Medical Academy At D.W. Waters

2021-22 Ungraded Schoolwide Improvement Plan

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Medical Academy At D.W. Waters

2704 N HIGHLAND AVE, Tampa, FL 33602

[no web address on file]

Demographics

Principal: Paul Woods

Start Date for this Principal: 7/8/2020

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	Alternative
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	Alternative Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Improvement Rating History	2021-22: Maintaining 2020-21: No Rating 2018-19: Maintaining 2017-18: Maintaining 2016-17: Commendable
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

This plan is pending approval by the Hillsborough County School Board.

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools

receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

• Prevention and Intervention: 0%-50%

• Nonsecure Programs: 0%-59%

• Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

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.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

Our student population is comprised of young people from various backgrounds, demographics, socio-economic statuses, and academic standings coming here to Waters from middle and high schools all over the district. We work with a greater percentage of Hispanic and African American students ranging from Level 1 in Reading and Math to some who prior to registration has successfully obtained their graduation benchmarks, teen parents, and working students looking for a non-traditional pathway to post-secondary matriculation in smaller classroom settings. We look at students individually accommodating their academic needs through e-Learning forums granting access to laptops and mobile hotspots, as well as small group direct instruction across all curriculums. Familial resources connecting students with community based aides for basic living necessities are provided. Furthermore, our integration programs linking our students to Career and Technical schools and job opportunities have been fruitful in students realizing competitive salaries in the market place right out of high school.

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Woods, Rashad	Principal	Through demonstration of the Florida Principal Standards, Mr. Woods serves as the administrative and instructional leader developing, coordinating and evaluating educational programs for all students and ensuring all members of the school leadership team carry out directives in line with the implementation of these programs and the school goals written in the school improvement plan. He is responsible for the operation of the school leadership team and all sub-committees overseeing, monitoring, and supporting the work through meetings with staff as well as encouraging the facilitation of communications and coordination with parents, students, and other community stakeholders.
Benitez, Mavie	Assistant Principal	Mrs. Benitez serves as the liaison between the principal, instructional staff and students. She is an instructional leader coordinating and evaluating educational programs for all students and ensuring all members of the school leadership team carry out directives in line with the implementation of these programs and the school goals written in the school improvement plan that are in line with the overall school vision. She is responsible for the operation of the Problem Solving Leadership Team (PLC) and all sub-committees overseeing, monitoring, and supporting the work through meetings with staff as well as encouraging the facilitation of communications and coordination with parents, students, and other community stakeholders.
Johnson, Vicky	Teacher, K-12	Ms. Johnson is responsible for delivering Mathematics instruction for grades 8-12. She also chairs the School Advisory and Improvement Councils.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

Demographic Information

Principal start date
Wednesday 7/8/2020, Paul Woods

Number of teachers with professional teaching certificates?
9

Number of teachers with temporary teaching certificates?
0

Total number of teacher positions allocated to the school.
12

Total number of students enrolled at the school.
42

Identify the number of instructional staff who left the school during the 2020-21 school year.
6

Identify the number of instructional staff who joined the school during the 2021-22 school year.
1

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	1	6	7	12	11	37
Attendance below 90 percent	0	0	0	0	0	0	0	0	1	4	6	8	6	25
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	1	1	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	7	7
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	7	7
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	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	2	0	0	3	5

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
Monday 8/30/2021

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	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
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 FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math 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	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	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data 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					57%	61%		59%	60%
ELA Learning Gains					56%	59%		56%	57%
ELA Lowest 25th Percentile					52%	54%		49%	52%
Math Achievement					55%	62%		57%	61%
Math Learning Gains					57%	59%		53%	58%
Math Lowest 25th Percentile					49%	52%		47%	52%
Science Achievement					50%	56%		51%	57%
Social Studies Achievement					77%	78%		79%	77%

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**
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019					
Cohort Comparison		0%				
07	2021					
	2019	0%	54%	-54%	52%	-52%
Cohort Comparison		0%				
08	2021					
	2019	0%	53%	-53%	56%	-56%
Cohort Comparison		0%				
09	2021					
	2019	0%	55%	-55%	55%	-55%
Cohort Comparison		0%				
10	2021					
	2019	0%	53%	-53%	53%	-53%
Cohort Comparison		0%				

				MATH			
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019					
Cohort Comparison		0%				
07	2021					
	2019	0%	62%	-62%	54%	-54%
Cohort Comparison		0%				
08	2021					
	2019	0%	31%	-31%	46%	-46%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019					
Cohort Comparison						
08	2021					
	2019	0%	47%	-47%	48%	-48%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	66%	-66%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	67%	-67%	71%	-71%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	8%	73%	-65%	70%	-62%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	63%	-63%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	57%	-57%	57%	-57%

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
ELL										50	
BLK										52	
HSP										55	
FRL		20		6						56	

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

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	16
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	82
Total Components for the Federal Index	5
Percent Tested	48%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	26
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	28
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	16
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.

