

Hillsborough County Public Schools

Alonso High School



2022-23 Schoolwide Improvement Plan

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Alonso High School

8302 MONTAGUE ST, Tampa, FL 33635

[no web address on file]

Demographics

Principal: James Harris P

Start Date for this Principal: 7/27/2021

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	82%
2021-22 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	2021-22: A (62%) 2018-19: B (61%) 2017-18: B (55%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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Alonso High School

8302 MONTAGUE ST, Tampa, FL 33635

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	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	73%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		B	B

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Harris, James	Principal	Oversees overall operation of school and is responsible for the successful learning of all students.
Hefley, Barbara	Assistant Principal	Senior AP in Student Affairs Office. Oversees discipline and collaborates with the Math PLC.
Norton, Keven	Assistant Principal	Assistant Principal in Student Affairs Office. Oversees discipline and collaborates with the Social Studies PLC.
Warner, Matthew	Assistant Principal	Oversees day to day operations of the building and serves as the AD.
Hoover, Brian	Assistant Principal	Oversees curriculum and programming of school
Kunkel, Kristine	Assistant Principal	Responsible for student discipline and works with the IC PLC group.

Demographic Information

Principal start date

Tuesday 7/27/2021, James Harris P

Number of teachers with a 2022 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 2022 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.*

21

Total number of teacher positions allocated to the school

126

Total number of students enrolled at the school

2,807

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

22

Identify the number of instructional staff who joined the school during the 2022-23 school year.

22

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	764	757	700	586	2807	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	214	171	187	184	756	
One or more suspensions	0	0	0	0	0	0	0	0	0	118	133	137	97	485	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	73	1	74	
Course failure in Math	0	0	0	0	0	0	0	0	0	2	6	80	0	88	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	156	126	0	1	283	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	57	112	88	0	257	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	21	27	0	1	49	

Using the table above, complete the table below with the number of students by current grade level who have 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	51	60	61	98	270	

Using current year data, complete the table below with the number of students identified as being "retained.":

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	1	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	6	0	0	0	6

Date this data was collected or last updated

Sunday 9/4/2022

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	20	16	9	11	56

The number of students identified as retainees:

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	20	16	9	11	56

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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	1	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	61%	52%	51%				57%	56%	56%
ELA Learning Gains	63%						57%	54%	51%
ELA Lowest 25th Percentile	49%						43%	41%	42%
Math Achievement	51%	39%	38%				55%	49%	51%
Math Learning Gains	50%						53%	48%	48%
Math Lowest 25th Percentile	42%						40%	45%	45%
Science Achievement	72%	46%	40%				86%	69%	68%
Social Studies Achievement	75%	49%	48%				76%	75%	73%

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

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
2022					
2019	81%	66%	15%	67%	14%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	73%	73%	0%	70%	3%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	65%	63%	2%	61%	4%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	50%	57%	-7%	57%	-7%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	28	57	51	30	43	40	44	41		89	28
ELL	25	50	48	34	42	47	56	56		96	62
ASN	94	83		81	78		91	83		97	79
BLK	46	49	48	44	46		65	78		97	41
HSP	53	59	49	43	49	39	64	67		95	52
MUL	65	62	40	37	53		63	57		100	72
WHT	73	68	42	67	50	33	86	86		99	67
FRL	51	58	47	42	47	41	64	67		95	49
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	24	46	47	22	33	26	36	38		91	11
ELL	31	52	54	30	31	33	51	49		95	39
ASN	79	65		71	33		88	85		100	73
BLK	48	45	32	25	24	18	61	53		98	43
HSP	48	53	51	29	27	23	63	67		97	41
MUL	63	58		43	32		76	67		100	54
WHT	72	63	63	42	33	27	81	84		98	58
FRL	49	54	52	27	26	23	64	62		96	38
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	17	35	34	36	48	28	62	41		96	13
ELL	19	49	45	38	50	49	48	40		90	40
ASN	71	66		71	79		100	92		100	59
BLK	51	51	38	38	46	19	86	65		97	21
HSP	48	55	41	48	52	44	80	69		94	40
MUL	59	56		62	41			71		92	43
WHT	72	63	57	69	55	41	92	88		98	53
FRL	48	55	43	47	53	39	77	66		95	37

