

Hillsborough County Public Schools

Simmons Exceptional Center



2020-21 Schoolwide Improvement Plan

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Simmons Exceptional Center

1202 W GRANT ST, Plant City, FL 33563

[no web address on file]

Demographics

Principal: Cleto Chazares

Start Date for this Principal: 7/2/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	Special Education
2019-20 Title I School	Yes
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*
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 Exceptional 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 KG-12	Yes	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Special Education	No	%

School Grades History

Year

Grade

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SIP Authority

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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.

Simmons Exceptional Center provides students with the academic support along with social strategies to maximize their potential.

Provide the school's vision statement.

Simmons Exceptional Center seeks to become a district leader in empowering students to become positive and productive members of society through social, mental, and emotional development.

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	Oversight of school improvement implementations and daily site operations.

Demographic Information

Principal start date

Thursday 7/2/2020, 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.*

6

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.*

1

Total number of teacher positions allocated to the school

10

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-12

Primary Service Type (per MSID File)	Special Education
2019-20 Title I School	Yes
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*
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 .	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	2	0	0	4	0	0	6
Attendance below 90 percent	0	0	1	1	0	0	0	1	1	1	1	2	0	8
One or more suspensions	0	0	0	0	0	0	0	1	0	0	0	0	0	1
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	3	2	1	2	0	1	0	9
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	1	3	2	1	4	0	0	1	13

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	1	0	0	0	0	0	1

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	1	2	2	3	3	1	2	0	3	2	19
Students retained two or more times	0	0	0	0	1	1	3	2	1	1	0	3	1	13

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	1	1	0	4	4	3	1	5	4	5	3	3	1	35	
Attendance below 90 percent	1	0	0	0	3	1	0	4	5	2	1	1	1	19	
One or more suspensions	1	1	0	2	3	2	0	0	0	0	0	2	0	11	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	1	0	0	1	
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	1	0	0	0	3	1	0	2	4	2	1	1	0	15

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	2	1	0	0	0	2	0	0	0	0	5	
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	1	1	0	4	4	3	1	5	4	5	3	3	1	35
Attendance below 90 percent	1	0	0	0	3	1	0	4	5	2	1	1	1	19
One or more suspensions	1	1	0	2	3	2	0	0	0	0	0	2	0	11
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	1	0	0	1
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	1	0	0	0	3	1	0	2	4	2	1	1	0	15

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	2	1	0	0	0	2	0	0	0	0	5
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	0%	52%	-52%	58%	-58%
	2018	0%	53%	-53%	57%	-57%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	0%	55%	-55%	58%	-58%
	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					
	2018	0%	52%	-52%	52%	-52%
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	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	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%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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					
	2018	0%	48%	-48%	52%	-52%
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	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					
2018	0%	70%	-70%	68%	-68%
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
SWD	13	50		30							
FRL	14	60									
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	30
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	

ESSA Federal Index	
Total Points Earned for the Federal Index	89
Total Components for the Federal Index	3
Percent Tested	89%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
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%	0
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	

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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	37
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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.

No data is available due to the COVID19 pandemic.

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

No data is available due to the 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.

No data is available due to the COVID19 pandemic.

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

No data is available due to the COVID19 pandemic.

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

One area of concern based on the limited data available is the number of students retained two or more years. Another area of concern is tied to students reaching level 5 with the opportunity to test out of the exceptional center and to attend a traditional neighborhood school.

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

1. Teacher Recruitment
2. Student Attendance
3. Professional Development

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Teacher Attendance

Area of Focus Description and Rationale:	Currently this site has four full time teachers (out of 10 instructional units) and 2 part time teachers for specials (Art and Music). As a result many of the classrooms with teacher vacancies are being run by paraprofessionals who are executing the lesson plans of those full time teachers where applicable. This absence of teachers limits instructional differentiation, culture building, and preparation for standardized assessments in relation to students. Also due to these vacancies and a lack of substitutes picking up these long-term assignments the paraprofessionals in those classrooms will receive additional pay for providing instruction and support simultaneously.
Measurable Outcome:	The measurable outcome here is to fill these vacancies and by the following year (2021-2022) be fully staffed (10 units filled).
Person responsible for monitoring outcome:	Cleto Chazares (cleto.chazares@hcps.net)
Evidence-based Strategy:	The strategy here is to use social media, the district's teacher vacancy platform, and word of mouth to encourage prospective applicants to inquire about vacancies at the site.
Rationale for Evidence-based Strategy:	The rationale behind this strategy is that the use of multiple mediums will reach a large pool of potential applicants. Furthermore, students who are in a classroom with a subject area expert often perform better on standardized assessments.

Action Steps to Implement

The steps include:

1. Posting position descriptions on the district's website
2. Actively recruiting on social media applications such as twitter
3. Asking current staff to reach out to contacts for information regarding potential applicants.

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

#2. 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 85% 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. Student attendance monitoring in which parents will be required to meet with administration once a student has three unexcused absences.
2. Call home from Staff and faculty for students absent two days or more
3. A Parentlink via email and text notifying parents of their child's daily absence

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

#3. 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 student performance scores in prior years.
Measurable Outcome:	The measurable outcome here is to increase student achievement on all standardized assessments by at least 2% 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)

#4. 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 snack cart 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.

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 a daily point sheet which will be sent home for parents
2. Teachers will collaborate with behavioral coaches 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)

#5. 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.

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)

#6. Instructional Practice specifically relating to Graduation

Area of Focus Description and Rationale: Students in the exceptional center are admitted on a level system. This means that students start at level 1 and can move to level 5 through academic and social growth and eventually test out of the center to attend their traditional neighborhood school. As a result most students in high school who reach this level choose to leave the exceptional center and graduate from their neighborhood school or transfer over to the Career side of the school.

Measurable Outcome: The outcome here is to continue promoting the level system and each quarter to have one or more students test out of the exceptional center.

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

Evidence-based Strategy: The strategy here is positive reinforcement by reminding students of the goal to reach level 5 while also preparing students for a safe and effective transition to a traditional school setting through rigorous academic instruction coupled with productive social interactions with peers.

Rationale for Evidence-based Strategy: The rationale for this strategy is that through positive reinforcement and goal setting students in the exceptional side have the opportunity to attend a traditional school while still receiving the services required to be successful beyond the classroom.

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

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 newsletter 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: Teacher Attendance				\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Student Attendance				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5200	510-Supplies	4002 - Simmons Exceptional Center	Title, I Part A		\$800.00
			Notes: Print out resources and letters which encourage students to attend regularly.			
	5200	510-Supplies	4002 - Simmons Exceptional Center	Title, I Part A		\$200.00
			Notes: Certificates for student attendance and academic performance.			
3	III.A.	Areas of Focus: Instructional Practice: Professional Learning				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5200	120-Classroom Teachers	4002 - Simmons Exceptional Center	Title, I Part A		\$500.00
4	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$0.00
5	III.A.	Areas of Focus: ESSA Subgroup: Economically Disadvantaged				\$0.00
6	III.A.	Areas of Focus: Instructional Practice: Graduation				\$0.00

Total:	\$1,500.00
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