

Pasco County Schools

Central Pasco Girls Academy



2019-20 Schoolwide Improvement Plan

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Central Pasco Girls Academy

2952 WILSON RD, Land O Lakes, FL 34638

www.pasco.k12.fl.us

Demographics

Principal: Paul Lipinski

Start Date for this Principal: 6/24/2019

2019-20 Status (per MSID File)	Closed: 2022-09-09
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: No Grade 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	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

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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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 6-12</p>	<p>2018-19 Title I School</p> <p style="text-align: center;">No</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">Alternative Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">%</p>

School Grades History

Year
Grade

School Board Approval

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SIP Authority

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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.

Providing a world-class education for all students.

Provide the school's vision statement.

All of our students achieve success in college, career and life.

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
Holyoke, Shawn	Assistant Principal	<p>PERFORMANCE RESPONSIBILITIES:</p> <p>Technical/Professional Knowledge</p> <ul style="list-style-type: none"> * (1) Assist in developing, implementing, and evaluating instructional programs and practices. * (2) Develop or assist in developing the master schedule. * (3) Supervise assigned personnel, conduct annual performance appraisals, and make recommendations for appropriate employment actions. * (4) Assist in supervising and evaluating guidance and counseling services at the assigned school. * (5) Oversee the administration of testing programs. <p>ASSISTANT PRINCIPAL, ADULT/VOCATIONAL/ALTERNATIVE SCHOOLS ASSISTANT PRINCIPAL, ADULT/VOCATIONAL/ALTERNATIVE SCHOOLS (Continued)</p> <ul style="list-style-type: none"> * (6) Assist the principal in developing and implementing policies and procedures to ensure a safe and orderly environment. <p>Proactive Orientation</p> <ul style="list-style-type: none"> * (7) Assist Principal with interviews and selection of personnel. * (8) Assist students in accessing available support services. * (9) Demonstrate initiative and a proactive orientation to recognizing and resolving needs and/or problems. * (10) Provide proactive leadership for the programs and priorities of the school and District. <p>Critical Thinking</p> <ul style="list-style-type: none"> * (11) Use current research, performance data, and feedback from teachers, students, and other stakeholders to make decisions related to improvement of instruction and student performance. * (12) Assist in the development and implementation of the School's Continuous Improvement Plan. * (13) Assist the Principal in ensuring that the instructional program meets the needs of local community, business, and industry. * (14) Conduct needs assessment to determine an appropriate program for professional growth. <p>Managerial</p> <ul style="list-style-type: none"> * (15) Assist in ensuring compliance with policies and procedures of various accrediting agencies, licensing boards, and governmental agencies. * (16) Monitor substitute teacher selection and assignments. * (17) Assist Principal in developing personnel assignments and duty rosters. * (18) Supervise facilities and grounds. * (19) Submit and follow up on work orders. * (20) Organize safety drills and submit reports. * (21) Assist in coordinating facility and maintenance functions. * (22) Coordinate and supervise transportation services at the assigned school. * (23) Assist in managing student accounting as it relates to FEFP records and reports. * (24) Assist in maintaining equipment, ensuring security of school property, and maintaining property inventory records.,

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> * (25) Assist in managing the instructional materials budget and acquisition. * (26) Prepare or supervise the preparation of all required reports and maintain all appropriate records. <p>Continuous Improvement</p> <ul style="list-style-type: none"> * (27) Provide training opportunities and feedback to personnel at the ASSISTANT PRINCIPAL, ADULT/VOCATIONAL/ALTERNATIVE SCHOOLS (Continued) assigned school. * (28) Seek to improve skills and knowledge through professional development activities. * (29) Maintain and model high standards of professional conduct. * (30) Set high standards and expectations for self, others, and organizations. <p>Facilitation</p> <ul style="list-style-type: none"> * (31) Use appropriate interpersonal styles and methods to guide individuals and groups toward task accomplishment. * (32) Facilitate problem-solving by individuals and groups. * (33) Counsel with parents and staff to resolve problems or concerns. * (34) Assist parents in contacting school and agency support services. * (35) Maintain non-judgmental inquiry while probing for more complete information in cases of student discipline or other issues. <p>Communication</p> <ul style="list-style-type: none"> * (36) Maintain visibility and accessibility on the school campus. * (37) Attend school-related activities and events. * (38) Use persuasive skills to get support and buy-in from teachers * (39) Use effective strategies to communicate with a variety of audiences. * (40) Communicate effectively orally and in writing. <p>Constancy of Purpose</p> <ul style="list-style-type: none"> * (41) Coordinate and collaborate with District personnel in developing programs. * (42) Articulate programs with other agencies. * (43) Assist with the induction of beginning teachers and monitor progress. * (44) Cooperate and coordinate with other administrators in the school. * (45) Demonstrate commitment to the vision, mission, goals, and priorities of the District * (46) Serve as a district representative at emergency shelters as determined by the Superintendent. * (47) Perform other incidental tasks consistent with the goals and objectives of this position. <p>Decisiveness</p> <ul style="list-style-type: none"> * (48) Assist in establishing procedures to be used in the event of school crisis and/or civil disobedience and provide leadership in the event of such incidents. * (49) Decide how to meet students' needs as they arise. * (50) Deal with emergency situations such as facilities problems, student disciplinary incidents and safety. * (51) Deal effectively and appropriately with abuse situations. <p>ASSISTANT PRINCIPAL, ADULT/VOCATIONAL/ALTERNATIVE</p>

