Jule F Sumner High School

2021-22 Schoolwide Improvement Plan

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Jule F Sumner High School

10650 COUNTY ROAD 672, Riverview, FL 33579

[no web address on file]

Demographics

Principal: Christine Wasylkiw

Start Date for this Principal: 2/1/2021

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)	85%
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: No Grade 2017-18: No Grade 2016-17: No Grade
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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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	56%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	79%

School Grades History

Year	2020-21
Grade	

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SIP Authority

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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.

Provide high-quality comprehensive curriculum and instruction that fosters an environment of confident, responsible, reflective, innovative, and engaged learners.

Provide the school's vision statement.

Work collaboratively, with stakeholders to ensure our students are successful citizens in a diverse and ever-changing global society.

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
Nelson, Robert	Principal	Mr. Nelson oversees and is responsible for daily operations of the school, financial operations, personnel, public relations, school policy regarding discipline, coordination of the instructional programs, and other overall school matters. He plays an essential role promoting the school mission and vison to all stakeholders and creating a safe environment for students to excel.
Williams, Melvin	Assistant Principal	Mr. Williams serves as the Assistant Principal for Athletics. He oversees all athletic programs, coaches, school activities, school maintenance and facilities.
Robinson, Ebony	Assistant Principal	Assistant Principal for High School Student Affairs
	Assistant Principal	Assistant Principal for Academy 2027
Morgan, Lora	Other	Student Success Coach and SAC Chair

Demographic Information

Principal start date
Monday 2/1/2021, Christine Wasylkiw

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.*
5

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

161

Total number of students enrolled at the school

3,489

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

13

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

55

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	390	0	910	906	718	565	3489
Attendance below 90 percent	0	0	0	0	0	0	0	53	0	218	318	236	198	1023
One or more suspensions	0	0	0	0	0	0	0	54	0	107	99	54	38	352
Course failure in ELA	0	0	0	0	0	0	0	34	0	647	491	507	0	1679
Course failure in Math	0	0	0	0	0	0	0	23	0	958	578	327	0	1886
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	10	0	48	56	37	80	231

The number of students identified as retainees:

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

Date this data was collected or last updated

Monday 8/23/2021

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	423	0	0	742	604	497	8	2274
Attendance below 90 percent	0	0	0	0	0	0	11	0	0	73	63	43	0	190
One or more suspensions	0	0	0	0	0	0	2	0	0	7	0	1	0	10
Course failure in ELA	0	0	0	0	0	0	0	0	0	12	112	78	0	202
Course failure in Math	0	0	0	0	0	0	0	0	0	14	139	112	0	265
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	53	0	0	174	170	137	0	534
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	73	0	0	131	156	71	0	431

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	35	0	0	145	211	150	0	541

The number of students identified as retainees:

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

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	423	0	0	742	604	497	8	2274
Attendance below 90 percent	0	0	0	0	0	0	11	0	0	73	63	43	0	190
One or more suspensions	0	0	0	0	0	0	33	0	0	53	34	27	0	147
Course failure in ELA	0	0	0	0	0	0	0	0	0	12	112	78	0	202
Course failure in Math	0	0	0	0	0	0	0	0	0	14	139	112	0	265
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	53	0	0	174	170	137	0	534
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	73	0	0	131	156	71	0	431

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

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					56%	56%		54%	56%
ELA Learning Gains					54%	51%		53%	53%
ELA Lowest 25th Percentile					41%	42%		43%	44%
Math Achievement					49%	51%		48%	51%
Math Learning Gains					48%	48%		49%	48%
Math Lowest 25th Percentile					45%	45%		45%	45%
Science Achievement					69%	68%		65%	67%
Social Studies Achievement					75%	73%		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					
Cohort Comparison						
10	2021					
	2019					
Cohort Comparison		0%				

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					
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					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					

Grade Level Data Review - Progress Monitoring Assessments

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

Reading - Achieve 3000
Science - District provided baselines and formative assessments
Math - District provided baselines and formative assessments
US History - US provided baselines and formative assessments

