote application of cross-curricular concepts in a CTE setting.
Differentiate/scaffold instruction to meet the needs of each student. Utilize formative assessments to drive instruction and determine areas for remediation.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Research indicates that instructors who participate in content specific professional development and implement instructional practices which emphasize rigorous expectations and data-driven decision making processes demonstrate increased student achievement.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Students identify their specified path for meeting accelerated grad rate requirements via industry certification, dual enrollment, or AP opportunities
2. Increase AP offerings for the 22/23 school year and use AP potential report to promote AP enrollment

among diverse subgroups

3. Ongoing progress monitoring, guidance intervention, and support for working toward industry certification takes place through the classroom, counselor's office, and administrative oversight

4. Recommendations from the Career Education Board will be implemented to increase numbers of CAPE and non-CAPE certifications throughout the year, providing students with skills related to a variety of industries and increased opportunity to gain career experience.

5. All students will participate in a culminating capstone project relevant to their proposed career field in which they demonstrate individually or in groups an understanding of Industry concepts and standards in a real-world application.

6. Increase participation in Internships, Apprenticeships, and OJT

7. Increase student participation and community awareness of Capstone presentation event, Next Generation Tech competition, Skills USA competition, Habitat for Humanity builds, Nursing clinical, Veterinary Internships, and Marine Mechanics experiences.

Person Responsible

Joshua Wolfenden (wolfendenj@pcsb.org)

#6. Instructional Practice specifically relating to Graduation**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our current graduation rate for the 21/22 school year is 97.7%. We expect that our graduation rate for 21/22 will be 99%.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percent of all students graduating on time with their cohort will be 99% as measured by the 22/23 graduation rate.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Administration will closely monitor cohort reports, graduation requirement reports, standardized testing reports, failed course/credit recovery reports, low GPA reports, etc... to address the needs of any student that falls off track for graduation in a timely manner

Person responsible for monitoring outcome:

Joshua Wolfenden (wolfendenj@pcsb.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Ongoing progress monitoring of students toward meeting graduation requirements
Strengthen staff ability to engage students for on-track promotion throughout high school
Inform students and families with regard to graduation requirements, credit recovery options, concordance scores, fee waivers for concordance tests, GPA repair, etc...

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Continued progress monitoring for each individual student and personalized plans for meeting each graduation goal are necessary components for maximizing the graduation rate for our students and making a positive contribution for the overall graduation rate of Pinellas County Schools.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Administration will closely monitor a variety of data sources to ensure that students are on track for graduation
2. Students who fall off track for graduation will be informed on the processes necessary to get back on track for graduation within the following semester and plans will be implemented to ensure followthrough
3. Educate staff, students, and families regarding all aspects of graduation including requirements, credit recovery options, concordance scores, grade forgiveness and GPA repair, in-school SAT and ACT opportunities, and fee waivers for Saturday SAT or ACT options.

Person Responsible

Joshua Wolfenden (wolfendenj@pcsb.org)

#7. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus

Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

The level of performance by students with disabilities at ROJTHS was 44% for the 21/22 school year. Performance by SWD was 24 percentage points below overall student performance for the school. We expect that student performance by students with disabilities will increase to match student performance for the overall school during the 22/23 school year.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percent of students with disabilities passing standardized assessments and demonstrating learning gains will increase to match the student performance of the overall school as reflected in the 22/23 standardized assessment scores, graduation rate, and accelerated graduation rate student performance data.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring of progress toward this goal will take place in the form of ongoing analysis of assessment data. Data will be reviewed by the ESE team on a consistent basis and communicated with students and families through email and telephone communications as well as in IEP meetings. Analysis of trend data based on cycle assessment performance and IEP goal tracking data as well as specially designed instruction data will take place consistently. Administration, the VE Specialist, and ESE teachers will monitor to identify areas where students with disabilities are falling behind and provide interventions.

Person responsible for monitoring outcome:

Emily Cipolla (cipollae@pcsb.org)

Formative assessments drive instruction and determine areas for reteaching/reassessment.

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Maximize staff capacity to identify critical content from the standards in alignment with district resources. Establish consistent expectations that instructors engage ESE students in complex tasks daily with supports as needed. Utilize data to organize students so they can interact with content in a differentiated/scaffolded instructional format that meets the needs of each student. Formative assessments drive instruction and determine areas for remediation.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Research indicates that instructors who participate in content-specific professional development specifically aimed at implementing highly engaging strategies meant to reach a diverse group of learners through instructional practices which emphasize rigorous expectations and data-driven decision-making processes demonstrate increased student achievement.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Ongoing analysis of the effectiveness of accommodations provided and monitoring for possible adjustments to IEPs based on data collected.
2. 100% of students with disabilities are enrolled in classes that will lead to industry certification and/or college credit
3. Site-based professional development to be provided by the school's ESE Specialists and Equity Champions to promote the implementation of strategies that will meet the needs of diverse learner populations.
4. Infuse and implement highly engaging strategies meant to reach a diverse group of learners into standards based instructional activities and assignments
5. Document and track relevant student data regarding progress toward established IEP goals
6. Engage in Professional Development focused on Specially Designed Instruction (SDI)
7. Collaborative planning between ESE experts and content experts
8. Ongoing collaboration with ESE Instructional Staff Developer to promote best practices
9. Collect ESE baseline data early and implement interventions to address skill deficits

