Pasco County Schools

# West Pasco Education Academy

## 2017-18 Schoolwide Improvement Plan

# West Pasco Education Academy

7229 HUDSON AVE, Hudson, FL 34667

https://wpea.pasco.k12.fl.us

## School Demographics

| School Type and Grades Served (per MSID File) | 2016-17 Title I School | 2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|---|---|---|
| High School 6-12 | No | 91% |

| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
|---|---|---|
| Alternative Education | No | 0% |

## School Grades History

| Year | |
|---|---|
| Grade | |

## School Board Approval

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

## SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

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# 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

## Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

## Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

## Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

# Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in section 1008.33, Florida Statutes, is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

## DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

## DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by Rule 6A-1.099811, Florida Administrative Code:

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

## DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

## 2017-18 DA Category and Statuses for West Pasco Education Academy

| DA Region and RED | DA Category and Turnaround Status |
|---|---|
| Central - Lucinda Thompson | Not In DA - N/A |

# I. Part I: Current School Status

## A. Supportive Environment

### 1. School Mission and Vision

#### a. Provide the school's mission statement.

Our mission is to positively engage students in their education and facilitate a successful transition to their home school.

#### b. Provide the school's vision statement.

Establish and maintain a consistent approach to all components of administration, curriculum, support methods, behavioral management, and overall school environment.
Work collaboratively to maintain an educational environment that ensures appropriate student/teacher ratio.
We will fairly and consistently motivate students to replace negative behaviors with positive and appropriate behaviors.
Create and maintain a positive learning environment, with a focus on academic, social-emotional and positive behavioral learning.
Provide an environment which fosters teamwork, open communication, and is supported by strong leadership at both school and district levels.
To provide appropriate curriculum and academic support to help all students achieve gains recognizing each students needs and abilities.
We will be consistent in staff modeling appropriate “Professional” behavior.
Provide our staff and students with the physical space and instructional resources to be successful in reaching their individual potential.
We will celebrate successes.

### 2. School Environment

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

One of the benefits of having a smaller environment at HSEC is that the entire staff is able to focus on establishing meaningful relationships with students and parents. Teachers, instructional assistants, support staff, custodial staff and office persons all have opportunities to bond with and learn about students on a deeper level. Some of the opportunities that lend themselves to these moments are as follows:
bus, breakfast, lunch and hallway/transition duties,
processing groups (classroom and therapeutic)
Why Try
Club Days
1st period - homeroom
mentor program

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

HSEC has a support staff made up of an SRO, school counselor, school psychologist, behavior specialist, social worker, nurse, clinic assistant, parent involvement coordinator, ESE graduate enhancement specialist, and Discipline IA, who are full time (with the exception of the nurse). Support staff members are always available to students and parents in order to address any issues that may

arise in regard to safety and respect. All students have a safe place and adult (e.g., their school mentor) to go to if the need arises. Additionally, there is a no tolerance for bullying, campus and district wide. The entire staff is trained on this policy, adheres to the guidelines and is aware of the safeguard for students.

Many of the staff have also received non-violent CPI training, and there is a safety committee, which also aides in the safety on campus.

**c. Describe the schoolwide 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 staff is trained on PBIS. There is an MTSS/PBIS data committee as well for fidelity checks. There is a school wide behavioral system (level system) in place which students are trained and refreshed on consistently. The leadership team and staff meet prior to each new school year to reflect on successes and update needs to the level system. Revisions are collaboratively made based on data, and the staff is trained with opportunities for role plays, in order to increase reliability and remove as much subjectivity as possible. Students receive a week of training on the level system the first week of school, and subsequently, at the beginning of each quarter. To accommodate our new registrants, students are orientated at registration and on their first day.

Our phase/level system helps students learn skills and reinforces students' positive, pro-social behaviors. The pillars of our system include: respect, responsibility, safety, positive peer interactions, and compliance. The level system helps promote academic engagement, attendance, and teaches positive behaviors every moment of the school day; it is linked to several rewards, motivators, and consequences. There is a clear correlation between backwards movement on the level system and consequences.

**d. 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.**

There are several systems in place within Schwettman's infrastructure that help ensure that the social-emotional needs of our students are met. Our support staff offers crisis and on the spot brief and solution-focused counseling/consultation. Additionally, we have small group counseling, one-to-one, and classroom sessions of resiliency and other social skills education. Our entire population of 8th grade recovery students receive Why Try. Students in need of social-emotional support self identify or can be referred by parents, teachers, or PLC teams. We have an outside counselor on site and others from outside agencies who provide whole class programs and mentoring. HSEC also has an on campus mentoring program where every student is linked to an adult in the building.

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

**a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.**

We use Pasco's Early Warning System. The at-risk high school indicators include: course performance, GPA, credits, attendance, and office discipline referrals. The middle school at-risk indicators are the same minus credits.

All of the above listed indicators are used in the EWS and recorded by the state of FL.