Grade 9				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Biology	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	83 / 9%	115 / 12.7%	127 / 14%
	Economically Disadvantaged	24	69	83
	Students With Disabilities	1	8	6
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	138 / 24%	138 /35%	
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	335/72.2%	21/19%	325/12%
	Economically Disadvantaged	159/66%	15/20%	155/6%
	Students With Disabilities	33/69.7%	7/29%	30/3%
	English Language Learners	12/66.7%	1/0%	13/0%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	150 / 16.6%	196 / 21.7%	243 / 26.9%
	Economically Disadvantaged	84	106	130
	Students With Disabilities	7	7	3
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	332 / 27%	332 / 41%	
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	81/46.9%	60/3%	25/20%
	Economically Disadvantaged	46/37%	34/3%	10/0%
	Students With Disabilities	22/40.9%	21/0%	2/0%
	English Language Learners	11/27.3%	9/0%	2/0%
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	2/0%
	English Language Learners	0	0	0

Grade				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	119 / 16.7%	156 / 21.8%	207 / 28.9%
	Economically Disadvantaged	67	89	110
	Students With Disabilities	2	3	3
	English Language Learners	0	0	1
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

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	20	33	30	23	36	30	47	36			
ELL	17	36	33	25	33	29	41	24			
ASN	75	54		70	53		90				
BLK	41	47	39	38	40	42	57	51			
HSP	35	42	34	35	33	27	58	51			
MUL	54	39		48	35		86	67			
WHT	59	58	39	60	54	51	73	85			
FRL	35	43	36	33	32	28	56	51			
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
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

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)	

ESSA Federal Index	
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	43
Total Points Earned for the Federal Index	412
Total Components for the Federal Index	9
Percent Tested	91%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
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	31
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	68
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	44
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	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	55
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	60
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	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

Trends for the 2020-2021 school year include low proficiency levels for 9th grade in all district and state tests except for Biology when compared to the district. Both Math and Reading are 5-15% below District and State Average.

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

2019 data is N/A due to Sumner being in its inaugural year in 2020.

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

N/A

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

2019 data is N/A due to Sumner being in its inaugural year in 2020.

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

N/A

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

The instructional leadership team and PLC's will focus on specific strategies to increase learning gains such as WICOR, Shared Principals related to College Board and AP, higher order questioning, and evidence based writing to meet specific targeted learning gains.

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.

ILT and PLCs will analyze student learning and unfinished learning (gaps) through data analysis to guide purposeful panning for lessons. Instructional Learning walks will support teachers with fidelity.

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

Additional services that will ensure sustainability of improvement will be ELP, PBIS, MTSS, and instructional learning walks. Admin will ensure students are scheduled properly and have opportunities for additional tutoring. Also, will work with stakeholders to increase student engagement in the classroom.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Professional Learning Communities	
Area of Focus Description and Rationale:	Instructional priorities were designed by ILT based on feedback from last year to include student and teacher data showing the importance of Professional Learning Communities and Collaborative Planning to increase student gains and targeted instruction.
Measurable Outcome:	Outcome is for school grade components in relation to ELA, Math, Bio, and US History to increase at least 8%.
Monitoring:	Department heads, coaches, lead teachers, and administration are assigned to PLCs for support and monitoring to ensure each PLC is utilizing data based information and protocols established through ILT.
Person responsible for monitoring outcome:	Robert Nelson (robert.nelson@hcps.net)
Evidence-based Strategy:	Using PLC planning collaboration and informative assessments that is data based to drive intentional and responsive instruction in order to increase our student's acceleration.
Rationale for Evidence-based Strategy:	This provides opportunities to analyze common assessments as well as other formal and informal data points to drive standards-based instruction. Utilizing assessments will allow teachers to better meet the needs of students to ensure they are progressing towards efficiency.

Action Steps to Implement

1. Monthly data digs and bi-monthly PLCs to support standards-based planning and implementation.
2. Monthly common assessments will be used within content area, grade-level specific
classes to monitor student progress on content-area standards/literacy.
3. Professional Development and utilizing our Department Heads in a coaching capacity to provide teacher
level support.

