School Improvement Plan
2015-2016

Career Academies of Seminole

Michael A. Grego, Ed.D.
Superintendent

pcs
PINELLAS COUNTY SCHOOLS

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2015-2016
School Improvement Plan

PART I	CURRENT SCHOOL STATUS
Section A	**School Information**

School Name	Principal's First Name	Principal's Last Name
Career Academies of Seminole	Barbara	Clare

School Advisory Council Chair's First Name	School Advisory Council Chair's Last Name
Bill	Koyutis

SCHOOL VISION - What is your school's vision statement?

100% student success

SCHOOL MISSION - What is your school's mission statement?

To make a positive difference in our students' lives by preparing them for careers, postsecondary education and training programs, and life.

SCHOOL ENVIRONMENT

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

Our teachers spend the first week of school getting to know their students and begin developing positive relationships with our students through student surveys, questionnaires, and teambuilding activities. Throughout the school year, teachers continue to solidify those relationships tjhrough personalized learning, hands-on and extracurricular activities

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

The school holds student assemblies within the first two weeks of school to inform them of school wide expectations and guidelines for success. Each teacher reviews classroom expectations regarding respect and tolerance for each other. Building strong relationships with students promote a safe and respectful school environment.

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

Our campus provides lots of hands-on learning that increase student motivation which in turn reduces behavior problems. Each teacher establishes a classroom management plan that is effective in reducing discipline incidents. Strategies include one-on-one mentoring, one-on-one guidance services as needed, and frequent parent contacts. Our discipline data is one of the lowest in the school district because of climate that has been well established and student interest in our programs.

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

A full time counselor is employed to address any social-emotional needs students may have. Teachers and staff are encouraged and instructed to bring issues and concerns they see to the attention of the counselor and director. Other resources utilized are the home school social Workers and psychologists.

PART I	CURRENT SCHOOL STATUS
Section B	**School Advisory Council (SAC)**
SAC MEMBERSHIP - Identify the name and stakeholder group for each member of the SAC ?	

Add Member	Delete Member

SAC Member First Name	SAC Member Last Name	SAC Member Stakeholder Group
Barbara	Clare	School
Joanne	Craig	Parent
Diana	Franz	Community
Arden	Ford	Community
Bill	Koyutis	Community
Sue	Sinclair	Community
Glenn	Gifford	Community
Larry	Sousa	Community
Jackie	Wildley	School/PTC
Cassandra	Johnson	School
Diane	Wiltberger	School
James	Gill	School
Chris	Juul	School

SIP LAST YEAR

Provide an evaluation of last year's school improvement plan.

The following goals were met.
STEM goal: Director investigated STEM programs that we could offer on our campus.
CTE goal 2: Completed all action steps to personalize learning. Received grant funds of $50,000.00 for professional development to further engage in personalizing learning for our students.

Black student achievement: Staff provided one-on-one tutoring for our African American students.
Communiity involvement goal: CAS continues to be an active member of the community by membership in several community organizations. Makes presentations regularly at civic meetings and once at city council meeting. Meets and communicates regularly with feeder schools and principals throughout the school district.

The following goals were not met.
 CTE goal 1. Enrollment either remained the same or dropped in each program for this year compared to last year, despite marketing and recruitment efforts at our feeder middle and high schools.
Parent involvement goal: Parent involvement data was not collected nor monitored.
Wellness goal: Our staff did not engage in planned wellness activities on our campus. However, three staff members reached silver status in the Humana Vitality program.

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

Funds were approved to pay for teacher expenses for a field trip aligned to vet assisting curriculum but teacher chose not to ask for reimbursement. SIP funds spent in the amount of $68.98 to purchase two staff shirts. Remaining balance of $612.47 was not spent because no other requests were made.

SAC SIP INVOLVEMENT - Describe the involvement of the SAC in the development of this school improvement plan.

Input from SAC members to help determine our goals and priorities. SAC members review and provide feedback on our school improvement plan. SAC approves our SIP.

SAC ACTIVITIES - Describe the activities of the SAC for the upcoming school year.

Review, approve and monitor SIP goals.
Create a budget for SAC funds.
Develop a process for staff to request SAC funds so they are aligned to school improvement goals.

PROJECTED USE OF SIP FUNDS - Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan.

