Leto High School

2021-22 Schoolwide Improvement Plan

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Leto High School

4409 W SLIGH AVE, Tampa, FL 33614

[no web address on file]

Demographics

Principal: Larissa Mccoy

Start Date for this Principal: 7/16/2021

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	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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: C (53%) 2017-18: C (53%) 2016-17: C (48%)
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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Leto High School

4409 W SLIGH AVE, Tampa, FL 33614

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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	Yes	82%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	91%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
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.

Leto High School will be a productive, well-respected academic institution where competent, caring staff support and encourage all students, where students are engaged in rigorous, relevant work grounded in core content and literacy standards, and where preparation for life is the ultimate goal of learning.

Provide the school's vision statement.

The students and staff at A.P. Leto Comprehensive High School will strive to build a community for successful teaching and learning, that is student-centered, that cultivates caring, confident, respectful citizens, and life-long learners.

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
McCoy-Mitti, Larissa	Principal	Lead Learner
Artabasy, Babita	Assistant Principal	Assistant Principal for Administration and Athletics
Graffeo, Andrea	Assistant Principal	Assistant Principal for Student Support
Gehrke, Drew	Assistant Principal	Assistant Principal for Student Affairs
Eugene, Manley	Assistant Principal	Assistant Principal for Student Affairs
Hazlett, Scott	Assistant Principal	AP for Curriculum and Scheduling

Demographic Information

Principal start date
Friday 7/16/2021, Larissa Mccoy

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.*
3

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.*

15

Total number of teacher positions allocated to the school

111

Total number of students enrolled at the school

1,923

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

18

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

13

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	440	533	507	443	1923
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	237	204	185	233	859
One or more suspensions	0	0	0	0	0	0	0	0	0	70	67	48	35	220
Course failure in ELA	0	0	0	0	0	0	0	0	0	188	151	136	98	573
Course failure in Math	0	0	0	0	0	0	0	0	0	204	172	158	112	646
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	136	114	113	2	365
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	108	96	0	0	204
Number of students with a substantial reading deficiency	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	

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	47	43	85	44	219

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

Friday 7/16/2021

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	521	477	528	506	2032
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	62	46	75	88	271
One or more suspensions	0	0	0	0	0	0	0	0	0	64	74	62	44	244
Course failure in ELA	0	0	0	0	0	0	0	0	0	105	55	52	65	277
Course failure in Math	0	0	0	0	0	0	0	0	0	152	119	74	94	439
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	124	134	151	0	409
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	9	57	83	4	153

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	83	66	128	67	344

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	0	0	0	521	477	528	506	2032
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	62	46	75	88	271
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	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				49%	56%	56%	44%	54%	56%
ELA Learning Gains				50%	54%	51%	52%	53%	53%
ELA Lowest 25th Percentile				39%	41%	42%	37%	43%	44%
Math Achievement				47%	49%	51%	46%	48%	51%
Math Learning Gains				51%	48%	48%	58%	49%	48%
Math Lowest 25th Percentile				37%	45%	45%	53%	45%	45%
Science Achievement				63%	69%	68%	61%	65%	67%
Social Studies Achievement				56%	75%	73%	55%	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	46%	55%	-9%	55%	-9%
Cohort Comparison						
10	2021					
	2019	44%	53%	-9%	53%	-9%
Cohort Comparison		-46%				

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	58%	66%	-8%	67%	-9%
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	54%	73%	-19%	70%	-16%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	37%	63%	-26%	61%	-24%
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	49%	57%	-8%	57%	-8%

Grade Level Data Review - Progress Monitoring Assessments

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

For all grade levels, we used the HCPS Power BI Report Server.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	47%	50%	48%
	Economically Disadvantaged	23%	29%	30%
	Students With Disabilities	19%	51%	51%
	English Language Learners	35%	33%	32%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	31%	46%	
	Economically Disadvantaged	55%	49%	
	Students With Disabilities	36%	52%	
	English Language Learners	30%	49%	
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	36%	40%	
	Economically Disadvantaged	43%	47%	
	Students With Disabilities	32%	40%	
	English Language Learners	30%	33%	
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	52%	59%	56%
	Economically Disadvantaged	34%	43%	48%%
	Students With Disabilities	71%	65%	64%
	English Language Learners	0%	0%	0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	29%	44%	
	Economically Disadvantaged	35%	60%	
	Students With Disabilities	27%	39%	
	English Language Learners	28%	44%	
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	25%	33%	
	Economically Disadvantaged	13%	25%	
	Students With Disabilities	20%	33%	
	English Language Learners	23.75%	32%	
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%	4%	8%
	Economically Disadvantaged	8%	9%	11%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	26%	35%	
	Economically Disadvantaged	29%	45%	
	Students With Disabilities	21%	32%	
	English Language Learners	27%	38%	
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	31%	54%	
	Economically Disadvantaged	34%	51%	
	Students With Disabilities	28%	50%	
	English Language Learners	25%	40%	

