



School Improvement Plan 2017-18

Career Academies of Seminole

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools



School Profile

Principal: Martha Giancola	SAC Chair: Bill Koyitis
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School Vision	100% Student Success
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School Mission	To make a positive difference for every student while preparing them for success in continuing education, careers and life.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
644	3%	5%	11%	3%	78%	0%

School Grade	2017: No Grade	2016: No Grade	2015: No Grade	Title 1 School? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %
Proficiency All	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Learning Gains All	N/A	N/A	N/A	N/A								
Learning Gains L25%	N/A	N/A	N/A	N/A								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Martha	Giancola	FT	Less than 1 year
Counselor	Michael	Ballard	FT	1-3 years
Total Instructional Staff:	6		Total Support Staff:	9



School Culture for Learning

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

School-wide Behavior Plan

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

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

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

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

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

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

Data-Based Problem Solving

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

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

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

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

High Expectations for All

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

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



School Culture, Climate / SWBP / Key Goals and Strategies

Goal 1: What is your primary goal and strategy to improve the overall culture and climate at your school?	
100% of CAS staff will have a least one positive encounter with principal each week.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Schedule interviews with each staff member, team building and getting-to-know-you activities at staff meetings. Each day principal goes to classrooms after school and during breaks to spend time getting to know teachers.	Martha Giancola
Goal 2: What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	
Goal: 100% of Black students will demonstrate school wide expectations as measured by the number of discipline referrals processed and entered in Focus.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
High engagement rate of learning through hands-on learning Parent communication Guidance services.	Michael Ballard and Teachers
Optional Goal: Describe any other goal you may have related to school culture or climate. Use only if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible



Standards-Based Instruction for Learning

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

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

Use of state approved standards-based curriculum that drives instruction. Hands-on learning, personalized learning, project-based learning, and skills proficiency and community based learning experiences. Successes: Hands on learning and projects; skills proficiency. Data sources: Classroom visitations, student grades, proficiency checklists, and industry certifications.
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8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key areas for improvement in your school? What data did you review in reaching these conclusions?

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

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

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

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

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

Standards-Based Instruction / Key Goals and Strategies

Goal 1: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Collaborative learning and project-based learning.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Teacher reports and classroom observations.	Martha Giancola and teachers
Goal 2: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Teacher reports and classroom observations.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Teacher reports and classroom observations.	
Optional Goal: Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
In school lab activities and community based learning that includes clinical experiences.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Teacher reports and classroom observations.	



Collaboration for Professional Growth

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

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

AdvancED climate survey revealed that there is a need to improve in the area of trust among staff and administration. To improve collegiality and trust among staff, principal will use team building activities/articles/videos on promoting a positive workplace and building trust. The principal will rotate among teachers and staff to have conversations/discussions about their achievements, ideas, and challenges during planning periods and after school to develop more positive working relationships. The

principal will also plan deliberate staff recognitions through notes, emails, staff kudos, luncheon celebrations and teacher appreciation activities. The principal will ask staff for feedback and increase efforts to make collaborative decisions, and survey staff as a guide to monitor the effectiveness of efforts.

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

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

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

Further develop a better understanding of Marzano’s elements on the learning map to improve teaching practices.

 **Professional Development**

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

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

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

Targeted Trainings / Teacher and Staff Growth Areas

Key trainings planned for summer/fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
Project based learning Conference	Summer	Teachers	More teachers developing projects for their students.
Community based learning	Ongoing throughout the school year	Teachers	Increase the number of partnerships providing community based learning experiences.
Personalized learning	PLCs	Teachers	Adapt lessons and activities to include student voice and choice,

			moving to a more student centered classroom.



Family and Community Engagement

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

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

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

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

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

Family Engagement / Planning Inventory

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

Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / assignments, progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who are in regular contact with teachers in person or by phone, text, email or home visits.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who regularly visit the campus for meetings, conferences or school events (especially those linked to student learning).	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Families who report feeling welcome when visiting the campus or contacting the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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*Note: Please use your own school data resources or best estimates in completing this inventory.

Family Engagement / Key Goals and Strategies

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

Section 2 – Targeted School Goals / Action Steps

Academic Goal

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

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

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

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

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

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

Other School Goals* / Use Only as Needed

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

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

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

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

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name:	Goal Manager:
Place goal statement here.	
Actions / Activities in Support of Goal	Evidence to Measure Success

Academic Achievement Gap / Required Goals

Subgroup Goal (Black)	Goal Manager: Guidance Counselor
90% of Black students will demonstrate academic proficiency by completing one or more career and technical courses as measured by earning a grade of C or higher.	
Actions / Activities in Support of Black Goal	Evidence to Measure Success

High engagement rate of learning through hands-on learning.	Student progress and grades.
Improved parent communication of student progress.	Number of parent contacts.

