

Hillsborough County Public Schools

# South County Career Center



## 2018-19 School Improvement Plan

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## South County Career Center

2810 JOHN SHERMAN WAY, Ruskin, FL 33570

[ no web address on file ]

### School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>Combination School PK-12</p>	<p><b>2018-19 Title I School</b></p> <p>No</p>	<p><b>2018-19 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 3)</p> <p>84%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>Alternative Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>66%</p>

### School Grades History

<b>Year</b>	<b>2017-18</b>
<b>Grade</b>	

### School Board Approval

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

### SIP Authority

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

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

### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and

using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement

SCCC will provide and 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 an 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.

### School Leadership Team

#### Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Davis, Jennifer	Principal
Fernandez, Carole	Assistant Principal
Haynes, Lynn	Teacher, ESE
Caplinger, Juantia	SAC Member
Golden, Emily	Guidance Counselor
Bryant, Latoya	Instructional Coach
Faulkner-Elliott, Veda	Teacher, K-12
Thomas, Victoria	Other
King, Renee	Attendance/Social Work

#### Duties

#### Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Leadership team meetings can include the following:

Principal

Assistant Principal / ELP Coordinator

Guidance Counselor

SAC Chairs

School Psychologist/ Behavior team Representative

School Social Worker/ Attendance Committee Representative

Academic Coaches (Reading, Math, etc. and other specialists on an ad hoc basis)

ESE teachers

PLC Liaisons for each grade level and/or content area

District support (including Area Superintendents, Support Specialist, District Coaches)

The Leadership team meets regularly (e.g., bi-weekly/monthly). The purpose of the core Leadership Team is to:

1. Collaborate and problem solve to ensure the implementation of high quality instructional practices utilizing the RtI/MTSS process: at the core (Tier 1) and intervention/enrichment (Tiers 2/3) levels.
2. Support the implementation of high quality instructional practices at the core (Tier 1) and intervention/enrichment (Tiers 2/3) levels.
3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains.
4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

A collaborative culture of shared responsibility is established through Leadership Team Meetings and PLCs.

Research consistently bears out that the school leader is the most important element in teachers choosing to go to, and then remain at, a school site. To that end, HCPS works to ensure that principals are selected and placed with great care. HCPS works to develop strong leaders through the Hillsborough Principal Pipeline. As stated above, The Hillsborough Principal Pipeline offers unique and valuable opportunities for teachers to experience and prepare for a school leadership position by helping them gain the skills, experience and confidence that are crucial to becoming a high-performing leader. Pursuing school leadership provides the opportunity to make a direct impact on school culture and positively influence instructional quality, which will result in improved outcomes and higher long-term success rates for students in Hillsborough County.

HCPS' vision for instructional improvement is to have a highly effective teacher in every classroom and a highly effective principal in every school. This vision is founded in the research-based tenet that teacher quality has a larger impact on student achievement than any other schooling factor. Further research demonstrates the impact of a principal's leadership on outcomes for students and teachers. Over the past decade, HCPS has developed a Human Capital Management System (HCMS) to further the district's vision of instructional improvement.

Several Teacher Interview Days and Recruitment Fairs occur throughout the summer months, under the oversight of Human Resources. All applicants must be pre-approved by the District to attend these events. Certified teachers with an Effective or Highly Effective performance evaluation, teaching in field, at our highest needs schools are eligible for salary differential. This program was established with the purpose of helping to create stability and equity in harder to staff schools, recruiting and retaining highly qualified instructional staff, increasing student achievement, and promoting a culture of ongoing professional development.

Compensation is grounded in a performance-based salary structure that explicitly ties salary increases to sustained high-level performance, while career ladder positions, such as Instructional Mentors, are available to effective educators. The base teacher salary schedule is designed to provide substantial increases in compensation to teachers who have demonstrated positive student impact.

Once hired, teacher induction and teacher retention are supported through fully-released instructional mentors assigned to every new educator for up to two years to increase effectiveness and decrease recidivism. Educator effectiveness ratings that differentiate educator quality are used to assist principals in determining teachers' transfer options and promotion into leadership positions. HCPS has linked PD opportunities to HR functions so that school-level and district-level trainings are developed and deployed in response to areas of need identified by educator evaluations. Training course completions can also be tracked by HR Partners to inform human capital decisions.

## Early Warning Systems

### Year 2017-18

#### 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	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

#### The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	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	0
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

#### Date this data was collected

Wednesday 11/14/2018

### Year 2016-17 - As Reported

#### 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	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	1	19	27	6	53
One or more suspensions	0	0	0	1	0	0	0	1	7	3	3	6	3	24
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	1	11	56	41	34	143

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	1	2	1	38	62	8	112

**Year 2016-17 - 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	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	1	19	27	6	53
One or more suspensions	0	0	0	1	0	0	0	1	7	3	3	6	3	24
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	1	11	56	41	34	143

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	1	2	1	38	62	8	112

**Part II: Needs Assessment/Analysis**

**Assessment & Analysis**

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

**Which data component performed the lowest? Is this a trend?**

Nearly all students are at risk for dropout at the school. More than 80% of students have not met benchmarks and are behind their graduation cohort.

