Pinellas County Schools

Richard O Jacobson Technical High School At

2019-20 Schoolwide Improvement Plan

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Richard O Jacobson Technical High School At Seminole

12611 86TH AVE, Seminole, FL 33776

[no web address on file]

Demographics

Principal: Joshua Wolfenden

Start Date for this Principal: 7/1/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	47%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (50%) 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan was approved by the Pinellas County School Board on 9/10/2019.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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12611 86TH AVE, Seminole, FL 33776

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	46%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	27%

School Grades History

Year	2018-19
Grade	C

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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. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

Every Tech High student positively impacts their workplace and community.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Giancola, Martha	Principal	Administrator
Carvajal, Kelsey	Teacher, K-12	Teacher and Equity Champion
Wolfenden, Joshua	Assistant Principal	Administrative Duties
Rubin, Amy	School Counselor	Guidance
Mitchell , Maureen	Teacher, ESE	VE Teacher/ Specialist
Kirk, Jodi	Teacher, Career/Technical	Lead Teacher, New Teacher Mentor
Gressle, Mary	Teacher, ESE	Teacher
Burcham, Cathlene	Other	School Secretary/Bookeeper

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	185	121	44	1	351
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	34	13	14	1	62
One or more suspensions	0	0	0	0	0	0	0	0	0	6	5	2	0	13
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	17	11	0	28
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	53	35	12	0	100
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	13	14	9	0	36

The number of students identified as retainees:

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

FTE units allocated to school (total number of teacher units)

19

Date this data was collected or last updated

Thursday 7/11/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - 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	20	15	1	0	36
One or more suspensions	0	0	0	0	0	0	0	0	0	9	2	0	0	11
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	20	9	0	0	29
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	38	11	0	0	49

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	17	9	0	0	26

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	53%	56%	56%	0%	49%	53%
ELA Learning Gains	45%	51%	51%	0%	48%	49%
ELA Lowest 25th Percentile	47%	43%	42%	0%	41%	41%
Math Achievement	50%	45%	51%	0%	46%	49%
Math Learning Gains	38%	44%	48%	0%	44%	44%
Math Lowest 25th Percentile	31%	41%	45%	0%	38%	39%
Science Achievement	86%	64%	68%	0%	63%	65%
Social Studies Achievement	0%	71%	73%	0%	67%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	185 (0)	121 (0)	44 (0)	1 (0)	351 (0)
Attendance below 90 percent	34 ()	13 ()	14 ()	1 ()	62 (0)
One or more suspensions	6 (0)	5 (0)	2 (0)	0 (0)	13 (0)
Course failure in ELA or Math	0 (0)	17 (0)	11 (0)	0 (0)	28 (0)
Level 1 on statewide assessment	53 (0)	35 (0)	12 (0)	0 (0)	100 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	53%	54%	-1%	55%	-2%
	2018					
Cohort Comparison						
10	2019	55%	53%	2%	53%	2%
	2018					
Cohort Comparison		55%				

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
2019	86%	62%	24%	67%	19%
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	70%	-70%	70%	-70%
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	25%	55%	-30%	61%	-36%
2018					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	65%	56%	9%	57%	8%
2018					

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	29	53		33	29						
HSP	50	36		40	32		92				
WHT	55	49	54	54	40	33	87				
FRL	41	46	46	40	32	28	81				

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

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

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	350
Total Components for the Federal Index	7
Percent Tested	99%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	53
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Algebra 1. Performance on the Alg 1 EOC was close to being on par with the district average for 1st time test takers. Our specific staffing model offered limited flexibility for distribution of students within the sections available and limited course offerings for students in need of Alg 1A/1B placement. Significant trend data showed below district average performance on cycle assessments. Trend data comparable to previous years is not yet available for our particular school site.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

N/A. Data from the prior year is non-existent.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Algebra 1 achievement-

Which data component showed the most improvement? What new actions did your school take in this area?