Person Responsible Emily Cipolla (cipollae@pcsb.org)

#8. ESSA Subgroup specifically relating to Multi-Racial

Area of Focus

Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

The level of performance by multiracial students at ROJTHS was 35% for the 21/22 school year. Performance by Multiracial students was 33 percentage points below overall student performance for the school. We expect that student performance by multiracial students will increase to match student performance for the overall school during the 22/23 school year.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percent of multiracial students passing standardized assessments and demonstrating learning gains will increase to match the student performance of the overall school as reflected in the 22/23 FSA and EOC student performance data.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring of progress toward this goal will take place in the form of ongoing analysis of assessment data for subgroups. Analysis of trend data based on cycle assessment performance of subgroups as well as equitable grading practices will take place consistently Administration, school counselors, equity champions, and teachers will monitor to identify areas where multiracial students are falling behind and provide interventions

Person responsible for monitoring outcome:

Melissa Campbell (campbellme@pcsb.org)

Evidence-based

Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Formative assessments drive instruction and determine areas for reteaching/ reassessment.

Maximize staff capacity to identify critical content from the standards in alignment with district resources. Establish consistent expectations that instructors engage all students in complex tasks daily with supports as needed.

Utilize data to organize students so they can interact with content in a differentiated/scaffolded instructional format that meets the needs of each student.

Formative assessments drive instruction and determine areas for remediation.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Research indicates that instructors who participate in content-specific professional development specifically aimed at implementing highly engaging strategies meant to reach a diverse group of learners through instructional practices which emphasize rigorous expectations and data-driven decision-making processes demonstrate increased student achievement.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Ongoing analysis of the performance of students that represent different subgroups monitoring for possible adjustments based on data collected.
2. 100% of students in all subgroups are enrolled in classes that will lead to industry certification and/or college credit

3. Site-based professional development to be provided by the school's Equity Champions to promote the implementation of strategies that will meet the needs of diverse learner populations.
4. Infuse and implement highly engaging strategies meant to reach a diverse group of learners into standards-based instructional activities and assignments
5. Document and track relevant student data regarding progress toward established subgroup goals

Person Responsible Melissa Campbell (campbellme@pcsb.org)

#9. Instructional Practice specifically relating to Career & Technical Education

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

During the 21/22 school year, 517 Jacobson Technical High School students earned a total of 441 industry certifications. Of those certifications, 121 qualified as CAPE certifications. We had an accelerated graduation rate of 89% for the 21/22 school year. We expect that our accelerated graduation rate for the 22/23 school year will be 99%.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The accelerated graduation rate for Jacobson Technical High School will increase from 89% to 99% as evidenced by students graduating with a qualifying industry certification, passing Advanced Placement exam score, or completion of a Dual Enrollment course.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Progress monitoring toward the desired outcome will be monitored throughout the year in a variety of ways. The CTE teachers will conduct standards-based formative assessments with frequency in order to ensure that content pacing is appropriate and student mastery toward Industry Certification is occurring. Assessment data will be collected and analyzed to determine areas of strength and opportunities for improvement.

Progress toward a culminating capstone project will take place consistently throughout the year with large groups, small groups, and individual students in each CTE program to demonstrate real-world application of mastery with regard to specific Industry standards. Advisory Boards for each CTE program will be instrumental in providing guidance toward this goal throughout the school year.

Person responsible for monitoring outcome:

Joshua Wolfenden (wolfendenj@pcsb.org)

Increase opportunity for real-world, hands-on experiences in career fields related to CTE programs

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Enhance staff capacity to identify critical content from the standards in alignment with district resources. Strengthen staff ability to engage students in complex tasks involving problem-solving and critical thinking.

Support staff to utilize data to incorporate content from core academic subject areas to drive CTE instruction and promote application of cross-curricular concepts in a CTE setting.

Differentiate/scaffold instruction to meet the needs of each student.

Utilize formative assessments to drive instruction and determine areas for remediation.

Seek input from CTE program advisory boards and implement advisory board input with fidelity

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/criteria used

Research indicates that instructors who participate in content specific professional development and implement instructional practices which emphasize rigorous expectations and data-driven decision making processes demonstrate increased student achievement.

for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Students identify their specified path for meeting accelerated grad rate requirements via industry certification, dual enrollment, or AP opportunities
2. Ongoing progress monitoring, guidance intervention, and support for working toward industry certification takes place through the classroom, counselor's office, CTE program advisory board, and administrative oversight
3. All students will participate in a culminating capstone project relevant to their proposed career field in which they demonstrate individually or in groups an understanding of Industry concepts and standards in a real-world application.
4. Continue to build partnerships with business and community partners as well as expanding CTE program advisory boards to provide internship, apprenticeship, and work opportunities for all students.