Projected school improvement funds will be allocated based on the goals of our school improvement plan.
Professional development to further personalize learning: $600.00

STATUTORY COMPLIANCE -
Is your school in compliance with Section 1001.452, F.S., regarding the establishment duties of the SAC?   ◉ Yes   ○ No

If your school is not in compliance, describe the measures being taken to comply with SAC requirements below.

PART I	CURRENT SCHOOL STATUS
Section C	Leadership Team

For each of your school's administrators (Principal and all Assistant Principals), complete the following fields. If your school does not have more than one Assistant Principal, leave those respective fields blank.

PRINCIPAL

First Name	Last Name	Email Address
Barbara	Clare	clareb@pcsb.org

Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Master of Science	Educational Leadership	10	4

Certifications (if applicable)
Florida Educator Certificates in Educational Leadership, School Principal, Family and Consumer Sciences, and Health

ASSISTANT PRINCIPAL #1

First Name	Last Name	Email Address
None		

Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School

Certifications (if applicable)

ASSISTANT PRINCIPAL #2

First Name	Last Name	Email Address	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Certifications (if applicable)			

ASSISTANT PRINCIPAL #3

First Name	Last Name	Email Address	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Certifications (if applicable)			

ASSISTANT PRINCIPAL #4

First Name	Last Name	Email Address	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Certifications (if applicable)			

PART I	CURRENT SCHOOL STATUS
Section D	**Public and Collaborative Teaching**

INSTRUCTIONAL EMPLOYEES

# of instructional employees: ___7___

% receiving effective rating or higher: ___7___

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): ___100%___

% certified infield, pursuant to Section 1012.2315(2), F.S.: ___100%___

% ESOL endorsed: ___0___

% reading endorsed: ___0___

% with advanced degrees: ___43%___

% National Board Certified: ___0___

% first-year teachers: ___0___

% with 1-5 years of experience: ___29%___

% with 6-14 years of experience: _____

% with 15 or more years of experience: ___71%___

PARAPROFESSIONALS

of paraprofessionals: <u>1</u>

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): <u>100</u>

TEACHER RECRUITMENT AND RETENTION STRATEGIES

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

> a)Interview persons who express a desire to teach on our campus.
> b) Interview and hire top quality teachers.
> c) Train teachers in literacy, math and science integration and common core.
> d) Provide a positive work environment that supports professional development for teachers to improve instructional performance.

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

> Hold weekly PLC meetings where classroom teachers have the opportunity to collaborate and plan together. We have monthly staff luncheons, and wellness program. Kudos at the beginning of each meeting to recognize efforts of staff members. Produce a newsletter highlighting accomplishments of teachers and their students. Will budget grant funds to build team of teachers to personalize learning for students.

TEACHER MENTORING PROGRAM/PLAN - Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.

> Pair new instructor with veteran teacher with similar certification field. Mentor will share best practices in teaching and learning, regularly review curriculum requirements. Will also observe and coach new teacher throughout school year.

PART I	CURRENT SCHOOL STATUS
Section E	Multi-Tiered System of Supports (MTSS) & Response to Instruction/Intervention (RtI)

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

> Director will meet with staff quarterly to review data, identify areas for improvement, set goals, develop action plan, monitor and revise as necessary. Meetings will take place more often if necessary.

MTSS SCHOOL-BASED LEADERSHIP TEAM - Identify the names and position titles of the members of your school-based leadership team for MTSS. What is the function and responsibility of each team member as it relates to MTSS and the SIP.

Add Member	Delete Member

MTSS Team Member First Name	MTSS Team Member Last Name	Position
Barbara	Clare	Director
James	Gill	Guidance Counselor

SYSTEMS IN PLACE - Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP.

> Review, monitor data on an as-needed basis. Child study team meets weekly to monitor attendance, make parent contacts, and guidance counsels students and parents on importance of attendance.

DATA SOURCES AND MANAGEMENT SYSTEMS - 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).

Data sources will include Focus, Performance Matters. Director will review behavior data monthly, develop action plan and implement if necessary. Data management technician will monitor attendance data weekly, and guidance will contact students and parents after five absences.

STAFF UNDERSTANDING OF MTSS - Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving.

Share MTSS process with staff, and use on an as needed basis to implement problem solving process.

PART I	CURRENT SCHOOL STATUS
Section F	**Ambitious Instruction and Learning**

INSTRUCTIONAL PROGRAMS - Describe how your school ensures its core instructional programs and materials are aligned to Florida Standards.