Name	Title	Job Duties and Responsibilities
		<p>SCHOOLS (Continued)</p> <ul style="list-style-type: none"> * (52) Investigate student accidents and other incidents and take appropriate action.
<p>Koenigsfeld, Randy</p>	<p>Principal</p>	<p>PERFORMANCE RESPONSIBILITIES:</p> <p>Technical/Professional Knowledge</p> <ul style="list-style-type: none"> * (1) Establish, implement, and assess the instructional program at the assigned school. * (2) Interview and select qualified personnel to be recommended for employment. * (3) Supervise assigned personnel, conduct performance appraisals and make recommendations for appropriate employment actions. * (4) Implement and administer negotiated employee contracts at the school site. * (5) Coordinate the school food service program requirements. * (6) Implement School Board policy, state statutes, and federal regulations as they pertain to the assigned school. <p>PRINCIPAL, ADULT EDUCATION/VOCATIONAL CENTER (Continued)</p> <ul style="list-style-type: none"> * (7) Establish guidelines and policies that ensure a safe and orderly environment. * (8) Supervise counseling services at the school. <p>Proactive Orientation</p> <ul style="list-style-type: none"> * (9) Assist students in accessing support services. * (10) Exercise proactive leadership in promoting the vision and mission of the District. * (11) Be proactive in recognizing and solving school problems. * (12) Anticipate future problems as activities are planned. * (13) Initiate programs and organize resources to carry out the Center's Continuous Improvement Plan. <p>Critical Thinking</p> <ul style="list-style-type: none"> * (14) Provide an instructional program which meets local community, business, and industry needs. * (15) Use current research, performance data, and feedback from students, teachers, parents, and community to make decisions related to improvement of instruction and student performance. * (16) Provide leadership in the school improvement process and the implementation of the School's Continuous Improvement Plan. * (17) Identify and appoint members to serve on school/program advisory and craft committees. * (18) Access, analyze, interpret, and use data in decision-making. * (19) Use technology effectively. <p>Managerial</p> <ul style="list-style-type: none"> * (20) Ensure that the school is in compliance with policies and procedures of accrediting agencies and licensure boards. * (21) Establish and coordinate procedures for student, teacher, business, and community evaluation of curriculum. * (22) Assign and supervise school personnel for special projects for the

Name	Title	Job Duties and Responsibilities
		<p>enhancement of the school.</p> <ul style="list-style-type: none"> * (23) Establish the job assignments for all school-site personnel and assess performance. * (24) Manage the operation and all activities and functions which occur at the assigned school. * (25) Develop long- and short-range facility needs at the assigned school. * (26) Coordinate facility and support service requirements. * (27) Coordinate plant safety and facility inspections at the assigned school. * (28) Coordinate all maintenance functions at the assigned school. * (29) Coordinate and supervise transportation services at the assigned school. * (30) Manage and supervise the school's financial resources, including the preparation and disbursement of the school's budget and internal accounts. * (31) Manage student accounting at the assigned school as it relates to PRINCIPAL, ADULT EDUCATION/VOCATIONAL CENTER (Continued) F.E.F.P. funding and future planning. * (32) Direct the establishment of adequate property inventory records and ensure the security of school property. * (33) Supervise and monitor the accurate and timely completion of data collection and reporting requirements. * (34) Delegate responsibilities to appropriate staff members. <p>Continuous Improvement</p> <ul style="list-style-type: none"> * (35) Manage and administer personnel development through training, inservice and other developmental activities. * (36) Provide training opportunities and feedback to personnel at the assigned school. * (37) Participate in District management meetings and other meetings and activities appropriate for professional development. * (38) Maintain and model high standards of professional conduct. * (39) Set high goals and standards for self, others, and organization. * (40) Provide recognition and celebration for students, staff, and school accomplishments. * (41) Keep abreast of trends and best practices in adult and technical education. <p>Facilitation</p> <ul style="list-style-type: none"> * (42) Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment. * (43) Adjust strategies to accommodate unexpected situations. * (44) Understand and utilize collaborative planning strategies. * (45) Involve others in choosing course of action. * (46) Facilitate problem-solving by groups and individuals. <p>Communication</p> <ul style="list-style-type: none"> * (47) Communicate effectively both orally and in writing with parents, students, teachers, and the community. * (48) Communicate, through proper channels, to keep the Superintendent informed of impending problems or events of unusual nature. * (49) Maintain visibility and accessibility on the school campus. * (50) Attend school-related activities and events.