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	69
Total Points Earned for the Federal Index	687
Total Components for the Federal Index	11
Percent Tested	98%
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%	0
English Language Learners	
Federal Index - English Language Learners	53
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	86
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	57
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	58
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	61
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	67
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Improvements in ELA proficiency/gains, Math proficiency/gains, Science proficiency, and Social Studies proficiency were seen compared to 2020-2021 results. Bottom quartile improved in Math but there was a 2% decrease in ELA bottom quartile results.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Continued improvement in Math proficiency, for both Algebra and Geometry, as well as improved proficiency for ELA bottom quartile students is needed. Continued improvement in the area of school wide acceleration, specifically with industry certifications, is also an area of improvement.

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

Although proficiency and learning gains were substantial for Math during the 2022 state assessment, more improvement is needed in order for more students to satisfy the math benchmark for graduation without the need of a concordant score on a SAT or ACT. New actions necessary to address this include

the assignment of higher performing teachers in the areas of Algebra and Geometry as well as professional development in the BEST standards.

For ELA bottom quartile, a 2% drop in learning gains from the previous assessment period occurred. A new action to address this will be the continuous effort to differentiate instruction to meet the needs of our BQ students and to provide PD for the new BEST standards.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Math proficiency and gains were areas of significant improvement from the 2020-2021 state assessment. Although not as significant as math, our ELA proficiency and gains were also improved.

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

For Math, the assignment of teachers in Algebra and Geometry were contributing factors. Additionally, a renewed focus on student centered instruction contributed to the improvement. In ELA, the assignment of teachers and a focus on skill development were new actions that led to improvement.

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

We will need to continue to focus on differentiated learning and less on remediation in order to continue to accelerate learning. In order for this to occur, teachers becoming more comfortable with and the application of the BEST standards will be necessary.

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.

Within the areas of ELA and Math, teachers during the summer and preplanning received both from the district and school levels PD regarding the new BEST standards. Instructional coaches within the school will continue department wide and individual coaching sessions to continue to help teachers with the implementation of the BEST standards. From an instructional strategy perspective, our school will continue to focus on student centered strategies with an emphasis on providing students daily opportunities to demonstrate mastery of the learning objective. PLC's will continue the model developed last school year where common planning, assessment, and data analysis is used.

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

We will continue to provide ample opportunity for tutoring services on campus. These services will be provided before, during, and after school. We will increase the number of Saturday school tutoring opportunities as well. We intend to increase our use of the Paper tutoring service in ELA, Math, Science, and Social Studies to provide students more opportunity to enrich learning.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Student Engagement**Area of Focus**

Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Alonso students are traditionally very compliant students. Classroom management issues are not typical. To encourage additional academic growth, as measured by state assessments and semester/final exams, the faculty and staff have determined daily lesson objectives need to be purposeful and tied to standards with student centered instruction the dominant instructional practice and daily opportunity for students to demonstrate mastery. This practice has become the norm in many ELA classes and the results are self-evident. We would like to see this approach taken whole school to see more student achievement in the areas of math, science and social studies.

Measurable**Outcome:**

State the

specific

measurable

outcome the

school plans to achieve.

This should

be a data

based,

objective

outcome.

With a focus on student centered instruction and demonstration of mastery, we expect to see ELA proficiency improve to 63%, Math proficiency to improve to 55%, Science proficiency to improve to 75%, and Social Studies proficiency to improve to 80%. For our semester and final exams, the goal is for all content areas to be above the district average.

Monitoring:

Describe how

this Area of

Focus will be

monitored for

the desired

outcome.

In addition to PM1 and PM2, PLC's will focus on common planning, common assessment, and data analysis. Our PLC's are led by PLC leaders who work in conjunction with that content area department head and the AP assigned to that content area. PLC's meet every two weeks and our ILT meets every other week to monitor student and teacher progress.

Person

responsible

for monitoring

outcome:

James Harris (james.harris@hcps.net)

Evidence-based

Strategy:

Describe the

evidence-

based

strategy being

implemented

for this Area

of Focus.

