

Hillsborough County Public Schools

South County Career Center



2019-20 Schoolwide Improvement Plan

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South County Career Center

2810 JOHN SHERMAN WAY, Ruskin, FL 33570

[no web address on file]

Demographics

Principal: Jennifer Davis

Start Date for this Principal: 7/1/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-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)	100%
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* White Students* Economically Disadvantaged Students*
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	CS&I

* 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 Hillsborough 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

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-12	No	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	%

School Grades History

Year Grade	2012-13	2011-12	2010-11
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<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.

SCCC will provide a comprehensive, collaborative environment to nurture and ensure the academic and personal success of our students.

Provide the school's vision statement.

South County Career Center provides an opportunity for our students to achieve academic success and to move forward towards their career. It is the goal of our faculty and staff to assist our students so that they may be successful in their coursework, earn a High School Diploma, and either further their education or seek gainful employment. Support is provided to help our students achieve the skills and attitudes essential for success in their careers as well as their lives.

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
Woods, Jennifer	Principal	
Fernandez, Carole	Assistant Principal	
Caplinger, Juanita	SAC Member	
Bryant, Latoya	Instructional Coach	
Faulkner-Elliott, Veda	Teacher, K-12	
Thomas, Victoria	Other	
King, Renee	Attendance/Social Work	
Lerch, Ryan	Teacher, ESE	
Miller, Jamie	Other	Success Coach

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	0	0	0	0	
Attendance below 90 percent	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	
Course failure in ELA or Math	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	

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	

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)**Date this data was collected or last updated**

Monday 9/23/2019

Prior Year - 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	0	0	0	0	
One or more suspensions	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	
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	0	0	0	0	0	0	

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	
One or more suspensions	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	
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	0	0	0	0	0	0	

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	0%	57%	61%	0%	60%	57%
ELA Learning Gains	0%	56%	59%	0%	60%	57%
ELA Lowest 25th Percentile	0%	52%	54%	0%	53%	51%
Math Achievement	0%	55%	62%	0%	60%	58%
Math Learning Gains	0%	57%	59%	0%	60%	56%
Math Lowest 25th Percentile	0%	49%	52%	0%	54%	50%
Science Achievement	0%	50%	56%	0%	54%	53%
Social Studies Achievement	0%	77%	78%	0%	78%	75%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)													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 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Attendance below 90 percent	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)
One or more suspensions	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)
Course failure in ELA or Math	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)
Level 1 on statewide assessment	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
03	2019	0%	52%	-52%	58%	-58%
	2018	0%	53%	-53%	57%	-57%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	0%	55%	-55%	58%	-58%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	0%	55%	-55%	56%	-56%
Same Grade Comparison		0%				
Cohort Comparison		0%				
05	2019	0%	54%	-54%	56%	-56%
	2018	0%	51%	-51%	55%	-55%
Same Grade Comparison		0%				
Cohort Comparison		0%				
06	2019	0%	53%	-53%	54%	-54%
	2018	0%	52%	-52%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
07	2019	0%	54%	-54%	52%	-52%
	2018	0%	52%	-52%	51%	-51%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2019	0%	53%	-53%	56%	-56%
	2018	0%	54%	-54%	58%	-58%
Same Grade Comparison		0%				
Cohort Comparison		0%				
09	2019	0%	55%	-55%	55%	-55%
	2018	0%	53%	-53%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				
10	2019	0%	53%	-53%	53%	-53%
	2018	15%	52%	-37%	53%	-38%
Same Grade Comparison		-15%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	0%	54%	-54%	62%	-62%
	2018	0%	55%	-55%	62%	-62%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	0%	57%	-57%	64%	-64%
	2018	0%	57%	-57%	62%	-62%
Same Grade Comparison		0%				
Cohort Comparison		0%				
05	2019	0%	54%	-54%	60%	-60%
	2018	0%	54%	-54%	61%	-61%
Same Grade Comparison		0%				
Cohort Comparison		0%				
06	2019	0%	49%	-49%	55%	-55%
	2018	0%	48%	-48%	52%	-52%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		0%				
Cohort Comparison		0%				
07	2019	0%	62%	-62%	54%	-54%
	2018	0%	61%	-61%	54%	-54%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2019	0%	31%	-31%	46%	-46%
	2018	0%	29%	-29%	45%	-45%
Same Grade Comparison		0%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	0%	51%	-51%	53%	-53%
	2018	0%	52%	-52%	55%	-55%
Same Grade Comparison		0%				
Cohort Comparison						
08	2019	0%	47%	-47%	48%	-48%
	2018	0%	48%	-48%	50%	-50%
Same Grade Comparison		0%				
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	11%	66%	-55%	67%	-56%
2018	0%	62%	-62%	65%	-65%
Compare		11%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	67%	-67%	71%	-71%
2018	0%	65%	-65%	71%	-71%
Compare		0%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	19%	73%	-54%	70%	-51%
2018	32%	70%	-38%	68%	-36%
Compare		-13%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	63%	-63%	61%	-61%
2018	4%	63%	-59%	62%	-58%
Compare		-4%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	57%	-57%	57%	-57%
2018	0%	56%	-56%	56%	-56%
Compare		0%			

