

Hillsborough County Public Schools

Blake High School



2022-23 Schoolwide Improvement Plan

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Blake High School

1701 N BOULEVARD, Tampa, FL 33607

[no web address on file]

Demographics

Principal: Valerie Newton

Start Date for this Principal: 8/2/2022

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)	97%
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: C (49%) 2018-19: C (51%) 2017-18: C (51%)
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.

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Blake High School

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[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	97%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	78%

School Grades History

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

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SIP Authority

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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.

Blake High School will provide all students with the knowledge and skills necessary to achieve at the highest level.

Provide the school's vision statement.

Blake High School will partner with students to attain the highest achievement in academics and the arts.

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
Sinwich, Lilas	Reading Coach	<p>Develops and conducts professional development for targeted audience in specific content areas regarding instructional strategies, best practices, and specific instructional topics.</p> <p>? Provides coaching to targeted audience to improve instruction, classroom organization, classroom management, and effective implementation of district-provided resources.</p> <p>? Conducts data conferences with classroom teachers to interpret data and plan instruction.</p> <p>? Models effective teaching techniques when presenting to groups and other professionals.</p> <p>? Assists specified content supervisors in developing model lesson plans and curriculum development.</p> <p>? Meets regularly with building administrators regarding classroom practices and provides ongoing feedback with specified content supervisor.</p> <p>Continues to develop professional expertise through professional readings, training, and conferences.</p> <p>? Performs any other duties as assigned.</p>
Newton, Valerie	Principal	<p>The Principal directs and coordinates educational, administrative, and counseling activities of a public High School site. The Principal demonstrates the Florida Principal Standards and serves as the instructional leader, develops and evaluates educational programs to ensure conformance to state, national and school board standards.</p> <p>? Develops and coordinates educational programs through meetings with staff, reviews of teachers' activities, and issuance of directives.</p> <p>? Administers and develops educational programs for students with mental or physical disabilities.</p> <p>? Confers with teachers, students, and parents concerning educational and behavioral problems in school.</p> <p>? Establishes and maintains relationships with colleges, community organizations, and other schools to coordinate educational services.</p> <p>? Requisitions and allocates supplies, equipment, and instructional material as needed.</p> <p>? Directs preparation of class schedules, cumulative records, and attendance reports.</p> <p>? Walks about school building and property to monitor safety and security.</p> <p>? Plans and monitors school budget.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>? Plans for and directs building maintenance.</p> <p>? Performs any other duties as assigned.</p>
Williams, Almaree	Psychologist	
Glas, Pam	Magnet Coordinator	<p>Works with school staff in leading the effective implementation and continuous improvement of a schoolwide program designed to improve climate and culture.</p> <p>? Works proactively and collaboratively with staff and school/district leaders to eliminate conflicts, discipline, and behavior situations with a student-centered, restorative approach, modeling these processes for school-based staff.</p> <p>? Evaluates overall school needs to develop and conduct targeted professional development for specific audiences, including classroom teachers, regarding instructional strategies, best practices, use of materials, and specific instructional topics. Models effective teaching techniques when presenting to groups and other professionals. Provides follow-up support to district and site-based training.</p> <p>? Provides professional development to school leaders, family, and staff designed to increase their skill level in developing academic, social, and emotional supports for students.</p> <p>? Serves as a thought partner for school administration around creating effective and student-centered behavior and discipline systems.</p> <p>Trains and assists teachers in the selection and use of a variety of assessment instruments.</p> <p>Models and coaches how to administer assessments and collect data. Conducts data conferences with classroom teachers to interpret data and assists teachers in using assessment data to plan appropriate instruction.</p> <p>? Regularly collaborates with building administrators to data to create a culture of care and support for students to support academic and post-secondary success.</p> <p>? Develops a system for measuring culture and climate improvements, including attendance, discipline, student achievement, and climate survey data.</p> <p>? Facilitates effective communication and coordination between teachers, administrators, and support staff.</p> <p>? Establishes and maintains a positive, collaborative relationship with members of the school,</p>

