

Hillsborough County Public Schools

Medical Academy At D.W. Waters



2019-20 Schoolwide Improvement Plan

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Medical Academy At D.W. Waters

2704 N HIGHLAND AVE, Tampa, FL 33602

[no web address on file]

Demographics

Principal: Paul Woods

Start Date for this Principal: 9/10/2019

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)	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	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	2012-13	2010-11
Grade		

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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.

The mission of the D. W. Waters Career Center is to prepare students through Career Technical Education Programs for real world expectations.

Provide the school's vision statement.

The vision of the D. W. Waters Career Center is preparing students for 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
Frazier, Holly	Principal	
Benitez, Mavie	Assistant Principal	

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	14	17	10	38	39	118	
Attendance below 90 percent	0	0	0	0	0	0	0	0	7	8	4	16	18	53	
One or more suspensions	0	0	0	0	0	0	0	0	3	1	1	4	3	12	
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	6	7	0	38	36	87	
	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	7	9	4	16	18	54

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	14	0	0	0	0	14	
Students retained two or more times	0	0	0	0	0	0	0	0	14	0	0	0	0	14	

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

16

Date this data was collected or last updated

Thursday 9/26/2019

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	13	1	18	20	14	66	
One or more suspensions	0	0	0	0	0	0	0	0	9	0	10	9	5	33	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	4	2	0	6	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	7	0	12	8	7	34	

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	13	1	17	18	13	62	

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	13	1	18	20	14	66	
One or more suspensions	0	0	0	0	0	0	0	0	9	0	10	9	5	33	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	4	2	0	6	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	7	0	12	8	7	34	

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	13	1	17	18	13	62	

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%

School Grade Component	2019			2018		
	School	District	State	School	District	State
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)	14 (0)	17 (0)	10 (0)	38 (0)	39 (0)	118 (0)
Attendance below 90 percent	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	7 (13)	8 (1)	4 (18)	16 (20)	18 (14)	53 (66)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	3 (9)	1 (0)	1 (10)	4 (9)	3 (5)	12 (33)
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 (4)	0 (2)	0 (0)	0 (6)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	6 (7)	7 (0)	0 (12)	38 (8)	36 (7)	87 (34)
	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					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				
06	2019					
	2018					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				
07	2019	0%	54%	-54%	52%	-52%
	2018					
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	0%	52%	-52%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				
06	2019					
	2018					
Cohort Comparison		0%				
07	2019	0%	62%	-62%	54%	-54%
	2018					
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					
	2018					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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	0%	66%	-66%	67%	-67%
2018	0%	62%	-62%	65%	-65%
Compare		0%			
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	8%	73%	-65%	70%	-62%
2018	6%	70%	-64%	68%	-62%
Compare		2%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	63%	-63%	61%	-61%
2018	0%	63%	-63%	62%	-62%
Compare		0%			
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
BLK				9						59	
HSP										71	7
FRL				8						61	4
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	12
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	71
Total Components for the Federal Index	6
Percent Tested	68%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
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	
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	17
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	39
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	15
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.

For the 2017-2018 year, our ELA gains were 47% with 60% in the previous school year showing the lowest performance. Due to no documented data in our plan from the previous year, we cannot conclusively compare our gains. However, 96% of our current junior and senior class are taking their ELA FSA.

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

For the 2017-2018 year, our Math gains were 43% which was lower than the district average showing the greatest decline. We have no documented data in our plan for learning gains for last year, however, our 31 graduating seniors from 2018-2019 all passed the PERT obtaining their Algebra benchmark.

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.

The 2019 state Math Achievement is 62% which is one of our largest gaps in comparison to the state. Due to no documented data in our plan from the previous year, we cannot conclusively compare the area with the largest gap. However, all students completing their math assessment achieved levels 1 and 2. Our students who register without their Math benchmark, come to us lacking foundational prerequisite skills for the competencies tested.

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

For the 2017-2018 year, we remained above the district average in ELA gains showing the most improvement. However, we did not realize an improvement from the previous year in any area. Without documented data in our plan from last year, according to our plan, we cannot analyze any improvements made. Nevertheless, our school has implemented before school, lunch and after school ELP sessions, Subject Area Bootcamps, tutorial pullouts for targeted students, and increased RTI guidance level.

