# Simmons Career Center



# 2021-22 Ungraded Schoolwide Improvement Plan

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## Simmons Career Center

### 1202 W GRANT ST, Plant City, FL 33563

### [ no web address on file ]

## Demographics

## Principal: Cleto Chazares

Start Date for this Principal: 7/10/2008

| **2021-22 Status**<br>(per MSID File) | Active |
|---|---|
| **School Function**<br>(per accountability file) | Alternative |
| **School Type and Grades Served**<br>(per MSID File) | Combination School<br>PK-12 |
| **Primary Service Type**<br>(per MSID File) | Alternative Education |
| **2020-21 Title I School** | No |
| **2020-21 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) | 100% |
| **2020-21 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities* English Language Learners*<br>Hispanic Students* White Students<br>Economically Disadvantaged Students* |
| **School Improvement Rating History** | 2021-22: Commendable<br><br>2020-21: No Rating<br><br>2018-19: Commendable<br><br>2017-18: Commendable<br><br>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.**

Simmons provides students with the supports, resources, and strategies to become leaders in today's world. Students are infused with the confidence and fortitude to adapt to an ever changing society through personalized academic and socioemotional development plans.

**Provide the school's vision statement.**

Simmons seeks to become a community leader in producing graduates who seek to take one or more life paths: collegiate attendance, skill development at a trade/technical school, or to confidently enter the workforce with the certifications obtained at Simmons.

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

Simmons student population historically has been overwhelmingly Hispanic/Latino. On average the student body each school year has been 60% or more Hispanic/Latino with Black and White students making up the remaining 40%. Many of these Hispanic students are also considered migrant students meaning they will for weeks to months at a time miss valuable instructional time to work to provide for their families. As a result of this Simmons has implemented a hybrid learning model in which students can attend face-to-face classes but also can make up or complete for the first time credits through the online educational platform, Edgenuity. In conjunction with this Simmons provides additional resources from a bilingual staff to small class sizes to maximize the potential and focus of each student.

### 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 |
|------|----------------|--------------------------------|
| Chazares, Cleto | Principal | Approve procedural or policy changes at site<br>Communicate with stakeholders<br>Manage the daily operations of the site<br>Handle internal issues from any stake holding group |
| Pineda, Christopher | Teacher, Career/ Technical | SAC Chair, ILT member, and Social Studies Department Head |

**Is education provided through contract for educational services?**

No

**If yes, name of the contracted education provider.**

### Demographic Information

**Principal start date**

Thursday 7/10/2008, Cleto Chazares

**Number of teachers with professional teaching certificates?**

14

**Number of teachers with temporary teaching certificates?**

0

**Total number of teacher positions allocated to the school.**

15

**Total number of students enrolled at the school.**

197

**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.**

0

**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 | 0 | 12 | 65 | 108 | 185 |
| 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 | 3 | 44 | 60 | 107 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 44 | 60 | 107 |
| 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 | 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 | |

**Date this data was collected or last updated**

Wednesday 8/18/2021

**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% |

| School Grade Component | 2021 | | | 2019 | | | 2018 | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | District | State | School | District | State | School | District | State |
| 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 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 08 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 09 | 2021 | | | | | |
| | 2019 | 0% | 55% | -55% | 55% | -55% |
| Cohort Comparison | | 0% | | | | |
| 10 | 2021 | | | | | |
| | 2019 | 7% | 53% | -46% | 53% | -46% |
| 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% | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 06 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 07 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 08 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |

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

| BIOLOGY EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 13% | 66% | -53% | 67% | -54% |
| 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 | 36% | 73% | -37% | 70% | -34% |

| ALGEBRA EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 21% | 63% | -42% | 61% | -40% |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 24% | 57% | -33% | 57% | -33% |

## 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 | | | | | | | | | | 67 | 18 |
| ELL | | | | 5 | 40 | | | 14 | | 67 | 31 |
| BLK | | | | | | | | | | 59 | 8 |
| HSP | | | | 6 | 35 | | | 28 | | 69 | 35 |
| WHT | | | | 5 | | | | 35 | | 63 | 52 |
| FRL | | | | 5 | 34 | | 8 | 27 | | 66 | 36 |
| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2017-18 | C & C Accel 2017-18 |
| SWD | | | | | | | | | | 60 | 8 |
| ELL | | | | 16 | | | | 16 | | 44 | |
| BLK | | | | | | | | | | 58 | |
| HSP | | | | 20 | | | | 18 | | 51 | 17 |
| WHT | | | | 25 | | | | 58 | | 70 | 29 |
| FRL | 6 | 9 | | 23 | | | | 35 | | 56 | 17 |
| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |

## 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 | 30 |
| OVERALL Federal Index Below 41% All Students | YES |
| Total Number of Subgroups Missing the Target | 6 |

| ESSA Federal Index | |
|---|---|
| Progress of English Language Learners in Achieving English Language Proficiency | |
| Total Points Earned for the Federal Index | 178 |
| Total Components for the Federal Index | 6 |
| Percent Tested | 91% |
| **Subgroup Data** | |
| **Students With Disabilities** | |
| Federal Index - Students With Disabilities | 28 |
| 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 | 26 |
| 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 | |
| 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 | 34 |
| 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 | 29 |
| 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 | 39 |
| White Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years White Students Subgroup Below 32% | |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 29 |
| 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?**

One of the monitoring tools to assist students who were identified under the ESSA subgroup was monthly progress checks. This consisted of meetings with various school staff such as the guidance counselor and principal to encourage students to continue making progress. Also students with individualized educational plans held a monthly meeting with their case manager to make sure they were performing at a C or above in their classes.

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

The Hispanic number of students who graduated and met their benchmark grew by 5% or more. This meant that this group as a whole performed on level on standardized assessments such as the ACT and FSA resulting in more standard diplomas being obtained by this group.

**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?**

The greatest area in need of improvement at this site is tied to the number of African American students who attend and graduate from Simmons. More specifically this is problematic due to the fact that many of the students in this group do not attend Simmons from the surrounding area. The focus here needs to be tied to diversity and encouraging this group to attend this site. The data tied to this is in the 2018-2019 school year less than 20 students were enrolled at this site and in the current school year that number dropped to 14.

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

The most common trend that emerges among several subgroups is tied to attendance, monitoring, and resources. If students are encouraged and persuaded to attend on a more consistent basis through Parent links and emails this results in higher academic success. Also if students are being held accountable through progress meetings with staff and parents this also results in more academic and social success. Lastly, if students are provided with additional resources such as tutoring services and workbooks their scores on standardized assessments also improves.

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

Access to technology- if students do not have access to adequate technology such as computers which function properly consistently coupled with headphones academic potential and acceleration will be limited.
Access to extracurricular activities- students need physical outlets such as physical education in conjunction with socioemotional ones such as clubs which provides students with volunteer and team building opportunities which inherently leads to academic growth.
Additional Career Electives- Students must be properly exposed and trained in various occupations such as robotics and coding to be competitive in a society which is heavily invested in STEM education and careers.

**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.**

NFL Play 60- This site was recently sponsored by the NFL who will be sending curriculum resources and equipment to promote physical activity with attention to social distancing.
The school is also in the process of trying to petition the district for additional technological equipment to promote student learning in conjunction with education software. Professional development will be in the form of workshops by teachers to share their knowledge of new educational tools and software to increase student learning.

## Part III: Planning for Improvement

**Areas of Focus:**

## #1. ESSA Subgroup specifically relating to Students with Disabilities

| | |
|---|---|
| **Area of Focus Description and Rationale:**<br>Include a rationale that explains how it was identified as a critical need from the data reviewed. | Based on the number of students retained in the EWS section, the focus must be on increasing student social and academic success through engagement in the classroom. If students are actively engaged they will inherently perform better on state assessments and will also attend more regularly. Special attention will be given to SWD students through visual and social aids like videos. |
| **Measurable Outcome:**<br>State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. | The outcome is two-fold: one for students to attend school on average 80% or more each quarter and secondly for students to make gains on state assessments based on class performance and assessments. |
| **Monitoring:**<br>Describe how this Area of Focus will be monitored for the desired outcome. | 1. Students will be monitored for behavior and academic progress through IEP meetings and teacher planning notes<br>2. Teachers will collaborate with behavioral coaches such as the school psychologist and district staff to develop targeted strategies for increasing engagement among SWD<br>3. Holding quarterly conferences with parents to discuss student progress and routes for improvement. |
| **Person responsible for monitoring outcome:** | Cleto Chazares (cleto.chazares@hcps.net) |
| **Evidence-based Strategy:**<br>Describe the evidence-based strategy being implemented for this Area of Focus. | The strategy being implemented for this area of focus is to create:<br>1. Student classroom and school incentives such as spirit week to encourage positive social interactions and academic success.<br>2. Incorporating more student driven activities and projects such as a historical poster to increase student engagement and critical thinking.<br>3. Students will work with VE teachers to stay on track in their face to face and online classes. |
| **Rationale for Evidence-based Strategy:**<br>Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy. | By increasing student buy-in instructional effectiveness and engagement will also increase which ultimately will translate into academic success and social growth. |