N/A

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

18% of our students have poor attendance
We will be doubling the number of Level 1 math students for the 19-20 year.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Increase number of students passing Alglebra 1 EOC
2. Increase the number of students demonstrating learning gains and passing ELA EOC
3. Continue to develop positive climate and culture of ROJTHS

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA
Rationale	Our current level of performance is 53%/55%, as evidenced in the 9th/10th grade ELA FSA. The gap is occuring because ROJTHS scored 2% higher than the district average on the 10th grade assessment and 1% lower than the district average on the 9th grade assessment. If continued rigorous instruction coupled with data driven decision making would occur, the level of performance for all FSA ELA would increase to 62%.
State the measurable outcome the school plans to achieve	The 54% of all students achieving ELA proficiency will increase to 62% as measured by FSA ELA.
Person responsible for monitoring outcome	Martha Giancola (giancolam@pcsb.org)
Evidence-based Strategy	Strengthen staff ability to engage students in complex tasks. Support staff to utilize data to organize students to interact with content to differentiate/ scaffold instruction to meet the needs of each student.
Rationale for Evidence-based Strategy	Research indicates that instructors who participate in professional development specifically aimed at culturally relevant instruction and implement instructional practices which emphasize rigorous expectations and data-driven decision making processes demonstrate increased student achievement.
Action Step	
Description	1. Cycle assessment analysis and team collaboration surrounding effective instructional strategies for individual students. 2. Data chats facilitate individual goal setting and action plans 3. Formative assessment analysis to drive small-group instruction 4. Continue to implement standards-based lessons aligning to FSA, ELA categories including: key ideas and details, craft and structure, integration of knowledge and ideas, language and editing, and text-based writing 5. New teachers and teachers newer to tested content areas will participate in the district new teacher cadre
Person Responsible	Martha Giancola (giancolam@pcsb.org)

#2	
Title	Science
Rationale	Our current level of performance is 86%, as evidenced in the Biology 1 EOC. The gap is occuring because ROJTHS scored 24% above the district average. If continued rigorous instruction coupled with data driven decision making would occur, the performance will be increased to 91%.
State the measurable outcome the school plans to achieve	The percent of all students achieving biology proficiency will increase from 86% to 91% as measured by Biology 1 EOC.
Person responsible for monitoring outcome	Joshua Wolfenden (wolfendenj@pcsb.org)
Evidence-based Strategy	Strengthen staff ability to engage students in complex tasks. Support staff to utilize data to organize students to interact with content to differentiate/ scaffold instruction to meet the needs of each student.
Rationale for Evidence-based Strategy	Research indicates that instructors who participate in professional development specifically aimed at culturally relevant instruction and implement instructional practices which emphasize rigorous expectations and data-driven decision making processes demonstrate increased student achievement.
Action Step	
Description	1. Cycle assessment analysis and team collaboration surrounding effective instructional strategies for individual students. 2. Data chats facilitate individual goal setting and action plans 3. Formative assessment analysis to drive small-group instruction 4. Continue to infuse Biology related reading comprehension opportunities into other content areas 5. Continue planning to identify critical content and use learning goals and scales 6. Collaborate with other Bio teachers in larger PLC settings and share successful processes
Person Responsible	[no one identified]

#3	
Title	Social Studies
Rationale	Our current level of performance was not available as we are developing base line data. We expect our performance level to be greater than 91% by spring assessment 2020. The problem/gap is occuring because we are building our data set.
State the measurable outcome the school plans to achieve	The percent of all students achieving social studies proficiency will increase from 0% to 91% as measured by the US History EOC.
Person responsible for monitoring outcome	Martha Giancola (giancolam@pcsb.org)
Evidence-based Strategy	Enhance staff capacity to identify critical content from the standards in alignment with district resources. Strengthen staff ability to engage students in complex tasks. Support staff to utilize data to organize students to interact with content, to differentiate/scaffold instruction to meet the needs of each student.
Rationale for Evidence-based Strategy	Research indicates that instructors who participate in professional development specifically aimed at culturally relevant instruction and implement instructional practices which emphasize rigorous expectations and data-driven decision making processes demonstrate increased student achievement.
Action Step	
Description	1. Implement district provided social studies curriculum guides. 2. Work closely with district staff developers to identify resources available and target opportunities for student interface with said resources 3. Establish a school culture that emphasizes the importance of project-based learning and cross -curricular collaboration to support ELA strategies in hands-on activities and provide opportunities for transfer of knowledge from one content area to others. 4. PLC concentrating on applicable PBL 5. Culturally relevant teaching. 6. Teacher will implement standards-based mini assessments to drive instruction and evidence student understanding
Person Responsible	Martha Giancola (giancolam@pcsb.org)