**b. Provide the following data related to the school's early warning system**

***1. 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 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 31 | 4 | 7 | 9 | 0 | 57 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 31 | 4 | 8 | 12 | 0 | 63 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 37 | 3 | 8 | 12 | 0 | 66 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 20 | 2 | 6 | 7 | 0 | 40 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

***The number of students identified by the system as exhibiting two or more early warning indicators:***

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students exhibiting two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 40 | 4 | 8 | 12 | 0 | 72 |

**c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.**

Because of the nature of our school and our at risk population, several of the issues (e.g., social-emotional, behavioral, etc.) and students' basic needs must be addressed/attended to prior to dealing with academics in order to direct the students' focus to academics and learning. Our school wide PBIS (level system) addresses attendance, behavior, and grades, which are all factors correlated with academic achievement. All of our students are assessed several times a year to track academic needs and progress. We use differentiated instruction in all classes, and all classes are small for increased one to one attention for students, especially those with multiple risk factors. Our credit recovery programs during and after school also help struggling students who have fallen behind. We place Instructional Assistants in classes where students have the most difficulty and could benefit from more individualized instruction.

Behaviorally and social-emotionally, we use data from our level system to determine need and growth. Students are discussed in our grade level and support staff PLC problem solving meetings. We also use S-BIT meetings and our school wide MTSS meetings to helps identify needs and improve student performance.

Data helps us decide where certain programs are placed within our school. For example, all of our 8th grade recovery students receive resiliency training, since they have an increased number of risk factors and are most at-risk for dropping out. Additionally, we have a GED Fast Track program allowing those who are 16 and severely at risk for graduation to make steps towards obtaining their GED.

## B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

No

***1. PFEP Link***

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

***2. Description***

There is a fall open house for all families during quarter 1 around progress report time allowing families and school personnel to touch base about student progress.
Parent/Teacher conferences and calls are encouraged/made throughout the school year. The school website and My Student also aid in increasing communication.
HSEC holds a holiday luncheon where all families are invited to share a meal with their students and school staff. Some other things that help promote the home-school partnership include food baskets, supply and other give-aways, a full-time social worker and parent coordinator. Our social worker and parent involvement coordinator foster the home-school partnership daily. The school also makes calls home daily for absent students.

**2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.**

The school SAC committee has community members that help make up the committee and thus assist in promoting community partnerships. HSEC also has partnerships with outside resources that families may utilize, such as Baycare for counseling. Our counseling is school based and we facilitate the entire process. Additionally, we have a parent coordinator who reaches out to the community. We have programs such as Pack-a-Sack (sponsored by St George Greek Orthodox Church). The Rotary club of Trinity sponsors our Interact club and holiday lunch. The Tampa Bay Jewish Council often sponsors food for our needy families and Publix often provides aid for our incentive programs.

## C. Effective Leadership

### 1. School Leadership Team

**a. Membership**

Identify the name, email address and position title for each member of the school leadership team.**:**

| Name | Title |
|---|---|
| Koenigsfeld, Randy | Principal |
| Sanchez, Roxana | Psychologist |
| Ray, Tina | Other |
| Huyck, Eilis | Teacher, K-12 |
| Maguire, Amy | Teacher, K-12 |
| | Assistant Principal |

**b. Duties**

***1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.***

The school based leadership team is made up of the following staff members: principal, AP, 2 graduation enhancement teachers, school psychologist (also a PLC facilitator), and behavior specialist, The responsibility of each of the school based leadership team member varies. There are many times where team members wear several hats. All members attend grade level and content area PLC's and bring data to and from the PLC's to the leadership team meetings. Some team

members facilitate their PLC's and some are liaisons between PLC's and S-BIT. Support staff members on the team collect and analyze behavioral data through the use of the level system, My Student, in school detention and pre-referrals, EWS, and ODR's. Teachers on the team collect data on academic matters related to the common core standards and assist in rolling out the standards in their PLC's. All members are responsible for analyzing school wide demographic data, climate data, assessment data, and look for trends in data on the level system and EWS in order to enhance the school's PBIS. All members also help in the development and implementation of Tier 1, 2, and 3 data-based interventions. The principal and AP provide guidance throughout all of the processes via observation and direct feedback.

***2. 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.***

HSEC uses a data-based problem solving process in order to identify and align all available resources in order to meet the needs of all students and maximize desired student outcomes. By analyzing the data, we identify our needs and can properly and with fidelity allocate our personnel, instruction, and curriculum.

We receive Title 1, Part D funds to supplement instruction for at risk youth, credit retrieval, our HSEC Satellite Education Program for those who need to recover courses/credits or who are not able to attend the regular day program, and parent involvement efforts. Title I Part D funding provides staff development throughout the year also.

The principal is responsible for coordinating the leadership and SAC meeting where some financial decisions are made. The principal also makes decisions on how an inventory of resources is maintained after he has received input from data analysis meetings showing what resources and activities are most effective.

## 2. School Advisory Council (SAC)

**a. Membership**
Identify the name and stakeholder group for each member of the SAC.**:**

| Name | Stakeholder Group |
|---|---|
| Roxana Sanchez | Education Support Employee |
| Paul Freidlander | Business/Community |
| Sue Grassin | Business/Community |
| Val Abram | Business/Community |
| Amy Maguire | Teacher |
| Randy Koenigsfeld | Principal |
| Becky Bennett | Business/Community |
| Ramon Suarez | Education Support Employee |
| Doug VanEtten | Business/Community |
| Heather Walsh | Business/Community |
| Jennifer Holt | Business/Community |
| David Fawcett | Parent |
| Dale Fawett | Student |
| Shawn Hohenthaner | Education Support Employee |

**b. Duties**

***1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

*a. Evaluation of last year's school improvement plan*

The SAC reviewed the goals and strategies for last year's school success plan. Goals are modified based on the effectiveness and appropriateness of the plan.

