

Hillsborough County Public Schools

Alonso High School



2021-22 Schoolwide Improvement Plan

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Alonso High School

8302 MONTAGUE ST, Tampa, FL 33635

[no web address on file]

Demographics

Principal: James Harris P

Start Date for this Principal: 7/29/2021

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	82%
2020-21 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	2018-19: B (61%) 2017-18: B (55%) 2016-17: B (59%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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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Alonso High School

8302 MONTAGUE ST, Tampa, FL 33635

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p>2020-21 Title I School</p> <p>No</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>53%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>72%</p>

School Grades History

	2020-21	2019-20	2018-19	2017-18
Year				
Grade		B	B	B

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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.

Braulio Alonso High School is a community where excellence is the goal, diversity is valued, integrity is expected, and school pride is the result.

Provide the school's vision statement.

Alonso faculty, staff, parents, and community strive to provide a Raven's N.E.S.T; a Nurturing Environment for Successful Teaching.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Harris, James	Principal	Head Instructional leader of Alonso High School
Hefley, Barbara	Assistant Principal	Instructional leader of Alonso High School
Hoover, Brian	Teacher, K-12	Teacher at Alonso High School

Demographic Information

Principal start date

Thursday 7/29/2021, James Harris P

Number of teachers with a 2019 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.*

4

Number of teachers with a 2019 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.*

19

Total number of teacher positions allocated to the school

126

Total number of students enrolled at the school

2,669

Identify the number of instructional staff who left the school during the 2020-21 school year.

24

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

14

Demographic Data

Early Warning Systems

2021-22

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	0	0	747	683	652	535	2617
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	154	149	148	141	592
One or more suspensions	0	0	0	0	0	0	0	0	0	43	34	22	20	119
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	93	0	93
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	93	0	93
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	103	96	112	89	400
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	116	76	79	0	271
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	103	108	112	89	412

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	20	16	9	11	56

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
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Sunday 8/8/2021

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	652	616	633	600	2501
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	59	67	56	76	258
One or more suspensions	0	0	0	0	0	0	0	0	0	63	90	89	71	313
Course failure in ELA	0	0	0	0	0	0	0	0	0	38	74	24	3	139
Course failure in Math	0	0	0	0	0	0	0	0	0	30	15	27	6	78
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	120	0	120
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	107	16	0	0	123

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	86	75	95	52	308

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	5	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

2020-21 - 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	0	0	0	0	0	652	616	633	600	2501
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	59	67	56	76	258
One or more suspensions	0	0	0	0	0	0	0	0	0	63	90	89	71	313
Course failure in ELA	0	0	0	0	0	0	0	0	0	38	74	24	3	139
Course failure in Math	0	0	0	0	0	0	0	0	0	30	15	27	6	78
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	120	0	120
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	107	16	0	0	123

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	86	75	95	52	308

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	5	5
Students retained two or more times	0	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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				57%	56%	56%	55%	54%	56%
ELA Learning Gains				57%	54%	51%	49%	53%	53%
ELA Lowest 25th Percentile				43%	41%	42%	43%	43%	44%
Math Achievement				55%	49%	51%	44%	48%	51%
Math Learning Gains				53%	48%	48%	44%	49%	48%
Math Lowest 25th Percentile				40%	45%	45%	35%	45%	45%
Science Achievement				86%	69%	68%	65%	65%	67%
Social Studies Achievement				76%	75%	73%	74%	73%	71%

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
09	2021					
	2019	54%	55%	-1%	55%	-1%
Cohort Comparison						
10	2021					
	2019	55%	53%	2%	53%	2%
Cohort Comparison						
		-54%				

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
2021					
2019	81%	66%	15%	67%	14%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	73%	73%	0%	70%	3%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	65%	63%	2%	61%	4%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	50%	57%	-7%	57%	-7%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

