

Hillsborough County Public Schools

Simmons Exceptional Center



2021-22 Ungraded Schoolwide Improvement Plan

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| R.A.I.S.E | 0 |
| Positive Culture & Environment | 0 |

Simmons Exceptional Center

1202 W GRANT ST, Plant City, FL 33563

[no web address on file]

Demographics

Principal: Cleto Chazares

Start Date for this Principal: 7/29/2010

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| 2021-22 Status (per MSID File) | Active |
| School Function (per accountability file) | |
| School Type and Grades Served (per MSID File) | Combination School KG-12 |
| Primary Service Type (per MSID File) | Special 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* |
| School Improvement Rating History | |
| 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 Exceptional Center provides students with the academic support along with social strategies to maximize their potential. Students are also provided with behavior supports to constructively channel their emotions in a productive and safe manner.

Provide the school's vision statement.

Simmons Exceptional Center seeks to become a district leader in empowering students to become positive and productive members of society through social, mental, and emotional development. Students are placed on a level system through which academic progress coupled with positive behavior results in students reaching level 5 and "leveling out" in which they return to their neighborhood school.

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

Students at this site have been identified as having an Emotional Behavioral Disorder (EBD) and such are replaced in a small class setting to maximize their potential and limit distractions. Additionally, students are placed on a level system ranging from 1 to 5 to encourage productive, positive, and proper behavior on a daily basis. Furthermore, once students reach level 5 they can meet with administration and support staff to determine if their academic and social progress has reached a point where they can "level out" and return to their neighborhood 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 |
|---------------------|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Chazares, Cleto | Principal | Approve procedural or policy changes at site Communicate with stakeholders Manage the daily operations of the site 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 7/29/2010, Cleto Chazares

Number of teachers with professional teaching certificates?

5

Number of teachers with temporary teaching certificates?

1

Total number of teacher positions allocated to the school.

7

Total number of students enrolled at the school.

21

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

3

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

2

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 | 1 | 0 | 0 | 2 | 2 | 2 | 0 | 1 | 2 | 2 | 3 | 15 |
| 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 | 1 | 0 | 0 | 0 | 1 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 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 | 2 | 1 | 2 | 0 | 0 | 1 | 0 | 3 | 9 |

Date this data was collected or last updated

Friday 8/20/2021

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 | 0 | |
| Attendance below 90 percent | 0 | 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 | 0 | |
| Course failure in ELA | 0 | 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 | 0 | |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 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 | 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 | 0% | 52% | -52% | 58% | -58% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 0% | 55% | -55% | 58% | -58% |
| Cohort Comparison | | 0% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 0% | 54% | -54% | 56% | -56% |
| 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 | 0% | 54% | -54% | 62% | -62% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 0% | 57% | -57% | 64% | -64% |
| Cohort Comparison | | 0% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 0% | 54% | -54% | 60% | -60% |
| Cohort Comparison | | 0% | | | | |
| 06 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 07 | 2021 | | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| | 2019 | 0% | 62% | -62% | 54% | -54% |
| Cohort Comparison | | 0% | | | | |
| 08 | 2021 | | | | | |
| | 2019 | 0% | 31% | -31% | 46% | -46% |
| Cohort Comparison | | 0% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2021 | | | | | |
| | 2019 | 0% | 51% | -51% | 53% | -53% |
| 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 | | | | | |
| 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 | | | | | |

| GEOMETRY EOC | | | | | |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 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 |
| SWD | 20 | | | | | | | | | | |
| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2017-18 | C & C Accel 2017-18 |
| SWD | 13 | 50 | | 30 | | | | | | | |
| FRL | 14 | 60 | | | | | | | | | |
| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |

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 | 20 |
| OVERALL Federal Index Below 41% All Students | YES |
| Total Number of Subgroups Missing the Target | 1 |
| Progress of English Language Learners in Achieving English Language Proficiency | |
| Total Points Earned for the Federal Index | 20 |
| Total Components for the Federal Index | 1 |
| Percent Tested | 57% |

| Subgroup Data | |
|---------------------------------------------------------------------------|-----|
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 20 |
| 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 | |
| English Language Learners Subgroup Below 41% in the Current Year? | N/A |
| 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 | |
| Black/African American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |
| Hispanic Students | |
| Federal Index - Hispanic Students | |
| Hispanic Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | |
| 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 | |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | N/A |
| 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?

1. Students were monitored for behavior and academic progress through a daily point sheet which will be sent home for parents
2. Teachers collaborated with behavioral coaches and district staff to develop targeted strategies for increasing engagement among SWD
3. Quarterly conferences with parents were held discussing student progress and routes for improvement

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

On average elementary students performed better on standardized assessments such as the FSA. While the current and past year data do not show this improvement the performance reports from the department of education show this increase.