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		25						27		31	
ELL										35	
BLK										53	
HSP										40	
WHT								31		40	10
FRL		16			23			14		45	
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)	CS&I
OVERALL Federal Index – All Students	13
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	104
Total Components for the Federal Index	8

ESSA Federal Index	
Percent Tested	84%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	17
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	35
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	27
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	7
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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	20
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	12
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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.

Lowest performance for 2018-2019 are ELA/Math/Reading core courses. These are associated with the ELA/Reading graduation requirements. Both have lower scores than in prior years and have strong potential to improve. Low ELA/Math/Reading scores are multifactorial in cause, but a manageable cause is the usage of the Edgenuity computer based education platform. Due to inconsistencies in managing student expectations, along with various levels of teacher assistance accompanied with a failure of some teachers to foster independence in their students, testing ability and final scores were lower than potential. Professional development courses and strict guidelines on teacher-student dynamics regarding edgenuity are in place for this year that take into consideration the needs of our population.

Trends indicate that core ELA and Math are passed by less students, although these courses are in grades six through nine only. A more reliable indicator is the percentage of students who met the ELA/Reading and Math (algebra I) graduation requirement. ELA/Reading is down compared to the prior two years, although higher than three years ago. Math is down compared to last year, but sharply up compared to two and three years ago.

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

The greatest decline was the percentage of students meeting the ELA/Reading graduation requirement through either FSA or Concordant score. As mentioned in section a, the causes for this are multifactorial but we as a school have selected our approach to edgenuity as a manageable, trainable, and critical goal.

Edgenuity is manageable in that the ability to either build a student's ability or permit a student to

"skate by" rests solely with faculty. A unified approach to how checks, retakes, and progress monitoring was developed at the beginning of this year and faculty have undergone training explaining the approach they must take. In addition an open door policy exists for asking questions on how to manage student expectations since this system is by all accounts stricter than the prior year. Edgenuity is trainable in that the system can be mastered by any faculty member. It does not have a steep learning curve.

Edgenuity is a critical goal because it is the principal content delivery service at the school. The correct usage of this tool, to permit extreme in-class differentiation and the delivery of multiple related classes simultaneously with a faculty subject matter expert delivering precision help, has the ability to allow students to master content rapidly as well as foster skills that prepare them for college, technical schools, and at the most basic future learning.

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.

Due to the use of either FSA or EOC or concordant scores it is not possible to directly compare to the state average in a meaningful way.

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

Positive parent attitude showed the largest improvement. Actions taken last year in this area include recording and rewarding positive teacher-parent interactions for both parties. Teachers that called parents to discuss their child for non-disciplinary non-intervention purposes were rewarded. This had the benefit of teachers hearing about the strengths of their students which is encouraging for any parent to hear, but has particular benefits for parents of students who feel left out by the educational system. Parents that attended parent-teacher conference were entered into a raffle, and activities were present for younger children to do as well.

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

Presently we do not have EWS data. Areas of concern therefore reflect areas of focus. Areas of focus are attendance and FSA and or common assessment scores.

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

1. Increasing SAT/common assessment scores (target group: 11th and 12th graders)
2. Increasing FSA testing scores (target group: 9th and 10th graders)
3. Provide standards based lessons in a homeroom setting to raise the achievement level of our "non-passing" students (target group: students most at risk of not meeting graduation goals)
4. Meet or exceed 80% attendance 8 out of 10 months (target group: entire student body)
5. Continue to foster strong bonds intra-faculty and between faculty and families of students (target groups: faculty, students, student families)

