Haines City Senior High School

2021-22 Schoolwide Improvement Plan

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Haines City Senior High School

2800 HORNET DR, Haines City, FL 33844

http://www.hainescityhighschool.com/

Demographics

Principal: Brad Tarver

Start Date for this Principal: 7/29/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School PK, 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (46%) 2017-18: C (48%) 2016-17: C (42%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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 Polk 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.](http://www.floridacims.org)

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School PK, 9-12	Yes	93%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	88%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

Haines City High School provides a high-quality education by forging strong communal relationships, achieving academic proficiency, and reinforcing positive behavior. Through these provisions, Haines City High School creates Hornet Nation, which is a sense of pride; a feeling of comfort and confidence; a common ground; and a connection felt between students, faculty, parents, and community members.

Positive Behavior Interventions and Supports (PBIS) Mission
Haines City High School's PBIS team promotes a high-quality learning environment for the students and staff by teaching, modeling, and reinforcing positive behavior.

Provide the school's vision statement.

All students of Hornet Nation will serve as productive and responsible citizens and be prepared to enter the work force, the military, or a post-secondary institution upon graduation.

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Lane, Adam	Principal	Oversees the day-to-day operations of the school, hires all open positions, and drives all student/staff incentives and initiatives
McDaniel, Alfonso	Assistant Principal	Oversees the Science and ESE departments as well as the discipline team
Rios, Christina	Assistant Principal	Oversees the Reading department as well as the guidance counselors, testing coordinator, and instructional/success coaches
Shick, Jason	Assistant Principal	Oversees the Math and Science departments as well as school safety and facilities
Young, Crystal	Assistant Principal	Oversees the IB program as well as half of the elective department
Hutchinson, Eric	Assistant Principal	Oversees the English department, academies, half of the elective department, and PBIS
Riviere, Hayley	Instructional Coach	Provides support to the English and Reading departments, provides literacy support to all departments, oversees the New Teacher Program
Reyes, Igdelia	Graduation Coach	Meets with at-risk students, provides academic support, sets goals with students, helps students plan for life after graduation
Rutledge, Christopher	Attendance/ Social Work	Tracks attendance data, creates attendance contracts, enforces attendance policies and procedures
Pollock, Yadira	Math Coach	Provides math support to the Math and Science departments, as well as help run the New Teacher Program
McLendon, Elbony	Other	LEA - oversees all IEPs as well as IND, consult, and support facilitation services

Demographic Information

Principal start date
Wednesday 7/29/2015, Brad Tarver

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.*

2

Total number of teacher positions allocated to the school

152

Total number of students enrolled at the school

2,827

Identify the number of instructional staff who left the school during the 2020-21 school year.

4

Identify the number of instructional staff who joined the school during the 2021-22 school year.

22

Demographic Data

Early Warning Systems

2021-22

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	867	783	624	554	2828
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	251	198	147	0	596
One or more suspensions	0	0	0	0	0	0	0	0	0	146	80	53	0	279
Course failure in ELA	0	0	0	0	0	0	0	0	0	268	131	94	0	493
Course failure in Math	0	0	0	0	0	0	0	0	0	20	26	45	0	91
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	187	202	148	137	674
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	177	86	230	76	569
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	461	353	267	0	1081
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	499	385	206	0	1090

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	

Date this data was collected or last updated

Thursday 6/24/2021

2020-21 - 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	0	729	679	567	512	2487
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	98	105	87	85	375
One or more suspensions	0	0	0	0	0	0	0	0	0	119	54	46	37	256
Course failure in ELA	0	0	0	0	0	0	0	0	0	91	59	41	1	192
Course failure in Math	0	0	0	0	0	0	0	0	0	60	42	41	3	146
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	187	202	148	137	674
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	177	86	230	76	569

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	223	130	176	106	635

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	125	122	85	105	437
Students retained two or more times	0	0	0	0	0	0	0	0	0	19	23	13	22	77

2020-21 - 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	0	729	679	567	512	2487
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	98	105	87	85	375
One or more suspensions	0	0	0	0	0	0	0	0	0	119	54	46	37	256
Course failure in ELA	0	0	0	0	0	0	0	0	0	91	59	41	1	192
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	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	125	122	85	105	437
Students retained two or more times	0	0	0	0	0	0	0	0	0	19	23	13	22	77