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place for low performing ESSA subgroups related to the Areas of Focus?

Weekly use of Academic Course Progress Monitoring spreadsheets by teachers to document class grade, course progression, overall grade point average and other pertinent graduation markers, which facilitated student-led conferences and discussions on content proficiency.

Dissemination of collected data for use in PSLT/Subject Area PLC to identify areas of focus for targeted subgroups in need of remediation and strategic planning for implementation of instructional practices for acceleration to move them forward with prerequisite foundational skills. The data and culminating strategies are used cross-curriculum to assist students in need.

Courses are set in the Edgenuity system, our standard-based online learning platform, to inform students with color-coded indicators notifying progress mile markers. Students can adjust their pace in the course based on the colored markers, especially if they have fallen behind signified with a red bar. Also, administration and teachers used Edgenuity formative assessment data to identify student learning and comprehension of standards based content for benchmarks.

Guidance graduation checks occurred quarterly assisting students with planning for course completion time tables, upcoming benchmark tests, and overall grade point average.

Student pullout sessions with counselor/social worker to aide in necessary interventions and resources to maintain adequate attendance for academic success. Factors involved with potential adverse effects are transportation concerns, child care needs, and occupational interests for students employed or seeking employment to assist in their family financials.

Based on ESSA subgroup progress monitoring, which data component showed the most improvement? What new actions did your school take in this area?

While our ESSA subgroups showed characteristically low gains decreasing slightly from our 2017-2018 year, our reported data from 2018-2019 for Math gains across all ESSA subgroups was around 50% and bounded to 63% for African-American students, which was our most improved component. Our school implemented in classroom student accountability measures for achieving passing scores on the Math benchmark assessment. Weekly Bootcamp pullouts were held in conjunction with lunch ELP for students to practice skills and sit in mock test administrations. Students were given Algebra EOC practice packets as well as practice tests and Kuta Software handouts to complete individual and group work during practice sessions and at home for enrichment. Students were encouraged to be present for testing and Parent Link calls were sent out to those parents. Testing start times were at times held back to allow for tardy students to arrive to school and

absent students were called to encourage them to make their way to campus to be present for testing.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

Our collective ELA and Math gains for all students, which directly impedes our graduation rate, is in the greatest need of improvement. In 2017-2018, our gains were 47% and 43% respectively, also the lowest performing data component that year. In 2018 - 2019, our school showed a 38% learning gain for ELA and a 48% increase for Math. Due to no documented data in our plan for the 2019 school year, we cannot conclusively compare our gains that year. Evidence taken from our graduation rate over the last 3 years suggest learning gains in ELA and Math are problematic as our students have marginally met graduation benchmark requirements to achieve their diploma. Implementation of strategies for increased attendance rates and preparing students for assessed skills for proficiency on exams are focal points to address. Subsequently, targeting these key performance indicators will enhance student scores and make positive contributions to our data. Utilizing our best practices and instructional strategies, we have recognized students graduating with a diploma in recent years. However, in this Covid 19 culture this school year starts in, our teachers are planning for a best course of action to prepare our brick and mortar students as well as our students in isolation and quarantine, to meet the requirements for passing standardized state tests, as well as those utilized for concordant scores.

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

Common trends across subgroups are Reading and Math levels, predominantly level one, which are in common for the greater majority of our Hispanic and African American students. Also, most of our students are economically disadvantaged, which contributes to the myriad of challenges they face with the need for employment and working job hours leading into the evening. Lack of parental involvement and assistance in academic progress and school programs as stakeholders like SAC and PTA.

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

Student Ownership for academic engagement and proficiency in learning course content and completing standards based testing requirements for graduation
Strategic lesson planning by teachers to identify specific areas for differentiation of individual student needs which provides foundational and prerequisite skills practice allowing students to continue to work on pace
Effective use of in class time management for direct instructional delivery with scaffolding of concepts and organizing content which bolsters student understanding and proficiency
Increased Parental Involvement with students continuing coursework at home and an increase in attendance for in class preparation for required assessments and course completions
Regarding all three of ESSA subgroups, we have implemented a Problem Solving Leadership Team. This team will accelerate learning by designing individual educational learning plans, similar to those for ESE students. Each student will have a plan tailored to their specific academic needs. These plans will be built utilizing historical student data from previous years (grades, testing, etc.) This allows us to address not only academic concerns but also social-emotional, attendance and behavior. All of which have an impact on learning environment.

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.

Training in how to increase student accountability in their online academic courses
Professional development session in positive behavior interventions and supports for student success

Instruction and guidance in successful progress monitoring of student coursework with collaborative cross-curriculum planning and use of data gathering instruments
Participation in observations of other teachers to improve self-awareness of instructional delivery and classroom management skills identifying potential areas of growth

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Career & Technical Education

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

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.