*b. Development of this school improvement plan*

The SAC provided feedback throughout the development of this plan. Throughout the year progress reports will be given to the SAC for discussion and response.

*c. Preparation of the school's annual budget and plan*

The SAC members assist is the budget development for each calendar year.

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

The school improvement funds helped supplement the positive incentive programs that are developed for the alternative school population.

$1000

***3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.***

Yes

*a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.*

**3. Literacy Leadership Team (LLT)**

**a. Membership**
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

| Name | Title |
|---|---|
| Koenigsfeld, Randy | Principal |
| Kuzniewski, Carolyn | Instructional Coach |
| Teskey, Lori | Teacher, K-12 |
| Douglas, Anita | Teacher, K-12 |
| Custeau, Lisa | Teacher, K-12 |
| Huyck, Eilis | Teacher, K-12 |
| Sanford, Mike | Teacher, K-12 |

**b. Duties**

***1. Describe how the LLT or similar group promotes literacy within the school, if applicable.***

The LLT help promote literacy and the infusion of technology in the school. They focus on the improvement of Reading Comprehension and writing skills through data collection and evaluation, by and promoting common core literacy shifts.

## D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Positive working relationships amongst teachers and support staff and reinforced weekly, mainly through PLC meetings. At these meetings (grade level PLC's), building, classroom and students concerns are voiced and approached through collaborative problem solving process. There are also PLC's established to discuss curriculum and encourage collaboration (content specific PLC's). School leadership, MTSS, and staff meetings further encourage the positive working relationships in the building.

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

District guidelines will be followed to recruit and retain highly qualified, certified-in-field, and effective teachers; the Principal is responsible for following these guidelines.

**3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.**

The district has a mentor training program which pairs qualified mentors with teachers who are new to the district. Mentoring activities include classroom management activities, curriculum development, professional learning community development, common core development, and lesson planning. New teachers are also given an in-house mentor and an IA that starts off in their classroom several (sometimes all) periods until the teacher has established a comfort level with the routines and policies at HSEC.

## E. Ambitious Instruction and Learning

**1. Instructional Programs and Strategies**

## a. Instructional Programs

***1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.***

All teachers in the school are part of a subject area Professional Learning Communities. In these meetings, common core is discussed and lessons are planned, which ensures alignment with Florida's standards.

## b. Instructional Strategies

***1. Describe how the 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.***

Because of the nature of our school and the small environment, differentiated instruction can be implemented with all students. Credit recovery programs are available to middle and high school students. At-risk students are identified with the use of the EWS. Additionally, we use data from frequent assessments, specifically in the areas of reading and math. Those receiving a level 1 or 2 are placed in intensive reading. 9th graders who need intensive math remidiation, are placed in a double block of math.

***2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** After School Program

**Minutes added to school year:** 2,500

HSEC has a Satellite After School Education Program. This program provides additional time and support through tutoring, computer based learning, blended classes, FLVS, eSchool guidance, and make-up work time. It will also allow students to accelerate their credit/course recovery. Students may also attend in lieu of expulsion from HSEC.

***Strategy Rationale***

The data shows that several students are behind in credits. If students are on track with their credits, they are more likely to graduate on time which encourages them to stay in school. Additionally, some students have been unsuccessful in traditional setting. This give them another option for instruction.

***Strategy Purpose(s)***

- Core Academic Instruction

***Person(s) responsible for monitoring implementation of the strategy***
Koenigsfeld, Randy, rkoenigs@pasco.k12.fl.us

***Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy***

Attendance, grades, and program completion data will be collected.
1. Attendance logs
2. Student grades
3. eSchool completion
4. Course recovery completion (info from Apex)
5. Assessment improvements

## 2. Student Transition and Readiness

### a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

***1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.***

Outgoing - HSEC partners with Baycare for therapeutic (COMPASS) and mentoring (CHAT) services. The therapist and mentor follow up with previous HSEC students who have transitioned to new schools in the area. The HSEC AP contacts point people at receiving HS during our semester transitions.

Incoming - Students and parents meet one to one with the school counselor and have student escorts in order to ease the transition process. The mentor program is also offered to new students 2 weeks after they have registered and become acquainted with staff and the school.

### b. College and Career Readiness

***1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.***

The school counselor creates graduation plans for each student that are individually tailored for the students' goals and current situation. She also gives aptitude and interest assessments, creates lessons that are job focused, and advises students on ways to meet their post-high school goals.

***2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.***

Marchman Technical center offers technical training and several certifications (e.g., auto mechanics, culinary arts, etc) for HS students. Job Corps may also be an option for students who meet the requirements.

***3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.***

Teachers incorporate applied lessons throughout the year to stimulate relevance and rigor necessary with our at risk population. Students are motivated to make connections using a hands on approach in the classroom. We also have a teach-in where speakers from the community come speak to our students about various opportunities and possible paths they may take.

***4. 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), Florida Statutes.***

Reading classes and electives are paired with content so that these teachers can teach at the students' grade level. We also offer Math for College Readiness and Reading for College Readiness for our high school seniors.

