Hillsborough High School

2022-23 Schoolwide Improvement Plan

Table of Contents

Hillsborough High School

5000 N CENTRAL AVE, Tampa, FL 33603

[no web address on file]

Demographics

Principal: Kevin Gordon   Start Date for this Principal: 6/13/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (54%) 2018-19: B (55%) 2017-18: B (55%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

Table of Contents

Hillsborough High School

5000 N CENTRAL AVE, Tampa, FL 33603

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	84%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		B	B

School Board Approval

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

SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

We seek to create a welcoming, supportive environment, which promotes academic rigor, critical thinking and intellectual understanding in order to inspire and nurture all students to be productive, caring members of a global society.

Provide the school's vision statement.

Every student, without exception, future ready.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Gordon, Kevin	Principal	
RaiaLong, Jessica	Teacher, Career/Technical	
Giraud, Essie	Attendance/Social Work	
Witek, Samantha	Assistant Principal	
wright, johana	Teacher, ESE	
Cooks, Suzanne	Reading Coach	
Florez, Alexandra	Math Coach	
Jackson, John	Teacher, K-12	Social Studies Department Head
Burgess, Andrew	Teacher, K-12	Science Depart Head
Berry, Aaron	Assistant Principal	
Gunn, Jonathan	Assistant Principal	

Demographic Information

Principal start date
Monday 6/13/2022, Kevin Gordon

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

9

Total number of teacher positions allocated to the school

120

Total number of students enrolled at the school

1,871

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

24

Identify the number of instructional staff who joined the school during the 2022-23 school year.

20

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	519	527	492	454	1992
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	165	208	165	182	720
One or more suspensions	0	0	0	0	0	0	0	0	0	37	38	21	16	112
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	143	154	0	0	297
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	163	286	0	0	449
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	143	154	21	16	334

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Sunday 7/31/2022

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	518	523	492	454	1987
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	165	208	165	182	720
One or more suspensions	0	0	0	0	0	0	0	0	0	37	38	21	16	112
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	116	150	140	128	534
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	130	127	107	0	364
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	22	29	13	9	73

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	

The number of students by grade level that exhibit each early warning indicator:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
	Grade Level													
Number of students enrolled	0	0	0	0	0	0	0	0	0	518	523	492	454	1987
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	165	208	165	182	720
One or more suspensions	0	0	0	0	0	0	0	0	0	37	38	21	16	112
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	116	150	140	128	534
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	130	127	107	0	364
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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
	Grade Level													
Students with two or more indicators	0	0	0	0	0	0	0	0	0	22	29	13	9	73

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
	Grade Level													
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	49%	52%	51%				49%	56%	56%
ELA Learning Gains	54%						54%	54%	51%
ELA Lowest 25th Percentile	39%						40%	41%	42%
Math Achievement	37%	39%	38%				41%	49%	51%
Math Learning Gains	43%						43%	48%	48%
Math Lowest 25th Percentile	56%						43%	45%	45%
Science Achievement	48%	46%	40%				63%	69%	68%
Social Studies Achievement	59%	49%	48%				68%	75%	73%

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

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

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	59%	66%	-7%	67%	-8%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	66%	73%	-7%	70%	-4%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	30%	63%	-33%	61%	-31%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	47%	57%	-10%	57%	-10%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	16	42	38	14	35	50	19	18		83	33
ELL	22	43	37	20	37	42	26	35		89	60
ASN	89	75		85			89	96		100	100
BLK	26	41	41	22	45	68	26	39		92	39
HSP	46	53	37	32	42	43	41	53		89	60
MUL	64	54		45	27		61	71		93	86
WHT	76	71		66	44		76	74		91	81
FRL	36	47	40	29	44	59	33	45		90	53

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	16	30	29	8	22	28	31	18		78	42
ELL	20	43	42	16	27	33	29	24		96	58
ASN	90	75		78	70		100	82		100	97
BLK	27	37	30	14	19	27	39	31		91	46
HSP	39	47	41	25	29	31	53	43		92	65
MUL	67	52		33	40		63	77			
WHT	77	62	57	69	56		87	93		89	87
FRL	34	43	37	20	25	28	48	39		90	57

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	8	39	36	13	26	22	23	45		81	26
ELL	19	44	42	30	51	48	30	31		74	56
ASN	93	81		100			97	87		96	96
BLK	28	42	38	31	39	37	48	57		85	39
HSP	38	50	41	34	41	47	52	65		84	63
MUL	65	71		41			62	64		100	67
WHT	81	68	60	72	56		90	88		94	87
FRL	34	48	40	32	41	46	49	59		83	54

