Sickles High School

2021-22 Schoolwide Improvement Plan

Table of Contents

Sickles High School

7950 GUNN HWY, Tampa, FL 33626

[no web address on file]

Demographics

Principal: Krista Luloff

Start Date for this Principal: 7/1/2017

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)	41%
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: A (67%) 2017-18: A (65%) 2016-17: A (66%)
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.

Table of Contents

Sickles High School

7950 GUNN HWY, Tampa, FL 33626

[no web address on file]

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	33%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	56%

School Grades History

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

School Board Approval

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

SIP Authority

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To provide an education and the supports that enable each student to excel as a successful and responsible citizen.

Provide the school's vision statement.

To prepare students for life.

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
Freitas, Mary	Principal	Directs and coordinates educational, administrative, and counseling activities of a public High School site. Demonstrates the Florida Principal Standards, serves as the instructional leader, and develops and evaluates educational programs to ensure conformance to state, national, and school board standards.
Luloff, Krista	Assistant Principal	Assists with the provision of instructional, administrative, and operational leadership.
Lewandowski, Gregory	Assistant Principal	Assists with the provision of instructional, administrative, and operational leadership.
Bielitz, Samantha	Instructional Coach	Provides one on one coaching to develop better instructional practice. Uses data to determine needed professional development.

Demographic Information

Principal start date
Saturday 7/1/2017, Krista Luloff

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.*
7

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.*
13

Total number of teacher positions allocated to the school

124

Total number of students enrolled at the school

2,350

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

6

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

8

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	594	566	589	602	2351
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	100	123	103	113	439
One or more suspensions	0	0	0	0	0	0	0	0	0	4	9	6	5	24
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	23	30	14	67
Course failure in Math	0	0	0	0	0	0	0	0	0	0	21	21	11	53
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	54	57	73	48	232
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	48	48	4	18	118
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	82	81	69	41	273

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	2	7	0	4	13

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 9/13/2021

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	527	637	632	560		2356
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	30	42	50	53		175
One or more suspensions	0	0	0	0	0	0	0	0	0	46	44	39	37		166
Course failure in ELA	0	0	0	0	0	0	0	0	0	23	30	14	3		70
Course failure in Math	0	0	0	0	0	0	0	0	0	21	21	11	4		57
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	54	73	48	33		208
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	48	4	18	7		77

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	29	35	45	50		159

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	527	637	632	560		2356
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	30	42	50	53		175
One or more suspensions	0	0	0	0	0	0	0	0	0	46	44	39	37		166
Course failure in ELA	0	0	0	0	0	0	0	0	0	23	30	14	3		70
Course failure in Math	0	0	0	0	0	0	0	0	0	21	21	11	4		57
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	54	73	48	33		208
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	48	4	18	7		77

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	29	35	45	50		159

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	

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				73%	56%	56%	69%	54%	56%
ELA Learning Gains				64%	54%	51%	62%	53%	53%
ELA Lowest 25th Percentile				49%	41%	42%	54%	43%	44%
Math Achievement				64%	49%	51%	63%	48%	51%
Math Learning Gains				57%	48%	48%	52%	49%	48%
Math Lowest 25th Percentile				39%	45%	45%	42%	45%	45%
Science Achievement				84%	69%	68%	73%	65%	67%
Social Studies Achievement				86%	75%	73%	89%	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	72%	55%	17%	55%	17%
Cohort Comparison						
10	2021					
	2019	69%	53%	16%	53%	16%
Cohort Comparison		-72%				

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	82%	66%	16%	67%	15%
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	84%	73%	11%	70%	14%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	52%	63%	-11%	61%	-9%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	67%	57%	10%	57%	10%

Grade Level Data Review - Progress Monitoring Assessments

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

Achieve 3000 for 9th, 10th, and 11th ELA.
FSA/EOC scores for ELA, Algebra, Biology, Geometry, and US History

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	40%	49%	53%
	Economically Disadvantaged	28%	35%	38%
	Students With Disabilities	60%	72%	71%
	English Language Learners	0%	0%	0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	32%	50%	71%
	Economically Disadvantaged	31%	46%	58%
	Students With Disabilities	35%	58%	57%
	English Language Learners	39%	45%	100%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	39%	45%	74%
	Economically Disadvantaged	36%	41%	65%
	Students With Disabilities	43%	52%	64%
	English Language Learners	36%	31%	67%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	54%	61%	61%
	Economically Disadvantaged	32%	39%	40%
	Students With Disabilities	72%	78%	80%
	English Language Learners	0%	0%	0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	29%	36%	40%
	Economically Disadvantaged	27%	32%	25%
	Students With Disabilities	30%	34%	25%
	English Language Learners	33%	54%	0%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 11				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	12%	14%	14%
	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	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Biology	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
US History	All Students	44%	54%	84%
	Economically Disadvantaged	29%	53%	80%
	Students With Disabilities	51%	63%	79%
	English Language Learners	31%	49%	0%