Name	Title	Job Duties and Responsibilities
		<p>Constancy of Purpose</p> <ul style="list-style-type: none"> * (51)Align school initiatives with District, state, and school goals. * (52)Articulate the school mission and curriculum to area schools and adult population. * (53)Develop positive school/community relations and serve as liaison between the school and community. * (54)Participate in developing the District strategic plan, District school calendar, District staffing plan, and manpower plans. Manage and administer school functions relating to these items. * (55)Serve as a member of the Superintendent’s District-wide management team at the Superintendent’s request. * (56)Demonstrate commitment to the vision, mission, goals and priorities of the District. * (57)Establish a vision and mission for the school in collaboration with stakeholders. * (58)Serve as a district representative at emergency shelters as determined by the Superintendent. (59)Perform other incidental tasks consistent with the goals and objectives of this position. <p>Decisiveness</p> <ul style="list-style-type: none"> * (60)Establish procedures to be used in the event of school crisis and/or civil disobedience and provide leadership in the event of such happenings. * (61)Make difficult personnel decisions when necessary, including dealing with ineffective teacher or staff performance. * (62)Serve as final arbitrator for difficult problems. * (63)Act quickly to stop possible breaches of safety, ineffective procedures, or interference with school operations.

ESSENTIAL DUTIES & RESPONSIBILITIES:

The following statements of duties and responsibilities are intended to describe the general nature and level of work being performed by individuals assigned to this position. These statements are not intended to be an exhaustive list of all duties and responsibilities required of all personnel within this position.

Mantzarinis, Vivian School Counselor

1. Identify student needs and provide direct student services through the use of the Early Warning System.
2. Provide structured presentations to students and families concerning target areas of assessment that define individual strengths and provide resources to help develop academic and career success.
3. Identify and monitor students’ educational, career, and post-secondary goals and customize programs to support those objectives.
4. Plan, organize and deliver the School Counseling Program as described in the Pasco County’s School Counselor Standards of Practice and as required local, state and federal laws and procedures.

Name	Title	Job Duties and Responsibilities
Mroz-Perez, Justine	Teacher, ESE	<p>5. Coordinate with families, teachers, administration, support staff and community agencies to address the varied needs of students.</p> <p>6. Provide counseling services to individuals and small groups that relate to physical, emotional, and educational wellbeing.</p> <p>7. Use data to develop strategies to positively impact students.</p> <p>8. Prepare and maintain records and reports as required by policy and law.</p> <p>9. Maintain professional growth through school-based, district, and other professional development programs.</p> <p>10. Use technology in classroom and/or parent presentations.</p> <p>11. Perform other duties as assigned.</p> <p>Duties of this position include but are not limited to:</p> <ol style="list-style-type: none"> 1. Planning: <ol style="list-style-type: none"> a. Designing the academic (basic) education program so that it is consistent with the total educational philosophy of the district. b. Continuing professional growth through educational meetings, visiting related facilities, reading professional literature, and exchanging ideas among the district staff. c. Working in coordination with other basic education teachers and other departments in planning and developing the basic program. 2. Programming: <ol style="list-style-type: none"> a. Preparing educational plans for each group of students based on individually assessed needs in accordance with the district's philosophy, goals and objectives. b. Using appropriate assessment instruments pertinent to instructional areas to assess student progress. c. Preparing lesson plans for each group or class assigned. d. Developing and maintaining a classroom environment conducive to effective learning. e. Providing varied instructional techniques and media through individual and/or group sessions designed to meet the educational, social and emotional needs of the students. f. Taking all necessary and reasonable precautions to protect students, materials, equipment and facilities. g. Participating in the in-school staffing and screening processes as appropriate. h. Assisting in upholding and enforcing school rules, administrative regulations, and School Board Policies. i. Assisting in the selection of books, equipment and other instructional materials. j. Providing for his/her own professional growth through an ongoing program of reading, workshops, seminars, conferences and/or advanced