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Student achievement levels on common assessments
Rationale	It is of the highest importance that student achievement levels on common assessments increase during this school year. Student achievement levels on common assessments such as the SAT and the ACT directly impact our students' ability to have a variety of post-secondary options available to them. Student achievement levels are also within faculty's direct control through the utilization of standards based practices and unified approaches to student success.
State the measurable outcome the school plans to achieve	The measurable outcome of this goal is a minimum 2% increase in student achievement levels as measured by pre to post measures. Pre measures are practice versions, or prior year data as applicable. Post measures are final versions or current year data as applicable. The idealized increase in student achievement levels is 10%.
Person responsible for monitoring outcome	Carole Fernandez (carole.fernandez@hcps.net)
Evidence-based Strategy	According to the data collected and published by CollegeBoard, studying and or practicing for the SAT for on average 20 hours can lead gains of over 100 points. In addition, those using comprehensive SAT tutoring methods, including fully online content such as Khan Academy's official SAT prep, saw gains of over 200 points regularly. Therefore actively practicing and studying for the SAT with our students should provide significant gains in their test scores in a way that is compatible with our computer based content delivery standard.
Rationale for Evidence-based Strategy	The primary rationale for selecting this strategy is that our student body is already familiar with computer based content delivery. Using a strategy that is both effective and at minimum can be delivered entirely online is therefore not strongly dissimilar to methods they are already used to. This does not require our students to relearn another method "just to take a test". With already low levels of motivation amongst students who are struggling, we find it most important to make this work as similar as possible to their regular courses in order to not add to their current stress.
Action Step	
Description	<ol style="list-style-type: none"> 1. In August 2019, full length practice SAT tests will be administers in peer counseling (6th period / homeroom) for 11th and 12th grade non-passing students. Data will be provided to staff. 2. In September 2019, the data will be disaggregated and specific lessons will be created for peer counseling homerooms. A particular month will be assigned to a homeroom and these lessons will be delivered with the assistance of a reading coach. 3. From October 2019 - April 2019, teachers will attend professional development sessions ran by individual departments and incorporate standards based lessons. 4. Throughout the process, departments will create crosswalks of standards lessons with specific "look for's". The look for's will be utilized by administration during 6th period peer counseling.
Person Responsible	Jennifer Woods (jenniferl.woods@hcps.net)

#2	
Title	School wide attendance
Rationale	While edgenuity can be completed almost entirely from home, students that attend receive detailed assistance that goes beyond what the program can do for them. In addition, school activities provide opportunities for socialization, and peer counseling utilizes school wide adopted curriculum to teach students about personal and interpersonal development. Therefore, attendance is a critical item for focus in that it is a direct indicator of whether or not a student is receiving differentiated, specialized, holistic instruction.
State the measurable outcome the school plans to achieve	Attendance will be increased or maintained in order to exceed or reach 80% student body attendance at least 8 out of 10 months.
Person responsible for monitoring outcome	Carole Fernandez (carole.fernandez@hcps.net)
Evidence-based Strategy	Following the toolkit published by Attendance Works, "Bringing Attendance Home Engaging Parents in Preventing Chronic Absence", Monitoring Attendance Data, Engaging Students and Parents, Recognizing Good and Improved Attendance, Providing Personalized Early Outreach, and Developing Programmatic Responses to Barriers are five critical school level elements that have shown measurable improvements in attendance in a single year. We have adopted all or nearly all of these practices and achieved our 80% average attendance as a result.
Rationale for Evidence-based Strategy	We chose this strategy for its well developed and supported model as well as its success in other schools across the country. The Attendance Works initiative utilizes empirically based research in the development of its toolkits and therefore represents a strong evidence based strategy.
Action Step	
Description	<p>1. Attendance will be treated as a critical issue by all staff members. This will take the form of the following</p> <ul style="list-style-type: none"> a. A tracking system of connections with parents and students by staff will be utilized b. All faculty will have buy in with this tracking system and add to it as they make connections c. The tracking system will permit administration, success coach, and other critical personnel to monitor progress d. An attendance committee will incentivize attendance at the individual student level, at the homeroom level, and at the student body level
Person Responsible	Jennifer Woods (jenniferl.woods@hcps.net)

#3

Title Buy-in amongst stakeholders

Rationale Buy-in amongst all school wide stakeholders would support the other areas of focus. Based on parent, student, and faculty survey data, sentiments amongst stakeholders improved between year 17-18 and 18-19, however, these improvements were marginal. One hypothesis is that if student-faculty relationships are improved, then attendance will also improve. Improvements in attendance will lead to increased student achievement and holistic growth as detailed in the prior areas of focus.
For faculty, staff, and parents of students, increased buy in will result in clearer lines of communication and therefore increased feelings of trust and reciprocal development of hope.

