

Hillsborough County Public Schools

Simmons Career Center



2020-21 Schoolwide Improvement Plan

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Simmons Career Center

1202 W GRANT ST, Plant City, FL 33563

[no web address on file]

Demographics

Principal: Cleto Chazares

Start Date for this Principal: 7/2/2006

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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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* 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
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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Simmons Career Center

1202 W GRANT ST, Plant City, FL 33563

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 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	2011-12	2010-11	2010-11
Grade				

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Simmons provides students with the supports, resources, and strategies to become leaders in their homes and communities. Students are infused with the confidence and fortitude to adapt to an ever changing society through personalized academic and social development.

Provide the school's vision statement.

Simmons seeks to redefine the perception of a Career Center in Hillsborough county through graduation numbers, End-of-Course exam(s) performance levels, and student engagement in the community.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Chazares, Cleto	Principal	

Demographic Information

Principal start date

Sunday 7/2/2006, Cleto Chazares

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Total number of teacher positions allocated to the school

Demographic Data

2020-21 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
2019-20 Title I School	No

2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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* 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
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
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Year	
Support Tier	
ESSA Status	CS&I
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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	1	7	57	56	121	
Attendance below 90 percent	0	0	0	0	0	0	0	0	3	0	5	35	62	105	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	1	2	6	9	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	5	0	4	51	60	120	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	5	0	8	24	26	63	

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	1	2	5	8

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

Date this data was collected or last updated

Thursday 10/29/2020

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		
Number of students enrolled	0	0	0	0	0	0	0	0	4	8	18	69	100	199	
Attendance below 90 percent	0	0	0	0	0	0	0	0	3	0	11	27	71	112	
One or more suspensions	0	0	0	0	0	0	0	0	1	0	3	6	3	13	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	3	0	5	22	15	45	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	4	1	10	41	51	107	

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	2	0	6	11	14	33

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		

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		
Number of students enrolled	0	0	0	0	0	0	0	0	4	8	18	69	100	199	
Attendance below 90 percent	0	0	0	0	0	0	0	0	3	0	11	27	71	112	
One or more suspensions	0	0	0	0	0	0	0	0	1	0	3	6	3	13	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	3	0	5	22	15	45	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	4	1	10	41	51	107	

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	2	0	6	11	14	33

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	

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	
	(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.

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					
Cohort Comparison		0%				
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
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	7%	53%	-46%	53%	-46%
	2018	28%	52%	-24%	53%	-25%
Same Grade Comparison		-21%				
Cohort Comparison		7%				

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					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019					
	2018					
Cohort Comparison						
08	2019					
	2018					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	13%	66%	-53%	67%	-54%
2018	12%	62%	-50%	65%	-53%
Compare		1%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	36%	73%	-37%	70%	-34%
2018	33%	70%	-37%	68%	-35%
Compare		3%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	21%	63%	-42%	61%	-40%
2018	0%	63%	-63%	62%	-62%
Compare		21%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	24%	57%	-33%	57%	-33%
2018	32%	56%	-24%	56%	-24%
Compare		-8%			

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										60	8
ELL				16				16		44	
BLK										58	
HSP				20				18		51	17
WHT				25				58		70	29
FRL	6	9		23				35		56	17
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	22
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	156
Total Components for the Federal Index	7
Percent Tested	85%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	25
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	29
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	21
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	1
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%	0
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%	0

White Students	
Federal Index - White Students	46
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	24
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	2

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.

Data from last year is not available due to COVID19 pandemic.

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

Data from last year is not available due to COVID19 pandemic.

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.

Data from last year is not available due to COVID19 pandemic.

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

Data from last year is not available due to COVID19 pandemic.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Due to the closure of schools in the Spring of 2020, data is either not available or current. One area of concern going forward is increasing daily student attendance averages, both face-to-face and elearning.

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

1. Improve student attendance
2. Increase number of community partnerships
3. More creative student engagement within the classroom

Part III: Planning for Improvement

Areas of Focus:**#1. Culture & Environment specifically relating to Student Attendance**

Area of Focus Description and Rationale: Student attendance is directly connected to student success. If students are not present, virtually or face-to-face, then they cannot participate in discussions, engage in instructional material, and develop critical thinking skills effectively. The goal is for student attendance across all grade levels and demographic identifiers to be 85% or more in semester and yearly averages.

Measurable Outcome: As noted in the previous section the measurable outcome here is for student semester and yearly attendance averages to be 88% or greater.

Person responsible for monitoring outcome: Cleto Chazares (cleto.chazares@hcps.net)

Evidence-based Strategy: Several strategies will be utilized to increase student attendance averages such as student incentives in the form of snacks and drinks, classroom privileges, shout-outs on the morning show, and classroom activities. Also parent links and conferences will be scheduled for students who display attendance concerns.