In addition to PM1 and PM2, common assessments will be used by the PLC's to monitor student achievement. Additionally, classroom walkthroughs by admin and ILT will be used for coaching opportunities to provide additional feedback towards engagement and assessment.

Rationale for

Evidence-

based

Strategy:

Common assessments developed by each PLC group will determine if student achievement is occurring. That data will then be used to drive the instructional practice determined by the PLC group in the common planning phase. PLC leaders, department heads, ILT members, and the AP's assigned to these areas monitor the outcomes of

Explain the rationale for selecting this specific strategy.

Describe the resources/ criteria used for selecting this strategy.

PLC's to ensure focus remains on student centered instruction and assessment regarding teacher practice.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

During preplanning, PLC groups will be formed and PLC leaders selected. Common planning for the first 20 days of school will be implemented to assist with schedule changes that will occur due to balancing.

Person Responsible Brian Hoover (brian.hoover@hcps.net)

During the first month of school, ILT members and the AP's assigned to the content areas will monitor the common planning and assessment tools produced by PLC's. A train the trainer lunch and learn will be provided by mid-September to ensure all PLC leaders to help leaders maintain the structure and focus of each PLC.

Person Responsible Brian Hoover (brian.hoover@hcps.net)

ILT will review PM1 data at the conclusion of PM1 testing to determine baseline data of students as compared to FSA/EOC data from previous year to determine next steps for PLC's.

Person Responsible Brian Hoover (brian.hoover@hcps.net)

ILT and the APC will continue to monitor student progress via common assessments on a monthly basis through then end of semester one, after PM2, and until PM3 occurs in May of 2023.

Person Responsible Brian Hoover (brian.hoover@hcps.net)

#2. Instructional Practice specifically relating to Career & Technical Education**Area of Focus
Description and
Rationale:****Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Whole school acceleration is an area of continued growth. Alonso has made improvement in acceleration but we have not met our goal of 70% acceleration for all students. Continued improvement in acceleration will not only help improve our overall school grade but it will continue to help students become college and career ready.

**Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Our goal is to reach 70% acceleration for the 19-20 graduating cohort. This will be determined by calculating the dual enrollment, AP, and industry certification successes of our students.

**Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.**

Our ILT member from Business/Career in addition to the AP responsible for this PLC group will monitor practice industry certification test results of our students during semester 1 and semester 2 to determine successful progress. The PLC group will determine every month which students are ready for IC testing and coordinate the testing opportunities for students. For our dual enrollment students, all current seniors with a 3.0 GPA or higher without acceleration have been programmed by the APC into our SLS or Western Civilization course to demonstrate college readiness.

Person responsible for monitoring outcome:

Kristine Kunkel (kristine.kunkel@hcps.net)

**Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.**

This PLC will focus on the practice tests to determine if successful student progress is being made for the industry certifications. Seniors without acceleration will be focused on first by all CTE teachers followed by the remaining students. Dual enrollment teachers will monitor student grades to maximize student opportunity to earn a C or better in the course.

**Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the**

For industry certification success, students who show success on the practice tests tend to demonstrate a successful end result with their industry certification. IC teachers will continue to plan and implement practice tests within PLC's to provide students the best opportunity to demonstrate success. For dual enrollment courses, teachers actively monitoring student grades will help ensure that the overwhelming majority of these students earn a C or better for the course, thus earning acceleration.

**resources/
criteria used for
selecting this
strategy.**

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

During preplanning, the industry certification PLC group will meet to develop a plan to focus on seniors who have not earned acceleration for them to test by the end of first semester for their IC. These seniors will be identified during preplanning.

Person Responsible Kristine Kunkel (kristine.kunkel@hcps.net)

During each PLC meeting, teachers will review student progress towards IC. Common practice tests will be created for the areas in which IC will be offered. This process will be repeated during every PLC meeting and for the duration of the school year.

Person Responsible Kristine Kunkel (kristine.kunkel@hcps.net)

A college fair (September 28, 2022) and a career fair (October 20, 2022) have been planned to help with student readiness for the public postsecondary level. Colleges and Universities from around the state and out of state have been invited to bring representatives to help educate our college bound students on the requirements for acceptance. Local businesses, including Advent Health Carrollwood, have been invited to our Career Fair to educate our students on the real career opportunities that exist in our community, as long as a student has a high school diploma. These businesses will offer internships, job shadowing, and other opportunities for our students.

