Hillsborough County Public Schools

Medical Academy At D.W. Waters

2020-21 Schoolwide Improvement Plan

Table of Contents

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: 6/29/2020

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)	0%
2019-20 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
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.

Table of Contents

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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	2010-11
Grade		

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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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Woods, Rashad	Principal	
Benitez, Mavie	Assistant Principal	

Demographic Information

Principal start date
Monday 6/29/2020, Paul Woods

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.*
9

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.*
6

Total number of teacher positions allocated to the school
15

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)	0%
2019-20 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
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	0	3	5	11	8	30	57
Attendance below 90 percent	0	0	0	0	0	0	0	0	5	5	9	5	15	39
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	2	6	9	4	15	36
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	2	6	8	2	11	29

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	2	1	0	0	7	10
Students retained two or more times	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	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

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

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	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

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

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	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					

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	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					
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%	0
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	17
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2
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%	0
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	
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	15
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.

During the 2017-2018 year, our last reported data for ELA and Math gains, our school showed a 47% and 43% increase respectively, which was the lowest performing data component that year. Due to no documented data in our plan for the 2019 school year, we cannot conclusively compare our gains this year. Administrative limitations and School closures due to Covid-19 was a prevailing factor suspending all Winter and Spring FSA testing administrations. Evidence taken from our graduation rate over the last 2 years suggest learning gains in ELA and Math as our students have met graduation benchmark requirements to achieve their diploma. During the 2018 school year, 33 of our 38 students received their diploma. During the 2019 school year, we graduated 35 students including 10 early graduates. As we await a current year testing schedule, teachers are planning for a best course of action to prepare our brick and mortar and eLearning students to meet the requirements for passing standardized state tests, as well as those utilized for concordant scores.

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

The greatest decline in our school data is realized in the number of students with a less than 90% attendance rate from the previous year. While our 2018 total student enrollment number is comparable to that of our 2019 school year, we realized a marked decline in total absences from 66 to 53 students missing days of school more than 10% of the school year. Our school has focused on our attendance goal to better equip our students for daily regimented coursework, preparation for standardized testing, sufficient student nutrition, teen parent childcare, as well as other social and emotional engagement factors. Incorporating this focus as a mitigating factor of student academic achievement on our PLC, ILT, RTI, as well as IEP meeting agendas, we were able to collaborate with all stakeholders implementing methods to effectively increase attendance for our demographics of students.

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 Algebra EOC Achievement score is 62% and the state Geometry EOC Achievement score is 57%, which is our largest gap in comparison to state averages. Due to Covid-19 school closures and the subsequent suspension of state standardized testing last year, we cannot conclusively compare our school's math achievement with state averages. However, our 2019 Sophomore through our Senior class represents 13 of 86 students successfully completing the Algebra EOC. Of those 86 students, only 18 had taken the Geometry EOC, and 6 of those students achieved a passing score. While these tests were completed before students arrived at Waters, this representation highlights the prevalence of the lack of foundational prerequisite skills for the competencies tested on EOCs for our general student population. Many of our students exhibit low attendance, are classified through Federal racial subgroup categories, are economically disadvantaged. School level measures are continually implemented and reviewed to combat these issues as they relate to student academic achievement.

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

For the 2017-2018 year, our last reported data for ELA gains, we remained above the district average in showing the most improvement. Without documented data in our plan from last year, we cannot conclusively analyze any recent improvements made in comparison to previous years. However, our school data shows 39 of 41 seniors and early graduates passing the Reading/Writing benchmark, including 14 students making learning gains through SAT/ACT concordant scores this past year. Our school has implemented before school, lunch and after school ELP sessions, Subject Area Bootcamps, data chats with students and our guidance counselor and Reading coach, tutorial pullouts for targeted students, and increased RTI guidance level interventions to improve these scores.

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

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. Timely Course Completion
3. Passing Statewide Assessments
4. Graduation Rate
5. Post-Secondary Transitions