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				41%	47%	56%	36%	46%	56%
ELA Learning Gains				47%	46%	51%	40%	47%	53%
ELA Lowest 25th Percentile				35%	37%	42%	34%	39%	44%
Math Achievement				29%	43%	51%	31%	44%	51%
Math Learning Gains				35%	45%	48%	39%	42%	48%
Math Lowest 25th Percentile				36%	44%	45%	42%	38%	45%
Science Achievement				50%	58%	68%	73%	65%	67%
Social Studies Achievement				57%	61%	73%	63%	63%	71%

Grade Level Data Review - State Assessments
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
09	2021					
	2019	40%	45%	-5%	55%	-15%
Cohort Comparison						
10	2021					
	2019	39%	42%	-3%	53%	-14%
Cohort Comparison		-40%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	48%	54%	-6%	67%	-19%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	54%	57%	-3%	70%	-16%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	18%	50%	-32%	61%	-43%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	34%	53%	-19%	57%	-23%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

STAR was used for ELA and Algebra/Geometry progress monitoring. In English, district provided progress monitoring essays were also given 3 times throughout the school year. US History and Biology completed district-made progress monitoring exams 3 times throughout the school year.

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	28	22	36
	Economically Disadvantaged	25	20	29
	Students With Disabilities	10	4	4
	English Language Learners	8	6	11
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	32	30	55
	Economically Disadvantaged	28	25	56
	Students With Disabilities	25	9	25
	English Language Learners	11	13	20
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	61	52	47
	Economically Disadvantaged	53	45	45
	Students With Disabilities	58	38	38
	English Language Learners	63	45	52
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	61	44	45
	Economically Disadvantaged	60	43	39
	Students With Disabilities	58	38	38
	English Language Learners	63	45	52

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	28	21	35
	Economically Disadvantaged	20	19	25
	Students With Disabilities	10	8	21
	English Language Learners	10	8	10
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	9	17	3
	Economically Disadvantaged	14	14	40
	Students With Disabilities	20	8	
	English Language Learners	14	11	
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	61	52	47
	Economically Disadvantaged	53	45	45
	Students With Disabilities	58	38	38
	English Language Learners	63	45	52
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	61	44	45
	Economically Disadvantaged	60	43	39
	Students With Disabilities	58	38	38
	English Language Learners	63	45	52

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	12	5	11
	Economically Disadvantaged	13	4	17
	Students With Disabilities	9	3	
	English Language Learners	7	2	
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	16	12	23
	Economically Disadvantaged	8	8	17
	Students With Disabilities		8	
	English Language Learners	14	7	
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	61	52	47
	Economically Disadvantaged	53	45	45
	Students With Disabilities	58	38	38
	English Language Learners	63	45	52
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	61	44	45
	Economically Disadvantaged	60	43	39
	Students With Disabilities	58	38	38
	English Language Learners	63	45	52

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	12	32	34	6	19	26	24	24		76	15
ELL	11	28	29	5	13	20	28	24		80	48
ASN	82	86		33			76	65		100	83
BLK	26	35	34	11	20	26	40	41		92	57
HSP	29	36	33	9	15	21	54	44		87	52

2021 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 2019-20	C & C Accel 2019-20
MUL	55	45		27	14						
WHT	57	51	41	21	18	27	64	66		86	65
FRL	26	36	36	9	16	24	46	42		86	49

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	21	34	30	19	28	40	31	45		63	26
ELL	11	35	36	17	36	47	23	28		73	34
AMI	50									80	
ASN	84	59		60			91	92		91	85
BLK	38	44	33	22	29	32	43	48		81	45
HSP	39	48	36	26	33	34	44	52		85	42
MUL	28	24		27			60				
WHT	48	46	34	49	44	50	74	78		81	60
FRL	36	43	35	25	32	33	43	50		82	44

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
SWD	15	26	25	27	52	52	48	37		47	14
ELL	8	29	34	23	42	45	68	33		55	48
ASN	69	72		38	33		82			92	83
BLK	35	42	41	24	34	38	62	57		68	32
HSP	31	36	30	33	41	40	78	63		79	54
MUL	25	21						73			
WHT	52	47	38	36	41	60	76	75		77	45
FRL	34	38	34	32	39	41	74	62		76	49