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

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

## 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.

| #2. ESSA Subgroup specifically relating to Economically Disadvantaged | |
|---|---|
| **Area of Focus Description and Rationale:** Include a rationale that explains how it was identified as a critical need from the data reviewed. | The area of focus for these students is tied to providing additional resources and supplies to students who are financially challenged. If these students are provided with consumables such as workbooks which they can keep and mark up they will be more prepared for state and classroom assessments. |
| **Measurable Outcome:** State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. | The measurable outcome here is to increase attendance among free and reduced lunch students by 7% each quarter. Also to lower behavioral infractions such as suspensions by 5% each quarter. |
| **Monitoring:** Describe how this Area of Focus will be monitored for the desired outcome. | 1. Weekly student conferences will be held to make sure students have the resources and supplies they need to be successful 2. A supply area in the main office for students to request supplies 3. Classroom consumables which students will be able to write in and keep |
| **Person responsible for monitoring outcome:** | Cleto Chazares (cleto.chazares@hcps.net) |
| **Evidence-based Strategy:** Describe the evidence-based strategy being implemented for this Area of Focus. | The strategy here is to provide students with economic needs the supplies such as note books, paper, markers, etc. to be able to participate in classroom activities. Also special focus will be given to these students to send home printed out notes, work, and consumables to complete assignments while practice academic skills. |
| **Rationale for Evidence-based Strategy:** Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy. | This strategy was selected because it focuses on providing students with the consumable resources and everyday supplies to be academically successful while preventing social ridicule. As a result of this students will feel more comfortable to engage in classroom instruction while also attending more regularly. |

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

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

| #3. ESSA Subgroup specifically relating to Black/African-American | |
|---|---|
| **Area of Focus Description and Rationale:**<br>Include a rationale that explains how it was identified as a critical need from the data reviewed. | The area of focus for African American students is tied to lowering suspension numbers each quarter. Studies have shown that if students are not present in school they are more likely to struggle academically and socially long-term. This area of focus was identified on suspension rates from prior years in which African American students were suspended at a 3:1 ratio compared to White and Hispanic students on average. |
| **Measurable Outcome:**<br>State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. | The measurable outcome here is to limit the number of suspensions by African American student each quarter to no more than five. This would lead to these students increasing their attendance average and also being more academically prepared for standardized assessments. |
| **Monitoring:**<br>Describe how this Area of Focus will be monitored for the desired outcome. | 1. These students will be encouraged to form relationships with peers and staff which promote their academic and social growth<br>2. Staff will contact parents for school events and encourage students to participate<br>3. These students will be encouraged to advocate for themselves when they have any concerns or questions |
| **Person responsible for monitoring outcome:** | Cleto Chazares (cleto.chazares@hcps.net) |
| **Evidence-based Strategy:**<br>Describe the evidence-based strategy being implemented for this Area of Focus. | The strategy to lower the suspension number among African American students is to empower these students and to build positive relationships with staff, faculty, and peers. This will translate into these students feeling more accepted and safe in a school setting. |
| **Rationale for Evidence-based Strategy:**<br>Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy. | The strategy of empowerment is tied to positive behavior in which students who buy-in into a system and feel invested in that system are more likely to perform well academically and interact in a socially constructive manner. |