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### A. Problem Identification

#### 1. Data to Support Problem Identification

**b. Data Uploads**
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

*No files were uploaded*

#### 2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

### C. Strategic Goals

# School Improvement Goals

*The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.*

**Problem Solving Key**

**G** = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step S123456 = Quick Key

## Strategic Goals Summary

**G1.** Of our student population, 75% of students eligible to transition on to their home school (based on the terms of their placement) will do so on time (therefore upholding the terms of their placement - i.e., attendance, GPA, behavior, credits).

**G2.** Staff engagement will increase a total of 5% for the school year, based on climate surveys done each semester.

**G3.** Student engagement will be maintained at a satisfaction rating of 3.5 or higher for the entire 2017-2018 school year.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.*

**G1.** Of our student population, 75% of students eligible to transition on to their home school (based on the terms of their placement) will do so on time (therefore upholding the terms of their placement - i.e., attendance, GPA, behavior, credits). 1a

G096343

### Targets Supported 1b

| Indicator | Annual Target |
|---|---|
| Dropout Rate | 75.0 |

### Targeted Barriers to Achieving the Goal 3

- Some students find success and feel comfortable at HSEC (sometimes for the 1st time in their school career) and may not want to leave, therefore, sabotaging their transition; other students struggle with the terms of their transition (attendance, behavior, academics) and do not posses or display the skills in order to meet their transition requirements.

### Resources Available to Help Reduce or Eliminate the Barriers 2

- Support staff, attendance committee & incentives, level system, groups, credit recovery

### Plan to Monitor Progress Toward G1. 8

Mentors will review student data via the point card (PBIS level system tracking) vs the students' transition goals monthly

**Person Responsible**
Roxana Sanchez

**Schedule**
Monthly, from 8/28/2017 to 5/25/2018

***Evidence of Completion***
point card, attendance, and credit data; climate survey data

**G2.** Staff engagement will increase a total of 5% for the school year, based on climate surveys done each semester. 1a

G096344

**Targets Supported** 1b

| Indicator | Annual Target |
|---|---|
| School Climate Survey - Staff | 5.0 |

**Targeted Barriers to Achieving the Goal** 3

- Training, resources and time

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- business partnerships, survey monkey, leadership team

**Plan to Monitor Progress Toward G2.** 8

school climate survey in regards to staff engagement

**Person Responsible**
Randy Koenigsfeld

**Schedule**
Monthly, from 9/1/2017 to 5/25/2018

***Evidence of Completion***
Data from pulse checks/surveys

**G3.** Student engagement will be maintained at a satisfaction rating of 3.5 or higher for the entire 2017-2018 school year. 1a

G096345

### Targets Supported 1b

| Indicator | Annual Target |
|---|---|
| School Climate Survey - Student | 3.5 |

### Targeted Barriers to Achieving the Goal 3

- Students transition in and out of Schwettman Education Center weekly; additionally, it is challenging to implement differentiated instructional strategies in a classroom with students who have low/varying academic levels, poor decision making skills, poor attendance rates, and lack motivation.
- Social-emotional and behavioral issues in the student's personal lives, including the lack of parental support and distrust of adults, often hinder student engagement.
- Negative attitudes about school learning leading to low motivation, low attendance rates, course failure, low amount of credits/GPA and older students severely off track for graduation.

### Resources Available to Help Reduce or Eliminate the Barriers 2

- District regional support staff, including the Literacy Team, Office of Student Support and Programs, .
- We receive Part D funds to supplement instruction, credit recovery, and parent involvement efforts.
- Online curriculum for credit recovery such as Apex, STAR reading/math, and use of technology;
- Social skills programing such as Why Try, Baycare programs, Outreach programs.
- GED (Fast Track) Program
- Satellite after school program
- PLC's - subject and grade level

### Plan to Monitor Progress Toward G3. 8

Review level system data to assess for comprehension & increases in pro-social behaviors

**Person Responsible**
Roxana Sanchez

**Schedule**
Quarterly, from 8/14/2017 to 5/25/2018

***Evidence of Completion***
Data representation/comparisons in problem solving PLC's; EWS, survey data

# Action Plan for Improvement

*For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.*

**Problem Solving Key**

**G** = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step S123456 = Quick Key

**G1.** Of our student population, 75% of students eligible to transition on to their home school (based on the terms of their placement) will do so on time (therefore upholding the terms of their placement - i.e., attendance, GPA, behavior, credits). 1

G096343

**G1.B1** Some students find success and feel comfortable at HSEC (sometimes for the 1st time in their school career) and may not want to leave, therefore, sabotaging their transition; other students struggle with the terms of their transition (attendance, behavior, academics) and do not posses or display the skills in order to meet their transition requirements. 2

B259244

**G1.B1.S1** Utilize the mentoring program 4

S274558

**Strategy Rationale**

Mentors will review students' transition letters with them and the pair will create a plan and goal for transition. Mentors motivate and encourage encourage students to attend school and stay on track academically and behaviorally in order to successfully transition. They can also ensure that the proper services are in place to afford the students opportunities to fulfill their transition plans and teach students the necessary skills. Mentors can also keep parents and other school team members informed on students' progress.

**Action Step 1** 5

The school social worker will ensure that students are properly paired with a mentor.

**Person Responsible**

Roxana Sanchez

**Schedule**

Monthly, from 8/15/2016 to 5/26/2017

***Evidence of Completion***

School social worker will collect mentor logs from all staff members involve in the program.

## Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

During PLC's and/or S-BIT's, mentors will share student progress (and problem solve issues if necessary) with the team.

**Person Responsible**

Roxana Sanchez

**Schedule**

Monthly, from 8/28/2017 to 5/25/2018

***Evidence of Completion***

Mentor logs, PLC, and problem solving meeting notes will be reviewed

## Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Mentor logs and PLC minutes reviewed at support PLC's

**Person Responsible**

Roxana Sanchez

**Schedule**

Quarterly, from 8/28/2017 to 6/25/2018

***Evidence of Completion***

Mentor logs and student outcome data (survey info) and transition status will be reviewed by the leadership team each semester.

**G2.** Staff engagement will increase a total of 5% for the school year, based on climate surveys done each semester. 1

G096344

**G2.B1** Training, resources and time 2

B259245

**G2.B1.S1** Plan recognition events for staff (which then increases teacher effectiveness); 4

S274559

**Strategy Rationale**

Per staff data on the Gallup survey and information collected at meetings, staff requested more opportunities for staff recognition & celebrations

**Action Step 1** 5

Survey staff to find out how they would like to be recognized and receive positive reinforcement

**Person Responsible**

Randy Koenigsfeld

**Schedule**

Quarterly, from 9/1/2017 to 5/25/2018

***Evidence of Completion***

data from the survey

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

make a calendar of planned events

**Person Responsible**

Randy Koenigsfeld

**Schedule**

Quarterly, from 9/1/2017 to 5/25/2018

***Evidence of Completion***

observation of events and staff feedback on events

### Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

pulse checks on event effectiveness; school-based climate surveys

**Person Responsible**

Randy Koenigsfeld

**Schedule**

Quarterly, from 9/1/2017 to 5/25/2018

***Evidence of Completion***

data from surveys

**G2.B1.S2** Provide staff with the training/professional development (in-house by HSEC staff and DO) and time they request in order to be highly effective teachers 4

S274560

**Strategy Rationale**

Marzano research based best practices and Gallup survey data

### Action Step 1 5

Ask staff what resources/pd are necessary in order to make them more effective teachers; provide prioritized professional development utilizing high impact teaching strategies; make the training in-house so that it is easily accessible for teachers

**Person Responsible**

Randy Koenigsfeld

**Schedule**

Semiannually, from 8/7/2017 to 6/1/2018

***Evidence of Completion***

teacher observations

## Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

develop a professional development plan for instructional staff, with a focus on differentiated instruction

**Person Responsible**

Randy Koenigsfeld

**Schedule**

Semiannually, from 8/7/2017 to 6/1/2018

***Evidence of Completion***

calendar of professional development and list of resource needs

## Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

school climate surveys, walk throughs and coaching cycles

**Person Responsible**

Randy Koenigsfeld

**Schedule**

Monthly, from 8/7/2017 to 5/25/2018

***Evidence of Completion***

data from surveys and walk throughs

**G3.** Student engagement will be maintained at a satisfaction rating of 3.5 or higher for the entire 2017-2018 school year. 1

G096345

**G3.B1** Students transition in and out of Schwettman Education Center weekly; additionally, it is challenging to implement differentiated instructional strategies in a classroom with students who have low/varying academic levels, poor decision making skills, poor attendance rates, and lack motivation. 2

B259246

**G3.B1.S1** Implement frequent ongoing assessments upon entry and throughout the school year to recognize individual needs. Professional learning communities will focus on data collection, analysis, and individual plan implementation using common core standards and the problem solving process; use differentiated instruction individually and in small groups. 4

S274561

**Strategy Rationale**

Frequent data checks are best practice and differentiated instruction is a research based intervention; utilizing data to drive decision making;
PLC's create a collaborative culture of educators who work towards increasing teacher effectiveness, hence, promoting positive student outcomes.

**Action Step 1** 5

The instructional coach will coordinate a calendar for professional development and assessments in order to assist with differentiated instruction and data collection.

**Person Responsible**

Carolyn Kuzniewski

**Schedule**

Weekly, from 8/21/2017 to 5/18/2018

***Evidence of Completion***

Progress evaluation on assessments and improvement in school level system

## Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Data Analysis at PLC's and leadership meetings
Classroom visits to support a teacher growth model

**Person Responsible**

Randy Koenigsfeld

**Schedule**

Semiannually, from 8/21/2017 to 5/18/2018

***Evidence of Completion***

Progress on quarterly evaluations, grades, and end of course exams

## Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Review assessment progress

**Person Responsible**

Randy Koenigsfeld

**Schedule**

Quarterly, from 8/21/2017 to 5/18/2018

***Evidence of Completion***

Data from survey

**G3.B1.S2** Utilize the school wide Tier 1 PBIS level system & mentors in order to increase prosocial skills (decision making, attendance, motivation). Students are continually trained and reinforced on the school wide level system. 4

S274562

**Strategy Rationale**

PBIS is a research based strategy, particularly with at-risk students.