Name	Position Title	Job Duties and Responsibilities
		<p>community, and district staff to ensure an environment conducive to learning and to offering clear academic and career pathways. Highlights the kindergarten-through-college connections needed to prepare students for future jobs based on their strengths, interests, and values.</p> <p>? Performs any other duties as assigned.</p>
McFarland, Martha	Assistant Principal	<p>Makes or shares in the making of decisions in a timely manner, using appropriate levels of involvement so that actions may be taken and commitments made by self and others.</p> <p>? Acts in accordance with the shared vision and mission of the district and school; cares about the organization's reputation and is aware of the effect his/her decisions make on the organization.</p> <p>? Influences the school stakeholders by a variety of means, such as persuasive argument, setting examples, or using expertise; is able to present ideas to others in an open, informative, and nonevaluative manner; is able to write clearly and concisely.</p> <p>? Uses data to implement curriculum and instructional supervision; gathers, analyzes and uses data from varied and multiple sources to build relationships, form concepts, and create hypotheses; analyzes alternatives and perspectives when solving a problem or making a decision.</p> <p>? Demonstrates readiness to initiate action and takes responsibility for leading and enabling others to improve the circumstances being faced or anticipated.</p> <p>? Organizes cooperatively with staff and other stakeholders to design and implement ways to reach the goals and mission of the school.</p> <p>? Skillfully facilitates others working together effectively; shows concern for diverse perspectives, as well as empathy for other's feelings; is adaptable. Discovers, understands, verbalizes accurately, and responds empathetically to perspectives, thoughts, ideas, and feelings of others.</p> <p>? Establishes systematic processes to receive and provide feedback about the progress of work being done.</p> <p>? Leads by example, setting goals that encourage self and others to reach higher standards.</p> <p>? Holds high and positive expectations for the growth and development of all stakeholders, including self.</p> <p>? Understands the effects of his/her behavior and decisions on all stakeholders, both inside and</p>

Name	Position Title	Job Duties and Responsibilities
		<p>outside the organization.</p> <p>? Entrusts routine and non-routine assignments to others, giving them authority and responsibility for accomplishment.</p> <p>? Assists with oversight of and responsibility for the school's instructional program and its results.</p> <p>? Assists with oversight of and responsibility for the safety and discipline of school's students.</p> <p>? Assists with oversight of and responsibility for the school's human resources selections, management, and development.</p> <p>? Assists with oversight of and responsibility for the school's business and research efforts.</p> <p>? Assists with oversight of and responsibility for the accuracy and timeliness of the school's records and reports.</p> <p>? Assists with oversight of and responsibility for the school's administration and operation.</p> <p>? Assists with oversight of and responsibility for the school's property and physical plant.</p> <p>? Assists with the provision of leadership in the development or revision and implementation of the School Improvement Plan.</p> <p>? Performs any other duties as assigned.</p>
Reid, Claudette	School Counselor	<p>Counsel students individually and/or in groups...</p> <ol style="list-style-type: none"> Advise and provide information to parents/guardians and teachers Collect information for special reports from teachers, students and records. Assist students filling out application forms for school, financial aid and jobs. Write recommendations on behalf of students for colleges, technical schools, scholarships, special awards and military service. Prepare student transcripts for schools, employers, etc. Send out applications, transcripts and recommendations to schools and agencies. Serve on individualized education program (IEP) teams when deemed appropriate. Compile class rank data for all students in grades nine through twelve. In September and January, review the records of all seniors to check their progress in meeting graduation requirements. He/she shall talk to any students who may have difficulty meeting graduation requirements and write letters in conjunction with the

