South County Career Center

2022-23 Ungraded Schoolwide Improvement Plan

Table of Contents

South County Career Center

2810 JOHN SHERMAN WAY, Ruskin, FL 33570

[no web address on file]

Demographics

Principal: Jennifer Davis

Start Date for this Principal: 8/16/2017

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	Alternative
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	Alternative Education
2021-22 Title I School	No
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* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students*
School Improvement Rating History	2021-22: Commendable 2020-21: No Rating 2018-19: Commendable 2017-18: Maintaining 2016-17: Maintaining
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.

SCCC will provide a comprehensive, collaborative environment to nurture and ensure the academic and personal success of our students.

Provide the school's vision statement.

South County Career Center provides and opportunity for our students to achieve academic success and to move forward towards their career. It is the goal of our faculty and staff to assist our students so that they may be successful in their coursework, earn a high school diploma, and either further their education or seek gainful employment. Support is provided to help our students achieve the skills and attitudes essential for success in their careers as well as their lives.

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

SCCC students are considered at risk for not graduating on time. We have multiple programs to help support from over-age 8th grade program (ATA), teen parent, and ESE facilitation.

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Woods, Jennifer	Principal	As it relates to sip, job duties and responsibilities for the principal are to ensure compliance of the timeline, to develop with the instructional team, the yearly goals, objectives, and strategies
Caplinger, Juanita	Teacher, ESE	SAC chair, completed SIP waivers with faculty
Lerch, Ryan	Teacher, ESE	Provide assistance from previous years' data to compare

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

N/a

Demographic Information

Principal start date
Wednesday 8/16/2017, Jennifer Davis

Total number of students enrolled at the school.
198

Total number of teacher positions allocated to the school.
14

Number of teachers with professional teaching certificates?
9

Number of teachers with temporary teaching certificates?
0

Number of teachers with ESE certification?
3

Identify the number of instructional staff who left the school during the 2021-22 school year.
5

Identify the number of instructional staff who joined the school during the 2022-23 school year.
1

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	0	0	0	0	0	6	14	5	30	56	87	198
Attendance below 90 percent	0	0	0	0	0	0	0	3	11	4	21	35	67	141
One or more suspensions	0	0	0	0	0	0	0	3	11	2	10	18	32	76
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	33	4	37
Course failure in Math	0	0	0	0	0	0	0	0	0	0	8	31	2	41
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	2	3	0	13	14	0	0	32
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	1	0	3	3	1	0	0	0	0	8
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	3	10	1	8	18	56	96

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 8/24/2022

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	0	0	1	0	2	3	21	10	11	29	90	167
Attendance below 90 percent	0	0	0	0	0	0	0	2	9	7	7	17	56	98
One or more suspensions	0	0	0	0	0	0	0	1	8	0	1	2	8	20
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	39	5	44
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	30	3	33
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	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	1	0	0	0	0	1

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		51%	55%					57%	61%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
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%
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	0%	53%	-53%	54%	-54%
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						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	0%	54%	-54%	62%	-62%
Cohort Comparison		0%				
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	0%	49%	-49%	55%	-55%
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	11%	66%	-55%	67%	-56%

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	19%	73%	-54%	70%	-51%

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
SWD	9									36	
ELL										58	
BLK										69	10
HSP				5			8	11		54	5
WHT										36	7
FRL	10	8		6	20		7	14		53	4
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	9				20					54	8
ELL				8						66	5
BLK				7						70	
HSP	7	27		2	18		5	15		48	3
WHT				8						52	25
FRL	8	33		5	13		3	18		55	5

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		25						27		31	
ELL										35	
BLK										53	
HSP										40	
WHT								31		40	10
FRL		16			23			14		45	

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)	CSI
OVERALL Federal Index – All Students	17
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	134
Total Components for the Federal Index	8
Percent Tested	90%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	23
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	29
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	17
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	3
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%	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	22
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	3
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	15
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	3

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?

Point sheets to track daily progress - useful, identifying early when there is a struggle. Referral to PSLT which creates next steps for each student.

Which data component showed the most improvement? What new actions did your school take in this area?

ELL - utilizing spanish component on edgenuity as well as school wide vocabulary focus

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?

Hispanic students had the greatest need of improvement by subgroup.

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

We struggle in each area identified. Trends are that students struggle in ELA specifically.

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

Tracking system, review of edgenuity to see quality of learning

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.

PD for tracking systems, PD weekly on peer counseling that can be used to support individual students each day

Areas of Focus:

#1. 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 data and current 10th and 11th graders, aggressive intervention is needed in the core areas of making inferences and drawing conclusions
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	When reviewing SAT/ACT/FSA data for ELA, we expect to see an increase in the area of making inferences in each individual student
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	PD given to teachers weekly on making inferences and drawing conclusions through peer counseling class. Fall & Spring SAT, FSA, ACT data for inferencing will be disaggregated by staff at PD.
Person responsible for monitoring outcome:	Jennifer Woods (jenniferl.woods@hcps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Peer professional development for successful teachers to show strategies to others. Progress Monitoring (PM) in reading classes will identify particular students who will become top tier for weekly interventions and monthly PSLT meetings. Teachers receive biweekly feedback on their individual goals using WiCOR strategies to support the 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.	State testing for progress monitoring.

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 puzzles into peer counseling with gradual release model from whole group to small group to partners to individual
2: provide a weekly teach-me opportunity for staff members on Fridays during lunch to highlight
3: provide a scavenger hunt opportunity at the end of the 9 weeks
4: disaggregate testing data from Fall & Spring - all staff
5: monthly PSLT meetings will review/PM individual students identified through PM1 testing
6: walkthroughs will focus on teachers implementing specific strategies to address inferencing & drawing conclusions
7: district impact reviews will allow district personnel to assist in data collection & target data already collected

Person Responsible	Juanita Caplinger (juanita.caplinger@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.	White, Black, Hispanic - weekly goal setting with mentor SWD - support facilitator has bi-weekly check in Economically Disadvantaged - school social worker check-in ELL - information provided in Spanish to parents/students All students - weekly goal setting sheets, PM testing, SAT/FSA/ACT testing data

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

N/A

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

N/A

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)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

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.

N/A

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

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?

N/A

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?

N/A

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

N/A

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.

Other

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

Communication with stakeholders will occur via weekly reach-outs for both positive and early-warning purposes. Data such as point sheets and absences / tardies are included in this communication. Feedback from families will be accumulated and decisions at a student level will be made. This decision tree will produce high-quality engagement with families to foster student success.

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

Student testing data will be reported to both students and families as soon as made available to staff. This information will be aggregated and distributed to community stakeholders via public and or private discourse as appropriate.

Describe how implementation will be progress monitored.

Teacher engagement with positive and early warning communication systems will be continuously monitored and included in teacher evaluation. Teacher adherence to this system is incentivized through comped hours for certain benchmarks of participation. ELA teachers must utilize available data to monitor student success and prepare students for benchmark testing: this data is also available to administration and encourages staff engagement. Whole-school data monitoring occurs via bootcamps and charting that is visible to all staff.

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
School will continue to utilize point sheets and PBS practices to foster positive engagement. Student council will be formed from volunteers to collect student data on tangible improvements to be made. Families will be communicated with on a weekly basis for student progress monitoring. All teachers will communicate student success to families and community stakeholders through positive engagements.	Woods, Jennifer, jenniferl.woods@hcps.net