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

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

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

Early Warning Systems (EWS) -- Data and Goals

Note: This table should be used as a summary table of the NUMBER of students coming to your school for 2017-18 who may need additional supports / interventions. Complete and update as those data become available. Note: For elementary schools, data for incoming kindergarten students are not required for this table. Please include the NUMBER of students, not the PERCENTAGE of students.*

Early Warning Indicator (Number of students by grade level)	Grade 9th	Grade 10th	Grade 11th	Grade 12th	Grade Select	Grade Select	Grade Select	School Totals	
								#	%*
Students scoring at FSA Level 1 (ELA or Math)									
Students with excessive absences / below 90 %	30	36	31	25				122	19%
Students with excessive behavior / discipline**	2	1	1	1				5	.01%
Students with excessive course failures**	20	18	14	1				56	.09%
Students exhibiting two or more Early Warning indicators	18	18	13	4				53	.08%

*Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). In general, excessive discipline for elementary schools is defined as two or more referrals, while excessive discipline for middle and high schools is defined as one or more out-of-school suspensions. For excessive course failures, the general definition for elementary and middle schools is one or more F's (or U's) in Language Arts or Math and for high schools one or more F's (or U's) for any course. Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data are available via School Profiles dashboard under the Early Warning tab. Enter only relevant grade levels as needed per your school site.

EWS - Attendance

Attendance Goal		Please ensure that your goal is written as a SMART goal.
90% of students will have less than 9 days absent during each semester as measured by the number of absences reported on Focus.		
Actions / Activities in Support of Attendance Goal	Evidence to Measure Success	
Implement a Child Study Team to address students that have missed 10% or more days of school to monitor and address absenteeism. Look for and analyze trends using codes in FOCUS.	The number of student absences reported on Focus.	
Communicate regularly with students and parents throughout the school year to address absenteeism.	The number of parent and student contacts made. The number of student absences reported on Focus.	

EWS - Discipline

Discipline Goal		Please ensure that your goal is written as a SMART goal.
Maintain less than 1% of students with excessive behavior/discipline.		
Actions / Activities in Support of Discipline Goal		Evidence to Measure Success
Maintain school wide expectations that foster positive behavior on our campus.		The number of discipline referrals reported on Focus.
Staff and teachers will maintain positive relationships with students to reinforce positive behavior.		The number of discipline referrals reported on Focus.
Train teachers and staff who are in need of using a more effective approach to discipline by using restorative practices instead of punitive measures.		A reduction in the number of discipline referrals by each staff member.

Discipline Goal – Other (as needed)		Please ensure that your goal is written as a SMART goal.
Specify		
Place goal statement here (only if needed).		
Actions / Activities in Support of Goal		Evidence to Measure Success

EWS – Academic Intervention

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

Teachers will offer one-on-one tutoring to students in need of academic interventions.

Early Intervention / Extended Learning Goal		Please ensure that your goal is written as a SMART goal.
100% of our students who demonstrate two or more early warning signs (attendance and grades) will engage in one-on-one support to ensure academic success as measured by the number of days in attendance and weekly academic progress reports.		

Actions / Activities in Support of Goal		Evidence to Measure Success
Guidance counselor will meet with students who show early warning signs and for those who are struggling academically and have attendance issues.		Number of students who meet with guidance, grades, and attendance.
Implement weekly progress reports.		Improved grades.
Schedule parent conferences to ensure support for struggling students.		The number of parent contacts and weekly progress reports

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members		Complete and update only as data become available.	
# of Instructional Employees (total number)	6	% with advanced degrees	3
% receiving effective rating or higher	6	% first-year teachers	0
% highly qualified (HQT)*	6	% with 1-5 years of experience	2
% certified in-field**	6	% with 6-14 years of experience	2
% ESOL endorsed	0	% with 15 or more years of experience	2

*as defined in 20 U.S.C. 7801 (23). **as defined in Section 1012.2315(2), F.S. May change with ESSA.

Describe your school’s efforts to recruit and retain a highly qualified, diverse instructional staff. Please be sure to reference your efforts to increase the number of black and Hispanic teachers on your campus.

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

SAC Membership

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group
Martha	Giancola	White	Principal
Glenn	Gifford	White	Business/Community
Cassandra	Johnson	Black	Support Employee
Michael	Ballard	White	Other Instructional Employee
Bill	Koyutis	White	Business/Community
Larry	Sousa	Hispanic	Business/Community
Cheryl	Schulz	White	Parent
John	Lipka	White	Parent
Jim	Gill	White	Business/Community
Sandy	Bauer	White	Business/Community
Tracey	Garrett	White	Business/Community
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	

		Select	
		Select	

SAC Compliance

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

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

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

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Committee Approval Date: 8/1/2017
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SBLT / MTSS Leadership Team

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

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Chairperson: Martha Giancola
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Please state the days / intervals that your team meets below.

Team meets 4th Wednesday of every month.

Budget / SIP Funds

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

\$404.70 will be used for student recognition