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:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

For the 2021-2022 school year, the number of students transitioning into a practical post-secondary career or technical educational program will increase by 3% through dual enrollment partnerships with community stakeholders

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Progress monitoring will take place in the classroom by CTE teachers through evaluations of student coursework, practicing skills, assessments and professional development throughout the year.

Person responsible for monitoring outcome:

Rashad Woods (rashad.woods@hcps.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

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:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Employability skills
2. Individual learning plan
3. Co-planning for school and career/technical site
4. Career exploration

5. Collaborative career counseling
6. Career networking/site visits

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

| **Monitoring ESSA Impact:** If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index. | Regarding all three of ESSA subgroups, we have implemented a Problem Solving Leadership Team. This team will accelerate learning by designing individual educational learning plans, similar to those for ESE students. Each student will have a plan tailored to their specific academic needs. These plans will be built utilizing historical student data from previous years (grades, testing, etc.) This allows us to address not only academic concerns but also social-emotional, attendance and behavior. All of which have an impact on learning environment. |

#2. Culture & Environment specifically relating to Student Attendance

Increase overall Student Attendance Percentages for the Completion of Standardized Testing through elevated Student and Parental Contact and Accountability

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

It is important for our student graduation requirements, school grade and annual school progress that students are present and successfully complete standardized and state mandated assessments. Many of our students are tasked through their familial unit with a myriad of challenges that hinder them from daily attendance and adequate sleep to work throughout the school day. Elevated accountability of parental involvement and awareness increases the probability that students will be prepared for school activities transitioning beyond high school.
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Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Student Attendance Percentages for the Completion of Standardized Testing will increase through elevated student and parental contact and accountability.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Attendance checks will be completed throughout the testing window days through Student Services and Guidance to determine plans for makeup days for absent students to maximize opportunities for testing. Parents of students who are absent during testing will be contacted by teachers to encourage students to be present and on-time for testing.

Person responsible for monitoring outcome:

Rashad Woods (rashad.woods@hcps.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

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:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Identifying student needs can be attained when 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:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. ParentLink messages and teacher calls made to inform parents of testing schedule
2. Attendance is taken in EdConnect
3. Students report to testing locations and absent students are identified
4. Parents and Students are made aware of consequences of students not being present for testing
5. Students are given opportunities to make up testing

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

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.	Regarding all three of ESSA subgroups, we have implemented a Problem Solving Leadership Team. This team will accelerate learning by designing individual educational learning plans, similar to those for ESE students. Each student will have a plan tailored to their specific academic needs. These plans will be built utilizing historical student data from previous years (grades, testing, etc.) This allows us to address not only academic concerns but also social-emotional, attendance and behavior. All of which have an impact on learning environment.

#3. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

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.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

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

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Administration has devised an accountability instrument which teachers use to document student course progress. Spreadsheets are updated weekly and shared in OneDrive being made available for all teachers and administration to view per subject area. Data is discussed in our grade level PSLT meetings bi-weekly and information is shared and analyzed in our whole group monthly faculty ILT meeting with administrative support for implementation of next steps to increase student academic success.

Person responsible for monitoring outcome:

Rashad Woods (rashad.woods@hcps.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

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

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

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

Monitoring ESSA Impact: Regarding all three of ESSA subgroups, we have implemented a Problem Solving Leadership Team. This team will accelerate learning by designing

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.	individual educational learning plans, similar to those for ESE students. Each student will have a plan tailored to their specific academic needs. These plans will be built utilizing historical student data from previous years (grades, testing, etc.) This allows us to address not only academic concerns but also social-emotional, attendance and behavior. All of which have an impact on learning environment.

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.

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 Canvas, 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.

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

Our principal establishes and maintains positive relationships with teachers, parents, students and community stakeholders exemplifying high standards and expectations, appropriate disciplinary measures when necessary, while supporting, instituting problem-solving mechanisms, and monitor the safety of all faculty and staff along with the entire student body.
Our teachers model and influence positive attitudes, behaviors, speech, work ethics, and extend opportunities for our student body to practice citizenship, academic ownership, and social responsibilities as peers with high expectations in our classrooms.
Our students role is to act in accordance with all school and district rules, regulations, policies and procedures in a manner which exemplifies academic and social honesty and integrity with respect for themselves, their peers and all staff member in authority.
Our parents role is to encourage high moral standards of living and academic success by setting goals and

appropriate limitations holding their children accountable for actions as it relates to the school culture. Our community sponsors support the school in programs which bridges the necessities needed for academic success, post-secondary matriculation for education and into the workplace for our students and for teachers providing resources and charitable donations which creates opportunities for students that teachers find in short supply.