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

Attendance Below 90
Level 1 on Statewide Assessments

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

1. Student Attendance
2. Student Discipline
3. Timely Course Completion
4. Passing Statewide Assessment
5. Graduation Rate

Part III: Planning for Improvement

Areas of Focus:

#1

Title	Increase the number of Highly Effective Teachers through the use of Standards Based Instruction/Lesson Planning
Rationale	Teachers are encouraged to actively pursue Professional Development activities and classes to enhance content knowledge and pedagogical skill, subsequently, increasing their effectiveness in the classroom. Teachers will be able to lend themselves to professional organizations utilizing their experience and expertise contributing to the academic environment at their site and other colleagues in the profession.
State the measurable outcome the school plans to achieve	For the 2019-2020 school year, the number of highly effective and effective teachers will increase with increased professional development and progress monitoring throughout the year.
Person responsible for monitoring outcome	Holly Frazier (holly.frazier@sdhc.k12.fl.us)
Evidence-based Strategy	VAM scores and Observational Ratings
Rationale for Evidence-based Strategy	Administration Observations in the classroom determine the level of competency a teacher models for students. Through the evaluation rubric, administrators evaluate the methodologies and behaviors exhibited by the teacher in planning and instruction of the lesson. Use of the Classroom Walk-through instrument and district Formal Observation Questionnaire guide the evaluation process. These instruments are executed during pop-ins, scheduled monitoring sessions and formal observations and facilitate a thorough and regimented viewpoint of the class.
Action Step	
Description	<ol style="list-style-type: none"> 1. Professional Development 2. Student performance measures 3. Attendance and Discipline data 4. Observation Results 5. Teacher Feedback
Person Responsible	Holly Frazier (holly.frazier@sdhc.k12.fl.us)

#2	
Title	Increase overall Student Attendance Percentages for the Completion of Standardized Testing through elevated Student and Parental Contact and Accountability
Rationale	It is important for our student graduation requirements, school grade and annual school progress that students are present and successfully complete standardized and state mandated assessments. Many of our students are tasked through their familial unit with a myriad of challenges that hinder them from daily attendance and adequate sleep to work throughout the school day. Elevated accountability of parental involvement and awareness increases the probability that students will be prepared for school activities transitioning beyond high school.
State the measurable outcome the school plans to achieve	Student Attendance Percentages for the Completion of Standardized Testing will increase through elevated student and parental contact and accountability.
Person responsible for monitoring outcome	Holly Frazier (holly.frazier@sdhc.k12.fl.us)
Evidence-based Strategy	Monitoring of EdConnect for attendance, Parent-Link to inform parents of testing schedules, Testing schedules, Student-Testers List, Teacher Proctors and Testing Room Locations distributed via Internal Email and discussed at department and faculty meetings, Parent contact from teachers for absent students, School-wide intercom announcements reminding students testing times and locations of assessments.
Rationale for Evidence-based Strategy	Identifying student needs can be attained with adequate data is available for attendance and causation is determined for absentee students. Strategies used to reach parents and document contact proves beneficial when students are informed of their responsibility to complete graduation requirements.
Action Step	
Description	<ol style="list-style-type: none"> 1. ParentLink messages and teacher calls made to inform parents of testing schedule 2. Attendance is taken in EdConnect 3. Students report to testing locations and absent students are identified 4. Parents and Students are made aware of consequences of students not being present for testing 5. Students are given opportunities to make up testing
Person Responsible	Mavie Benitez (mavie.benitez@hcps.net)

#3

Title

Maintain the percentage of successful course completions through Active Student Engagement Strategies by Whole School ILT

Rationale

Student Engagement directly correlates with successful course completion and proficiency of subject matter. When students are actively engaged in meaningful standards driven content with appropriately stated objectives and time to reflect with teacher feedback, learning is highly probable. Teachers can collect data to be used to facilitate conversations for PLCs and subsequently whole school ILT. Cross-curriculum teacher planning in ILT broadens the viewpoint teachers use to address student academic needs and increase student success.

State the measurable outcome the school plans to achieve

Maintain the percentage of successful course completions throughout the school year through Active Student Engagement Strategies by Whole School ILT.

Person responsible for monitoring outcome

Holly Frazier (holly.frazier@sdhc.k12.fl.us)

Evidence-based Strategy

Edgenuity Course Completions Component, Whole School ILT meeting documentation, Teacher Implementation of strategies and resources identified for use

Rationale for Evidence-based Strategy

Whole School ILT is comprised of teachers, guidance counselors, and support personnel and administration all working together to target remedies for necessary interventions for our student needs. Collaboration gives an effective perspective of how to provide students with accommodations in the classroom.

Action Step**Description**

1. Teachers utilize Student Engagement Strategies in the classroom
2. Teachers observe and identify student academic needs
3. Documentation is submitted for ILT review
4. Meeting scheduled addressing issue with resolution prescribed
5. Teachers, parents and other stakeholders implement the student plan

Person Responsible

Holly Frazier (holly.frazier@sdhc.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).

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.

Parents are sent ParentLink Messages as needed.

Parents are also invited to conference nights with their students to collaborate on student success. School is forming a new PTSA.

Teachers reach out to parents via Edsby, Edgenuity, email, and phone contacts to update parents on student's academic achievement, career and social club activities, as well as behavior management.

The School Advisory Council is forging partnerships with community members to support teachers in their contributions to assist with the student's success.

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.

Students have access to counselors and administrators through the use of sign up sheets which are located in student services and the school's cafeteria. Each morning the guidance counselors cover the cafeteria to determine possible needs of students and students are seen throughout the day as indicated on the sign up sheets. Emails are sent to the school's psychologist as needed. There is a social worker on campus three days per week for teen parents and a one-day per week social worker for the general population. The school also has a Program Advisor as well as a Student Success Coach for assisting students.