**Which data component showed the greatest decline from prior year?**

State assessment results continue to be well below district and state averages. Less than 10% of students scored a level 3 or higher on all EOC exams.

**Which data component had the biggest gap when compared to the state average?**

The Algebra EOC had a 4% pass rate which was 58% below the state average.

**Which data component showed the most improvement? Is this a trend?**

The ELA had a 15% pass rate which was 38% below the state average.

**Describe the actions or changes that led to the improvement in this area**

Increased school wide focus on reading/writing strategies were implemented across all content.

**School Data**

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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	0%	59%	60%	0%	60%	57%
ELA Learning Gains	0%	56%	57%	0%	60%	57%
ELA Lowest 25th Percentile	0%	49%	52%	0%	53%	51%
Math Achievement	0%	57%	61%	0%	60%	58%
Math Learning Gains	0%	53%	58%	0%	60%	56%
Math Lowest 25th Percentile	0%	47%	52%	0%	54%	50%
Science Achievement	0%	51%	57%	0%	54%	53%
Social Studies Achievement	0%	79%	77%	0%	78%	75%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (1)	0 (19)	0 (27)	0 (6)	0 (53)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (1)	0 (0)	0 (0)	0 (0)	0 (1)	0 (7)	0 (3)	0 (3)	0 (6)	0 (3)	0 (24)	
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (1)	0 (11)	0 (56)	0 (41)	0 (34)	0 (143)	

**Grade Level Data**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

**Hillsborough - 4154 - South County Career Center - 2018-19 SIP**  
*South County Career Center*

<b>ELA</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
03	2018	0%	53%	-53%	57%	-57%
	2017					
Cohort Comparison						
04	2018	0%	55%	-55%	56%	-56%
	2017					
Cohort Comparison		0%				
05	2018	0%	51%	-51%	55%	-55%
	2017					
Cohort Comparison		0%				
06	2018	0%	52%	-52%	52%	-52%
	2017					
Cohort Comparison		0%				
07	2018	0%	52%	-52%	51%	-51%
	2017	0%	54%	-54%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2018	0%	54%	-54%	58%	-58%
	2017	0%	53%	-53%	55%	-55%
Same Grade Comparison		0%				
Cohort Comparison		0%				
09	2018	0%	53%	-53%	53%	-53%
	2017	0%	50%	-50%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
10	2018	15%	52%	-37%	53%	-38%
	2017	0%	47%	-47%	50%	-50%
Same Grade Comparison		15%				
Cohort Comparison		15%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
03	2018	0%	55%	-55%	62%	-62%
	2017					
Cohort Comparison						
04	2018	0%	57%	-57%	62%	-62%
	2017					
Cohort Comparison		0%				
05	2018	0%	54%	-54%	61%	-61%
	2017					
Cohort Comparison		0%				
06	2018	0%	48%	-48%	52%	-52%
	2017					
Cohort Comparison		0%				
07	2018	0%	61%	-61%	54%	-54%

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
	2017	0%	61%	-61%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2018	0%	29%	-29%	45%	-45%
	2017	0%	28%	-28%	46%	-46%
Same Grade Comparison		0%				
Cohort Comparison		0%				

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2018	0%	62%	-62%	65%	-65%
2017	0%	58%	-58%	63%	-63%
Compare		0%			

<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2018	0%	65%	-65%	71%	-71%
2017	0%	67%	-67%	69%	-69%
Compare		0%			

<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2018	32%	70%	-38%	68%	-36%
2017	21%	72%	-51%	67%	-46%
Compare		11%			

<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2018	4%	63%	-59%	62%	-58%
2017	0%	63%	-63%	60%	-60%
Compare		4%			

<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2018	0%	56%	-56%	56%	-56%
2017	21%	56%	-35%	53%	-32%
Compare		-21%			

**Subgroup Data**

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

2017 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 2015-16	C & C Accel 2015-16

### Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

#### Areas of Focus:

<b>Activity #1</b>	
<b>Title</b>	Implementing effective literacy strategies through all courses to increase the number of course completions and students meeting graduation benchmarks.
<b>Rationale</b>	The overall number of graduates increased over each of the last three school years. 97% of graduates achieved their benchmarks in 2017-2018, however the number of projected graduates for 2018-2019 that have met all of their benchmarks is less than 85%.
<b>Intended Outcome</b>	Continue building an academic culture of advancement through goal planning, relationship building, communication, and a positive school environment while targeting student achievement in career training, core course completions, and the meeting of graduation benchmarks leading to on time graduation. The number of graduates meeting all benchmarks for graduation will be 99% by the end of the 2018-2019 school year.
<b>Point Person</b>	Jennifer Davis (jenniferl.davis@sdhc.k12.fl.us)
<b>Action Step</b>	
<b>Description</b>	<ul style="list-style-type: none"><li>-Integrate structure of focused reading strategies</li><li>-Focus on vocabulary, text evidence, text marking, and connections</li><li>-Effectively implement regular scheduled use of Khan Academy</li><li>-Implement frame note taking system for computer based academic courses</li><li>-Set course completion goals with students individually</li><li>-Communicate expectations and closely monitor student progress</li><li>-Conduct regular student data chats/progress reviews</li><li>-Communicate progress with all stakeholders</li><li>-Maintain a welcoming and positive school environment</li></ul>
<b>Person Responsible</b>	Carole Fernandez (carole.fernandez@sdhc.k12.fl.us)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	<ul style="list-style-type: none"><li>-Observation and feedback from teachers</li><li>-Review data from Khan Academy, Fair testing, and standardized assessments</li><li>-Closely monitor academic progress through Edgenuity</li><li>-Review class level results through PLCs</li><li>-Monitor all relevant data through the Instructional Leadership Team</li></ul>
<b>Person Responsible</b>	Carole Fernandez (carole.fernandez@sdhc.k12.fl.us)

