

Hillsborough County Public Schools

Simmons Exceptional Center



2022-23 Ungraded Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the Ungraded SIP	4
School Information	5
Needs Assessment	7
Planning for Improvement	11
R.A.I.S.E	21
Positive Culture & Environment	24

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: 10/10/2022

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
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*
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 and social structure necessary for them to maximize their potential. Students are also provided with behavior supports to constructively channel their emotions in a productive and safe manner in daily interactions with others.

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 placed 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	Manage the daily operations of the site

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

NA

Demographic Information

Principal start date

Monday 10/10/2022, Cleto Chazares

Total number of students enrolled at the school.

24

Total number of teacher positions allocated to the school.

7

Number of teachers with professional teaching certificates?

0

Number of teachers with temporary teaching certificates?

1

Number of teachers with ESE certification?

1

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

4

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

0

Demographic Data

Early Warning Systems

2022-23

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	2	0	1	2	5	3	4	3	1	1	23	
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 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	
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	1	0	1	1	4	1	1	2	1	0	12

Date this data was collected or last updated

Monday 8/29/2022

2021-22 - 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	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 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		
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	
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

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		51%	55%					57%	61%
ELA Learning Gains								56%	59%
ELA Lowest 25th Percentile								52%	54%
Math Achievement		41%	42%					55%	62%
Math Learning Gains								57%	59%
Math Lowest 25th Percentile								49%	52%
Science Achievement		48%	54%					50%	56%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Social Studies Achievement		57%	59%					77%	78%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	0%	52%	-52%	58%	-58%
Cohort Comparison		0%				
04	2022					
	2019	0%	55%	-55%	58%	-58%
Cohort Comparison		0%				
05	2022					
	2019	0%	54%	-54%	56%	-56%
Cohort Comparison		0%				
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019	0%	54%	-54%	52%	-52%
Cohort Comparison		0%				
08	2022					
	2019	0%	53%	-53%	56%	-56%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	0%	54%	-54%	62%	-62%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2022					
	2019	0%	57%	-57%	64%	-64%
Cohort Comparison		0%				
05	2022					
	2019	0%	54%	-54%	60%	-60%
Cohort Comparison		0%				
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019	0%	62%	-62%	54%	-54%
Cohort Comparison		0%				
08	2022					
	2019	0%	31%	-31%	46%	-46%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	0%	51%	-51%	53%	-53%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	0%	47%	-47%	48%	-48%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	66%	-66%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	67%	-67%	71%	-71%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	63%	-63%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	57%	-57%	57%	-57%

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
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									

ESSA Data Review

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	

ESSA Federal Index

Total Components for the Federal Index

Percent Tested

Subgroup Data**Part III: Planning for Improvement****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 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

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 to support teachers and leaders.

The school is 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.

Areas of Focus:

#1. 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 75% 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.

#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 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.

#3. 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 4% 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. 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.

#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%

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.

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Students will be given a diagnostic at the beginning of the school year to discover each student's areas of strengths versus areas of focus. Assignments and activities will be tailored to each student's level to maximize their potential and success throughout the year. At the end of each unit students will be given a summative assessment to discover which areas a student has mastered and areas which need additional explanation/instruction. Additionally, students will have meeting at the end of each unit with the teacher to see if supplemental material tied to ELA standards need to be sent home or if a student has shown mastery of key ELA concepts and standards.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Students will be given a diagnostic at the beginning of the school year to discover each student's areas of strengths versus areas of focus. Assignments and activities will be tailored to each student's level to maximize their potential and success throughout the year. At the end of each unit students will be given a summative assessment to discover which areas a student has mastered and areas which need additional explanation/instruction. Additionally, students will have meeting at the end of each unit with the teacher to see if supplemental material tied to ELA standards need to be sent home or if a student has shown mastery of key ELA concepts and standards.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Each grade K-3, under the diagnostic and unit progress monitoring system will result in 60 percent or more of the students not on track will be prepared to pass the statewide ELA assessment.

Grades 3-5: Measureable Outcome(s)

Each grade 3-5, under the diagnostic and unit progress monitoring system will result in 60 percent or more of the students not on track will be prepared to pass the statewide ELA assessment with a level 3 or above.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

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 for monitoring outcome:

Select the person responsible for monitoring this outcome.

Chazares, Cleto, cleto.chazares@hcps.net

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The main program which will be used to monitor progress is guided readings and small group instruction. The readings provided are tied to state standards and come from the district approved list of readings. This program align to the B.E.S.T. ELA standards.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

The selection of these practices/program is tied to the need to improve comprehension, synthesis, and textual analysis and inference building among students K-5. These practices have shown to build student awareness and reading comprehension in past settings.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Professional learning will take root in staff participating in weekly PLCs and district workshops to gain new strategies and resources which to implement in their own classrooms. Students will be monitored for behavior and academic progress through IEP meetings and teacher planning notes. Literacy Leadership will take the form of students select the assigned readings from a list of approved choices and then learning to diffuse the information in the text to their peers. Literacy coaching will take the form of Paraprofessionals working in small groups and one on one with students who are struggling to understand assigned texts and concepts in class. Assessment will be in the form of class discussions, unit tests, and exit slips.	Chazares, Cleto, cleto.chazares@hcps.net
Teachers will collaborate with behavioral coaches such as the school psychologist and district staff to develop targeted strategies for increasing engagement among SWD. Holding quarterly conferences with parents to discuss student progress and routes for improvement	Chazares, Cleto, cleto.chazares@hcps.net

Positive Culture & Environment

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.

Parent Engagement

Describe how data will be collected and analyzed to guide decision making related to the selected target.

Communication and participation logs will be kept tied to the following:

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

Describe how the target area, related data and resulting action steps will be communicated to stakeholders.

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.

Describe how implementation will be progress monitored.

This implementation will be monitored by school personnel through time stamped parent links, email archives, and other school logs. Additionally, a quarterly meeting will held by administration, faculty, and community members to discuss successes and shortcomings of the implementation. A bi-annual school culture and climate survey will be sent out to staff, students, and parents to gauge the impact and effectiveness of the proposed implementations.

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.

Action Step	Person Responsible for Monitoring
1. Parent links will be sent out weekly with important information and updates	Chazares, Cleto, cleto.chazares@hcps.net
2. Teachers and other staff will be encouraged to reach out to parents regarding class concerns and volunteer opportunities at the school.	
3. SAC will send out periodic reminders to stakeholders concerning upcoming meetings and decisions	