Name	Position Title	Job Duties and Responsibilities
		<p>APC, to parent(s)/guardian(s) regarding any such problems.</p> <p>11. Assist the AP in coordinating and administering the testing program at the Junior/Senior High School.</p> <p>12. Coordinate and set up visits of representatives from colleges, technical schools, the military services and private training facilities.</p> <p>13. Call and write schools to set up visitation appointments and testing for students.</p> <p>14. Shall provide information on career areas and schools and administer and interpret interest tests.</p> <p>15. Act as contact person for parents/guardians and students regarding financial aid, educational planning, and student grades and programs.</p> <p>16. Discuss student programs and make recommendations as to what can be done in conjunction with teachers, parents and administration.</p> <p>17. Schedule students in appropriate classes depending on post-secondary plans in conjunction with parents, teachers and administration.</p> <p>18. Work with students on education/vocational post-secondary planning.</p> <p>19. Shall keep abreast of current practices in the field of guidance and counseling through attendance at professional conferences/workshops.</p> <p>20. Shall assist the administration in developing a master schedule and individual student schedules.</p> <p>21. Shall assist the administration in making arrangements for enrollment in the summer program.</p> <p>22. Supervise and maintain cumulative records and enroll students in grades 9 through 12.</p> <p>23. Perform any and all other duties prescribed by the administration.</p>
Thomas, Duane	Instructional Coach	<p>Assists schools to increase learning levels for students at risk in literacy, basic skills development, attendance, behavior, and career-oriented curriculum content.</p> <p>? Provides strategies and behavior modification skills relevant to career opportunities and subsequent transition to life-sustaining employment.</p> <p>? Collaborates with administrators, school counselors, community resource programs, and social workers to enhance communication regarding resources to targeted students and parents.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>? Stays professionally updated on technology.</p> <p>? Maintains professional relationships with other Student Success Coaches.</p> <p>? Provides leadership and support for student services initiatives, including career planning and mentoring. Assists with present truancy cases in Juvenile Court, as needed.</p> <p>? Identifies students using relevant data and makes personal contact (e.g. phone, electronic, etc.) with parents/guardians to arrange meetings, determine reasons for low performance or the lack of interest/participation in the educational process, and/or remove barriers to reentry, including successful transition of alternative education students and students entering from out of county.</p> <p>? Assists schools with the early identification of students at risk of failing or leaving school prematurely, and applies appropriate interventions, both instructional and auxiliary services, referrals to in-school services and community agencies.</p> <p>? Works with school personnel to monitor and increase attendance among high-risk students, reduce truancy, tardiness, and frequent absenteeism, and assists with exit interviews.</p> <p>? Secures and informs schools of outside resources, volunteers, private business support, and other in-kind assistance from non-school sources.</p> <p>? Engages stakeholders (including higher education organizations, the faith community, businesses, students, parents and other community, government and social agencies) in the development of initiatives that address school completing, youth leadership, service learning, communication, and college and career preparation.</p> <p>? Assists students in evaluating academic needs for progression toward a diploma, preparation for postsecondary options.</p> <p>? Assists teachers with implementing best practices and strategies with identified students.</p> <p>? Communicates with parents and students to convey information regarding the array of services available to facilitate the reentry of students into the educational system.</p> <p>? Maintains all appropriate reports and submits them in a timely fashion. Analyzes and responds appropriately to data trends reflected within these reports.</p> <p>? Assists in conducting evaluations and research initiatives that promote effectiveness and</p>

Name	Position Title	Job Duties and Responsibilities
		<p>academic achievement.</p> <p>? Performs any other duties as assigned.</p>
Summa, Marc	Instructional Coach	<p>Assists schools to increase learning levels for students at risk in literacy, basic skills development, attendance, behavior, and career-oriented curriculum content.</p> <p>? Provides strategies and behavior modification skills relevant to career opportunities and subsequent transition to life-sustaining employment.</p> <p>? Collaborates with administrators, school counselors, community resource programs, and social workers to enhance communication regarding resources to targeted students and parents.</p> <p>? Stays professionally updated on technology.</p> <p>? Maintains professional relationships with other Student Success Coaches.</p> <p>? Provides leadership and support for student services initiatives, including career planning and mentoring. Assists with present truancy cases in Juvenile Court, as needed.</p> <p>? Identifies students using relevant data and makes personal contact (e.g. phone, electronic, etc.) with parents/guardians to arrange meetings, determine reasons for low performance or the lack of interest/participation in the educational process, and/or remove barriers to reentry, including successful transition of alternative education students and students entering from out of county.</p> <p>? Assists schools with the early identification of students at risk of failing or leaving school prematurely, and applies appropriate interventions, both instructional and auxiliary services, referrals to in-school services and community agencies.</p> <p>? Works with school personnel to monitor and increase attendance among high-risk students, reduce truancy, tardiness, and frequent absenteeism, and assists with exit interviews.</p> <p>? Secures and informs schools of outside resources, volunteers, private business support, and other in-kind assistance from non-school sources.</p> <p>? Engages stakeholders (including higher education organizations, the faith community, businesses, students, parents and other community, government and social agencies) in the development of initiatives that address school completing, youth leadership, service learning, communication, and college and career preparation.</p> <p>? Assists students in evaluating academic needs for</p>