HCPS Power BI Report Server

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	37	45	49
	Economically Disadvantaged	28	36	38
	Students With Disabilities	68	66	66
	English Language Learners	2	13	13
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	15	58	
	Economically Disadvantaged	12	53	
	Students With Disabilities	49	77	
	English Language Learners	10	28	
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	57	64	
	Economically Disadvantaged	40	66	
	Students With Disabilities	84	77	
	English Language Learners	65	52	
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	63	69	75
	Economically Disadvantaged	35	42	47
	Students With Disabilities	61	66	71
	English Language Learners	13	14	16
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	12	76	
	Economically Disadvantaged	7	60	
	Students With Disabilities	14	56	
	English Language Learners	10	79	
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	22	61	
	Economically Disadvantaged	22	44	
	Students With Disabilities	18	44	
	English Language Learners	13	47	
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	6	8	12
	Economically Disadvantaged	4	4	9
	Students With Disabilities	0	0	0
	English Language Learners	24	41	60
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	18	50	
	Economically Disadvantaged	18	45	
	Students With Disabilities	12	48	
	English Language Learners	49	79	
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	13	52	
	Economically Disadvantaged	13	51	
	Students With Disabilities	0	0	
	English Language Learners	0	79	
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	11	69	
	Economically Disadvantaged	11	67	
	Students With Disabilities	26	66	
	English Language Learners	29	88	

Grade 12					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		0	18	24
	Economically Disadvantaged		0	9	8
	Students With Disabilities		0	25	13
	English Language Learners		5	4	3
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		11	69	
	Economically Disadvantaged		27	60	
	Students With Disabilities		1	32	
	English Language Learners		48	42	
		Number/% Proficiency	Fall	Winter	Spring
Biology	All Students		0	0	
	Economically Disadvantaged		0	0	
	Students With Disabilities		0	32	
	English Language Learners		20	29	
		Number/% Proficiency	Fall	Winter	Spring
US History	All Students		0	68	
	Economically Disadvantaged		0	0	
	Students With Disabilities		0	0	
	English Language Learners		0	0	
		Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

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	24	46	47	22	33	26	36	38		91	11
ELL	31	52	54	30	31	33	51	49		95	39
ASN	79	65		71	33		88	85		100	73
BLK	48	45	32	25	24	18	61	53		98	43
HSP	48	53	51	29	27	23	63	67		97	41

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
MUL	63	58		43	32		76	67		100	54
WHT	72	63	63	42	33	27	81	84		98	58
FRL	49	54	52	27	26	23	64	62		96	38
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	17	35	34	36	48	28	62	41		96	13
ELL	19	49	45	38	50	49	48	40		90	40
ASN	71	66		71	79		100	92		100	59
BLK	51	51	38	38	46	19	86	65		97	21
HSP	48	55	41	48	52	44	80	69		94	40
MUL	59	56		62	41			71		92	43
WHT	72	63	57	69	55	41	92	88		98	53
FRL	48	55	43	47	53	39	77	66		95	37
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
SWD	20	36	31	16	27	31	30	34		80	23
ELL	19	47	50	27	33	28	34	39		90	47
ASN	83	72		79	65		89	77		100	56
BLK	47	47	34	34	39		55	69		93	31
HSP	43	45	42	35	39	29	57	66		92	41
MUL	58	53		52	43		64	81		100	57
WHT	73	53	55	62	50	50	79	88		98	54
FRL	44	46	41	35	39	31	58	67		93	40

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	70
Total Points Earned for the Federal Index	610
Total Components for the Federal Index	11
Percent Tested	95%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
Asian Students	
Federal Index - Asian Students	74
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	62
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	

White Students	
Federal Index - White Students	62
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

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?

Based on 2021 progress monitoring data, growth in ELA was slow for ESE groups in 9th and 11th grade. All 9th graders tested improved +12 while the ESE group regressed -12. All 11th graders tested improved + 6 while ESE did not progress at all. The tested 12th graders in ELA had no growth for ELL groups. All 12th graders tested improved +24 while the ELL group regressed -2.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on 2019 assessment data improvement is needed Geometry. The 2019 scores were 7 points less than both the state and district averages. The 2021 progress monitoring in Math, Science, and US History was not complete.

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

Elearning during the 2020-2021 school year was not effective for differentiating for students who needed extra assistance. With students on campus during the 2021-2022 school year teachers will have access to students who need extra assistance in accelerating their progress.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The most improvement based on the 2019 assessment data was made in Biology. The Biology score was 15 points better than the district average. The 2021 progress monitoring in Math, Science, and US History was not complete.