We use Florida Department of Education curriculum frameworks and student performance standards, that are aligned to Florida Standards. We also use current industry standards and practices.

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

Each teacher provides curriculum for each class that is taught in the classroom. A full time ESE associate is available to meet the needs of students who qualify. We also have a full time para-professional who works side by side with some of our instructors on a rotating basis to assist with students having special needs and 504 plans. Instructors are always willing to modify assignments to meet the needs of students based on their unique learning styles.

Provide the following information for the top 4 strategies, at the most, your school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum.

INSTRUCTIONAL STRATEGY #1

Strategy Type

Problem based learning

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

Real world application of academic standards.

Provide a description of the strategy below.

Practical application to demonstrate student mastery of skills.

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

Teacher observation and teacher/student assessment.
If problem is successfully resolved.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Teachers and administration.

INSTRUCTIONAL STRATEGY #2

Strategy Type

Project based learning

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

Practical application to demonstrate student mastery of skills.

Provide a description of the strategy below.

Practical application to demonstrate student mastery of skills.
Student collaboration.

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

Teacher observation and teacher/student assessment.
How correct project has been completed.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Teachers and administration.

INSTRUCTIONAL STRATEGY #3

Strategy Type

Technology based learning

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

Use technology to enhance teaching and learning.
Highest student achievement.

Provide a description of the strategy below.

Use of computer based programs as part of instructional delivery.

Use of smart boards, student computers and laptops, internet resources.

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

Demonstrate using technology as a tool for learning.
Teacher assessment of learning.
Provides data of mastery of learning.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Teachers and administration.

INSTRUCTIONAL STRATEGY #4

Strategy Type

Competency based instruction

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

To allow students to demonstrate the standards that they need to meet, based on state and industry standards.

Provide a description of the strategy below.

Teachers provide standards and benchmarks that the students are required to master. Students spend time engaging in hands-on learning until they are confident they can demonstrate those standards to teachers through a variety of assessments including skill demonstration, projects, presentations, community-based activities, tests, industry certification exams.

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

By the number of compentencies that students have mastered, and the number of occupational completion points they have earned.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Administration

STUDENT TRANSITION AND READINESS - Describe strategies your school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Students are supported by the following:
1. Staff and teacher mentoring.
2. Guidance services available on as-needed basis for students and parents.
3. Back to school night, open house, and parent conferences.

COLLEGE AND CAREER READINESS

Describe the strategies the school uses to support college and career awareness

100% of our efforts are focused on college and career awareness and readiness. Completing one or more levels of any of our programs is considered preparation for the next step in their journey whether it be in continuing technical training, college or the world of work. The relevance of our subject matter is learned by students through real world applications. The skills necessary for college and career readiness are imbeded within each program's curriculum, including collaboration, oral and written communication, problem-solving, critical thinking, technology, and self management and student agency. Our students learn technical skills that enable them to enter jobs and careers.

Describe how the school integrates vocational and technical education programs.

100% of our students are enrolled in a career and technical program. We offer full time programs in building construction technologies, commercial and graphic arts, electricity, gaming/simulation programming, and veterinary assisting.

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

100% of students at Career Academies of Seminole are dual enrolled in postsecondary career and technical programs, earning postsecondary technical college credit and four college credits in the Veterinary Technology program at St. Petersburg College. Guidance and teachers educate students on the requirements for college and postsecondary technical training programs.

PART I	CURRENT SCHOOL STATUS
Section G	**Literacy Leadership Team (LLT)**

LLT MEMBERSHIP - Identify the name, email address, and title of each member of your school-based LLT, in accordance with Rule 6A6.053(3), F.A.C..

Add Member	Delete Member

LLT Member First Name	LLT Member Last Name	Title	Email
Barbara	Clare	Director	clareb@pcsb.org
James	Gill	Guidance	gillj@pcb.org

PROMOTING LITERACY - Describe how the school-based LLT promotes literacy within your school and how the school ensures every teacher contributes to the reading improvement of every student.

Each teacher plans literacy activities in their respective career and technical programs.

MAJOR INITIATIVES - What will be the major initiatives of the LLT this year?

To continue to refine the role of our Professional Learning Community to improve teaching that will lead to increased student achievement.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section A	**Area 1: English Language Arts (Reading)**

For each data point below, unless otherwise directed, list the current year status (number and percentage) and the target (percentage) for next year. These are schoolwide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment. Also, develop implementation plans for the school's highest-priority goals by engaging in a facilitated planning and problem-solving process. If needed, refer to the 8-step process by clicking the button below.