Name	Position Title	Job Duties and Responsibilities
		<p>progression toward a diploma, preparation for postsecondary options.</p> <p>? Assists teachers with implementing best practices and strategies with identified students.</p> <p>? Communicates with parents and students to convey information regarding the array of services available to facilitate the reentry of students into the educational system.</p> <p>? Maintains all appropriate reports and submits them in a timely fashion. Analyzes and responds appropriately to data trends reflected within these reports.</p> <p>? Assists in conducting evaluations and research initiatives that promote effectiveness and academic achievement.</p> <p>? Performs any other duties as assigned.</p>

Demographic Information

Principal start date

Tuesday 8/2/2022, Valerie Newton

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.*

7

Total number of teacher positions allocated to the school

112

Total number of students enrolled at the school

1,555

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

15

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

13

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	0	466	407	359	323	1555
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	145	112	139	114	510
One or more suspensions	0	0	0	0	0	0	0	0	0	0	127	105	92	60	384
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	69	1	70
Course failure in Math	0	0	0	0	0	0	0	0	0	0	1	40	58	1	100
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	149	128	99	65	441
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	9	97	46	45	197
Number of students with a substantial reading deficiency	0	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	64	54	73	78	269

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

Friday 9/2/2022

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	408	398	357	366	1529	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	108	138	92	132	470	
One or more suspensions	0	0	0	0	0	0	0	0	0	16	8	8	11	43	
Course failure in ELA	0	0	0	0	0	0	0	0	0	108	137	159	119	523	
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	111	131	104	109	455	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	110	115	112	43	380	
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	9	8	7	10	34	

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	15	0	0	1	16	
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	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	408	398	357	366	1529	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	108	138	92	132	470	
One or more suspensions	0	0	0	0	0	0	0	0	0	16	8	8	11	43	
Course failure in ELA	0	0	0	0	0	0	0	0	0	108	137	159	119	523	
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	111	131	104	109	455	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	110	115	112	43	380	
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	9	8	7	10	34

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	15	0	0	1	16
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	45%	52%	51%				55%	56%	56%
ELA Learning Gains	44%						52%	54%	51%
ELA Lowest 25th Percentile	35%						34%	41%	42%
Math Achievement	35%	39%	38%				37%	49%	51%
Math Learning Gains	36%						39%	48%	48%
Math Lowest 25th Percentile	33%						39%	45%	45%
Science Achievement	57%	46%	40%				60%	69%	68%
Social Studies Achievement	62%	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	57%	66%	-9%	67%	-10%
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	64%	73%	-9%	70%	-6%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	20%	63%	-43%	61%	-41%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	42%	57%	-15%	57%	-15%

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	19	33	22	26	32	42	22	41		82	28
ELL	9	34	30	10	22	24	29	27		79	30
BLK	32	42	42	31	36	35	40	49		91	36
HSP	39	41	22	26	33	29	53	60		85	52
MUL	76	73		43	45		83	84		96	38
WHT	68	44	47	53	39		78	84		94	73
FRL	32	38	33	27	34	32	45	52		88	37
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	19	30	25	16	25	33	23	44		85	11
ELL	12	40	34	7	34	52	25	15		86	24
BLK	27	34	24	15	20	20	32	55		85	22