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	36
Total Points Earned for the Federal Index	443
Total Components for the Federal Index	11
Percent Tested	91%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	29
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	75
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	38
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	35
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	

White Students	
Federal Index - White Students	50
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	36
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Our subgroups that we need to focus on (SWD, ELL, and MultiRacial) the students historically test better in Social Studies and Science than they do in Math and English.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Math shows are greatest need for improvement.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Students were still split between Algebra I A and B. This did not prove to be successful for our students. Last year and this coming school year, we have shifted everyone back to Algebra I. We have also added support facilitation teachers and ELL support teachers to the Algebra I classes.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

ELA, across subgroups, was the greatest improvement, especially when considering state assessment data.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Grade level common planning was streamlined, and more attention was given to target-task alignment.

What strategies will need to be implemented in order to accelerate learning?

Common courses will tighten common planning, which had lost is usual strength due to multiple teachers in each course/department teaching 7 periods during distance learning. We have also added a math coach to provide support to our Algebra I and Geometry teachers and to help guide their common planning meetings.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The math department having a math coach for the first time will greatly increase the support those teachers will receive on a regular basis. The coach will be able to provide personalized one-on-one and course-specific professional development to ensure our students are receiving the best education possible.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

We will have regular common planning meetings, which all teachers in the course will be required to attend. We will provide professional development at the beginning of the school year as to what a good common planning team looks like and establish norms and expectations. We will also work with our teachers to improve usage of formative and summative data to drive instructional decisions. Teachers will also attend regular PD opportunities provided by the school throughout the school year on best instructional practices.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to English Language Learners	
Area of Focus Description and Rationale:	Our two previous years of state assessment data shows that our ELL subgroup ESSA score has been below 41%.
Measurable Outcome:	LY students will increase 3 points on ELA and/or Algebra state assessments.
Monitoring:	Quarterly grade reports and progress monitoring data will be compiled to monitor progress towards academic growth and proficiency.
Person responsible for monitoring outcome:	Hayley Riviere (hayley.riviere@polk-fl.net)
Evidence-based Strategy:	ESOL teachers and paraeduators will be providing classroom supports in all tested subjects. Students who no longer qualify for intensive ESOL services will be moved to the monitoring stage of the ESOL program based on teacher input and WIDA data, when available. The Literacy/Math coaches and Department Chairs will attend district and regional conferences and trainings throughout the year (when available) to ensure rigor and supports are built into instructional plans. ESOL students will be encouraged to attend college visitation field trips (when available). This will allow students to see different possibilities for their life after high school.
Rationale for Evidence-based Strategy:	Teachers and students have requested additional ESOL supports outside English and Reading. This year, we were able to allocate units to address these needs. We hired a bilingual English I/II teacher to teach the ESOL English I/II classes, which will free up availability for our English ESOL teachers to branch out and help in Biology and US History. We have assigned an ESOL teacher to the Algebra I team for language support, so that will free up paras from needing to provide language assistance in those classes. That ESOL teacher will also be able to help in Geometry as needed.

Action Steps to Implement

1. perform classroom needs-assessment
2. create fluid support-staff (teacher and para) schedules to support student needs
3. Literacy and Math Coaches offer PD and collaborative planning opportunities to build capacity between content and language teachers
4. monitor achievement data for progress
5. exit qualifying students in a timely manner
6. document ESOL supports for compliance and communication
7. provide collaborative planning throughout the year/summer to create and monitor literacy support
8. provide extended learning opportunities throughout the year for all core content areas
*additional supports
media para provides extra literacy support and helps locate resources
network para ensures laptop carts are available when applicable
computer lab para keeps track of, administers, and ensures language accommodation materials are delivered to appropriate computer lab locations & cares-for instructional technology
behavior interventionist and guidance counselors provide supports for social/emotional learning during LY student transition periods
outreach facilitator tracks/alerts parents about waning student attendance