**Action Step 1** 5

Promote, train and implement school wide PBIS through the use of the level system for student buy-in (use power point)

**Person Responsible**

Roxana Sanchez

**Schedule**

Quarterly, from 8/14/2017 to 5/25/2018

***Evidence of Completion***

Calendar of training dates for PBIS training

**Plan to Monitor Fidelity of Implementation of G3.B1.S2** 6

PLC discussion, calendar

**Person Responsible**

Randy Koenigsfeld

**Schedule**

Quarterly, from 8/21/2017 to 5/18/2018

***Evidence of Completion***

PLC minutes, mentor logs, PBIS level system data

**Plan to Monitor Effectiveness of Implementation of G3.B1.S2** 7

PLC and staff meetings

**Person Responsible**

Randy Koenigsfeld

**Schedule**

Weekly, from 8/21/2017 to 5/18/2018

***Evidence of Completion***

Minutes from meetings, survey data

**G3.B2** Social-emotional and behavioral issues in the student's personal lives, including the lack of parental support and distrust of adults, often hinder student engagement. 2

B259247

**G3.B2.S1** There are several support staff members on campus daily who help students deal/cope with social emotional issues. We also contract with outside agencies to provide counseling and support for families. In school there are groups and one to one consultation resources available, as well as the Why Try resilience program. Support staff interns, practicum students and adult mentors also provide skills training and operate form a trauma informed persepctive. 4

S274563

**Strategy Rationale**

Providing students with a support system and teaching them coping skills is effective when dealing with social emotional issues. Several of the programs and techniques used are data based and shown to have a high success rate with at-risk populations.

**Action Step 1** 5

Students will be matched with mentors and/or the appropriate counseling/skills programs

**Person Responsible**

Roxana Sanchez

**Schedule**

Monthly, from 8/28/2017 to 5/25/2018

***Evidence of Completion***

Behavioral and social/emotional data will be collected and analyzed/reviewed in our grade level PLC's to monitor progress and measure success rates.

## Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

A school-wide data base/spread sheet of services provided for each student will be kept, updated and shared with staff

**Person Responsible**

Roxana Sanchez

**Schedule**

Quarterly, from 8/28/2017 to 5/18/2018

***Evidence of Completion***

logs of all services will be kept and reviewed by support staff in PLC's

## Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Behavioral data will be collected and reviewed by the Leadership team in order to determine the effectiveness of the programs and further needs

**Person Responsible**

Roxana Sanchez

**Schedule**

Semiannually, from 9/4/2017 to 6/1/2018

***Evidence of Completion***

Team minutes , services spreadsheet, and survey data

**G3.B3** Negative attitudes about school learning leading to low motivation, low attendance rates, course failure, low amount of credits/GPA and older students severely off track for graduation. 2

B259248

**G3.B3.S1** Develop and implement a GED (Fast Track) Program 4

S274564

**Strategy Rationale**

The Fast Track GED program at HSEC can function differently from the traditional process of school which has not proved successful for some students, and lead to poor or zero engagement.

**Action Step 1** 5

The school counselor will identify and enroll students who are not age appropriate for their grade level, number of credits, and GPA who are not yet in HS, or considered an 8th grade recovery student. Eligible students are those who are severely off track and several years behind their same-aged peers, with a low probability of graduating.

**Person Responsible**

Randy Koenigsfeld

**Schedule**

Quarterly, from 7/31/2017 to 5/18/2018

***Evidence of Completion***

students obtaining their GED

**Plan to Monitor Fidelity of Implementation of G3.B3.S1** 6

Check roll, including students' information, including credits, grades, attendance, etc

**Person Responsible**

Randy Koenigsfeld

**Schedule**

Quarterly, from 8/14/2017 to 5/25/2018

***Evidence of Completion***

attendance, progress

## Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Quarterly checks on progress