#4	
Title	College and Career Readiness
Rationale	Our current level of performance was not available as we are developing base line data. We expect our performance level to be 100% as we will have only one graduating student in 2020. The student has already obtained an Industry Certification to meet the Accelerated Success performance guidelines.
State the measurable outcome the school plans to achieve	The percent of all students meeting Accelerated Success criteria will increase from 0% to 100% as measured by CAPE certification reporting and/or AP Score Reporting
Person responsible for monitoring outcome	Martha Giancola (giancolam@pcsb.org)
Evidence-based Strategy	Every student at ROJTHS is enrolled in a CTE program that prepares them for and leads them to Industry Certification in a field that engages their interest. Supports are in place to ensure that students are making progress toward Industry Certification goals throughout their experience at ROJTHS.
Rationale for Evidence-based Strategy	As a District Application Program school, the programs that are offered at ROJTHS were specifically designed with the expectation that every student would earn an Industry Certification in the program in which they are enrolled. AP coursework is also strategically offered to provide the best opportunities for students to engage in rigorous curricular experiences.
Action Step	
Description	1. Continuous progress monitoring for each student toward meeting Industry Certification goals. 2. Strategic use of AP potential report to guide appropriate students towards rigorous coursework that would meet Accelerated Success criteria. 3. Individual Career Plans developed for each student and monitored for updates at strategic checkpoints throughout the high school experience. 4. 5.
Person Responsible	Amy Rubin (rubina@pcsb.org)

#5	
Title	Graduation rate
Rationale	Our current level of performance is not available as we are developing baseline for the new school that opened in August of 2018. Our first graduating class will be in May of 2020. We expect our performance to be 100%.
State the measurable outcome the school plans to achieve	The percent of all students graduating on time with their cohort will increase from 0% graduation to 100% as measured by the end of the 2019-2020 school year graduation rate.
Person responsible for monitoring outcome	Joshua Wolfenden (wolfendenj@pcsb.org)
Evidence-based Strategy	Continue graduation focus on data to plan interventions and supports for individual students. Strengthen staff practice to communicate and engage students and families in planning when students are not on track to graduate. Strengthen staff ability to engage students for on -track promotion throughout high school.
Rationale for Evidence-based Strategy	Collective experience has shown that students are more successful in meeting graduation goals when they are the recipients of a variety of supports including communication at all levels from teachers, administrators, and other stakeholders. Continued progress monitoring for each individual student and personalized plans for meeting each graduation goal are necessary components for maximizing the graduation rate for our students.
Action Step	
Description	1. Implementation of Freshman Experience SEL lessons focused on teaching every graduation requirement. 2. ELP offerings to allow for credit recovery in and out of school hours. 3. Progress monitoring for graduation 4. Individualized sessions with students and families to develop future plans and engage them in the learning process for future success. 5.
Person Responsible	[no one identified]

#6	
Title	Bridging the Gap
Rationale	The current level of performance by Black students at ROJTHS is 54%, as measured by the FSA ELA and 29% as measured by the Alg 1 EOC. Black student performance at ROJTHS is equal to overall student performance and equal to state and district performance at 54% on the FSA ELA. Black student performance at ROJTHS is 4% points higher than overall ROJTHS student performance and 1% point higher than the district average for all 1st time test-takers. If continued rigorous instruction coupled with data driven decision making would occur, Black student performance will be increased to 62% on FSA ELA and 35% on the Alg 1 EOC.
State the measurable outcome the school plans to achieve	The percent of all students achieving Reading proficiency will increase from 54% to 62% as measured by FSA ELA. The percent of all students achieving Alg 1 proficiency will increase from 29% to 35% as measured by Alg 1 EOC.
Person responsible for monitoring outcome	Kelsey Carvajal (carvajalk@pcsb.org)
Evidence-based Strategy	Strengthen staff ability to engage students in complex tasks. Support staff to utilize data to organize students to interact with content to differentiate/ scaffold instruction to meet the needs of each student. Engage all students in Culturally Relevant Instruction
Rationale for Evidence-based Strategy	Research indicates that instructors who participate in professional development specifically aimed at culturally relevant instruction and implement instructional practices which emphasize rigorous expectations and data-driven decision making processes demonstrate increased student achievement.
Action Step	
Description	1. Implement Check and Connect protocols for all Black students 2. Infuse Culturally Relevant Instructional practices into standards-based instructional activities. 3. Site-based professional development to be provided by our school's Equity Champions 4. 100% of Black students are enrolled in classes that will lead to Industry Certification and/ or College Credit 5. Progress Monitoring Plans will be developed for every black student by the end of September.
Person Responsible	[no one identified]