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Career & Technical Education	
Area of Focus Description and Rationale:	Increase the number of students transitioning into a practical post-secondary career and technical education program Students are motivated to participate in learning practical skills in the lab/workshop that translate into increased industry certifications enhancing employability after high school. When students engage the practicality of daily instruction of skills that will enhance their chances to be gainfully employed after high school, it increases their chances of staying in school, complete coursework, and earn their diploma. Graduation rate is an explicit continual focus and a bi-product of this strategy. Students participating in Career Center programs are traditionally those who may not have had academic success prior to the secondary level of school. Incorporating this area of focus gives students the opportunity to optimally engage learning through their high school coursework to achieve graduation status. It also provides an avenue for continued academic aspirations on the post-secondary level. Our strides to continually implement strategies which increase our graduation rates implicates a need for offering students the opportunity to choose a robust career or technical pathway after high school beyond the mainstream college associate or baccalaureate degree option, and the workforce. Due to the background and demographics of our general student population, we must ensure that career readiness practices are sufficient for our students' postsecondary enrollment or career success.
Measurable Outcome:	For the 2020-2021 school year, the number of students transitioning into a practical post-secondary career or technical educational program will increase by 5% through dual enrollment partnerships with community stakeholders, and school-based progress monitoring and professional development coursework throughout the year.
Person responsible for monitoring outcome:	Rashad Woods (rashad.woods@hcps.net)
Evidence-based Strategy:	Monitoring of student work, Schedules/calendars of required due dates of certification processes, In-service protocols, Performance testing schedules, Projects to be completed, Grading system for qualification of work completed, Participation in district/state competitions
Rationale for Evidence-based Strategy:	Students work in the lab/work area learning and perfecting their skill set, modeled by the instructor, use of hands on demonstrations in the classroom and computer/live simulations along with note-taking and practice outside the classroom for enrichment. It is our effort to annually monitor student academic progress throughout the year to ensure our students graduate. We are achieving our graduation goal through implementation of this focus.

Action Steps to Implement

1. Employability skills
2. Individual learning plan structured through needs of low performing Black and Hispanic students
3. Co-planning for school and career/technical site
4. Career exploration
5. Collaborative career counseling
6. Referrals for financial assistance/scholarships for economically disadvantaged students
7. Guidance/counseling services support provided for Black and Hispanic students
8. Career networking/site visits

Person Responsible	Rashad Woods (rashad.woods@hcps.net)

#2. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	Increase overall Student Attendance Percentages for the Completion of Standardized Testing through elevated Student and Parental Contact and Accountability It is important for our student graduation requirements, school grade and annual school progress that students are prepared, 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. Subsequently, our graduation rates have been traditionally taxed due in part to students not in attendance for testing. Elevated accountability of parental involvement and awareness increases the probability that students will be prepared and present for these assessments fulfilling this graduation requirement. As it is becoming prevalent in this eLearning environment, student participation in testing is a critical need for becoming acclimated to test structure to increase test passing rates; thereby increasing graduation rates.
Measurable Outcome:	Student Attendance Percentages for the Completion of Standardized Testing will increase through elevated student and parental contact and accountability.
Person responsible for monitoring outcome:	Mavie Benitez (mavie.benitez@hcps.net)
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 Steps to Implement

1. ParentLink messages and teacher calls made to inform parents of testing schedule
2. ParentLink messages in Spanish sent out to Spanish home language families
3.Teachers communicate with parents of Black and Hispanic students with resources to prepare for testing
4. Attendance is taken in EdConnect
5. Students report to testing locations and absent students are identified
6. Parents and Students are made aware of consequences of students not being present for testing
7. Bi-lingual aide assist in contacting parents of Hispanic students and creation of advertisements in Spanish
8. Students are given opportunities to make up testing.
9. Economically disadvantaged students are given bus passes for transportation to/from campus

Person Responsible	Mavie Benitez (mavie.benitez@hcps.net)

#3. Instructional Practice specifically relating to Collaborative Planning	
Area of Focus Description and Rationale:	Maintain the percentage of successful course completions through Active Student Engagement Strategies by Whole School ILT 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 while specifically targeting African American, Hispanic and Economically Disadvantaged students. Successful student course completion along with an increase in overall Student Attendance Percentages for the Completion of Standardized Testing will propel our graduation rates with more students realizing high school success and the opportunity to take advantage of post-secondary academic opportunities.
Measurable Outcome:	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:	Mavie Benitez (mavie.benitez@hcps.net)
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 Steps to Implement

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
6. Individual/group pullouts for Black and Hispanic students to address specific academic needs
7. Subject area PLC with Bi-lingual aide to accommodate content proficiency and completion for HIspanic students
8. Student Services referral for required school materials for Economically Disadvantaged students
9. Guidance collaborations with Subject area leaders to provide appropriate courses for student schedules
10. Student course exemptions through CTE certifications
11. Reading and Math specialized instructional strategies and progress monitoring for struggling Black and Hispanic students

Person Responsible	Mavie Benitez (mavie.benitez@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.

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.

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: Instructional Practice: Career & Technical Education**	**$0.00**
2	**III.A.**	**Areas of Focus: Culture & Environment: Student Attendance**	**$0.00**
3	**III.A.**	**Areas of Focus: Instructional Practice: Collaborative Planning**	**$0.00**
		Total:	**$0.00**