Person Responsible Joshua Wolfenden (wolfendenj@pcsb.org)

#10. ESSA Subgroup specifically relating to Black/African-American

Area of Focus
Description and Rationale: The level of performance by Black/African-American students at ROJTHS was 57% for the 21/22 school year. Performance by Black/African-American students was 11 percentage points below overall student performance for the school. We expect that student performance by Black/African-American students will increase to match student performance for the overall school during the 22/23 school year.
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. The percent of Black/African-American students passing standardized assessments and demonstrating learning gains will increase to match the student performance of the overall school as reflected in the 22/23 BEST standardized assessment and EOC student performance data.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome. Monitoring of progress toward this goal will take place in the form of ongoing analysis of assessment data for subgroups. Analysis of trend data based on APM performance of subgroups as well as equitable grading practices will take place consistently. Administration, school counselors, equity champions, and teachers will monitor to identify areas where Black/African-American students are falling behind and provide interventions.

Person responsible for monitoring outcome: Joshua Wolfenden (wolfendenj@pcsb.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus. Formative assessments drive instruction and determine areas for reteaching/reassessment. Maximize staff capacity to identify critical content from the standards in alignment with district resources. Establish consistent expectations that instructors engage all students in complex tasks daily with supports as needed. Utilize data to organize students so they can interact with content in a differentiated/scaffolded instructional format that meets the needs of each student. Formative assessments drive instruction and determine areas for remediation.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy. Research indicates that instructors who participate in content-specific professional development specifically aimed at implementing highly engaging strategies meant to reach a diverse group of learners through instructional practices which emphasize rigorous expectations and data-driven decision-making processes demonstrate increased student achievement.

Action Steps to Implement
 List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Ongoing analysis of the performance of students that represent different subgroups monitoring for possible adjustments based on data collected.
2. 100% of students in all subgroups are enrolled in classes that will lead to industry certification and/or

college credit

3. Site-based professional development to be provided by the school's Equity Champions to promote the implementation of strategies that will meet the needs of diverse learner populations.
4. Infuse and implement highly engaging strategies meant to reach a diverse group of learners into standards-based instructional activities and assignments
5. Document and track relevant student data regarding progress toward established subgroup goals

Person Responsible Joshua Wolfenden (wolfendenj@pcsb.org)

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Richard O. Jacobson Technical High School takes intentional steps to create a positive school culture and environment in a number of ways. We rely heavily on the input provided by a variety of partnerships that we have developed with community organizations like Kiwanis and Rotary, business partnerships like Tech Data and the Jacobson Foundation, educational partnerships like the Pinellas Education Foundation and St. Petersburg College as well as family partnerships with the families of our students. Our community liaison works tirelessly to recruit and place tutors, assist in obtaining grants for the school, and procure mentors who will work closely with our students who are enrolled in the Take Stock in Children program. Our School Advisory Council is very active in the decision making process being implemented in the school to ensure that our mission and vision stand at the heart of every initiative. Each of the seven Career Technical application programs within the school has an advisory board made up of business partners and community leaders who are heavily invested in advancing the standards and opportunities for Jacobson Tech High students as they relate to their particular field of Career Technical study.

The most prominent area where we work intentionally to build a positive school culture and environment exists in the experience we provide for our students. The high expectations, academic rigor, and hands on educational experience that we provide is second to none. We strive to engage with our students and ensure that every opportunity is made available to them at each level. As incoming students begin their high school experience they attend a series of workshops called Frameworks for Success where they are paired with a student mentor who has been identified as a leader on campus and they are informed of program expectations and provided with tips, strategies, and suggestions for academic and social success. All of our students have access to academic supports in a variety of formats. We offer after school tutoring 4 days per week and most teachers open up their classrooms during lunch for students to receive additional help, make up assignments, or retake assessments. ACT and SAT Prep is also made available for students who are preparing to apply for college or who need help to earn a concordant score on standardized tests for graduation purposes. Each of our programs offers a variety of field trips related to the field of study and seniors in each program will have internship, apprenticeship, or college coursework opportunities made available to them.

Our efforts to create a positive school culture and environment are highly inclusive of our stakeholders and we make intentional efforts to ensure that our students and their families stand at the center of every decision.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Staff- work collaboratively to develop a positive culture where high expectations meet caring support for students of all backgrounds. Every staff member is expected to act as an advocate for students, even students who demonstrate challenging attitudes and behaviors.

Families- families act as partners with the school, acknowledging the actions required for students to be successful and ensuring accountability for students toward reaching established goals.

PTSA- our PTSA is an award-winning organization that provides resources, organizes events, spearheads initiatives, mobilizes volunteers, and raises funds and awareness for the school

SAC- our SAC committee is an invaluable resource providing guidance on important school decisions and direction regarding processes and goals

Advisory boards- Each CTE program has an advisory board made up of business and community partners with expertise in the specific career field related to the CTE program. They provide resources, ideas, and real-world industry wisdom to ensure that CTE programs are truly preparing students for life after high school.

Community partners- Kiwanis, Rotary, Pinellas Education Foundation, and many others provide our school with opportunities for students and families to get involved in their community and make a difference for others. They also provide leadership opportunities, welcoming students to speak to their groups about the school and the CTE programs available as well as the impact that their school experience has made in their lives.