Charlotte County Public Schools

Charlotte High School

2018-19 Schoolwide Improvement Plan

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Charlotte High School

1250 COOPER ST, Punta Gorda, FL 33950

http://chs.yourcharlotteschools.net/

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	52%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	32%

School Grades History

Year	**2017-18**	**2016-17**	**2015-16**	**2014-15**
Grade	B	B	B	B*

School Board Approval

This plan was approved by the Charlotte County School Board on 10/9/2018.

SIP Authority

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.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Be a Learner, Be a Leader, Be a Tarpon!

Be a Learner…..ever-learning, every moment of time, everywhere, and under all circumstances. We learn by working hard at school and always doing our best.

Be a Leader….Lead your own life, be a strong example for others, live by principles, and be an influence for good. Self-leadership is doing the right thing even when no one is looking.

Be a Tarpon…..Promote our Tarpon culture, reinforce our Tarpon fundamentals, and model high expectations for ourselves and others.

Provide the school's vision statement.

Our vision is "Tarpons have MOJO" which stands for: Motivation for Success, Ownership of our actions, Journeys through education, and Optimism for the future. We continue to promote a culture where Tarpons do their best, do what is right and treat others the way they wish to be treated.

School Leadership Team

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

Name	Title
Corsaletti, Cathy	Principal
Brown, Nick	Assistant Principal
Damico, Jeff	Assistant Principal
Pyle, Kathryn	Assistant Principal
Tenney, Andrew	Assistant Principal

Duties

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

Working together to create an engaging school climate that accelerates student learning is common sense. Each person in the partnership takes an active role and is accountable for effectively completing their individual responsibilities. The principal, along with each AP, oversees a specific department and works together to ensure that standards based instruction is taking place. With each working with a different department we are able to collaborate on strengths and weaknesses within our school. The assistant principal for curriculum work closely with guidance to develop a master schedule designed to give students the most flexibility for success. The assistant principal for discipline works closely with the deans to ensure student safety, monitors early warning signals for those students in need, and implements the MTSS process. The assistant principal for activities

works with his team to provide students opportunities to build relationships with others and participate in our positive school culture outside of the classroom. The Principal works with all APs to promote our common vision.

Early Warning Systems

Year 2017-18

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	0	0	48	57	60	56	221
One or more suspensions	0	0	0	0	0	0	0	0	0	37	51	46	25	159
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	109	98	112	31	350
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	120	126	85	37	368

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	0	0	76	78	69	22	245

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	11	20	3	0	34
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Tuesday 8/14/2018

Year 2016-17 - As Reported

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	0	0	90	68	85	39	282
One or more suspensions	0	0	0	0	0	0	0	0	0	119	93	86	30	328
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	200	129	140	27	496
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	133	74	61	7	275

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	0	0	32	28	21	6	87

Year 2016-17 - Updated

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	0	0	90	68	85	39	282
One or more suspensions	0	0	0	0	0	0	0	0	0	119	93	86	30	328
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	200	129	140	27	496
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	133	74	61	7	275

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	0	0	32	28	21	6	87

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The ELA achievement and learning gains level has been wavering around the 50% over the past three years. It continues to be an area in which we struggle and was our lowest achievement level category this year.

Which data component showed the greatest decline from prior year?

Science achievement level was the greatest decline from 82% to 68%. In 2016/2017 we changed our sequence and did not get the gain this year that we anticipated.

Which data component had the biggest gap when compared to the state average?

The data component where the biggest gap occurred was with ELA achievement in which we had a 50% compared to the state average of 56%.

Which data component showed the most improvement? Is this a trend?

We showed the most improvement in regards to ELA and Math learning gains in the lowest 25th percentile.

Describe the actions or changes that led to the improvement in this area.

Charlotte High School began a literacy initiative during the 2017/2018 school year focusing on students writing across the curriculum. This pushed students in all areas but had a profound impact on the growth of these students.