Rationale for Evidence-based Strategy: The rationale tied to these strategies is student buy-in and empowerment. If students are recognized and rewarded more consistently for being present and accountable, they are more likely to perform well on state assessments. Also students who are able to see the fruits of their labor will be empowered to collaborate with peers while also encouraging positive behavior.

Action Steps to Implement

1. Students who experience rampant unexcused absences of five or more will be required to have a parent student conference with administration
2. Staff and faculty will encourage student praise and acknowledgment inside the classroom and outside of it
3. Students will be given a dress down pass for having perfect attendance on a quarterly basis

Person Responsible: Cleto Chazares (cleto.chazares@hcps.net)

#2. Instructional Practice specifically relating to Professional Learning

Area of Focus Description and Rationale: Professional development is important for staff and faculty in an educational setting because it teaches them new skills and strategies to utilize in relation to students. This inherently leads to students being more engaged, collaborative, and productive in a classroom setting. This is based on prior assessment data which shows growth in some areas such as Algebra 1 EOC scores, but decreases in others like Geometry.

Measurable Outcome: The measurable outcome here is to increase student achievement on all standardized assessments by at least 3% points.

Person responsible for monitoring outcome: Cleto Chazares (cleto.chazares@hcps.net)

Evidence-based Strategy: The strategy being implemented for this area of focus is professional development tied to tolerance, diversity, and instructional practice.

Rationale for Evidence-based Strategy: Professional development in the following areas will allow staff to interact and collaborate more effectively with student's and parents who come from various socioeconomic statuses, religious practices, and cultural differences. Furthermore, this will spill over into classroom instruction in which teachers create more culturally sensitive lesson plans while presenting sensitive topics through a honed lens.

Action Steps to Implement

1. Staff will be offered professional development opportunities on the school internal
2. Staff will be encouraged to reach out to other educators and district staff for instructional resources and strategies
3. Staff will collaborate in Professional Learning Communities with co-workers to develop cross-discipline lessons and share instructional tools/tips.

Person Responsible Cleto Chazares (cleto.chazares@hcps.net)

#3. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Based on the number of students retained in the EWS section, the focus must be on increasing student social and academic success through engagement in the classroom. If students are actively engaged they will inherently perform better on state assessments and will also attend more regularly. Special attention will be given to SWD students through visual and social aids like videos.

Measurable Outcome: The outcome is two-fold: one for students to attend school on average 75% or more each quarter and secondly for students to make gains on state assessments based on class performance and assessments.

Person responsible for monitoring outcome: Cleto Chazares (cleto.chazares@hcps.net)

Evidence-based Strategy: The strategy being implemented for this area of focus is to create:

1. Student classroom and school incentives such as spirit week to encourage positive social interactions and academic success.
2. Incorporating more student driven activities and projects such as a historical poster to increase student engagement and critical thinking.
3. Students will work with VE teachers to stay on track in their face to face and online classes.

Rationale for Evidence-based Strategy: By increasing student buy-in instructional effectiveness and engagement will also increase which ultimately will translate into academic success and social growth.

Action Steps to Implement

1. Students will be monitored for behavior and academic progress through IEP meetings and teacher planning notes
2. Teachers will collaborate with behavioral coaches such as the school psychologist and district staff to develop targeted strategies for increasing engagement among SWD
3. Holding quarterly conferences with parents to discuss student progress and routes for improvement

Person Responsible Cleto Chazares (cleto.chazares@hcps.net)

#4. ESSA Subgroup specifically relating to Economically Disadvantaged

Area of Focus Description and Rationale: The area of focus for these students is tied to providing additional resources and supplies to students who are financially challenged. If these students are provided with consumables such as workbooks which they can keep and mark up they will be more prepared for state and classroom assessments.

Measurable Outcome: The measurable outcome here is to increase attendance among free and reduced lunch students by 5% each quarter. Also to lower behavioral infractions such as suspensions by 3% each quarter.

Person responsible for monitoring outcome: Cleto Chazares (cleto.chazares@hcps.net)

Evidence-based Strategy: The strategy here is to provide students with economic needs the supplies such as note books, paper, markers, etc. to be able to participate in classroom activities. Also special focus will be given to these students to send home printed out notes, work, and consumables to complete assignments while practice academic skills.

Rationale for Evidence-based Strategy: This strategy was selected because it focuses on providing students with the consumable resources and everyday supplies to be academically successful while preventing social ridicule. As a result of this students will feel more comfortable to engage in classroom instruction while also attending more regularly.

Action Steps to Implement

1. Weekly student conferences will be held to make sure students have the resources and supplies they need to be successful
2. A supply area in the main office for students to request supplies
3. Classroom consumables which students will be able to write in and keep

Person Responsible Cleto Chazares (cleto.chazares@hcps.net)

#5. ESSA Subgroup specifically relating to African-American

Area of Focus Description and Rationale: The area of focus for African American students is tied to lowering suspension numbers each quarter. Studies have shown that if students are not present in school they are more likely to struggle academically and socially long-term. This area of focus was identified on suspension rates from the prior year in which African American students were suspended at a 3:1 ratio compared to White and Hispanic students.