8-Step Problem-Solving Process

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)	Area 1: English Language Arts (Reading)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

FLORIDA ALTERNATE ASSESSMENT (FAA)	Area 1: English Language Arts (Reading)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

LEARNING GAINS	Area 1: English Language Arts (Reading)

Students Making Learning Gains (FCAT 2.0 and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students in Lowest 25% Making Learning Gains (FCAT 2.0)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)	Area 1: English Language Arts (Reading)

Students Scoring Proficient in Listening/Speaking

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring Proficient in Reading

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring Proficient in Writing

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

ANNUAL MEASURABLE OBJECTIVES (AMOs)	Area 1: English Language Arts (Reading)

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White			
Black/African American			
Hispanic			
Asian			
American Indian			
English Language Learners (ELLs)			
Students with Disabilities (SWDs)			
Economically Disadvantaged			

POSTSECONDARY READINESS

Four-Year 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.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your reading targets, provide the following information for that goal.

READING GOAL   Area 1: English Language Arts (Reading)

What is your school's reading goal? Provide a description of the goal below.

We offer no reading classes on our campus.

Provide possible data sources to measure your reading goal.

How will your school accomplish this reading goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Action 2	Plan to Implement Action 2
Action 3	Plan to Implement Action 3
Action 4	Plan to Implement Action 4

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section B	**Area 2: English Language Arts (Writing)**

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at or Above 3.5

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

FLORIDA ALTERNATE ASSESSMENT (FAA)	**Area 2: English Language Arts (Writing)**

Students Scoring at or Above Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your writing targets, provide the following information for that goal.

WRITING GOAL	**Area 2: English Language Arts (Writing)**

What is your school's writing goal? Provide a description of the goal below.

We offer no ELA classes on our campus.

Provide possible data sources to measure your writing goal.

How will your school accomplish this writing goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Action 2	Plan to Implement Action 2
Action 3	Plan to Implement Action 3
Action 4	Plan to Implement Action 4

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section C	**Area 3: Mathematics**

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

LEARNING GAINS   Area 3: Mathematics

Students Making Learning Gains (EOC, and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

ANNUAL MEASURABLE OBJECTIVES (AMOs)   Area 3: Mathematics

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

Area 3: Mathematics	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White			
Black/African American			
Hispanic			
Asian			
American Indian			
English Language Learners (ELLs)			
Students with Disabilities (SWDs)			
Economically Disadvantaged			

POSTSECONDARY READINESS

Four-Year 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.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

ALGEBRA 1 END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

GEOMETRY END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your mathematics targets, provide the following information for that goal.

MATHEMATICS GOAL

What is your school's mathematics goal? Provide a description of the goal below.

We offer no mathematics classes on our campus.

Provide possible data sources to measure your mathematics goal.

How will your school accomplish this mathematics goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Action 2	Plan to Implement Action 2
Action 3	Plan to Implement Action 3
Action 4	Plan to Implement Action 4

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section D	**Area 4: Science**

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

BIOLOGY 1 END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your science targets, provide the following information for that goal.

SCIENCE GOAL	
	Area 4: Science

What is your school's science goal? Provide a description of the goal below.

We offer no science classes on our campus.

Provide possible data sources to measure your science goal.

How will your school accomplish this science goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Action 2	Plan to Implement Action 2
Action 3	Plan to Implement Action 3
Action 4	Plan to Implement Action 4

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section E	**Area 5: Science, Technology, and Mathematics (STEM)**

Number of STEM-related Experiences Provided for Students
(i.e., robotics competitions, field trips, science fairs)

2014-15 Status (#)	2015-16 Target (#)

Participation in STEM-related Experiences Provided for Students

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Enrolling in One or More *Accelerated* STEM-related Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Completion Rate for Students Enrolled in *Accelerated* STEM-related Courses

2014-15 Status (%)	2015-16 Target (%)

Students Taking One or More Advanced Placement Exams for STEM-related Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Passing Rate for Students Who Take Advanced Placement Exams for STEM-related Courses

2014-15 Status (%)	2015-16 Target (%)

CTE-STEM Program Concentrators

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Taking CTE-STEM Industry Certification Exams

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Passing Rate for Students Who Take CTE-STEM Industry Certification Exams

2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your STEM targets, provide the following information for that goal.