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

School Grade Component	2018			2017		
	School	**District**	**State**	**School**	**District**	**State**
ELA Achievement	50%	62%	56%	51%	58%	52%
ELA Learning Gains	50%	57%	53%	47%	50%	46%
ELA Lowest 25th Percentile	41%	47%	44%	39%	44%	38%
Math Achievement	54%	67%	51%	49%	51%	43%
Math Learning Gains	43%	59%	48%	43%	43%	39%
Math Lowest 25th Percentile	42%	57%	45%	40%	39%	38%
Science Achievement	68%	74%	67%	63%	70%	65%
Social Studies Achievement	75%	80%	71%	76%	80%	69%

EWS Indicators as Input Earlier in the Survey					
Indicator	**Grade Level (prior year reported)**				**Total**
	9	**10**	**11**	**12**	
Attendance below 90 percent	48 (90)	57 (68)	60 (85)	56 (39)	221 (282)
One or more suspensions	37 (119)	51 (93)	46 (86)	25 (30)	159 (328)
Course failure in ELA or Math	109 (200)	98 (129)	112 (140)	31 (27)	350 (496)
Level 1 on statewide assessment	120 (133)	126 (74)	85 (61)	37 (7)	368 (275)

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

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
09	2018	46%	53%	-7%	53%	-7%
	2017	49%	52%	-3%	52%	-3%
Same Grade Comparison		-3%				
Cohort Comparison						
10	2018	54%	53%	1%	53%	1%
	2017	54%	54%	0%	50%	4%
Same Grade Comparison		0%				
Cohort Comparison		5%				

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

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	69%	69%	0%	65%	4%
2017	89%	72%	17%	63%	26%
Compare		-20%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	74%	75%	-1%	68%	6%
2017	74%	72%	2%	67%	7%
Compare		0%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	60%	72%	-12%	62%	-2%
2017	43%	59%	-16%	60%	-17%
Compare		17%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	55%	60%	-5%	56%	-1%
2017	69%	58%	11%	53%	16%
Compare		-14%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	21	42	32	33	35	33	46	55		79	24
ELL	33	31	18								
ASN	83	69		67	45		80				
BLK	32	40	32	44	35		56	61		86	32
HSP	40	43	41	52	46	53	48	68		87	44
MUL	53	56		60	63		80	67		79	55
WHT	53	52	42	55	42	38	72	78		92	52
FRL	44	48	43	48	42	42	60	66		84	37

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	24	36	29	24	29	28		45		68	26
ELL	14	33		40	43					75	
ASN	75	73		75	57					91	80
BLK	37	46	37	29	28	24	42	67		84	29
HSP	48	48	33	47	38	41	90	67		88	20
MUL	45	40	20	37	29	8		77		90	37
WHT	54	53	39	58	42	37	84	74		89	54
FRL	39	43	32	47	37	32	72	68		83	38

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	ELA Learning Gains Lowest 25%
Rationale	Although we had an increase in the ELA learning gains for the lowest 25% from 37% to 41% it continues to be a focus as it was the lowest scoring category.
Intended Outcome	The intended outcome is to increase our ELA Lowest 25% learning gains by 7%.
Point Person	Cathy Corsaletti (cathy.corsaletti@yourcharlotteschools.net)

Action Step	
Description	To begin, students will continue to be writing in all curricular areas and be provided feedback. The creation of the open response will begin with implementing active reading strategies, and creating a plan for their writing. Students will receive a score based on a school-wide rubric and feedback from their teacher. They will also be expected to reflect on their experience through the writing process. Students will then be able to track their progress from their first activity and complete a culminating reflection activity focused on their growth. Additionally, we will be sending two teachers from 9th grade and two teachers from 10th grade to receive training from the district on the critical concepts for ELA. The teachers, known as our Critical Concept Captains, will take the identified critical concepts of Marzano, which are aligned to the ELA standards, and train the rest of the staff on how to focus on these during instruction. By doing so, the teachers will be teaching all the standards and providing opportunities for all students to receive access to their grade level content. We have also added a Reading Coach for 1 period of the day to assist with our new reading/English teachers and our level1/2 students. We have also enrolled students in a new course which focuses on academic skills. The curriculum is designed to build student confidence, goal setting, organization, and study skills. With the inclusion of this course we expect to see gains from the lowest 25% in ELA as Florida reading standards are also embedded in this course.
Person Responsible	Nick Brown (nicholas.brown@yourcharlotteschools.net)