#7	
Title	Conditions for Learning
Rationale	Our current level of performance indicates that 13.4% of all students earned one or more discipline referrals throughout the school year and 5% of students were suspended out of school one or more times. Although our student population will double in size, we plan to implement strategies that will cause our rates of discipline and OSS to maintain or decrease during the 19/20 school year.
State the measurable outcome the school plans to achieve	The percent of all students receiving one or more discipline referrals during the school year will decrease from 13.4% to 10% as measured by the end of year discipline report. The percent of all students being suspended out of school one or more times during the school year will decrease from 5% to 4% as measured by the end of year discipline report.
Person responsible for monitoring outcome	Joshua Wolfenden (wolfendenj@pcsb.org)
Evidence-based Strategy	Restorative Practices used in lieu of discipline referral when appropriate. Restorative circles implemented in the classroom setting with fidelity. Freshman transition strategies developed and infused into curricular guidelines as well as campus culture. Positive behavior recognition and intentional positive relationship development between students and adults.
Rationale for Evidence-based Strategy	Research suggests that the implementation of Restorative Practices schoolwide will help to increase awareness of disciplinary issues and promote strategies to prevent behavior issues from recurring. Restorative circles provide students the opportunity to voice their truth in a safe learning environment and provide meaningful input to drive instruction and affect classroom culture.
Action Step	
Description	1. Maintain previous year's achievement of 100% of instructional staff members being formally trained in Restorative Practices. 2. Increase staff implementation of RP and restorative circles with fidelity to occur more consistently. 3. Model RP strategies and share successful experiences at each staff meeting and/or PLC 4. Infuse SEL guidelines into all curricular areas 5.
Person Responsible	Chris Juul (juulc@pcsb.org)

#8	
Title	Attendance
Rationale	Our current attendance rate reflects 22% of students were absent for 10% or more days of the 2018-2019 school year.
State the measurable outcome the school plans to achieve	We expect our performance level to decrease from 22% to 19% or less absent for 10% or more days by the end of the 2019-2020 school year.
Person responsible for monitoring outcome	Joshua Wolfenden (wolfendenj@pcsb.org)
Evidence-based Strategy	Strengthen the attendance problem solving process to address and support the needs of students across all Tiers on an ongoing basis. Educate parents and families regarding the processes surrounding attendance and the importance of being in school EVERY day. Strengthen the implementation of Tier 1 interventions to address and support the individual needs of students.
Rationale for Evidence-based Strategy	Data collected from MTSS and CST meetings conducted during the 18/19 school year show the most positive results regarding positive change in attendance at ROJTHS to be related to the areas highlighted above. Meeting individual student needs and educating families on attendance expectations were the most impactful methods of reaching the desired result.
Action Step	
Description	1. Review attendance taking process and school-wide strategies for positive attendance with all staff. 2. Asset map the attendance resources, interventions and incentives at our our school to support increased attendance for each Tier 3. Review the effectiveness of school-wide attendance strategies at CST meetings. 4. Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness at CST meetings. 5. Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes.
Person Responsible	[no one identified]

#9	
Title	Family and Community Engagement
Rationale	Our current level of performance indicates a high level of engagement with families, community members, and businesses. Each of our 6 programs has an active advisory board which consists of local business partners and we have a thriving partnership with local Kiwanis and Rotary organizations. Our family/community engagement events have included freshman orientation, Welcome party, Back to School night, Capstone project presentations, PTSA meetings, and Discovery Night. Attendance at each of these events is estimated to be at 75% or more of ROJTHS families represented in addition to community stakeholders.
State the measurable outcome the school plans to achieve	In the 19/20 school year, we will develop more accurate systems to measure family and community attendance at different events. We expect family attendance at ROJTHS events to increase from estimated 75% to a carefully measured 80% or better.
Person responsible for monitoring outcome	Martha Giancola (giancolam@pcsb.org)
Evidence-based Strategy	Communicate family events taking place at the school well in advance to ensure that families have every opportunity to make plans to attend. Emphasize the importance of attending family events and ensure that families find value in the information and activities they receive in attending. Further develop partnerships with community organizations such as Kiwanis, Rotary, faith-based organizations, local Chambers of Commerce, and the Seminole Educational Ecosystem.
Rationale for Evidence-based Strategy	Research indicates that increased family involvement in their child's school activities correlates with increased student achievement. A sense of belonging and community outlook fuels student engagement in school activities and fosters confidence, high expectations, and a willingness to pursue more rigorous academic experiences.
Action Step	
Description	1. Maintain advisory boards for each CTE program 2. Develop new advisory board for Marine Mechanics program 3. Communicate with families through appropriate avenues (School Messenger, website, marquee, etc..) 4. Create a warm and welcoming environment using trained student ambassadors to engage with families and community members 5. Develop systems to meet the unique needs of individual families (ELL, Deaf, ASD, Differently abled, single-parent and non-traditional families)
Person Responsible	Martha Giancola (giancolam@pcsb.org)