STEM GOAL	Area 5: Science, Technology, and Mathematics (STEM)

What is your school's STEM goal? Provide a description of the goal below.

We offer no current STEM classes on our campus.

Provide possible data sources to measure your STEM goal.

How will your school accomplish this STEM goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Action 2	Plan to Implement Action 2
Action 3	Plan to Implement Action 3
Action 4	Plan to Implement Action 4

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section F	**Area 6: Career and Technical Education (CTE)**

Students Enrolling in One or More CTE Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
100	100	100

Students Who Have Completed One or More CTE Courses Who Enroll in One or More Accelerated Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
88	82	90

Completion Rate for CTE Students Enrolled in Accelerated Courses

2014-15 Status (%)	2015-16 Target (%)
95	100

Students Taking CTE Industry Certification Exams

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
49	23	50

Passing Rate for Students Who Take CTE Industry Certification Exams

2014-15 Status (%)	2015-16 Target (%)
83	100

CTE Program Concentrators

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
100	100	100

CTE Teachers Holding Appropriate Industry Certifications

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
43	43	67

If you have a goal to support your CTE targets, provide the following information for that goal.

CTE GOAL	**Area 6: Career and Technical Education (CTE)**

What is your school's CTE goal? Provide a description of the goal below.

Goal 1: Students will successfully complete a career and technical education (CTE) program, or courses within a program, measured by the number of occupational completion points (OCP) earned.

Goal 2: 50% of students will earn at least one industry certification.

Provide possible data sources to measure your CTE goal.

Goal 1:
• The total number of students enrolled in each program.
• The number of students who successfully complete a CTE program.
• The number of students who earn an occupational completion point (OCP).
• The number of students who return 2nd semester to continue OCP and program completion.

Goal 2:
Number of industry certifications earned by each program.

How will your school accomplish this CTE goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Design lessons that are based on industry standards and CTE state standards.	Teachers will use competency checklists to document standards that have been mastered by students.
Action 2	**Plan to Implement Action 2**
• Teachers will encourage job opportunities / Industry certifications / SPC Partnerships as incentives	Imbed information into daily classroom activities. Hang posters in classrooms.
Action 3	**Plan to Implement Action 3**
• Increase student interest by having industry partners present employment opportunities.	Recruit business partners. Create resumes, practice interview skills, and schedule interviews.
Action 4	**Plan to Implement Action 4**
• Increase student awareness of the Pre-Apprenticeship program and what they offer.	Have industry representatives speak to our students about pre-apprenticeship opportunities. Teachers help students complete applications.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section G	**Area 7: Social Studies**

CIVICS END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

U.S. HISTORY END-OF-COURSE ASSESSMENT (EOC)

<table>
<tr><th colspan="3">Students Scoring at Achievement Level 3</th><th colspan="3">Students Scoring at or Above Achievement Level 4</th></tr>
<tr><th>2013-14 Status (%)</th><th>2014-15 Status (%)</th><th>2015-16 Target (%)</th><th>2013-14 Status (%)</th><th>2014-15 Status (%)</th><th>2015-16 Target (%)</th></tr>
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If you have a goal to support your social studies targets, provide the following information for that goal.

SOCIAL STUDIES GOAL	Area 7: Social Studies

What is your school's social studies goal? Provide a description of the goal below.

We offer no social studies classes on our campus.

Provide possible data sources to measure your social studies goal.

How will your school accomplish this social studies goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Action 2	**Plan to Implement Action 2**
Action 3	**Plan to Implement Action 3**
Action 4	**Plan to Implement Action 4**

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section H	**Area 8: Early Warning Systems**
ATTENDANCE	

Students Tardy 10% or More, as Defined by District Attendance Policy

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	6%	2%	0%

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 10	10%	4%	0%
Grade 11	10%	2%	0%
Grade 12	2%	1%	0%

Student Attendance Below 90%, Regardless of Whether Absence is Excused or a Result of Out-of-School Suspensions

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9		9%	0%
Grade 10		19%	9%
Grade 11		17%	7%
Grade 12		2%	0%

SUSPENSIONS	Area 8: Early Warning Systems

Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	4%	6%	0%
Grade 10	1%	0%	0%
Grade 11	3%	4%	0%
Grade 12	3%	12%	0%

Students with Five or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0

Students with One or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	.7%	.7%	0%
Grade 10	0%	.8%	0%
Grade 11	.8%	.8%	0%
Grade 12	0%	0%	0%