Plan to Monitor Effectiveness	
Description	All 5th period teachers will have a place to store folders housing each open-response writing activity. The students will be reminded to document their completion and score for each activity. Additionally, the literacy committee will collect samples from each teacher after they have completed their open-response. The committee will also have a sample group of students in which data is collected to monitor growth over the course of the year. To monitor the effectiveness of the Critical Concept Captains and new academic skills course we will use the district created formative assessments, using the USA Test Prep platform, the district writing assessment, and other formative and summative assessments created by the teachers.
Person Responsible	Nick Brown (nicholas.brown@yourcharlotteschools.net)

Activity #2	
Title	Math Learning Gains Lowest 25%
Rationale	The math learning gains lowest 25% continue to be an area in which we struggle. Although we had an increase from the 2016/2017 school year, the trend is still one of our lowest categories.
Intended Outcome	The intended outcome is to increase both our Math achievement level and the learning gains by 5%.
Point Person	Cathy Corsaletti (cathy.corsaletti@yourcharlotteschools.net)

Action Step	
Description	The math department will use a different approach when it comes to their week for the literacy initiative. They will embed math skills into the writing opportunity by incorporating word problems and requiring students to describe how they arrived at a particular answer. Additionally, we will be sending two teachers from both algebra and geometry to receive training from the district on the critical concepts for Math. The teachers, known as our Critical Concept Captains, will take the identified critical concepts of Marzano, which are aligned to the Math standards, and train the rest of the staff on how to focus on these during instruction. By doing so, the teachers will be teaching all the standards and providing opportunities for all students to receive access to their grade level content. We will be providing after-school math tutoring twice a week for any student who needs assistance. Finally, we will have the 9th grade students, who are enrolled in the Algebra 1a course, sign up for Khan Academy. These teachers will incorporate the Khan academy activities to provide both remediation and extension activities.
Person Responsible	Cathy Corsaletti (cathy.corsaletti@yourcharlotteschools.net)

Plan to Monitor Effectiveness	
Description	The math department will be incorporating the literacy concepts prior to the week they participate in the initiative so that they can assess the growth of students on the school-wide rubric. Word problems will be used and students will have to actively read/annotate. To monitor the effectiveness of the Critical Concept Captains and integration of Kahn Academy we will use the district created formative assessments, using the USA Test Prep platform and other formative and summative assessments created by the teachers.
Person Responsible	Kathryn Pyle (kathryn.pyle@yourcharlotteschools.net)

Activity #3	
Title	Student Achievement
Rationale	Student achievement levels in all curriculum have opportunities for improvement. The achievement level in ELA dropped by two points, the achievement level in math had no change, the achievement level in science dropped 14 points, and social studies has a three year trend in the mid-seventies.
Intended Outcome	To gain achievement levels across all curriculum.
Point Person	Cathy Corsaletti (cathy.corsaletti@yourcharlotteschools.net)
Action Step	

Description	We are entering the second year of a school-wide literacy initiative. Students will continue to be writing in all curricular areas and be provided feedback. The creation of the open response will begin with implementing active reading strategies, and creating a plan for their writing. Students will receive a score based on a school-wide rubric and feedback from their teacher. They will also be expected to reflect on their experience through the writing process. Students will then be able to track their progress from their first activity and complete a culminating reflection activity focused on their growth.

We will offer after-school math tutoring for any student who is in need of additional help in math. This tutoring will be administered by a certified math teacher.

This year we will increase our chromebook deployment and professional development opportunities on Google Suite apps including Google Classroom, Drive, Docs, Slides, Sheets, and Forms. We will also incorporate other web-based applications, including but not limited to the following: Khan Academy, EdPuzzle, NoRedInk, Algebra Nation, Pearson Realize, and USA Test Prep. By the end of this school year, we will have over 1000 Chromebooks at the school putting us at 1 device for every 2 students. We have deployed them to teachers across all curriculum and are providing opportunities for teachers to learn new strategies to integrate technology through a monthly PLC and professional development opportunities during our school based PD day.

Additional AP courses will be offered this school year, giving a larger number of students the opportunity to participate in more rigorous courses and earn college credit. The additional courses offered include AP Seminar and AP European History.