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
HSP	45	47	38	24	28	47	54	62		93	39
MUL	69	36		39	27		69	91		100	36
WHT	66	54	42	43	24	10	67	94		93	72
FRL	32	38	31	18	22	31	43	56		88	26
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	14	35	31	18	28	32	35	52		71	15
ELL	14	44	44	7	24	37	23	33		65	25
ASN	85	83									
BLK	37	39	28	25	34	39	43	50		76	28
HSP	52	52	40	32	34	32	58	72		76	50
MUL	61	61		55	53		77	57		100	56
WHT	82	67	47	63	55		87	96		91	62
FRL	38	43	32	27	35	39	47	59		74	34

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	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	40
Total Points Earned for the Federal Index	528
Total Components for the Federal Index	11
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
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	30
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
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	43
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	44
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	67
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	64
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	41
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?

Review of our 2021-2022 School Data, the largest achievement gap is within the ELA lowest 25th. This has been a trend over the last few years. The largest achievement gap is within the ELA Proficiency. 2021-2022 show a 68% point differential between our ESE and ELL students and our white students. There's a 45% point differential between our black students and our white students. Review of our 2021-2022 School Data, Social Studies showed the greatest decline from the previous year, drop of -6 points. Review of our 2021-2022 School Data, shows Algebra 1 FSA as our lowest performing component. Our 9th and 10th grade both show an increase in proficiency of 10 points from the previous year though. Biology showed an increase of 6 points.

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

Students need to be challenged and engaged in complex activities that require them to meet the rigors of the standard. We are working around the Four Principles of Excellent Instruction. Working to align common language and systems around Standards, Learning Target, Task, and Formative Assessment. ESE, ELL, and African-American ESSA subgroups are scoring below the 41% index

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

We are working around the Four Principles of Excellent Instruction to embed practices that can support our subgroups in closing the achievement gap. Working to align common language and systems around Standards, Learning Target, Task, and Formative Assessment.. We are looking to maximize students exposure to text and rigorous content. Preplanning self assessment and teacher review of data and practices show a need to provide teachers with more collaborative activities focus around Standards, Learning Target, Task, and Formative Assessment.

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

Review of our 2021-2022 School Data, We maintain our momentum in ELA. Math increased by 10 points, and Biology increased by 6 points.

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

Geometry and Algebra PLC engaged in collaborative work with our Reading Coach as well as incorporating more reading and vocabulary strategies, along with test taking strategies. As well as work with creating and using common assessment to drive teaching practices.

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

- Instruction and materials aligned to support growth in the targeted skill(s) or standard(s) such that student are on trajectory to meet grade-level standards.
- Use of the appropriate scaffolds and supports to engage with the rigorous work.
- Teachers using questions, task, or assessment data to progress monitor students and learning outcomes.
- Teachers aligning grade level standards and providing for lesson adjustments

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.

Additionally instructors will be trained on how to utilize the acceleration model verses remedial model to build on student's learning capacity with an emphasis on improved rigor in content areas, increased student engagement, the differentiation of instruction to meet student's needs, and breaking down of the complexity in the reading standards. Training will address common language and systems around Standards, Learning Target, Task, and Formative Assessment. Capacity Building will also happen with PLCs, and PLCs Leaders. Professional Development will include Teacher Driven, Include Hands on Strategies, Learning Walks (Practice), and Follow-ups (Faculty Meeting)

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

The building of teacher capacity, the retention of talent, and the implementation of best practices will ensure that we are able to sustain and improve on closing the achievement gap for students.

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 B.E.S.T. Standards

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Howard W. Blake will utilize strong PLC's, common assessments, and progress monitoring to implement an academic way of work that challenges the student's ability to comprehend the materials in both core classes and in their selective field that intentionally connects to their future goals.

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

The goal is for each domain to see a minimum of a 5 point increase.