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

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

| #4. ESSA Subgroup specifically relating to Hispanic | |
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| **Area of Focus Description and Rationale:** Include a rationale that explains how it was identified as a critical need from the data reviewed. | The area of focus in relation to Hispanic students is tied to student attendance. At this site Hispanic students makeup over 60% of the student population, but also experience the most absences of consecutive days. This means that this group is most likely to be absent for extended periods of time (2 days or more). |
| **Measurable Outcome:** State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. | The outcome here is to increase the yearly attendance average of Hispanic students to 80% or more. |
| **Monitoring:** Describe how this Area of Focus will be monitored for the desired outcome. | 1. These students will be encouraged to form relationships with peers and staff which promote their academic and social growth 2. Staff will contact parents for school events and encourage students to participate 3. These students will be encouraged to advocate for themselves when they have any concerns or questions 4. These students will be presented presentations tied to Career and Technical training/colleges to increase daily attendance |
| **Person responsible for monitoring outcome:** | Cleto Chazares (cleto.chazares@hcps.net) |
| **Evidence-based Strategy:** Describe the evidence-based strategy being implemented for this Area of Focus. | The strategy to address this area of focus is connected to more proactive student monitoring and parent communication. This means implementing more interventions to increase the daily attendance average of Hispanic students. Also to present this group with more resources and paths once they graduate from high school. |
| **Rationale for Evidence-based Strategy:** Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy. | The rationale for this strategy is that many Hispanic students tend to miss school for cultural reasons such as staying home with younger siblings when their parents are working. Also being that this site is in a migrant community many students will travel with family for work and will often times miss extended periods of school time to help financially at home. |

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

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

**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.

| #5. Instructional Practice specifically relating to Differentiation | |
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| **Area of Focus Description and Rationale:**<br>Include a rationale that explains how it was identified as a critical need from the data reviewed. | Acceleration with a focus on recovering lost learning and ultimately increasing graduation rates will be an area of focus. In conjunction it is also imperative to increase the number of students meeting their math and reading benchmarks to increase the number of students who graduate with their standard diploma. The rationale here is to demonstrate acceleration by increasing the number of graduates and students who meet their benchmarks. |
| **Measurable Outcome:**<br>State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. | The measurable outcome here is to increase the number of students who graduate with their standard diplomas by ten or more. Also to increase by 3% the pass rate for students on EOC exams and FSA. |
| **Monitoring:**<br>Describe how this Area of Focus will be monitored for the desired outcome. | 1. Encourage students to stay on track for graduation through month progress monitoring conferences<br>2. Present students with the routes to success after graduation to encourage student success<br>3. Quarterly parent-teacher conferences to discuss student progress and concerns related to graduation<br>4. Weekly reminders for students working online of their target goal and date<br>5. Monthly meetings among the ILT to discuss students at risk and solutions for improvement |
| **Person responsible for monitoring outcome:** | Cleto Chazares (cleto.chazares@hcps.net) |
| **Evidence-based Strategy:**<br>Describe the evidence-based strategy being implemented for this Area of Focus. | The strategy to accomplish this is to provide students with a variety of resources such as extended learning practice, working with various staff in a small group setting, and completing course online through Edgenuity. Also staff will incorporate scaffolding into daily lessons along with district approved acceleration activities to stimulate engagement and understanding of key themes. |
| **Rationale for Evidence-based Strategy:**<br>Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy. | The rationale behind this strategy is that by providing students with more tools to be successful academically a school will inherently have more students graduate and lower the number of students who withdraw or drop out. Also by implementing district resources tied to acceleration students will grasp course materials more effectively and demonstrate that understanding on standardized assessments. |

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

| Person Responsible | Cleto Chazares (cleto.chazares@hcps.net) |
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| **Monitoring ESSA Impact:**<br>If this Area of Focus is not related to one or more ESSA subgroups, | 1. Students who experience rampant unexcused absences of five or more will be required to have a parent student conference with administration |

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.

2. Staff and faculty will encourage student praise and acknowledgment inside the classroom and outside of it
3. Students will be given a dress down pass for having perfect attendance on a quarterly basis