Name	Title	Job Duties and Responsibilities
		<p>course work at institutions of higher learning.</p> <p>3. Public Relations:</p> <p>a. Cooperating with school personnel in coordinating ESE services within that school.</p> <p>b. Establishing and maintaining cooperative relations with other employees.</p> <p>c. Assisting in providing information to community groups and parents concerning basic education programs as requested.</p> <p>d. Assisting in coordinating and providing news releases through the immediate supervisor for local news media as requested.</p> <p>e. Working to establish and maintain open lines of communication with students and their parents concerning the broad academic and behavioral progress of all assigned students.</p> <p>4. Monitoring and Reporting:</p> <p>a. Ensuring that each student in the program has necessary evaluation records in his/her permanent folder.</p> <p>b. Evaluating student progress on a regular basis and providing feedback to students and parents.</p> <p>c. Supplying progress reports to school personnel and to parents of students as necessary and requested.</p> <p>d. Completing appropriate reports for local, state, federal and educational agencies.</p> <p>e. Referring those students who require further evaluation or follow-up services to the appropriate school personnel or community agencies.</p> <p>f. Attending and participating in faculty meeting or other meetings as required.</p> <p>g. Other responsibilities as directed by his/her immediate supervisor.</p>

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	2	8	10	7	4	2	33
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	1	0	0	0	1
One or more suspensions	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	1	1	1	2	0	0	5
Level 1 on statewide assessment	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	2	3	1	6	2	2	16

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	3	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	3	0	0	0	0	3

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

2

Date this data was collected or last updated

Monday 6/24/2019

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	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	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	0	0	0	0	0

Part II: Needs Assessment/Analysis

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)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Subgroup Data	

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Transition
Rationale	Our students come from counties all across Florida and it is rare that we have a Pasco student placed in our program. Many of our students recover a significant amount of credits and are on track with their grade level requirements as a result of being at CPGA. We want to insure that the students return to their counties of residence and enroll in their zoned school within one week, if school is in session, so they can remain on track.
State the measurable outcome the school plans to achieve	60% of our students will enroll in their zoned school, in their county of residence, within one week of discharge from CPGA/TrueCore.
Person responsible for monitoring outcome	Shawn Holyoke (sholyoke@pasco.k12.fl.us)
Evidence-based Strategy	Students will monitor their own progress and advocate for appropriate support from instructional staff.
Rationale for Evidence-based Strategy	DJJ has as a requirement, the monitoring of the successful transition of students who leave DJJ residential programs. With the new criteria for rating programs based on regular attendance at the zoned school, we have to make sure that the students have everything they need to enroll as a first step to a successful attendance record.
Action Step	
Description	<ol style="list-style-type: none"> 1. Three weeks prior to the release date, transition specialist will meet with the student and explain the transition process and exit requirements. They will also reach out to the transition specialist in the receiving county to provide them with transcripts and recommendations. The transition specialist participates in all transition meetings. 2. Three weeks prior to the release date, the school counselor will review graduation plan with students, including credits earned, recovery still required and passing state testing scores needed. 3. Three weeks prior to the release date, if a student is ESE, the ESE/GEP teacher will meet with the student to review the IEP/TIEP and insure that it is relevant and plan date is current. Any plan expiring within 2 weeks of the release date will be updated and a new plan created.
Person Responsible	Jessica Mitch (jeawilli@pasco.k12.fl.us)

#2	
Title	Credit Recovery
Rationale	Students come to CPGA from counties and schools across the state of Florida. Numerous students have missed extended periods of school causing them to fall behind in foundational skills and credits. Many students have failed various courses as a result of multiple incarcerations and poor attendance and this has put them behind in credits and for middle school, not meeting promotion requirements.

State the measurable outcome the school plans to achieve	70% of the credit recovery courses that students participate in will have a passing score of 70% or better that will not only allow them to earn the credit but also improve the cumulative grade point average. Passing recovery courses will also allow middle school students to work toward promotion requirements to be on track for entering high school.
Person responsible for monitoring outcome	Shawn Holyoke (sholyoke@pasco.k12.fl.us)
Evidence-based Strategy	Students will monitor their pacing and advocate for extra assistance when needed from the instructional staff.
Rationale for Evidence-based Strategy	Students will have access to APEX credit recovery through an online format. Each classroom will consist of an instructional assistant and teacher. Students must either meet a 24 credit graduation plan or the 18 credit graduation option and a significant component is earning the initial credits and recovering lost credits.

Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers will meet weekly with students to review their progress. 2. School counselor and assistant principal will monitor the weekly progress of students enrolled in APEX credit recovery courses to insure they are moving at an acceptable pace to meet their goals. 3. Teachers will be provided a weekly report of APEX progress for their students. 4. Incentives for students who are on track will be provided and a grant has already been secured to monetarily support this initiative.
Person Responsible	Shawn Holyoke (sholyoke@pasco.k12.fl.us)

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).

A school-wide priority is that 80% of our students are successful in their APEX coursework so they can experience success in school and be on track or close to being on track for a positive transition to their counties of residence and zoned schools.