Person Responsible Christina Rios (christina.rios@polk-fl.net)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	Our SWD subgroup ESSA score has been below 41% for the past two years of state assessment data.
Measurable Outcome:	SWD students will increase 3 points on ELA and/or Math state assessments.
Monitoring:	Quarterly grade reports and progress monitoring data will be compiled to monitor progress towards academic growth and proficiency.
Person responsible for monitoring outcome:	Alfonso McDaniel (alfonso.mcdanieljr@polk-fl.net)
Evidence-based Strategy:	We are refining our support facilitation model as we complete our transition from a consultation model. This will also refine curriculum and strategies used in our Learning Strategies classes. This course is a repeatable elective for those SWD who have been identified as needing extra support in their IEP. Instructional Coaches and Department chairs will attend district and regional trainings (as available) throughout the year to ensure rigor and supports are built into instructional plans. ESE students will be encouraged to attend college visitation field trips (when available). This will allow students to visualize different possibilities for their life after high school
Rationale for Evidence-based Strategy:	The consult model provided limited time for ESE teachers to have enough impact on their lower-level students and to provide the academic support when it was most beneficial. This was reflected in the students' grades and test scores.

Action Steps to Implement

1. IEPs were revised to address student academic, behavorial, and independent functioning needs (Learning Strats)
2. ESE teachers worked with guidance to schedule the students appropriately, in the least restrictive environment
3. Students on track for an Access Point diploma are participating in gen ed electives to provide a more inclusive learning environment
4. Consult teachers were given schedules to push into core classes to provide academic support
5. Consult teachers were given schedules to teach Learning Strats
6. Provide collaborative planning throughout the year to create and monitor literacy support for subgroup
7. Provide extended learning opportunities throughout the school year and summer for all core content areas
*additional supports
media para provides/locates lexile-appropriate resources
network para keeps track of, preplaces, and ensures laptop cars are available to provide accommodations
behavior interventionist and guidance counselors provide support for social/emotional learning during transition periods

Person Responsible	Elbony McLendon (elbony.mclendon@polk-fl.net)

#3. ESSA Subgroup specifically relating to Multi-Racial	
Area of Focus Description and Rationale:	Our multiracial subgroup has been below 41% based on the last two years of state assessment data.
Measurable Outcome:	Multiracial students will increase 3 points on the ELA and/or Math state exams.
Monitoring:	Quarterly grade reports and progress monitoring data will be compiled to monitor progress towards academic growth and proficiency.
Person responsible for monitoring outcome:	Igdelia Rivera (igdelia.rivera@polk-fl.net)
Evidence-based Strategy:	Multiracial students will have regular check-in meetings with our school's success coaches. This will include checking grades, registering for the ACT/SAT, monitoring absences, and reflecting on progress. Success Coaches and Department chairs will attend district and regional PDs (as available) to ensure rigor and supports are built into support frameworks. Multiracial students will be encouraged to attend college visitation field trips (as available). This will allow students to visualize different possibilities for their life after high school.
Rationale for Evidence-based Strategy:	These students are one of our school's smallest subgroups and often gets overlooked for larger demographics. Therefore, providing them with intentional, targeted support will insure they do not fall through the cracks.

Action Steps to Implement

1. identify students
2. divide between our two success coaches (9/10 and 11/12)
3. meet with each student once per 4.5 weeks (interim and report card)
4. success coaches will monitor progress and provide resources while students reflect on their progress
5. provide extended learning opportunities throughout the school year and summer for all core content areas
*additional supports
media para provides extra literacy support and helps locate resources
network para keeps track of, replaces, and ensures laptops are available
behavior interventionist and guidance counselors provide support for social/emotional learning during transition periods

Person Responsible	Eric Hutchinson (eric.hutchinson@polk-fl.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

The website indicates our school reported 1.4 incidents per 100 students. This rate is less than the Statewide high school rate of 3.3 incidents per 100 students. Our highest area of concern is our suspension rate (26.6% per 100 students). We are working with our behavior interventionist and MTSS team to formulate an intervention plan to target those students who are repeat suspension offenders.

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.

Before any major change is made on campus, teachers are polled for their opinions, and the issue is also brought before our SAC. All parties must be in agreement for the change to occur. Students are also listened to when they vocalize something they would like to see change. The students are polled, which is then brought before the admin team, teachers, and SAC.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Local businesses and organizations are invited to attend our SAC meetings.
Local industries are invited to promote their businesses as employment opportunities during our College and Career Fair.
Local churches help advertise school events, such as our Title I College and Career and Testing and Curriculum Nights.

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners	$0.00
2	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	$0.00

3	III.A.	Areas of Focus: ESSA Subgroup: Multi-Racial	$0.00
		Total:	$0.00