**Person Responsible**

Randy Koenigsfeld

**Schedule**

Quarterly, from 8/7/2017 to 5/25/2018

***Evidence of Completion***

GED

# IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|---|---|---|---|
| **2018** | | | | | |
| G1.B1.S1.A1 A368582 | The school social worker will ensure that students are properly paired with a mentor. | Sanchez, Roxana | 8/15/2016 | School social worker will collect mentor logs from all staff members involve in the program. | 5/26/2017 monthly |
| G3.B1.S1.MA1 M396240 | Review assessment progress | Koenigsfeld, Randy | 8/21/2017 | Data from survey | 5/18/2018 quarterly |
| G3.B1.S1.MA1 M396241 | Data Analysis at PLC's and leadership meetings Classroom visits to support a teacher growth model | Koenigsfeld, Randy | 8/21/2017 | Progress on quarterly evaluations, grades, and end of course exams | 5/18/2018 semiannually |
| G3.B1.S1.A1 A368585 | The instructional coach will coordinate a calendar for professional development and assessments in... | Kuzniewski, Carolyn | 8/21/2017 | Progress evaluation on assessments and improvement in school level system | 5/18/2018 weekly |
| G3.B2.S1.MA1 M396245 | A school-wide data base/spread sheet of services provided for each student will be kept, updated... | Sanchez, Roxana | 8/28/2017 | logs of all services will be kept and reviewed by support staff in PLC's | 5/18/2018 quarterly |
| G3.B3.S1.A1 A368588 | The school counselor will identify and enroll students who are not age appropriate for their grade... | Koenigsfeld, Randy | 7/31/2017 | students obtaining their GED | 5/18/2018 quarterly |
| G3.B1.S2.MA1 M396242 | PLC and staff meetings | Koenigsfeld, Randy | 8/21/2017 | Minutes from meetings, survey data | 5/18/2018 weekly |
| G3.B1.S2.MA1 M396243 | PLC discussion, calendar | Koenigsfeld, Randy | 8/21/2017 | PLC minutes, mentor logs, PBIS level system data | 5/18/2018 quarterly |
| G1.MA1 M396234 | Mentors will review student data via the point card (PBIS level system tracking) vs the students'... | Sanchez, Roxana | 8/28/2017 | point card, attendance, and credit data; climate survey data | 5/25/2018 monthly |
| G2.MA1 M396239 | school climate survey in regards to staff engagement | Koenigsfeld, Randy | 9/1/2017 | Data from pulse checks/surveys | 5/25/2018 monthly |
| G3.MA1 M396248 | Review level system data to assess for comprehension & increases in pro-social behaviors | Sanchez, Roxana | 8/14/2017 | Data representation/comparisons in problem solving PLC's; EWS, survey data | 5/25/2018 quarterly |
| G1.B1.S1.MA1 M396233 | During PLC's and/or S-BIT's, mentors will share student progress (and problem solve issues if... | Sanchez, Roxana | 8/28/2017 | Mentor logs, PLC, and problem solving meeting notes will be reviewed | 5/25/2018 monthly |
| G2.B1.S1.MA1 M396235 | pulse checks on event effectiveness; school-based climate surveys | Koenigsfeld, Randy | 9/1/2017 | data from surveys | 5/25/2018 quarterly |
| G2.B1.S1.MA1 M396236 | make a calendar of planned events | Koenigsfeld, Randy | 9/1/2017 | observation of events and staff feedback on events | 5/25/2018 quarterly |
| G2.B1.S1.A1 A368583 | Survey staff to find out how they would like to be recognized and receive positive reinforcement | Koenigsfeld, Randy | 9/1/2017 | data from the survey | 5/25/2018 quarterly |
| G3.B2.S1.A1 A368587 | Students will be matched with mentors and/or the appropriate counseling/skills programs | Sanchez, Roxana | 8/28/2017 | Behavioral and social/emotional data will be collected and analyzed/reviewed in our grade level PLC's to monitor progress and measure success rates. | 5/25/2018 monthly |
| G3.B3.S1.MA1 M396246 | Quarterly checks on progress | Koenigsfeld, Randy | 8/7/2017 | GED | 5/25/2018 quarterly |
| G3.B3.S1.MA1 M396247 | Check roll, including students' information, including credits, grades, attendance, etc | Koenigsfeld, Randy | 8/14/2017 | attendance, progress | 5/25/2018 quarterly |
| G2.B1.S2.MA1 M396237 | school climate surveys, walk throughs and coaching cycles | Koenigsfeld, Randy | 8/7/2017 | data from surveys and walk throughs | 5/25/2018 monthly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|---|---|---|---|
| G3.B1.S2.A1 A368586 | Promote, train and implement school wide PBIS through the use of the level system for student... | Sanchez, Roxana | 8/14/2017 | Calendar of training dates for PBIS training | 5/25/2018 quarterly |
| G3.B2.S1.MA1 M396244 | Behavioral data will be collected and reviewed by the Leadership team in order to determine the... | Sanchez, Roxana | 9/4/2017 | Team minutes , services spreadsheet, and survey data | 6/1/2018 semiannually |
| G2.B1.S2.MA1 M396238 | develop a professional development plan for instructional staff, with a focus on differentiated... | Koenigsfeld, Randy | 8/7/2017 | calendar of professional development and list of resource needs | 6/1/2018 semiannually |
| G2.B1.S2.A1 A368584 | Ask staff what resources/pd are necessary in order to make them more effective teachers; provide... | Koenigsfeld, Randy | 8/7/2017 | teacher observations | 6/1/2018 semiannually |
| G1.B1.S1.MA1 M396232 | Mentor logs and PLC minutes reviewed at support PLC's | Sanchez, Roxana | 8/28/2017 | Mentor logs and student outcome data (survey info) and transition status will be reviewed by the leadership team each semester. | 6/25/2018 quarterly |

# V. Professional Development Opportunities

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

**G1.** Of our student population, 75% of students eligible to transition on to their home school (based on the terms of their placement) will do so on time (therefore upholding the terms of their placement - i.e., attendance, GPA, behavior, credits).

**G1.B1** Some students find success and feel comfortable at HSEC (sometimes for the 1st time in their school career) and may not want to leave, therefore, sabotaging their transition; other students struggle with the terms of their transition (attendance, behavior, academics) and do not posses or display the skills in order to meet their transition requirements.

**G1.B1.S1** Utilize the mentoring program

**PD Opportunity 1**

The school social worker will ensure that students are properly paired with a mentor.

**Facilitator**

social worker and psychologist

**Participants**

all staff

**Schedule**

Monthly, from 8/15/2016 to 5/26/2017

**G2.** Staff engagement will increase a total of 5% for the school year, based on climate surveys done each semester.

**G2.B1** Training, resources and time

**G2.B1.S2** Provide staff with the training/professional development (in-house by HSEC staff and DO) and time they request in order to be highly effective teachers

**PD Opportunity 1**

Ask staff what resources/pd are necessary in order to make them more effective teachers; provide prioritized professional development utilizing high impact teaching strategies; make the training in-house so that it is easily accessible for teachers

**Facilitator**

principal/ap

**Participants**

instructional staff

**Schedule**

Semiannually, from 8/7/2017 to 6/1/2018

**G3.** Student engagement will be maintained at a satisfaction rating of 3.5 or higher for the entire 2017-2018 school year.