#10	
Title	ESSA subgroups
Rationale	The current level of performance by students with disabilities at ROJTHS is 36%. Performance by students with disabilities at ROJTHS is 14 percentage points lower than overall student performance. If continued rigorous instruction coupled with data driven decision making would occur, performance by students with disabilities will be increased to equal the overall student performance in the school.
State the measurable outcome the school plans to achieve	The percent of students with disabilities passing standardized assessments will increase from 14 percntage points lower than the overall school pass rate to equal the school pass rate.
Person responsible for monitoring outcome	Joshua Wolfenden (wolfendenj@pcsb.org)
Evidence-based Strategy	Strengthen staff ability to engage students in complex tasks. Support staff to utilize data to organize students to interact with content to differentiate/ scaffold instruction to meet the needs of each student. Engage all students in Culturally Relevant Instruction
Rationale for Evidence-based Strategy	Research indicates that instructors who participate in professional development specifically aimed at culturally relevant instruction and implement instructional practices which emphasize rigorous expectations and data-driven decision making processes demonstrate increased student achievement.
Action Step	
Description	1. Implement Check and Connect protocols for all students with disabilities 2. Infuse Culturally Relevant Instructional practices into standards-based instructional activities. 3. Site-based professional development to be provided by our school's Equity Champions 4. 100% of students with disabilities are enrolled in classes that will lead to Industry Certification and/or College Credit
Person Responsible	[no one identified]

#11	
Title	Healthy Schools
Rationale	Our current level of performance indicates that 94% (65/69) of all students who enrolled in HOPE through the Pinellas Virtual School format (part time) passed both semesters of the course and gained valuable skills and knowledge related to developing healthy lifestyles.
State the measurable outcome the school plans to achieve	The number of students and the percentage of students enrolling and passing both semesters of HOPE will increase from 65 to 100 and from 94% to 100% in the 2019/2020 school year.
Person responsible for monitoring outcome	Joshua Wolfenden (wolfendenj@pcsb.org)
Evidence-based Strategy	Specific curriculum (HOPE) designed to promote healthy lifestyle choices has been incorporated into the FLDOE graduation requirements in order to address the health needs of all high school students in the state of Florida.
Rationale for Evidence-based Strategy	Because ROJTHS students access the HOPE curriculum through the Pinellas Virtual format, it is imperative that Pinellas Virtual personnel, ROJTHS instructional leaders, parents, and students all work together to develop systems that will address/communicate student progress toward the goal of learning state-approved curriculum that will promote healthy student lifestyles.
Action Step	
Description	1. Intentional efforts to enroll at least 100 students into PVS HOPE (semesters 1 and 2) by guidance 2. Student progress monitoring by the paraprofessional assigned to the Pinellas Virtual Classroom 3. Biweekly progress reports generated to inform administration on any student falling behind in progress or grade 4. Consistent communication to inform parents of any student falling behind in progress or grade and advise them of actions to ensure their student gets caught up in a timely manner
Person Responsible	Amy Rubin (rubina@pcsb.org)

#12	
Title	Freshman Transition
Rationale	Our current level of performance indicates that 92.2% of freshmen ended the 18/19 school year having earned 6 or more credits and 89% of freshmen finished the 18/19 school year with a cumulative GPA of 2.0 or better.
State the measurable outcome the school plans to achieve	The percent of freshmen finishing the 19/20 school year having earned 6 or more credits will increase from 92.2% to 95%. The percent of freshmen finishing the 19/20 school year with a cumulative GPA of 2.0 or better will increase from 89% to 92%
Person responsible for monitoring outcome	Joshua Wolfenden (wolfendenj@pcsb.org)
Evidence-based Strategy	Careful progress monitoring of D and F grades during the 1st and 3rd grading periods to identify students who require additional supports to earn the credits needed to stay on track for graduation. Credit recovery opportunities offered during the school day as well as after school throughout the year. Grade forgiveness opportunities identified to increase cumulative GPA performance.
Rationale for Evidence-based Strategy	Research indicates that 9th grade students who meet the expected graduation requirements for their grade level have a higher likelihood of on-time graduation. The study habits, skills, and grit developed in their first year of high school typically translates into increased success in future years.
Action Step	
Description	1. Incoming 9th graders participate in Freshman Experience during the summer prior to their freshman year 2. Consistent parent communication to promote understanding of graduation requirements and credit recovery opportunities 3. Identify struggling students at the end of each grading period and develop Personalized Academic Plans to meet their individual needs 4. Work with PATHe program counselors to identify pathways to career or college and generate motivational buy-in at the student level. 5.
Person Responsible	[no one identified]