Students with Five or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0

Students with One or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	0	2%	0
Grade 10	0	0	0
Grade 11	0	2%	0
Grade 12	0	1%	0

Students with Five or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	0	.7%	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	1%	0

Students Referred for Alternative School Placement

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0

Students Expelled

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0

RETENTIONS   **Area 8: Early Warning Systems**

Students Retained

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9			
Grade 10			
Grade 11			
Grade 12			

Students with Level 1 Score on the Statewide, Standardized Assessments in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9			
Grade 10			
Grade 11			
Grade 12			

Students with One or More Course Failures in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9			
Grade 10			
Grade 11			
Grade 12			

Students in 9th Grade with One or More Course Failures on First Attempt in Core-Curricula Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

MULTIPLE EARLY WARNING INDICATORS   **Area 8: Early Warning Systems**

Students Exhibiting Two or More Early Warning Indicators

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9			
Grade 10			
Grade 11			

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 12			

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

We provide one-on-one tutoring and counseling for our at-risk students through teachers, teacher assistants, guidance counselor, and administrator. To address attendance, teachers make parent contact upon the third and fourth absences. Upon fifth absence, guidance contacts parent and/or counsels student. For continued absences beyond five, director sends letters home to parent requesting conference.

DROPOUT PREVENTION   **Area 8: Early Warning Systems**

The following data shall be considered, per Section 1003.53, F.S. If a school has significantly lower graduation rates for a subgroup when compared to the state's graduation rate, that school's improvement plan is required to include strategies for improving these results, pursuant to Section 1001.42(18), F.S. Graduation rates for the state, district, and school by subgroup are available in the AMO Outcomes Report at http://schoolgrades.fldoe.org/.

Students Dropping Out of School, as Defined in s.103.01(9), F.S.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Graduating in Four Years, Using Criteria for the Federal Uniform Graduation Rate Defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Academically At-Risk Students Graduating in Four Years, as Defined in Rule 6A-1.09981, F.A.C.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Graduating in Four Years, Using Criteria for the Federal Uniform Graduation Rate Defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Graduating in Five Years, Using Criteria Defined at 34 C.F.R. § 200.19(b)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

PART II   **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section I   **Area 9: Black Student Achievement**

Describe and identify goals, targets, and actions for Black student achievement.

Add Target	Delete Target

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
100% of our Black students, totaling 13 students, will successfully complete one or more career and technical courses and earn one or more industry certifications. Data shows that achievement levels of Black students enrolled in a career and technical course do better in school, have better attendance rates and have higher graduation rates. Source: CTAE Office, Pinellas County Schools, August, 2015.	100	100	100

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section J	**Area 10: Family and Community 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. 107110, NCLB, codified at 20 U.S.C. § 6314(b).

LEVEL OF PARENTAL INVOLVEMENT - Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students who are in lowest performing quartile or subgroups not meeting AMOs who parent(s) participated in one or more parent engagement opportunities).

Parents participate in school-wide activities such as our Back to School Night, FFA activities, FFA animal projects, and Open House. Parents help to chaperone field trips and student competitions. Parents actively support their child by ensuring they arrive on time to school, use Portal to keep track of student progress. Teachers and parents communicate regularly via email and phone calls.

Our goal this year is to implement a formal process for personal student advisement involving parents on available counseling services, career and college pathways and opportunities, and scholarship opportunities.   Activities include informational sessions twice a year specifically to parents.

BUILDING POSITIVE RELATIONSHIPS - Describe how your school works at building positive relationships with families to increase involvement, including efforts to increase communication to keep parents informed of their child's progress.

The Director develops a monthly newsletter that is sent electronically, as well as to each of the schools that we receive students from. There is an active volunteer program and many of our parents are highly involved with our programs such as Vet Assisting and through FFA. We have a Back to School Night and an Open House to welcome parents and families to experience what their kids are exposed to at CAS. We also have an active website and Facebook page informing parents and families of our school's accomplishments.

LEARNING ABOUT LOCAL COMMUNITY - Describe the process by which your school learns about the local community for the purpose of utilizing available resources to support student achievement.

Our first goal this year is to increase the number of industry representatives on each of our program advisory boards by 50%. We will do this by having each teacher actively recruit industry representatives to serve on his/her respective professional advisory board.