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	11%	10%	18%
	Economically Disadvantaged	2%	2%	4%
	Students With Disabilities	0%	0%	17%
	English Language Learners	0%	0%	0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	30%	35%	
	Economically Disadvantaged	49%	42%	
	Students With Disabilities	27%	33%	
	English Language Learners	35%	39%	
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	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	16	34	33	12	24	22	32	29		89	24
ELL	22	39	38	19	26	27	36	46		89	46
ASN	71	54		42	33			84			
BLK	30	30	38	19	24	33	33	59		89	50
HSP	41	44	36	34	29	26	47	62		93	50

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	65	41		56	31		60				
WHT	56	45	33	47	21		58	77		87	46
FRL	41	43	35	34	27	27	46	63		92	48
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	15	33	35	32	48	33	23	29		86	20
ELL	25	46	40	34	44	34	42	27		87	46
ASN	65	40		75	67		71			94	59
BLK	39	56	53	35	54	40	56	51		95	33
HSP	48	51	38	46	49	36	62	54		90	44
MUL	43	38								82	
WHT	56	48		54	60		74	60		89	44
FRL	47	51	41	45	50	33	60	54		90	43
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	18	33	33	32	43		31	36		84	14
ELL	15	42	35	31	49	41	34	28		75	47
ASN	59	72		71	73		73	64		90	
BLK	50	50	46	30	54	36	74	60		84	29
HSP	42	50	35	47	59	53	59	52		84	42
MUL	64	50						36			
WHT	50	62	54	48	55	73	67	70		93	46
FRL	42	51	37	45	57	50	58	53		84	42

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	46
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	37
Total Points Earned for the Federal Index	503
Total Components for the Federal Index	11
Percent Tested	93%
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	39
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	57
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	41
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	45
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	51
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	52
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	45
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?

Some trends that were noted from one content area to another is that, in 2019, ELA achievement points went up from 44 in 2018 to 49 in 2019; math achievement points went up from 46 in 2018 to 47 in 2019; science achievement points went up from 61 in 2018 to 63 in 2019; social studies achievement points went up from 55 in 2018 to 56 in 2019. Overall, we went up in all four core content areas.

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

The data component that demonstrates the greatest need for improvement is Algebra 1 EOC. During the administration of the Algebra I EOC in 2019, we had 36% of our students who took the test score a level 3 or higher compared to the Geometry EOC, Biology EOC, and the US History EOC.

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

At the time, part of the issue was making sure that we had the right teachers in front of our Algebra 1 students to ensure that they are getting the highest quality instruction. The other part of the issue was making sure that we were thoughtful about how we schedule our students. For instance, students who struggled with math in middle school did not go straight to Algebra 1 in the 9th grade. Instead, we had those students take Algebra 1-A in 9th grade to build Algebra foundation and then take Algebra 1-B in 10th grade in order to take the Algebra 1 EOC during their 10th grade year as opposed to 9th grade in order to increase their chances of being successful on this assessment.

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

The data point that showed the most improvement was overall ELA achievement. Our school went from 44 points in 2018 to 49 points in 2019 in this category. This past school year our teachers worked diligently to implement quality, standards-based instruction with use of WICOR strategies in the classroom. There has also been a huge push for authentic lesson planning (planning with the end in mind and periodic "checks for understanding" throughout the lesson).

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

During the 2018-19 school year, our teachers worked diligently to implement quality, standards-based instruction with use of WICOR strategies in the classroom. There has also been a huge push for authentic lesson planning (planning with the end in mind and periodic "checks for understanding" throughout the lesson). As we move towards the 2021-22 school year, there has been a shift to growth mindset in our faculty and staff, and setting high academic expectations for students, delivering and facilitating strong instruction, instilling deep engagement in the classroom, and ensuring that the content that is being taught is grade level appropriate.

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

One of the strategies that we implement every year is having one additional hour for our professional learning communities (PLCs). This enables teachers to have more time to look at student work, discuss and analyze common assessments, and decide on appropriate learning strategies that can work in their classrooms to help their students succeed. The core ILT team meets once a month to plan content for whole group PLC meetings and professional development (PD) needs that our teachers may have. In addition, at our leadership team meetings that we have with department heads and instructional coaches, we discuss walkthrough results and instructional needs and areas of instructional focus. Throughout the school year, we will progress monitor by "inspecting what we expect". We will continue to do classroom walkthroughs and look at students formative and summative assessment results to see if we our hitting our target of having our students show 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.