Measurable Outcome: The measurable outcome here is to limit the number of suspensions by African American student each quarter to no more than five. This would lead to these students increasing their attendance average and also being more academically prepared for standardized assessments.

Person responsible for monitoring outcome: Cleto Chazares (cleto.chazares@hcps.net)

Evidence-based Strategy: The strategy to lower the suspension number among African American students is to empower these students and to build positive relationships with staff, faculty, and peers. This will translate into these students feeling more accepted and safe in a school setting.

Rationale for Evidence-based Strategy: The strategy of empowerment is tied to positive behavior in which students who buy-in into a system and feel invested in that system are more likely to perform well academically and interact in a socially constructive manner.

Action Steps to Implement

1. These students will be encouraged to form relationships with peers and staff which promote their academic and social growth
2. Staff will contact parents for school events and encourage students to participate
3. These students will be encouraged to advocate for themselves when they have any concerns or questions

Person Responsible Cleto Chazares (cleto.chazares@hcps.net)

#6. ESSA Subgroup specifically relating to Hispanic

Area of Focus Description and Rationale: The area of focus in relation to Hispanic students is tied to student attendance. At this site Hispanic students makeup over 50% of the student population, but also experience the most absences of consecutive days. This means that this group is most likely to be absent for extended periods of time (2 days or more).

Measurable Outcome: The outcome here is to increase the yearly attendance average of Hispanic students to 90% or more.

Person responsible for monitoring outcome: Cleto Chazares (cleto.chazares@hcps.net)

Evidence-based Strategy: The strategy to address this area of focus is connected to more proactive student monitoring and parent communication. This means implementing more interventions to increase the daily attendance average of Hispanic students. Also to present this group with more resources and paths once they graduate from high school.

Rationale for Evidence-based Strategy: The rationale for this strategy is that many Hispanic students tend to miss school for cultural reasons such as staying home with younger siblings when their parents are working. Also being that this site is in a migrant community many students will travel with family for work and will often times miss extended periods of school time to help financially at home.

Action Steps to Implement

1. These students will be encouraged to form relationships with peers and staff which promote their academic and social growth
2. Staff will contact parents for school events and encourage students to participate
3. These students will be encouraged to advocate for themselves when they have any concerns or questions
4. These students will be presented presentations tied to Career and Technical training/colleges to increase daily attendance

Person Responsible Cleto Chazares (cleto.chazares@hcps.net)

#7. Instructional Practice specifically relating to Graduation

Area of Focus Description and Rationale: The area of focus here is increasing graduation numbers from the previous school year. In conjunction it is also imperative to increase the number of students meeting their math and reading benchmarks to increase the number of students who graduate with their standard diploma.

Measurable Outcome: The measurable outcome here is to increase the number of students who graduate with their standard diplomas by ten or more.

Person responsible for monitoring outcome: Cleto Chazares (cleto.chazares@hcps.net)

Evidence-based Strategy: The strategy to accomplish this is to provide students with a variety of resources such as extended learning practice, working with various staff in a small group setting, and completing course online through Edgenuity.

Rationale for Evidence-based Strategy: The rationale behind this strategy is that by providing students with more tools to be successful academically a school will inherently have more students graduate and lower the number of students who withdraw or drop out.

Action Steps to Implement

1. Encourage students to stay on track for graduation through month progress monitoring conferences
2. Present students with the routes to success after graduation to encourage student success
3. Quarterly parent-teacher conferences to discuss student progress and concerns related to graduation
4. Weekly reminders for students working online of their target goal and date

Person Responsible Cleto Chazares (cleto.chazares@hcps.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

N/A

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

The school informs stakeholders by sending out periodic parent links and newsletters with important information. Also the school utilizes a teleprompter on each television which displays important deadlines and information for students on a daily basis. The SAC committee also plans periodic events for staff and students to participate in for attendance, behavior, and academic accomplishments. The focus of the school is to provide all stakeholders with the most up to date information concerning students, while promoting teachers to teach in a creative and engaging manner.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Culture & Environment: Student Attendance				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0371 - Simmons Career Center			\$0.00
			Notes: Attendance will be monitored through weekly reports and conferences scheduled by administration.			
2	III.A.	Areas of Focus: Instructional Practice: Professional Learning				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0371 - Simmons Career Center			\$0.00
			Notes: Professional development will be provided free of charge by school and district personnel.			
3	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$0.00
4	III.A.	Areas of Focus: ESSA Subgroup: Economically Disadvantaged				\$0.00
5	III.A.	Areas of Focus: ESSA Subgroup: African-American				\$0.00
6	III.A.	Areas of Focus: ESSA Subgroup: Hispanic				\$0.00
7	III.A.	Areas of Focus: Instructional Practice: Graduation				\$0.00

Total:	\$0.00
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