We will be sending teachers from both the math and ELA departments to receive training from the district on the critical concepts. The teachers, known as our Critical Concept Captains, will take the identified critical concepts of Marzano, which are aligned to the ELA and Math standards, and train the rest of the staff on how to focus on these during instruction. By doing so, the teachers will be teaching all the standards and providing opportunities for all students to receive access to their grade level content.

We will be sending two teachers to receive training on the Professional Accountability for Charlotte Educators (PACE) program and then train the rest of the staff on the expectations to increase teacher effectiveness. |
| **Person Responsible** | Cathy Corsaletti (cathy.corsaletti@yourcharlotteschools.net) |
| Plan to Monitor Effectiveness | |

Description	The administration will conduct learning walks into classrooms and collect the data to review the fidelity in which the action steps are being implemented. A google form has been created that will generate data and provide timely feedback to the teacher. Departments will also be expected to review data from formative assessments and progress monitoring tools to inform instruction.
Person Responsible	Cathy Corsaletti (cathy.corsaletti@yourcharlotteschools.net)

Activity #4	
Title	Student Attendance/Behavior/Support
Rationale	Implement cost effective, sustainable processes and programs to provide student support systems. These may include PBIS, renaissance, destination graduation, child study, and check and connect.
Intended Outcome	Attendance rates will increase and student discipline rates will decrease. Students will feel that they are a part of the school and will know where to go when support is needed.
Point Person	Cathy Corsaletti (cathy.corsaletti@yourcharlotteschools.net)

Action Step	
Description	Using our PBIS' MOJO to guide character development and provide rewards for demonstration of the MOJO principles through Renaissance, Tarpon tickets, PBIS, TSO and Fish-Tail awards.
	Weekly Child Study support team meetings analyzing early warning signals for "at-risk" students in danger of not graduating and implementing interventions as necessary on an individual basis to assist students in graduating with their cohort group.
	Behavioral expectations are reviewed with students in the classrooms, halls, and during class meetings to ensure students have a clear understanding of the rules. There is a live document accessible to all teachers which allows for realtime behavior tracking and interventions by the teacher. Once a student's behavior escalates to the point of getting the deans involved, there are very clear-cut, mutually agreed upon guidelines for consequences that both the deans and assistant principals follow. Behavior incentives are given weekly and quarterly through our PBIS team.
Person Responsible	Kathryn Pyle (kathryn.pyle@yourcharlotteschools.net)

Plan to Monitor Effectiveness	
Description	Disciplines data, Child Study and early warning systems indicators. Weekly Child Study support team meetings analyzing early warning signals for "at-risk" students in danger of not graduating and implementing interventions as necessary on an individual basis to assist students in graduating with their cohort group.
Person Responsible	Cathy Corsaletti (cathy.corsaletti@yourcharlotteschools.net)

Activity #5	
Title	Reduce the achievement gap for African American students
Rationale	Last year 53 % of our white students were proficient in ELA compared to 32% of our African American population. To increase the achievement levels of minority and low-income students, we need to focus on what really matters: high standards, a challenging curriculum, and good teachers.
Intended Outcome	The achievement gap will reduce by 1/3 in our African American population in ELA.
Point Person	Cathy Corsaletti (cathy.corsaletti@yourcharlotteschools.net)

Action Step	
Description	Identify students who need additional instuctional support.

Capitalize on students' cultures, abilities, resilience, and effort by supporting students with mentors, tutoring, and peer support networks.

Set high expectations for all students and provide training for teachers to diversify their curriculum.

Increase technology use among students; google classroom.

Target resources in the community to assist with closing the gap; Cooper St resources

Provide frequent classroom based assessment and reflection.

Learn about students needs and interestes. |
| **Person Responsible** | Cathy Corsaletti (cathy.corsaletti@yourcharlotteschools.net) |

Plan to Monitor Effectiveness	
Description	Monitor assessments and progress check points.