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

#3. Positive Culture and Environment specifically relating to improving our daily attendance rate and lowering the number of students tardy to class.

Area of Focus

Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

For the past two years, the Alonso daily attendance rate has dropped to around 90%. Additionally, the number of students tardy to class this past year has increased. These are areas that need to improve so that student achievement in the areas of ELA, Math, Science, Social Studies, and Acceleration can improve. Improving student achievement will become more achievable if students are present in school more consistently and arrive to class on time and thus, not miss valuable instructional time.

Measurable

Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Alonso would like to see our daily attendance rate improve to at least 93%. Additionally, we would like to see over 50% of our student population not have a single tardy at the end of each nine weeks grading period.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Our attendance clerk will provide the daily attendance rate to administration daily. The Problem Solving Leadership Team will monitor this data weekly. AP Barbara Hefley will provide weekly tardy information to the PSLT. Bamar Lewis, our Climate and Culture Resource Teacher, has created incentives for students who improve attendance/tardies.

Person

responsible for monitoring outcome:

Bamar Lewis (bamar.lewis@hcps.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

At the end of each nine weeks, students with perfect attendance and no tardies will participate in a party where food and prizes will be available. Additionally, students who have not earned any tardies for a given week will be provided a prize at the Wheels of Spirit located in the cafeteria during their lunch. These incentives, in conjunction with individual teacher incentives, should help improve attendance and tardy percentages.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

In order for students to be achieve more in the classroom, they need to be present on a daily basis. Providing incentives for students should improve attendance and tardy rates. With more students present in class for the entirety of a lesson, our student centered instruction and assessment focus should yield the desired results.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Prior to preplanning and continuing throughout the school year, the Principal will address attendance rate and rationale for success to parents via the every Sunday parentlink call. This will occur every Sunday until the end of the school year.

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

During preplanning, students with greater than 20 absences from last year and more than 5 tardies from a given nine weeks, will be identified. Parent contact and/or student meetings will take place to emphasize the importance of attendance and promptness towards academic success. AP's will conduct these meetings along with Mr. Lewis, the CCRT.

Person Responsible Bamar Lewis (bamar.lewis@hcps.net)

Incentive plan for attendance and tardies will be created during preplanning and implemented throughout the school year.

Person Responsible Bamar Lewis (bamar.lewis@hcps.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step**Person Responsible for Monitoring**

N/A

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Last year's Panoramic survey was reviewed to determine stakeholders' views regarding Alonso's climate and culture. Although our survey was good and better than the high school district average, there are other qualitative measures that we have used to determine areas of need. One area is improving our overall daily attendance rate and lowering the number of students reporting late (tardy) to class. Various incentive parties at the end of each grading period have been planned as well as end of week food giveaways and prizes to students who show improvement in these areas. Another area of need is improving the conditions of our restrooms. Last year, various Tick Tock challenges resulted in destructive behavior in our restrooms. Increased student vaping within the restrooms was also observed. For this school year, each restroom has large posters that review acceptable behavior practices in restrooms as well as information sheets that review the dangers of vaping. A soon to be hired in September 2022 safety monitor will assist in the

monitoring of our restrooms. Additionally, throughout the campus and in addition to the Fortify posters, we have created "See Something, Say Something" QR codes for students to report activities they believe need to be reported to adults. To help students find a purpose for school, a College Fair (September 28, 2022) and a Career Fair (October 20, 2022) have been planned to introduce students to colleges but also available local careers where students can earn a good living, as long as they have a high school diploma. Lastly, our parent groups (academic boosters, athletic boosters, SAC, etc.) have been invited to become partners with Alonso to improve the relationship between the school and our stakeholders.

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

Bamar Lewis, our climate and culture resource teacher, has taken the lead in helping promote and monitor our school culture and environment. He has been instrumental in creating our incentive programs and establishing our plan for improving student behavior in the restrooms.

The administration, including all other faculty and staff, play an important role in the implementation of our positive school culture and environment plan. From SEL activities to begin the year to the "See something, Say something" program, all stakeholders are responsible for helping establish a safe, positive school culture and environment.