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	46
Total Points Earned for the Federal Index	584
Total Components for the Federal Index	11
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	91
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	63
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	72
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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

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

Grade level data indicates that there are more level 1 1oth graders in ELA and Math. Among subgroups, SWD did not meet the federal threshold of 40% for at least 3 years. In core content areas over the last 3 years, ELA achievement has been flat, Math is down 4%, Science is down 15%, and Social Studies is down 9%.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on a review of the data, significant focus should be placed on SWD and Science. Additional emphasis should be placed on improving on across all content areas and acceleration.

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

The factors that have contributed to this need for improvement are multifaceted. The onset of COVID and learning loss were a large contributing factor. Actions that will need to take place will be to assess

where students are with prior knowledge, insure that instruction is align to standards, and progress monitor to determine growth and remediate.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The areas that showed the most improvement were ELA Learning Gains, Math, Math Learning Gains Math L25, and Social Studies.

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

A focused approach on skill development for students related to the areas needing the most improvement. This work was done in after school tutoring and Saturday School.

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

To accelerate learning, strategies that focus on rigor and academic ownership will be implemented. This will include task that engage students in grade level benchmarks, questions and task that integrate reading, writing, speaking/listening to assist in building their content knowledge, and addressing what students need when addressing deficits.

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.

There are a number of professional learning opportunities that will be provided this year. These will based on assessment and walkthrough data. These training opportunities will include, planning/ collaborative planning, collaborative classroom structures, small group instruction. There may be additional trainings added, but this is what we will start with.

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

The additional services that will be implemented include IXL for math remediation, the use of Language Live for scaffolding and reading remediation. We will also implement collaborative groups in math and small group instruction in Reading and ELA.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Math	
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 2022 EOC data, student achievement in Alg I improved from 13% to 29%. While this represents more than a 100% increase, achievement, it only returned its 2019 level. There is still a need to improve school-wide performance in Algebra.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Baseline and mid year assessment data will be monitored.
Person responsible for monitoring outcome:	Alexandra Florez (alexandra.florez@hcps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Standards based instructional planning and common assessments in PLCs with the culmination of backward planning. We will also use IXL for scaffolding and remediation.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	By aligning lesson plans to standards our students will be exposed to grade level appropriate instruction. The use of common assessments will allow teachers to progress monitor mastery of content and make adjustments to instruction as needed.

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.

No action steps were entered for this area of focus

#2. 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.**	Based on FSA ELA for 2022, 10th grade English dropped 3 points in proficiency, while 9th grade ELA made gains. 9th and 10th grade students have displayed weakness in the areas of identifying arguments in informational text and comparative reading across genres.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Focus is to remain consistent in 9th grade growth by increasing in proficiency by 3 points and increasing 10th grade ELA by 5 points in proficiency. This will largely be more specific with data from the FAST PM1 and new curriculum common assessments.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Students will be monitored from the PM1 and PM2 F.A.S.T assessments. Data and student work will be looked at in PLCs to determine areas of improvement for students as well as implementing common assessments in E1 and E2 classes.
Person responsible for monitoring outcome:	Suzanne Cooks (suzanne.cooks@hcps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	English 1 and English 2 classes will work on implementing the instructional framework model at least twice a week. This will include collaborative strategies that are aligned with the BEST standards and provide rigorous content.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Implementing the instructional framework into the English 1 and English 2 classes allows for students to be engaged with the activities and collaborate with each other in order to enhance students' academic achievement. Resources for the strategies that can be used in group and whole group settings are found in the districts high school literacy page.

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.

No action steps were entered for this area of focus

#3. Instructional Practice specifically relating to Social Studies	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	EOC data indicates that an achievement gap exists between Subgroups in US History. The focus on moving overall school achievement in US History will be to focus on closing the gap between the white/Black and white/Hispanic subgroups. By doing so, overall student achievement will increase.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Based on EOC data, student achievement in US History has a targeted goal of 63% pass rate on the EOC with a flex goal of 70% for 2022-23.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Utilizing common assessments across the department to zero in on specific standards, creating interactive lessons to engage students(leaning heavily into History Alive activities), and using the data to preemptively prepare our EOC review to tailor it to our respective classes"
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Mid-term PMI assessment will be monitored plus quarterly reviews.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	

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.