Our second goal is to increase the number of community-based partnerships by 50%. We will do this by each teacher actively seeking at least one community partner to provide students with off campus learning experiences through clinical experience, internships, and pre-apprenticeships. The director will pass along potential community partners to teachers as she finds them.

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PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section K	**Area 11: Additional Targets**

This section is optional and may be used as needed for data targets in areas not already addressed in the SIP.

Add Target	Delete Target

Description of Additional Targets	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

PART III	PROFESSIONAL DEVELOPMENT

For all professional development identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information for each activity.

Add PD	Delete PD

Professional Development Identified	Project and problem-based learning
Related Goal(s)	CTE goals and black student achievement goal, attendance goal
Topic, Focus, and Content	Instructional strategies to increase engagement rate of students, contracted services for trainers.
Facilitator or Leader	PLC team leader
Participants (e.g., Professional Learning Community, grade level, school wide)	Teachers
Target Dates or Schedule (e.g., professional development day, once a month)	Monthly at PLC meetings
Strategies for Follow-Up and Monitoring	Review minutes of meetings, provide resources for teachers to implement project and problem-based learning
Person Responsible for Monitoring	Director

PART IV	COORDINATION AND INTEGRATION

FEDERAL/STATE/LOCAL FUNDS/SERVICES/PROGRAMS - 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 IV, 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.

CAS will receive capital outlay, Carl D. Perkins grant, and CAPE funding as determined and alloted by the district's career and technical education (CTE) office for our programs equipment, materials and supplies.

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

All available resources are used to support CTE programs and curriculum needs. The CTE district office maintains inventory of financial resources to support our programs. Each program at CAS maintains their own internal accounts at the school level. Our secretary bookkeeper maintains records of deposits, disbursements, and all purchase orders of all internal accounts.

SAC funds, totaling $600.00, will be used for project-based and problem-based learning materials and supplies.

PART V	BUDGET

Create a budget for each school-funded activity.

Add Item   Delete Item

Budget Item Description	Project and problem-based learning
Related Goal(s)	CTE Goals and black student achievement goal, attendance goal
Actions/Plans	Teachers will submit requests for materials and supplies that are needed for project and problem-based learning.
Type of Resource (i.e., evidence-based programs/materials, PD, technology, etc.)	Materials and supplies
Description of Resources	White boards, posters, paper, markers, presentation supplies
Funding Source	SAC funds
Amount Needed	$600.00
Budget Item Description	PD for implementation of project and problem-based learning
Related Goal(s)	CTE Goals and black student achievement goal, attendance goal
Actions/Plans	Teachers will engage in PD development to further implement personalized learning through project and problem based learning.
Type of Resource (i.e., evidence-based programs/materials, PD, technology, etc.)	Professional Development
Description of Resources	Contracted services for PD trainers, travel funds to attend conferences and make school visits.
Funding Source	PCS Personalized Learning Grant
Amount Needed	$25,000.00

PART VI	MID-YEAR REFLECTION

This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each goal created in Part II.

Add Goal   Delete Goal

Goal Area	
Has the goal been achieved?	
If yes, what evidence do you see to indicate you have achieved the goal? If no, is desired progress being made to accomplish the goal?	
If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal? If no, have the originally targeted barriers been eliminated or reduced?	
If yes, what evidence do you see to indicate barriers have been eliminated or reduced? If no, are the original strategies being implemented with fidelity as designed?	
If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP. If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP.	

8-Step Planning and Problem-Solving Process

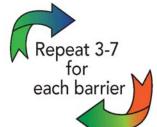**STEP 1**
a. Identify a goal
b. Set targets

STEP 2
Brainstorm resources and barriers; organize barriers into "buckets"

STEP 3
Prioritize barriers and select one barrier bucket of alterable elements to address based on cost and complexity of implementation and potential impact on goal

STEP 4
Brainstorm and prioritize strategies to eliminate or reduce the selected barrier bucket; include the rationale for each strategy; select one strategy to move to Step 5

STEP 5
Develop an action plan for the strategy (Step 4) by identifying all steps (including who, what, when and evidence) needed for implementation

STEP 6
Determine how the action plan (Step 5) will be monitored for fidelity of implementation (who, what, when and evidence)

STEP 7
Determine how the strategy (Step 4) will be monitored for effectiveness at reducing or eliminating the selected barrier (Step 3)

STEP 8
Determine how progress towards the goal and targets will be monitored (what data, who, when and evidence)

Repeat 3-7 for each barrier