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

We will monitor progress towards our desired outcome through progress monitoring in assessments, and the implementation and monitoring of PLC data based on standards and best practices.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

- Instruction and materials aligned to support growth in the targeted skill(s) or standard(s) such that student are on trajectory to meet grade-level standards.
- Use of the appropriate scaffolds and supports to engage with the rigorous work.
- Teachers using questions, task, or assessment data to progress monitor students and learning outcomes.
- Teachers aligning grade level standards and providing for lesson adjustments.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

District work around The Four Principles of Excellent Instruction. During Preplanning teachers' reflections on our school data and suggestions and strategies they would like to implement for improvement. Data and suggestions collected from Blake's Critical Teams

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.

- Instruction and materials aligned to support growth in the targeted skill(s) or standard(s)
 - A. Professional Development on aligning grade level standards to task and assessment.
 - B. Develop a school common language around standard, learning target, task, and formative assessment.
- Use of the appropriate scaffolds and supports to engage in rigorous work.
 - A. Conduct Learning Walks to model and reinforce appropriate strategies
 - B. Provide a collaborative setting for teachers to create and discuss strategies
 - C. Instructional Coaches provide coaching cycles, demonstration lessons, and other resources.
- Use questions, task, or assessment data to progress monitor.
 - A. Professional Development on aligning grade level standards to task and assessment.
- Teachers aligning grade level standards and providing for lesson adjustments.

- A. Professional Development on aligning grade level standards to task and assessment.
- B. Develop a school common language around standard, learning target, task, and formative assessment.

Person Responsible Valerie Newton (valerie.newton@hcps.net)

- Provide Professional Development on aligning grade level standards to task and assessment.
- Instructional Coaches provide coaching cycles, demonstration lessons, and other resources.
- Conduct Learning Walks to model and reinforce appropriate strategies

Person Responsible Martha McFarland (martha.mcfarland@sdhc.k12.fl.us)

Provide faculty with more Professional Development to obtain in depth knowledge around literacy standards and working with students. The Reading Coach along with District Coaches will conduct and create trainings to assist teachers designated by the Principal. Professional Development will take place during the first semester of Dollars Needed the school year. Books regarding literacy will be needed to provide to the teachers.

Person Responsible Valerie Newton (valerie.newton@hcps.net)

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 building a positive school culture and environment by intentionally building buy in from all stakeholders.

Initial Steps (Tier 1):

- Positive morning greetings to students (Tier 1), via either personal/face-to-face greetings and/or whole school announcements
- Positive referrals for each student (Tier 1) during pre-set timeframes (positive phone calls, text messages, emails, social media posts, etc.)
- 'Award Walls' in a high-traffic area/cafeteria to commemorate traditional and magnet student successes ("Who's Buzzin'")
- Students use QR Codes (posted around school) to nominate teachers/administrators/staff that made them feel 'special' that day (use it as a contest for teachers to amplify their positive comments and interactions with students)
- Mid- and end-of-quarter student-to-teacher evaluations for the course (with questions which help the student and teacher identify best practices, improvement strategies, etc.)
- Implementation of "Train up First" (TUF) Program for student use
- Faculty book study to aid in building student-to-faculty relationships
- Student book study to aid in building relationships (Dear Martin, by Nic Stone [2018]; ISBN: 1101939524)
- Faculty Incentives for participation

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

Climate and Culture Teacher focuses on building a positive culture and interaction with faculty, staff, and teachers.

Student Success Coach Abeba Salter-Woods works with the Tier 3 students to improve behaviors

Social worker and Guidance department focuses on ensuring that students are in a positive atmosphere where is acceptance, tolerance, and understanding.

The Assistant Principal of Administration is devoted to ensuring that extra-curricular activities and participation are embedded in the dynamics of the school thereby increasing school pride.

Yellow Jacket Boosters, PTSA, the community and various organizations and sponsors are actively engaged in the decision making of Blake and that aides in building a positive culture and environment

Buy in from faculty, staff, and school personnel aides in building the culture, climate, and environment and they are allowed the opportunity to provide feedback via surveys.