In addition to having an extra hour for PLCs each month, we plan on having PD malls where teachers will have a menu of PDs to choose from based on what the ILT and leadership team (department heads and instructional coaches) see as instructional needs at our school. A survey would go out to teachers to see which PD that they would want to commit to for 1 hour after school on an early release Monday. Some teachers who have very specific needs may be strategically approached to highly recommend that they take certain PDs in order to help their professional growth. This 1 hour PD on an early release Monday would take the place of one of the whole group PLC meetings for that month.

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

This school year we have a new position called Climate and Culture (CC). Our CC will work very closely with our new teachers to ensure that they are getting the support that they need to be successful. The CC will also help with analyzing student data to see how we can provide more support and interventions for our students. Moreover, RTI and MTSS protocols are going to be a huge focus for us so that we can ensure that we are providing our students the proper support at all 3 tiers of intervention.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	Based on teacher observation data, classroom walkthroughs, teacher-created common assessments, Achieve 3000 results, and 2019 State Assessment data, we feel that our school needs to focus on increasing the learning gains for lowest 25% (bottom quartile) of students primarily in Math but also in English Language Arts (ELA). We also want to increase the amount of students scoring a level 3 on the Algebra 1 EOC and the Reading FSA.
Measurable Outcome:	Teachers and students will work in unison to enhance student motivation by establishing academic goals, setting high expectations for deep engagement, and creating authentic assessments that encourage student voice and honor targeted feedback.
Monitoring:	This area of focus will be monitored through the implementation of classroom walkthroughs, teacher observations, formative assessments, and the fidelity of doing the whole-group PLC protocol.
Person responsible for monitoring outcome:	Larissa McCoy-Mitti (larissa.mccoymitti@hcps.net)
Evidence-based Strategy:	During pre-planning, teachers will participate in a 3 hour training about the how to implement the 7 Mindsets theory in their classroom. During the school year, teachers will take part in frequent whole-group PLCs; "Differentiated PD" (3x per year); "Strategically Focused Learning Walks" (3x per year). In addition, teachers will have the opportunity to participate in scheduled Learning Walks.
Rationale for Evidence-based Strategy:	After reviewing our data, we noticed that we need to build a strong foundation in our students' literacy skills (reading & writing) in order to be proficient in their courses that they are undertaking. Especially after coming back from a pandemic where many students did not attend school full-time all year due to being on E-learning or being quarantined for a period of time due to COVID-19. Our Instructional Leadership Team (ILT) made the decision to offer these professional development opportunities to our teachers. These strategies are being used to enable teachers to have the necessary tools to support our students in reaching academic success and meeting high academic expectations.

Action Steps to Implement

1. Instructional coaches, Climate & Culture Resource Teacher (CCRT), ILT, and administrators will foster and facilitate the professional learning community for teachers.
2. Teachers will attend the PD and PLC opportunities offered by school.
3. Teachers will plan collaboratively with their subject area.
4. Teachers will regularly self-reflect and set academic goals for students based on student achievement data.
5. Teachers will use the progressive continuum of responses in the classroom in order to hold our students academically accountable and not be able to opt out of responding in class discussions.

Person Responsible	Larissa McCoy-Mitti (larissa.mccoymitti@hcps.net)

1. In regards to Post-Secondary Readiness, our Reading Coach and Math Coach will work with our Reading Teachers and Math Teachers in order to support our students in meeting Concordant Score requirements for SAT, ACT, and PSAT.
2. Our Guidance Team and Administration will have ACT Day where Seniors who still need a benchmark in Math and Reading will strive to earn a minimum of 18 in English and Reading Subtests and 16 in Math.
3. Our Reading Coach, Math Coach, and Administration will have SAT Day where Seniors who still need a benchmark in Reading will strive to earn a minimum of 480 in the Evidenced Based Reading and Writing;

and a minimum of 420 in Math.
4. Our Guidance Team, Instructional Coaches, and Administration will put together a PSAT day for all underclassmen in order to predict level of College Readiness and for students to potentially earn a minimum of 420 in PSAT Math in order to earn a Concordant score for Math for graduation.
5. Our Guidance Team, Instructional Coaches, and Administration will put together a Spring SAT School Day for all Juniors and Seniors who still need a concordant score for Reading and/or Math in order to meet graduation benchmark: 480 in Reading and and 420 in Math.
6. Our Career Technical Education (CTE) Teachers and Administration will work with our students who are in CTE to enable them to earn appropriate industry certifications.
7. Our Guidance Team and Administration are strategically scheduling students so that they can earn H.S Acceleration Points either through Industry Certifications in CTE, successful completion of a Dual Enrollment course, and/or a level 3 or higher on a AP Exam.