State the measurable outcome the school plans to achieve

On parental, student, and faculty surveys, positive responses will increase by at least 2%. Our secondary goal is to see increases of at least 3%.

Person responsible for monitoring outcome

Carole Fernandez (carole.fernandez@hcps.net)

Evidence-based Strategy

Faculty cohesiveness and the involvement with committees in order to foster communication and challenge feelings of isolation are critical evidence based strategies to keep teacher attrition low and feelings of cohesiveness high. If faculty cohesiveness is high, then buy in will be high. If buy in is high, then adherence to school guidelines for regularly communication with parents should also be high.

Rationale for Evidence-based Strategy

The rationale for choosing this is based on literature on connectedness between faculty in schools. An example of this is the research article "Teachers Supporting Teachers in Urban Schools: What Iterative Research Designs Can Teach Us" published in late 2012 in School Psych Review. The introduction to the study summarizes our priority concerns and highlights the need for us to approach it head-on while providing an overview on the relevant literature (PubMed.gov, ID: 23275682)

Action Step

Description

1. Clear, written, school wide expectations will be developed specifically for students.
 - a. These expectations will have fidelity of at least 95% amongst staff
2. Clear, written, school wide expectations will be developed specifically for staff
 - a. These expectations will be monitored by administration and monitored at regular intervals by committees
3. Buy in to these expectations will be monitored via surveys distributed at regular intervals. Additional data monitoring will occur as frequently as needed in useful cases such as with parent feelings of buy-in.

Person Responsible

Jennifer Woods (jenniferl.woods@hcps.net)

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).

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.

As highlighted in the third area of focus, increasing buy-in, we plan on building positive relationships via the following items

1. Clear, written, school wide expectations will be developed specifically for students.
 - a. These expectations will have fidelity of at least 95% amongst staff
2. Clear, written, school wide expectations will be developed specifically for staff
 - a. These expectations will be monitored by administration and monitored at regular intervals by committees
3. Buy in to these expectations will be monitored via surveys distributed at regular intervals. Additional data monitoring will occur as frequently as needed in useful cases such as with parent feelings of buy-in.

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.

The Student Intake/Application Committee works to ensure that student transition at South County Career Center runs smoothly. For all incoming students, there is an orientation to go over rules, guidelines and expectations of behavior and academic performance. We also hold an all-school assembly at the beginning of each semester to share expectations. Assistant Principal of Curriculum holds data chats with each student to ensure they understand their path to graduation and what their next steps are. The multiple school committees motivate and inspires students to take ownership of their learning to achieve their goal of graduation.

For outgoing students (graduating seniors), students are exposed to various options for life after graduation, including college, technical school and the work force. Seniors participate in the Success Lab which provides information and materials as well as builds necessary skills they will need for post-secondary life.

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

Resource identification and alignment issues are discussed as needed at weekly management team meetings, with the final decision resting with administration. This includes aligning personnel and materials with student outcomes. The bookkeeper and IT manager conduct an equipment inventory annually and ongoing inventory is maintained by the Assistant Principal for Curriculum.

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.

The Community Outreach - Various school wide committees strive to enable and prepare students with skills and knowledge needed to obtain/maintain employment. They build buy-in from community stakeholders by developing action plans and communicating those plans effectively with stakeholders and consistently following through.

Seniors are prepared for post-secondary education by taking field trips to and hearing guest speakers from area colleges and technical schools, going to college and career fairs, applying for FAFSA, scholarships and grants.

Seniors are prepared for careers through career exploration through their technical classes, preparing applications, resumes and cover letters as part of their senior skills class, attending job fairs and hearing guest speakers from industry throughout the year and at the Great American Teach-In.

In addition, the Success Lab helps with College and Career Readiness by working with Juniors and Seniors to sharpen their skills. Juniors learn about Personal Finance and Seniors create Career Portfolios.

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

Strategies for college and career awareness include but are not limited to the following:

1. Having CAPE courses available for students to enroll in
2. Having local representatives from colleges and programs come on campus and or provide contact information to the student body in an accessible format
3. Having vocation rehabilitation representatives come on campus periodically throughout the year

Part V: Budget

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

1	III.A.	Areas of Focus: Student achievement levels on common assessments	\$0.00
2	III.A.	Areas of Focus: School wide attendance	\$0.00
3	III.A.	Areas of Focus: Buy-in amongst stakeholders	\$0.00
Total:			\$0.00