Communicate progress to parents with incentives for the students through PBiS

Review and track progress with the literacy initiative. |
| **Person Responsible** | Cathy Corsaletti (cathy.corsaletti@yourcharlotteschools.net) |

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Focus on the strengths of families—they know their children better than anyone else. Find ways to get that information to teachers, other school staff. We conduct school surveys to reveal family attitudes about our school and learn how to deal with frustrated parents—separate the parent from the argument he is making by using active listening. CHS is currently planning its Tarpon for a Day and Parent Night presentations with its registration process to streamline the burden on parents in regards to obtaining information. Additionally, the school is working to fine tune the process for dissemination via the world wide web. The number one priority is to provide parents with the necessary information at the appropriate times. Without this alignment, attendance will decrease. Quarterly newsletters are available and our website is frequently updated with information. The School Messenger system is also used regularly to communicate and update parents with current information. CHS has developed a Parent Information Night as a series of informational sessions to help parents better understand the school and State's expectations for their students.

PFEP Link

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

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.

Our guidance team is highly qualified and always make themselves available for any students that are in need of counseling or just to lend an ear. If they feel that the student needs to be referred elsewhere, they utilize one of our contacts for mentoring or any other service they feel would best suit the student's needs. The philosophy is that students who walk into the guidance office should feel better about things as they leave. Registrar, data entry, and nurse services are all available to students as needed. We work with several agencies such as Destination Graduation, Take Stock in Children, Big Brothers and Big Sisters, and Check and Connect for additional services. Our social worker and ESE Liaisons provide assistance and interventions as well.

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

Students and parents will be encouraged to begin the process of postgraduate planning as early as grade 8 with our annual Tarpon for a Day event with our feeder middle school which will take place in February. Students in grade 8 will have an opportunity to visit classrooms prior to registration, meet teachers and students, and learn about different programs. Registration begins early January beginning with the grade 11/12 grade students. All students have access to an on-line catalog. CHS has space on the website dedicated to information for parents and students about registration. Those that do not have internet access are provided with a hard copy of the comprehensive school catalog that outlines all courses offered, graduation requirements and applications for special programs. An overview of the registration process is given to each grade level in small group presentations. Informational parent nights are conducted to help parents/students with career planning and to make certain all students are on track for graduation. Guidance counselors sit with each individual student to go over transcripts, make recommendations and enroll students into courses for the following year. Group Guidance in the Classroom Lesson plans have been developed specifically for each grade level. These lesson plans deliver distinct curriculum specific to each age group. Commonalities include: Florida Bright Futures, Career Planning, FOCUS password information, and analysis of transcript data. Students are introduced to the new FVC (Florida Virtual Campus) site developed by DOE and given a guided tour of the site. CHS also provides parent information nights to allow parents the opportunities to meet with guidance and career counselors during the school year during the evening hours to get more information about post-secondary planning and scholarship opportunities.

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.

Shared leadership works when all the participants share responsibility and accountability for the work of the partnership. Empowering teachers, staff, students and parents to work and collaborate towards a common goal makes them aware of their responsibilities to the work. School leadership will be focused on a systemic data driven decision making throughout the school year. Through utilizing various resources and interventions for identifying student needs and the desired learning outcomes the administrative team as well as the instructional staff will develop student intervention plans. During bi-weekly leadership meetings the data will be reviewed and the team will discuss what resources can and should be used to assist in meeting the needs of students.

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

Students participate in a series of career lessons taught within core subject classes that relate their academics with their career areas of interest. Examples of such related activities would include: * Writing resume's and preparing responses to college and scholarship application prompts; * Performing scholarship searches and developing a budget for postgraduate plans by researching costs involved (tuition, textbooks, housing, transportation, etc.); * Comparing/contrasting continuing education institutions and the requirements for admission; * College readiness: participating in PLAN, ASVAB PERT and/or PSAT testing options as well as on-line practice sites in preparation for ACT/SAT tests; * Attending college admissions visits in preparation for the application process; * Monitoring of individual career plans to assure graduation requirements are met, college entrance requirements are met, as well as to monitor FL Bright Futures eligibility. Integration also occurs when students use core subject skills and knowledge to complete assignments in CTE (Career & Technical Education) courses such as reading handbooks, manuals, recipes, etc.; writing for communication, graphic design, TV anchor scripts, etc.; performing math calculations related to health science careers, culinary arts, construction, aviation, etc.

Part V: Budget

Total:	**$8,160.00**