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

The contributing factor to the Biology improvement was the increased tutoring done by the Science department.

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

This year we will increase participation in our tutoring programs as well as focus on our 9th grade readers.

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.

The ILT will sponsor focused and purposeful PD. PD will be planned based on Department Head and Administration observations as well as teacher's interests. Trainings will include but not be limited to an extra PLC hour, open classrooms, and coaching.

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

We will nurture increased support of the additional PLCs, PD, and the Instructional Leadership Team.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale:	Based on the limited data of last year a renewed focus will be put on PLCs to help accelerated students. This will be achieved by focusing on current data and strategies to make the gains in content and literacy skills.
Measurable Outcome:	Increase the number of students proficient in Reading 10th grade year from 55% in the year 2018-2019 to 60% on the 2021-2022 school year to reflect two years growth. This is an increase of 5%.
Monitoring:	PLCs will be submitting reflections twice a month. These reflections will explain their intended student gains for the next two weeks and which student actions they will focus on to ensure high levels of student engagement.
Person responsible for monitoring outcome:	James Harris (james.harris@hcps.net)
Evidence-based Strategy:	PLCs will increase collaborative planning which will improve student engagement, higher-level thinking and student learning.
Rationale for Evidence-based Strategy:	Teachers and ILT will determine PLC's direction and focus in all content areas based on the data monitoring and student progress throughout the school year.

Action Steps to Implement

Approval of a standard waiver to increase the amount of PLC time by one hour a month.	
Person Responsible	Barbara Hefley (barbara.hefley@hcps.net)
Monthly PLC focus driven by the ILT.	
Person Responsible	James Harris (james.harris@hcps.net)

#2. Other specifically relating to post secondary readiness

Area of Focus	
Description and Rationale:	Increasing our students post secondary readiness from 44% to 50% this year.
Measurable Outcome:	We will increase our post secondary readiness from 44% to 70% in the next five years beginning with increasing to 50% this year.
Monitoring:	We will monitor our progress toward 50% each month by checking in with the teachers and assessing what further supports they may need.
Person responsible for monitoring outcome:	James Harris (james.harris@hcps.net)
Evidence-based Strategy:	We will be increasing the opportunities our student have to demonstrate their post secondary readiness.
Rationale for Evidence-based Strategy:	We have the teachers and the programs to support the increase in opportunities for the students to demonstrate their post secondary readiness.

Action Steps to Implement

To increase our post secondary readiness we will Increase the amount of students in Industry certification classes. The entrepreneur certification will be offered through the Marketing, Fashion, and Accounting classes. The agriculture association certification will be offered in our agriculture classes. We will also be increasing our attendance in the SLS dual enrollment classes.

Person Responsible James Harris (james.harris@hcps.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

According to SafeSchoolsforAlex.org, Alonso is in the Moderate range for discipline incidents and has seen a continual decline in total incidence since 2018. Skipping class is the majority of incidents. Alonso high school will continue to focus on teacher-student relationships as well as admin-student relationships to encourage students to attend class. Admin will monitor skipping data as well as referrals.

Part IV: 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 to employ school improvement strategies that impact the positive school culture and environment are critical. 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.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

After a year of detached stakeholders due to the large amount of students doing elearning and the inability to have large gatherings Alonso will be bringing back the activities that build a positive school culture and environment; clubs, dances, parent organization meetings, spirit weeks, Senior clap out. In addition, Alonso will add Raise the flag Fridays every Friday to booster student pride and 8th period teacher meet ups to boost teacher morale.

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

Parents are again invited back on campus to increase parent involvement in PTOs and student, parent, teacher activities. Students are being invited back to extracurricular activities and celebrations. Teachers are being invited back into PTOs and reconnecting with their colleagues in PLCs. The theme this year is to reconnect. All these stakeholders have a role in promoting a positive culture and environment at Alonso High School.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Professional Learning Communities	\$0.00
2	III.A.	Areas of Focus: Other: post secondary readiness	\$0.00
Total:			\$0.00