## #6. Instructional Practice specifically relating to Professional Learning Communities

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| **Area of Focus Description and Rationale:**<br>Include a rationale that explains how it was identified as a critical need from the data reviewed. | Professional development is important for staff and faculty in an educational setting because it teaches them new skills and strategies to utilize in relation to students. The sharing of knowledge among peers will inherently lead to more diverse and creative instructional practices with a focus on student achievement. This is based on prior assessment data which shows growth in some areas such as Algebra 1 EOC scores, but decreases in others like U.S. History. |
| **Measurable Outcome:**<br>State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. | The measurable outcome here is that students should be able to not only maintain a C average in all face-to-face classes each grading period, but will also culminate on higher standardized assessments scores of 10 points or more. |
| **Monitoring:**<br>Describe how this Area of Focus will be monitored for the desired outcome. | 1. Staff will be offered professional development opportunities by site administration and staff.<br>2. Staff will be encouraged to reach out to other educators and district staff for instructional resources and strategies<br>3. Staff will collaborate in Professional Learning Communities with co-workers to develop cross-discipline lessons and share instructional tools/tips. |
| **Person responsible for monitoring outcome:** | Cleto Chazares (cleto.chazares@hcps.net) |
| **Evidence-based Strategy:**<br>Describe the evidence-based strategy being implemented for this Area of Focus. | The strategy being implemented for this area of focus is professional development tied to tolerance, diversity, and instructional practice. This is also tied to hybrid learning in which staff learn how to more effectively run online credit labs while also increasing their instructional toolbox. |
| **Rationale for Evidence-based Strategy:**<br>Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy. | Professional development in the following areas will allow staff to interact and collaborate more effectively with student's and parents who come from various socioeconomic statuses, religious practices, and cultural differences. Furthermore, this will spill over into classroom instruction in which teachers create more culturally sensitive lesson plans while presenting sensitive topics through a honed lens. |

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

| Person Responsible | Cleto Chazares (cleto.chazares@hcps.net) |
|---|---|
| **Monitoring ESSA Impact:**<br>If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of | 1. Students who experience rampant unexcused absences of five or more will be required to have a parent student conference with administration<br>2. Staff and faculty will encourage student praise and acknowledgment inside the classroom and outside of it |

the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

3. Students will be given a dress down pass for having perfect attendance on a quarterly basis

## #7. ESSA Subgroup specifically relating to English Language Learners

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| **Area of Focus Description and Rationale:** Include a rationale that explains how it was identified as a critical need from the data reviewed. | Student attendance is directly connected to student success for ELL students. If students are not present, virtually or face-to-face, then they cannot participate in discussions, engage in instructional material, and develop critical thinking skills effectively. The goal is for student attendance across all grade levels and demographic identifiers who are ELL to be 85% or more in semester and yearly averages. |
| **Measurable Outcome:** State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. | As noted in the previous section the measurable outcome here is for student semester and yearly attendance averages to be 88% or greater. |
| **Monitoring:** Describe how this Area of Focus will be monitored for the desired outcome. | 1. Monthly attendance meetings performed by the ILT to identify ELL students who have more than three unexcused absences in that time period, 2. Quarterly meetings with ELL students to encourage consistent attendance and advocation 3. Parent links which are documented to show intervention for ELL students |
| **Person responsible for monitoring outcome:** | Cleto Chazares (cleto.chazares@hcps.net) |
| **Evidence-based Strategy:** Describe the evidence-based strategy being implemented for this Area of Focus. | Several strategies will be utilized to increase student attendance averages such as student incentives in the form of snacks and drinks, classroom privileges, shout-outs on the morning show, and classroom activities. Also parent links and conferences will be scheduled for students who display attendance concerns. |
| **Rationale for Evidence-based Strategy:** Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy. | The rationale tied to these strategies is student buy-in and empowerment. If students are recognized and rewarded more consistently for being present and accountable, they are more likely to perform well on state assessments. Also students who are able to see the fruits of their labor will be empowered to collaborate with peers while also encouraging positive behavior. |

### Action Steps to Implement:

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

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

## 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.

The school informs stakeholders by sending out periodic parent links and newsletters with important information. Additionally this site sends emails and letters to surrounding businesses regarding any employment and career opportunities available for students. The SAC committee also plans periodic events for staff and students to participate in for attendance, behavior, and academic accomplishments. The focus of the school is to provide all stakeholders with the most up to date information concerning students, while promoting teachers to teach in a creative and engaging manner.

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

Site Staff- collaborate on lessons, offer students and others positive praise, and maintain a positive line of communication with other stake holding groups such as parents.
Administration- provide constructive feedback to staff regarding instructional practices, maintain a positive line of communication with stakeholders, and encourage all stakeholders to offer input regarding school events and policies.
Parents- maintain a open line of communication with site staff and administration, encourage student(s) to attend regularly, participate in school organizations such as SAC, volunteer in school events such as the Great American Teach In
Students- advocate ideas and concerns through appropriate channels, work diligently on maintaining a C or above in all classes, be actively involved in school functions such as graduation while encouraging others