Person Responsible   Robert Nelson (robert.nelson@hcps.net)

#2. Culture & Environment specifically relating to Early Warning Systems	
Area of Focus Description and Rationale:	School culture, discipline, and attendance are key elements in a students academic success and a school's successful graduation rate. By having structure and procedures in place, a stress-free environment is created allowing students to focus on academic needs.
Measurable Outcome:	Student attendance will increase and student discipline will decrease with proper supports in place to assist students with accountability.
Monitoring:	Admin, student services team, and teachers will continue to work towards utilizing restorative practices which allows the building of strong relations while having high expectations in the classroom and throughout campus. MTSS and attendance committee will meet monthly to monitor students and keep procedures in place to hold students accountable.
Person responsible for monitoring outcome:	Ebony Robinson (ebony.robinson@sdhc.k12.fl.us)
Evidence-based Strategy:	Through MTSS, PBIS, and SEL interventions, students will have access to resources that will support them in maximizing their academic experience. Having consistent classroom procedures and school-wide procedures demonstrate equitable student outcomes and accountability.
Rationale for Evidence-based Strategy:	By monitoring the EWS, staff is able to track discipline, attendance, and academics. Activities and supports will be put in placed and designed to increase individual academic success thus improving our overall school grade and graduation rate.

Action Steps to Implement

Consistent School-wide procedures - Admin
Townhall Meetings with Admin
Student Incentives - Matt Caiati
Success Coach -Lora Morgan
MTSS- Matt Caiati
PBIS - Matt Caiati
Attendance monitoring - Hulya Tasci and team
Positive Phone Call Fridays

Person Responsible	Ebony Robinson (ebony.robinson@sdhc.k12.fl.us)

#3. Instructional Practice specifically relating to Student Engagement	
Area of Focus Description and Rationale:	In order to progress towards proficiency levels, students will need to authentically engage in rigorous, student-centered instruction that is responsive to ongoing student assessment data.
Measurable Outcome:	Increase academic achievement in ELA, Math, Bio, and US History by 8%
Monitoring:	Progress monitoring via walk throughs, data trends, student assessment data, and soft data. Ongoing professional development will be provided throughout the school year to support teachers implementing rigorous content standards in a way that will intellectually engages students to increase academic achievement
Person responsible for monitoring outcome:	Robert Nelson (robert.nelson@hcps.net)
Evidence-based Strategy:	Engaging students in the learning process increases their attention and focus, motivates them to practice higher-level critical thinking skills, and promotes meaningful learning experiences.
Rationale for Evidence-based Strategy:	Having students authentically engage in rigorous curriculum allows them to take ownership of their academic and learning goals thus allowing students to be post-secondary ready.

Action Steps to Implement

1. Ongoing PLCs training - APC and Academic Coaches
2. Ongoing professional development - APC and Academic Coaches
3. Monthly common assessments will be used within content area, grade-level specific
classes to monitor student progress on content-area standards/literacy.
4. Utilizing our Department Heads in a coaching capacity to provide teacher
level support.
5. AICE Lead teacher will be utilized as a recourse to teachers.
6. Increase Post Secondary Readiness by providing access to Khan Academy, ELP, access to rigorous courses to include critical thinking skills classes.

Person Responsible	Robert Nelson (robert.nelson@hcps.net)

Additional Schoolwide Improvement Priorities

Using the 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.

Data Not Available

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.

Building a strong and positive school culture and environment is key to success. We believe in making meaningful connections with all stakeholders so that our student achievement scores, attendance, and discipline will improve. Stakeholders are encouraged to be involved in formulation and implementing the vision, mission, and values of our school. Below are a few of the ways we build a positive school culture.
1. Weekly newsletters are sent out to all stakeholders by the Principal. Newsletter highlights upcoming events pertaining to school events, athletics, clubs, etc.
2. Website is kept up to date a resource for students and parents.
3. In the fall of every year, a club rush is held as a chance for students to get involved in clubs.
4. Parent nights are held via zoom for PTA, College and Career, At risk, etc.
5. Unity Day Committee was formed to celebrate our diversity and quarterly events will take place.
6. Hispanic and Black history month celebrations and activities occur
7. Principal's cards are given out to students who meet certain requirements with rewards attached.
8. SGA host numerous events to increase school culture, spirit, and pride.
9. PBIS and quarterly incentive cards.

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

Parents
Students
Staff
Business partnerships
Colleges and Universities
Local HOAs
Boosters
PTSA
Chamber of Commerce

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: Culture & Environment: Early Warning Systems	$0.00
3	III.A.	Areas of Focus: Instructional Practice: Student Engagement	$0.00
		Total:	$0.00