Grade 12					
	Number/% Proficiency	**Fall**	**Winter**	**Spring**	
English Language Arts	All Students	4%	7%	7%	
	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	N/A	N/A	N/A	
	Economically Disadvantaged	N/A	N/A	N/A	
	Students With Disabilities	N/A	N/A	N/A	
	English Language Learners	N/A	N/A	N/A	
	Number/% Proficiency	**Fall**	**Winter**	**Spring**	
Biology	All Students	N/A	N/A	N/A	
	Economically Disadvantaged	N/A	N/A	N/A	
	Students With Disabilities	N/A	N/A	N/A	
	English Language Learners	N/A	N/A	N/A	
	Number/% Proficiency	**Fall**	**Winter**	**Spring**	
US History	All Students	N/A	N/A	N/A	
	Economically Disadvantaged	N/A	N/A	N/A	
	Students With Disabilities	N/A	N/A	N/A	
	English Language Learners	N/A	N/A	N/A	

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	29	50	48	36	28	32	43	67		94	26
ELL	34	46	43	32	29	32	39	62		97	53
ASN	80	62		72	43		85	93		100	83
BLK	51	48	33	37	57	75	54	67		91	45
HSP	55	52	46	40	31	39	54	78		97	52

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	68	63	40	58	41		92	83		96	67
WHT	74	60	52	63	36	33	74	93		96	67
FRL	52	51	45	39	32	41	57	75		94	49

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	35	46	29	33	40	31	46	70		76	24
ELL	34	53	47	45	49	39	57	55		95	49
ASN	83	69		88	73		95	91		91	87
BLK	46	50	45	38	44	27	53	68		97	43
HSP	61	58	46	53	53	41	76	78		94	48
MUL	81	58		69	50		96	87		86	63
WHT	82	70	58	75	61	43	88	93		97	63
FRL	54	57	46	49	53	35	74	78		93	46

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	24	39	38	42	38	31	31	51		84	15
ELL	30	47	45	40	53	39	49	75		92	40
ASN	82	64	45	81	53		84	100		100	67
BLK	45	37	21	62	56	30	52	82		96	47
HSP	57	63	61	52	49	41	62	86		95	48
MUL	69	59	50	56	52		71	95		100	55
WHT	78	63	49	71	53	41	81	92		95	61
FRL	52	53	52	48	46	36	57	82		95	44

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	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	42
Total Points Earned for the Federal Index	650
Total Components for the Federal Index	11
Percent Tested	95%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	45
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	46
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	77
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	56
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	53
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	68
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	65
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	52
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?

Overall drop in school grade categories with the exception of Math BQ learning gains which improved by 1% point and Social Studies which maintained.

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

Biology dropped by 16% points and Math Learning Gains dropped by 18% points

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

E-learning coupled with large numbers of quarantined/isolated students led to decreased instructional time.

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

Math BQ learning gains improved by 1% point and ELA came close to maintaining BQ learning gains, only dropping by 2% points. US History maintained.

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

US History collaborated regularly through strong PLCs.
ELA and Math increased focus and provided additional supports for struggling students.

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

Focus on psychological safety in the classroom. Students must feel safe in the classroom in order to move forward and make-up for unfinished learning.
Increase the use of collaborative teaching strategies in order to move curriculum forward while making up for lost content from last year.

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.

Psychological safety
How to pull and use data to plan
Collaborative teaching strategies

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

Increased support for PLCs
Targeted PD
Increased mental health support

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:	Biology EOC scores dropped from 82% proficiency in 2019 to 66% in 2021.
Measurable Outcome:	Increase Biology EOC proficiency rate from 66% to 75%.
Monitoring:	The Biology PLC meets twice a month to plan, create common assessments, and review data. Progress will be monitored
Person responsible for monitoring outcome:	Krista Luloff (krista.luloff@hcps.net)
Evidence-based Strategy:	Strengthen Biology PLC with an emphasis on common planning and assessments in order to create a more cohesive plan. Improve collaborative learning strategies to move curriculum forward while overcoming pandemic related learning loss over the last year and a half.
Rationale for Evidence-based Strategy:	Common planning and assessments allows teacher to better progress monitor and work together to achieve success for all students.

Action Steps to Implement

Teacher talent developer will work with Biology PLC to improve collaboration and progress monitoring of students.
Conduct professional development to improve collaborative learning strategies. Training will emphasize purposeful grouping.