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

The School Board of each Florida district is required by state law to establish a comprehensive program for student progression that is based on an evaluation of each student's performance including an assessment of how well the student masters the performance standards approved by the state board. The district's program for student progression is based on mastery of the English language arts, mathematics, science, and social studies standards. (F.S. 1008.25)

The HCPS Student Progression Plan includes information on initial placement, reporting student progress, reading remediation, academic acceleration, grade promotion and retention, graduation requirements, transfer credits, student recognition, accommodations, dual enrollment, and extended learning opportunities.

For complete information, please visit our Student Progression Plan at: <http://www.sdhc.k12.fl.us/docs/00/00/21/33/studentprogressionplan.pdf>

HCPS utilizes a variety of strategies for assisting students as they transition from one school to another.

HCPS employs multiple strategies for preparing children for entry into kindergarten. Over 6,000 children participate in one of several preschool programs offered by the School District (Head Start, VPK and PreK-ESE). Developmental screenings are available for all families prior to entry into kindergarten through Child Find, a service within the Florida Diagnostic and Learning Resources System (FDLRS). Additionally, the district works closely with School Readiness providers to share information.

HCPS utilizes multiple strategies for preparing students for their next school, including transitioning from elementary to middle school, middle school to high school, or simply moving to a new school mid-year. Examples include:

- Bring 6th/9th graders back early for orientation
- Train a cadre of student ambassadors to help orient other students
- Parent information and/or education opportunities
- Hold articulation meetings between 5th and 6th grade teachers
- Campus visits
- Shadow days
- Middle school students visit, tutor and or perform at elementary schools
- High school students visit, tutor, or perform at middle schools.

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.

To ensure efficient/systematic allocation and use of resources, the PSLT/ILT utilizes an RtI/MTSS framework to improve learning for all. Resources allocated support a continuum of academic and behavioral supports, ensuring all students have fluid access to instruction (varying intensity levels matched to most appropriate available resources).

An annual inventory of resource materials, staff, and funds allocated determines necessary resource materials and personnel available to meet student needs through a resource map.

To ensure support systems, small group, and individual needs are met, the PSLT:

- Reviews school-wide data on an ongoing basis, identifying instructional needs across the school;
- Supports implementation of high quality instructional practices during core and intervention blocks;
- Reviews progress monitoring data of core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains; Communicates school-wide data to PLCs, facilitating problem solving within content/grade level teams.

The PSLT meets regularly (bi-weekly/monthly). The PSLT meeting calendar is structured around the district's assessment calendar, ensuring opportunities to review assessments, outcome data, and engage in the problem solving process for appropriate data-driven decisions. Team members include administrator(s), guidance counselor(s), school psychologist, ESE specialist, content area coaches/specialists, PLC teacher liaisons, others as needed

Title I:

PartA

Funding enriches eligible schools with additional instructional staff, PD, ELP, and supplemental resources for raising student achievement in high-poverty schools.

PartD

Funds support the Alternative Education Program, providing transition services from alternative education to school of choice.

TitleII

Funds for PD to provide/promote high quality professional learning that supports improved job performance for all resulting in increased student achievement. PD includes alternative certification, instructional support training and teacher induction program.

TitleIII

Services are provided to ensure ELLs have access to academic content that is equal in scope, sequence, breadth, and depth to the curricular offerings available to all.

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

D. W. Waters utilizes the following strategies to advance college and career awareness:

*** Building Awareness**

Students will develop awareness to various and/or particular career pathways.

*** Develop Employment Readiness**

D. W. Waters Career Centers' secondary preparatory curriculum framework emphasizes student outcomes with the blending of specific skills, content knowledge, expertise and literacies. Along with research-based and scientifically proven brain-based teaching strategies to usefully approach standards and assessments, curriculum and learning environments.

*** The College and Career Lab Coach will:**

- Serve as the liaison with employers
- Contact and recruit area employers for the purpose of securing commitments of part-time summer, and full-time jobs for students and maintain an active file of job availabilities
- Communicate opportunities to students and parents
- Provide students with "Career Days" in which federal, state, corporate, and private organizations will speak and inform students of various career opportunities
- Mentors and assists students with preparation activities for job placement
- Maintains a follow-up system for at least one year for the purpose of data monitoring of success
- Recruits college and career coaches/contacts and community volunteers.

Part V: Budget

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

1	III.A.	Areas of Focus: Increase the number of Highly Effective Teachers through the use of Standards Based Instruction/Lesson Planning	\$0.00
2	III.A.	Areas of Focus: Increase overall Student Attendance Percentages for the Completion of Standardized Testing through elevated Student and Parental Contact and Accountability	\$0.00
3	III.A.	Areas of Focus: Maintain the percentage of successful course completions through Active Student Engagement Strategies by Whole School ILT	\$0.00
Total:			\$0.00