**G3.B1** Students transition in and out of Schwettman Education Center weekly; additionally, it is challenging to implement differentiated instructional strategies in a classroom with students who have low/varying academic levels, poor decision making skills, poor attendance rates, and lack motivation.

**G3.B1.S1** Implement frequent ongoing assessments upon entry and throughout the school year to recognize individual needs. Professional learning communities will focus on data collection, analysis, and individual plan implementation using common core standards and the problem solving process; use differentiated instruction individually and in small groups.

**PD Opportunity 1**

The instructional coach will coordinate a calendar for professional development and assessments in order to assist with differentiated instruction and data collection.

**Facilitator**

Principal, ICT Literacy Coach, Regional Coach

**Participants**

Classroom Teachers, PLC

**Schedule**

Weekly, from 8/21/2017 to 5/18/2018

**G3.B2** Social-emotional and behavioral issues in the student's personal lives, including the lack of parental support and distrust of adults, often hinder student engagement.

**G3.B2.S1** There are several support staff members on campus daily who help students deal/cope with social emotional issues. We also contract with outside agencies to provide counseling and support for families. In school there are groups and one to one consultation resources available, as well as the Why Try resilience program. Support staff interns, practicum students and adult mentors also provide skills training and operate form a trauma informed persepctive.

**PD Opportunity 1**

Students will be matched with mentors and/or the appropriate counseling/skills programs

**Facilitator**

support staff

**Participants**

all staff

**Schedule**

Monthly, from 8/28/2017 to 5/25/2018

# VI. Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

**G3.** Student engagement will be maintained at a satisfaction rating of 3.5 or higher for the entire 2017-2018 school year.

**G3.B1** Students transition in and out of Schwettman Education Center weekly; additionally, it is challenging to implement differentiated instructional strategies in a classroom with students who have low/varying academic levels, poor decision making skills, poor attendance rates, and lack motivation.

**G3.B1.S2** Utilize the school wide Tier 1 PBIS level system & mentors in order to increase prosocial skills (decision making, attendance, motivation). Students are continually trained and reinforced on the school wide level system.

**TA Opportunity 1**

Promote, train and implement school wide PBIS through the use of the level system for student buy-in (use power point)

**Facilitator**

Support staff

**Participants**

Teachers and students

**Schedule**

Quarterly, from 8/14/2017 to 5/25/2018

**G3.B3** Negative attitudes about school learning leading to low motivation, low attendance rates, course failure, low amount of credits/GPA and older students severely off track for graduation.

**G3.B3.S1** Develop and implement a GED (Fast Track) Program

**TA Opportunity 1**

The school counselor will identify and enroll students who are not age appropriate for their grade level, number of credits, and GPA who are not yet in HS, or considered an 8th grade recovery student. Eligible students are those who are severely off track and several years behind their same-aged peers, with a low probability of graduating.

**Facilitator**

AP

**Participants**

GED Fast Track teachers

**Schedule**

Quarterly, from 7/31/2017 to 5/18/2018

## VII. Budget

| | | | | | | |
|---|---|---|---|---|---|---|
| **1** | **G1.B1.S1.A1** | **The school social worker will ensure that students are properly paired with a mentor.** | | | | **$0.00** |
| **2** | **G2.B1.S1.A1** | **Survey staff to find out how they would like to be recognized and receive positive reinforcement** | | | | **$0.00** |
| **3** | **G2.B1.S2.A1** | **Ask staff what resources/pd are necessary in order to make them more effective teachers; provide prioritized professional development utilizing high impact teaching strategies; make the training in-house so that it is easily accessible for teachers** | | | | **$1,500.00** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 1141 | 120-Classroom Teachers | 0242 - West Pasco Education Academy | Title I, Part D | | $1,500.00 |
| **4** | **G3.B1.S1.A1** | **The instructional coach will coordinate a calendar for professional development and assessments in order to assist with differentiated instruction and data collection.** | | | | **$0.00** |
| **5** | **G3.B1.S2.A1** | **Promote, train and implement school wide PBIS through the use of the level system for student buy-in (use power point)** | | | | **$3,000.00** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 1142 | 590-Other Materials and Supplies | 0242 - West Pasco Education Academy | General Fund | | $2,000.00 |
| | | | *Notes: Level system incentives* | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | 1141 | 590-Other Materials and Supplies | 0242 - West Pasco Education Academy | Other | | $1,000.00 |
| | | | *Notes: SAC* | | | |
| **6** | **G3.B2.S1.A1** | **Students will be matched with mentors and/or the appropriate counseling/ skills programs** | | | | **$500.00** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 1142 | 590-Other Materials and Supplies | 0242 - West Pasco Education Academy | General Fund | | $500.00 |
| **7** | **G3.B3.S1.A1** | **The school counselor will identify and enroll students who are not age appropriate for their grade level, number of credits, and GPA who are not yet in HS, or considered an 8th grade recovery student. Eligible students are those who are severely off track and several years behind their same-aged peers, with a low probability of graduating.** | | | | **$5,000.00** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 1140 | 590-Other Materials and Supplies | 0242 - West Pasco Education Academy | Title, I Part D | | $5,000.00 |
| | | | *Notes: technology* | | | |
| | | | | | **Total:** | **$10,000.00** |