## Activity #2

<b>Title</b>	Improve overall and on-time attendance for all students.
<b>Rationale</b>	The number of students with less than 90% attendance was 21% of students. The overall attendance rate was 79% for the 2017-2018 school year.
<b>Intended Outcome</b>	Improve overall attendance to a rate of 90%.
<b>Point Person</b>	Jennifer Davis (jenniferl.davis@sdhc.k12.fl.us)

### Action Step

<b>Description</b>	<ul style="list-style-type: none"><li>-Implement a variety of attendance incentives to include daily, weekly, and monthly rewards.</li><li>-Recognize students with perfect attendance.</li><li>-Meet with students with excessive absences.</li><li>-Social Worker will monitor student attendance daily, providing updates to faculty and students, and meeting with students with excessive absences.5. --</li><li>-Plan to Monitor Effectiveness</li></ul>
<b>Person Responsible</b>	Renee King (renee.king@sdhc.k12.fl.us)

### Plan to Monitor Effectiveness

<b>Description</b>	<ul style="list-style-type: none"><li>- Monitor overall attendance and students with excessive absences through the Instructional Leadership Team.</li><li>-Administration and student services team work together to monitor attendance and meet with individual students.</li></ul>
<b>Person Responsible</b>	Carole Fernandez (carole.fernandez@sdhc.k12.fl.us)

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

### **Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students**

Our school holds Open Houses on two separate days at the beginning of the school year to be accommodating to the schedules of our busy parents. We also hold four conference nights throughout the year to keep lines of communication open and parents informed of their child's progress. Positive phone calls home and "Positive Referrals" are integral parts of building this relationship. The "Positive Referral" is a process whereby administration contacts the parents to inform them of a student's academic or behavioral success.

### **PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

The faculty and staff at South County Career Center work together to ensure that students attend a school where all ethnic and cultural heritages are welcomed and respected. The school staff includes a Guidance Counselor, Social Worker, School Psychologist, and Success Coach all of which contribute to traditional counseling roles. The faculty and staff are encouraged to connect with the students in a positive mode. Additionally, the choice of guest speakers and special programs usually involves the message that students are not alone and should rely on the resources available to them to get through difficult times. We utilize Peer Counseling during 6th period to make sure teachers have ample time in school to meet the social-emotional needs of all students.

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

The Student Intake/Application Committee works to ensure that student transition at South County Career Center runs smoothly. For all incoming students, there is an orientation to go over rules, guidelines and expectations of behavior and academic performance. We also hold an all-school assembly at the beginning of each semester to share expectations. Assistant Principal of Curriculum holds data chats with each student to ensure they understand their path to graduation and what their next steps are. The multiple school committees motivate and inspires students to take ownership of their learning to achieve their goal of graduation.

For outgoing students (graduating seniors), students are exposed to various options for life after graduation, including college, technical school and the work force. Seniors participate in the Success Lab which provides information and materials as well as builds necessary skills they will need for post-secondary life.

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

Resource identification and alignment issues are discussed as needed at weekly management team meetings, with the final decision resting with administration. This includes aligning personnel and materials with student outcomes. The bookkeeper and IT manager conduct an equipment inventory annually and ongoing inventory is maintained by the Assistant Principal for Curriculum.

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

The Community Outreach - Various school wide committees strive to enable and prepare students with skills and knowledge needed to obtain/maintain employment. They build buy-in from community stakeholders by developing action plans and communicating those plans effectively with stakeholders and consistently following through.

Seniors are prepared for post-secondary education by taking field trips to and hearing guest

speakers from area colleges and technical schools, going to college and career fairs, applying for FAFSA, scholarships and grants.

Seniors are prepared for careers through career exploration through their technical classes, preparing applications, resumes and cover letters as part of their senior skills class, attending job fairs and hearing guest speakers from industry throughout the year and at the Great American Teach-In.

In addition, the Success Lab helps with College and Career Readiness by working with Juniors and Seniors to sharpen their skills. Juniors learn about Personal Finance and Seniors create Career Portfolios.

### Part V: Budget

<b>Total:</b>	<b>\$0.00</b>
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