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?

A big area of concern is tied to parental engagement. Often times updates and reports sent home which require parent signature are either not returned or acknowledged. This disrupts the line of communication between staff and other stake holding groups which directly impacts student success.

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

There is no school data from which to establish and extrapolate trends among different subgroups.

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 team sports 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. Instructional Practice specifically relating to Differentiation**Area of Focus Description and Rationale:**

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:

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 pass their standardized assessments by 2% or more.

Monitoring:

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
2. Present students with the routes to success after graduation to encourage student success
3. Monthly 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
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:

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:

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

Person Responsible

Cleto Chazares (cleto.chazares@hcps.net)

Monitoring ESSA Impact:

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

#2. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

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 video clips.

Measurable Outcome:

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 70% or more each quarter and secondly for students to make gains on state assessments based on class performance and assessments.

Monitoring:

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

1. Students will be monitored for behavior and academic progress through a daily point sheet which will be sent home for parents
2. Teachers will collaborate with behavioral coaches and district staff to develop targeted strategies for increasing engagement among SWD
3. Holding quarterly conferences with parents to discuss student progress and routes for improvement

Person responsible 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 being implemented for this area of focus is to create:

1. Student classroom and school incentives such as snack cart to encourage positive social interactions and academic success.
2. Incorporating more student driven activities and projects such as a historical poster to increase student engagement and critical thinking.

Rationale for Evidence-based Strategy:

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 a daily point sheet which will be sent home for parents
2. Teachers will collaborate with behavioral coaches and district staff to develop targeted strategies for increasing engagement among SWD
3. Holding quarterly conferences with parents to discuss student progress and routes for improvement

Person Responsible

Cleto Chazares (cleto.chazares@hcps.net)

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 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 3% each grading 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.

#4. Instructional Practice specifically relating to Professional Learning Communities**Area of Focus Description and Rationale:**

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.

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 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:

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.
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 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 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:

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:

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%

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

threshold according to the Federal Index.

#5. Instructional Practice specifically relating to ELA**Area of Focus
Description and
Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to the state's report, for the 2021 FSA ELA proficiency, there wasn't a score for grade 3, grade 4 scored 67% and grade 5 scored 0%. Because a score below 50% causes the school to need an ELA Area of Focus, in the Measurable Outcome, grade 5 should be addressed. The 5th grade ELA proficiency score was low due to student attendance, behavior needs, students' gap in instruction and need for more staff. By focusing on ELA proficiency, the instructional improvements will include the instructional improvements will include more one on one student and adult learning focused on integration of knowledge and ideas as well as key ideas and details, objectives focusing on each individual student's needs, and focusing on acceleration versus remediation, resulting in an improvement in student proficiency.

Measurable Outcome:

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

The 5th grade ELA proficiency score was low due to student attendance, behavior needs, students' gap in instruction and need for more staff. By focusing on ELA proficiency, the instructional improvements will include more one on one student and adult learning focused on integration of knowledge and ideas as well as key ideas and details, objectives focusing on each individual student's needs, and focusing on acceleration verses remediation, resulting in an improvement in student proficiency. This will result in 50% or more of 5th grade students meeting their reading benchmark.

Monitoring:

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

1. Monthly attendance meetings performed by the ILT to identify students who have more than three unexcused absences in that time period and have not met their reading benchmark.
2. Quarterly meetings with reading students to encourage consistent attendance and advocacy. Also the use of Achieve 3000 and other resources to increase reading levels and comprehension.
3. Parent links which are documented to show intervention for reading 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.

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:**

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. Create and academic plan for each student who has not met their reading benchmark to promote student involvement and success in Grade 5.
2. Staff and faculty will encourage student praise and acknowledgment inside the classroom and outside of it for these students
3. Students in Grade 5 will be given a dress down pass for having perfect attendance on a quarterly basis
4. Students in Grade 5 who achieve reading on their level will be rewarded with a certificate and invited to a special celebration at the end of the semester.

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.

- The first monitoring step will be monthly attendance meetings performed by the ILT to identify 5th grade Students with Disabilities (SWD) who have more than three unexcused absences in that time period and have not met their reading benchmark and possible interventions
2. Quarterly meetings with 5th grade SWD to encourage consistent attendance and advocacy. Also the use of Journeys and other resources to increase reading levels and comprehension of these students.
 3. Parent links which are documented to show intervention for 5th grade SWD and progress monitoring through monthly grade reports.

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 newsletter with important information. Also the school utilizes a teleprompter on each television which displays important deadlines and information for students on a daily basis. The SAC committee also plans periodic events for staff and students to participate in for attendance, behavior, and academic accomplishments. The focus of the school is to provide all stakeholders with the most up to date information concerning students, while promoting teachers to teach in a creative and engaging manner.

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