Person Responsible   Scott Hazlett (scott.hazlett@hcps.net)

1. Our Students with Disabilities with be strategically scheduled based on their IEP and student achievement data in order to ensure that they are getting the support that they need to be academically successful.
2. Some of our Gen. Ed core classrooms will have an ESE Fuse Teacher or ESE Support Facilitator in order to ensure that our ESE students are getting adequate support in the classroom.
3. Our ESE students who are in Resource classrooms will be in a smaller environment where they can get more of a small group support for English, Math, and Social Studies in order to excel in those academic areas.

Person Responsible   Scott Hazlett (scott.hazlett@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.

After reviewing the data from SafeSchoolforAlex.org and Reports on Demand, we noticed that our most common infractions are students skipping class and students being tardy to their class periods. Both infractions are of concern because students are choosing to lose instructional time by either skipping class or being tardy to class. According to SafeSchoolsforAlex.org, in 2019-20 school year, we had 251 ISS incidents. According to Reports on Demand, in 2020-21, we had 348 tardy incidents with 447 students documented for being tardy to class; 638 skipping incidents with 812 students who were documented for skipping class; and a total number of 278 ISS incidents. Our goal to curb the skipping infractions and tardy infractions is by increasing adult presence in our hallways. Our teachers will stand at their doors during passing time, administrators and other staff members will be at their posts during passing time, administrators will walk the hallways after each late bell to ensure that students are getting to their classes promptly and are not attempting to wander the halls or skip class. The 10-10 rule will be a procedure and expectation for every class period. We will also implement an Electronic Pass system that will help teachers and administrators monitor who has permission to be in the hallways, how many times a student has been in the hallway per period and/or per day, limit the amount of hall passes a student can get per day/week/quarter, cap how many students can be in the hallway at a time, and even prevent students who poorly influence each other from being granted a hall pass at the same time. This tool will hopefully help us to reduce the amount of students that are out of class and monitor how long students are out of class for. As a result, this tool and other strategies should help us reduce our skipping and tardy infractions. Our Climate and Culture person and Student Success Coach will also help with preventative measures by meeting with students early on that start to show that they may have an issue of skipping class or being late to class and helping those students come up with strategies and solutions on how to not commit these infractions. Administration will also review discipline data regularly and will periodically present discipline data to faculty and staff during whole group meetings.

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.

The school builds a positive school culture by involving all stakeholders to be an active participant in the school community. Our school has a School Advisory Council (SAC) that meets monthly to discuss school improvement topics. This committee consists of students, teachers, administrators, parents, and community

members. In addition, we have a PTSA that meets regularly as well to discuss school and students' needs and how the PTSA can support teachers and help students meet their academic goals and achieve academic success. Our PTSA is currently made up of parents, students, and administrators. Additionally, we administer periodic school climate surveys to get a pulse and gauge the current climate of the school. Based on the results from the survey, the ILT and administrators will make adjustments as needed. Administrators will send out thank you cards on a weekly basis to teachers that we see going above and beyond for students and the school. Positive Behavior Intervention System (PBIS) will be part of our school culture and teachers and students will practice the Falcon Four in order to earn Falcon Bucks. PBIS is to reward positive behavior/actions as we are attempting to shift focus from the 1-3% of students making poor choices to acknowledging the majority of students making the right choices. Teachers and students can receive Falcon Bucks that they can use at the Falcon Cart to purchase a snack. We will be addressing Social-Emotional Learning (SEL) with students and staff weekly to reinforce positive environment. We also have a Climate and Culture Resource Teacher (CCRT) that will help with supporting new teachers and any teacher who needs support in general. This person will be an additional resource on campus for not only teachers but also students. The Climate and Culture person will pull student discipline data from Reports on Demand and Edconnect in order to determine which students to have one-on-one meetings with or small group meetings and closely monitor and support these students throughout the school year. Furthermore, teachers who are doing extraordinary things in the classroom will be recognized publicly either through the McCoy's Memo, at a whole group meeting, or via electronic mail (e-mail).

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

Larissa McCoy- Principal
Andrea Graffeo- PBIS, 7 Mindsets, & Student Support
Charles Watts- Climate and Culture for Teachers and Students
Derek Delgardo- Student Success Coach
Manley Eugene- SAC and PTSA