Person Responsible	Samantha Bielitz (samantha.bielitz@hcps.net)

#2. Culture & Environment specifically relating to Equity & Diversity	
Area of Focus Description and Rationale:	After reviewing AP and dual enrollment numbers we found that there is a gap between the number of African-American and Hispanic students enrolled in the school and the number of African-American and Hispanic students enrolled in AP or dual enrollment classes. This could put our African-American and Hispanic students at a disadvantage when preparing for college level work.
Measurable Outcome:	Increase enrollment for African-American students in AP from 2.9% to 5% and dual enrollment from 2.2% to 5%. Increase enrollment for Hispanic students in AP from 28.8% to 37% and dual enrollment from 28% to 37%.
Monitoring:	During programming, counselors will meet with individual students to discuss AP/dual enrollment opportunities and encourage enrollment.
Person responsible for monitoring outcome:	Krista Luloff (krista.luloff@hcps.net)
Evidence-based Strategy:	Provide detailed information to students about the benefits of AP/dual enrollment. Use data (grades, test scores, etc.) to show students they have the ability to be successful in an AP/dual enrollment environment.
Rationale for Evidence-based Strategy:	The more students are aware of opportunities through AP and dual enrollment and the more encouragement/support they receive will increase not only the number of students enrolled but, will help students be more successful in a post-secondary setting.

Action Steps to Implement

Counselors will identify African-American and Hispanic students with the potential to be successful in AP and dual enrollment and provide information/encourage enrollment.

Person Responsible	Krista Luloff (krista.luloff@hcps.net)

ELP will be used to provide additional support, particularly to students who are taking AP or dual enrollment for the first time.

Person Responsible	Krista Luloff (krista.luloff@hcps.net)

#3. Instructional Practice specifically relating to Career & Technical Education	
Area of Focus Description and Rationale:	Our overall graduation rate has steadily increased. However, our acceleration rate (AP, Dual enrollment, Industry certification) has remained relatively stagnant. 2018 - 55% 2019 - 57% 2021 - 61% Acceleration is an important piece to preparing all of our students for the post-secondary environment as they enter college, a career, or the military. Career and technical fields are an important part of acceleration.
Measurable Outcome:	Increase acceleration rate from 61% to 70%.
Monitoring:	During programming, counselors will identify students who have yet to earn an acceleration point. Based on the individual student's counselors can recommend a CTE course to earn an industry certification. CTE teachers will know which students have yet to be accelerated so they can monitor progress.
Person responsible for monitoring outcome:	Krista Luloff (krista.luloff@hcps.net)
Evidence-based Strategy:	If students are made aware of the options available through CTE classes, they will be more likely to enroll. Providing targeted support within the classroom will lead to greater student success.
Rationale for Evidence-based Strategy:	Beyond graduating high school, students need to be set up for success in the post-secondary world. Whether it be college, career, or military, advanced coursework at the high school level will provide the necessary skills to achieve success.

Action Steps to Implement

Identify the best career and technical option for students and enroll students in those courses. Our school offers many CTE courses where students can earn industry certifications classes include Agriculture, Business classes, Drafting, Child Care, Culinary, and Art.

Person Responsible	Krista Luloff (krista.luloff@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.

Primary Category - Drugs/Public Order (Tobacco, drugs, alcohol) Sickles falls in to the high category. The majority of these cases stem from vaping. To combat our vaping issues, we will have increased monitoring of restrooms. Students who are disciplined for vaping will receive education on the dangers of vaping. We have added a climate/culture resource teacher to help monitor school behaviors and encourage a more positive school culture.

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.

Student government plans through a lens of inclusion and works to make all students feel welcome. Over the past few years, they have focused on making our 9th graders feel more a part of the school. We do an 8th grade day so the middle school students can come and preview the school. During 9th grade open house, our SGA members are out and about answering questions and helping students find their way around. We host a 9th grade only pep rally at the beginning of the year. Our SAC and PTSA give regular feedback to school leadership. Our PTSA has changed as our demographic has changed. They work to provide incentives that do not require students to purchase or spend money to take advantage of. We have a strong business partnership with many local businesses. Our TTD is starting a new teacher group to help new teachers become familiar with and feel welcome at our school. Our Sunshine committee plans activities to celebrate milestones among the faculty. We recently added a Climate and Culture Resource teacher position to create incentive/recognition programs for students and staff. Additionally, the CCRT will create mentoring programs to support our struggling students.

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

Principal - Sets the overall tone and models the expectations of a positive school culture.
APC - Creates a schedule that meets the needs of all students and puts the best teachers in front of the students who need them. This provides students with more opportunities for success.
APA - Oversees athletics and clubs. Provides opportunities for students to be involved at school.
APSAs - Oversees student discipline but, also mentors students and guides them to making better decisions.
Student government - Encourages school spirit and academic achievement.
PTSA and SAC - Provides important feedback and helps to make improvements to the school.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Science	$0.00
2	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity	$0.00

3	III.A.	Areas of Focus: Instructional Practice: Career & Technical Education	$0.00
		Total:	$0.00