No action steps were entered for this area of focus

#4. 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.**	Students with disabilities students scored 36% on the Federal Index which is below the threshold of 41%. Specifically, there is a 36% gap in ELA, a 30% gap in Mathematics, a 33% gap in Social Studies, and a 34% gap in Science. Individual disabilities with the students require guidance and support for social independence and academic needs.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Our plan is to provide tutoring services, consistent communication with stakeholders, and questionnaires. Tracking and data will be collected through IEP and 504 plans to measure gains by students. An achievable academic goal is 3% gains in ELA and math.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Baseline and mid-year assessment data will be monitored for academic gains. Social independence will be assessed through stakeholder IEP and 504 meetings. They will also use using standards aligned, unit, quarter, and mini assessment provided by the district through School City.
Person responsible for monitoring outcome:	johana wright (johana.wright@hcps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Teachers will use a variety of instructional strategies to achieve this goal, but they will include differentiated Instruction, task that integrate reading, writing, speaking, and listening, as well as frequent monitoring and checks for understanding.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	These strategies were selected because they are research-based and align to the Four Principles of Excellent Instruction.

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.

No action steps were entered for this area of focus

#5. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	There was an 11% decrease in proficiency on the Biology EOC from 2021 - 2022. There was also a decrease in learning gains for our bottom quartile students.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	We will increase our Biology EOC proficiency by 5%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Baseline and mid-year assessment data will be monitored.
Person responsible for monitoring outcome:	Andrew Burgess (andrew.burgess@hcps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Standards based instructional planning and Common Assessments built during PLCs will be utilized.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	We will use literacy strategies and ESOL strategies to increase the scores of our lower quartile. We will also use standards based lesson planning that is grade appropriate. Results from unit common assessments and district progress monitoring assessments will help us monitor mastery of content and make adjustments to the instruction as needed.

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.

No action steps were entered for this area of focus

#6. 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.**	Twenty percent of the students in Semester 1 of Customer Service Representative 1, 2, or 3 that have never earned an acceleration point will earn an industry certification by the end of the academic year.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Increase the number of Industry Certifications by 50%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	

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.	
• During Quarter 1 and 2, All students will complete assignments on topics and information related to the specific Industry Certification	
Person Responsible	[no one identified]
• During Quarter 1 and 2, All students will register and complete District-sponsored practice tests on an online platform	
Person Responsible	[no one identified]
• During Quarter 1 and 2, All students will complete graphic organizers that focus on several key points on the practice tests	
Person Responsible	[no one identified]
• During Quarter 3, students still enrolled in the specific class will retake the certification test, using the criteria that they were eligible to take the industry certification, took the certification exam, but did not pass it on the first attempt	
Person Responsible	[no one identified]

#7. ESSA Subgroup specifically relating to Black/African-American	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	African American students scored 44% on the Federal Index, they still underperformed White students in all tested areas. Specifically, there is a 28% gap in ELA, a 31% gap in Mathematics, a 24% gap in Social Studies, and a 32% gap in science.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The desired outcome is to reduce the achievement gap by 50% in all tested areas using FAST PM assessments.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This will be monitored using standards aligned, unit, quarter, and mini assessment provided by the district through School City.
Person responsible for monitoring outcome:	Kevin Gordon (kevin.gordon@hcps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Teachers will use a variety of instructional strategies to achieve this goal, but they will include differentiated Instruction, task that integrate reading, writing, speaking, and listening, as well as frequent monitoring and checks for understanding.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	These strategies were selected because they are researched-based and align to the Four Principles of Excellent Instruction.

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.

No action steps were entered for this area of focus

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

The school addresses a positive school culture in the following manner. Teachers begin the school year by focusing on building positive relationships with their students. This occurs schoolwide, as teachers and students collaborate on setting classroom expectations, goals, and mission. Teachers select specific researched based activities and strategies to promote a positive classroom culture. We also have a schoolwide PBIS system that incentivizes students for displaying positive behaviors. Teachers focus on specific behaviors in class, and ther are also school-wide behaviors that are focused on too.

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

Stakeholders include, teachers, students, administration, and staff. Teachers serve two roles in promoting a positive school culture. First the are part of the planning and design of the schoolwide PBIS plan. Secondly, they are an integral part of the implementation of the plan. They recognize students for positive behaviors, students in turn get to purchase items from the school store in recognition of doing the right thing. Administrators are also a part of the planning and can also recognize students for positive behaviors.