#13	
Title	Math
Rationale	Our current level of overall performance is 50%, as evidenced in the Math EOC scores. ROJTHS scored slightly below the district average for Math. If continued rigorous instruction coupled with data driven decision making would occur, the level of performance for overall Math EOC performance would increase to 53%.
State the measurable outcome the school plans to achieve	The 50% overall performance of math students achieving proficiency will increase to 53% as measured by Math EOC scores.
Person responsible for monitoring outcome	Joshua Wolfenden (wolfendenj@pcsb.org)
Evidence-based Strategy	Strengthen staff ability to engage students in complex tasks. Support staff to utilize data to organize students to interact with content to differentiate/ scaffold instruction to meet the needs of each student. Progress monitor teacher and administrator participation in Math Professional Development opportunities Utilize formative assessments to drive instruction and determine areas for remediation
Rationale for Evidence-based Strategy	Research indicates that instructors who participate in content specific professional development and implement instructional practices which emphasize rigorous expectations and data-driven decision making processes demonstrate increased student achievement.
Action Step	
Description	1. Cycle assessment analysis and team collaboration surrounding effective instructional strategies for individual students. 2. Data chats facilitate individual goal setting and action plans 3. Formative assessment analysis to drive small-group instruction 4. ELP opportunities built in to lunch and after school times to provide students with Math supports
Person Responsible	Joshua Wolfenden (wolfendenj@pcsb.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

School Safety and Marketing

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 Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 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.

n/a

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.

n/a

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

n/a

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.

n/a

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

n/a

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ELA				$475.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	0000	140-Substitute Teachers	3371 - Richard O Jacobson Technical Hs At Seminole	School Improvement Funds		$75.00
			Notes: TDE for substitute teacher for training.			
	0000	500-Materials and Supplies	3371 - Richard O Jacobson Technical Hs At Seminole	School Improvement Funds		$400.00

2	**III.A.**	**Areas of Focus: Science**				**$75.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	0000	140-Substitute Teachers	3371 - Richard O Jacobson Technical Hs At Seminole	School Improvement Funds		$75.00
			Notes: TDE for ongoing support training.			
3	**III.A.**	**Areas of Focus: Social Studies**				**$75.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	0000	140-Substitute Teachers	3371 - Richard O Jacobson Technical Hs At Seminole	School Improvement Funds		$75.00
			Notes: TDE for ongoing support and training.			
4	**III.A.**	**Areas of Focus: College and Career Readiness**				**$0.00**
5	**III.A.**	**Areas of Focus: Graduation rate**				**$0.00**
6	**III.A.**	**Areas of Focus: Bridging the Gap**				**$0.00**
7	**III.A.**	**Areas of Focus: Conditions for Learning**				**$500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	0000	500-Materials and Supplies	3371 - Richard O Jacobson Technical Hs At Seminole	School Improvement Funds		$500.00
			Notes: positive behavior incentives.			
8	**III.A.**	**Areas of Focus: Attendance**				**$0.00**
9	**III.A.**	**Areas of Focus: Family and Community Engagement**				**$400.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	0000	500-Materials and Supplies	3371 - Richard O Jacobson Technical Hs At Seminole	School Improvement Funds		$400.00
			Notes: Marketing the school events and supplies for events.			
10	**III.A.**	**Areas of Focus: ESSA subgroups**				**$0.00**
11	**III.A.**	**Areas of Focus: Healthy Schools**				**$0.00**
12	**III.A.**	**Areas of Focus: Freshman Transition**				**$100.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	0000	519-Technology-Related Supplies	3371 - Richard O Jacobson Technical Hs At Seminole	School Improvement Funds		$100.00
			Notes: Freshman preparation incentives.			
13	**III.A.**	**Areas of Focus: Math**				**$0.00**
					Total:	**$1,625.00**