Leto High School

2022-23 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: 6/5/2017

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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: B (54%) 2018-19: C (53%) 2017-18: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	[Lucinda Thompson](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	100%

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	2021-22	2020-21	2019-20	2018-19
Grade	B		C	C

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

We are a comprehensive community of lifelong learners who provide students with authentic academic and interpersonal experiences to prepare them for post-secondary success and life beyond Leto.

Provide the school's vision statement.

To be a catalyst for societal change by producing respectful citizens who are both competitive and marketable in an ever-changing world.

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
McCoy-Mitti, Larissa	Principal	Lead Learner of the school
Hazlett, Scott	Assistant Principal	In charge of curriculum, instruction, and scheduling
Artabasy, Babita	Assistant Principal	Administration, Athletics, and Facilities
Eugene, Manley	Assistant Principal	Student Affairs and SAC administrator
Gehrke, Drew	Assistant Principal	Student Affairs and ILT
Graffeo, Andrea	Assistant Principal	Student Affairs, PBIS, and SEL
	Math Coach	Supports teachers instructionally and SAC Chair
Cope, Libby	Parent Engagement Liaison	Media Specialist, Title 1 Coordinator, and SAC Member
Arena, Katherine	Teacher, K-12	Department Head for Career Technical Education
Branch, Verity	Teacher, K-12	Department Head for Exceptional Student Education
Cannon, Linda	Teacher, K-12	Department Head for Business and Fine Arts
Crescenzi, Leesa	Teacher, K-12	Department Head for Math
Ewing, Holly	Teacher, K-12	Department Head for English
Judeh, Kelsey	Teacher, K-12	Department Head for Science
Machado, Belkis	Teacher, K-12	Department Head for World Language
McBride, Kelly	Teacher, K-12	Department Head for General/PE
Palek, Lauren	Instructional Coach	Supports teachers with writing strategies and ILT
Sullivan-Jackson, Robyn	Reading Coach	Department Head for Reading and ILT; supports teachers with reading strategies
Ward, Courtney	Teacher, K-12	Department Head for Social Studies

Name	Position Title	Job Duties and Responsibilities
Zimmerman, Stefanie	Teacher, K-12	Lead Teacher for AICE curriculum

Demographic Information

Principal start date

Monday 6/5/2017, Larissa Mccoy

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.*

2

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.*

16

Total number of teacher positions allocated to the school

110

Total number of students enrolled at the school

2,046

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

20

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

18

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	557	513	513	463	2046
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	212	169	189	184	754
One or more suspensions	0	0	0	0	0	0	0	0	0	104	105	86	72	367
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	116	0	116
Course failure in Math	0	0	0	0	0	0	0	0	0	1	35	64	0	100
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	39	33	0	0	72
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	44	155	75	44	318
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	
	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	

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	0	0	0	0	

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	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

Tuesday 7/12/2022

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	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	

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
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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	

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

Part II: Needs Assessment/Analysis

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	40%	52%	51%				49%	56%	56%
ELA Learning Gains	49%						50%	54%	51%
ELA Lowest 25th Percentile	40%						39%	41%	42%
Math Achievement	39%	39%	38%				47%	49%	51%
Math Learning Gains	48%						51%	48%	48%
Math Lowest 25th Percentile	37%						37%	45%	45%
Science Achievement	66%	46%	40%				63%	69%	68%
Social Studies Achievement	64%	49%	48%				56%	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	58%	66%	-8%	67%	-9%
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	54%	73%	-19%	70%	-16%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	37%	63%	-26%	61%	-24%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	49%	57%	-8%	57%	-8%

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	16	37	32	24	44	25	45	35		94	32
ELL	19	42	40	28	45	43	32	37		96	60
ASN	52	55		50	62		55			100	79
BLK	36	60	54	35	48		72	57		100	41
HSP	38	47	40	38	47	34	64	64		96	61
MUL	69	71						50			
WHT	47	51	30	45	46		78	74		100	54
FRL	37	47	41	38	48	38	63	64		96	59

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
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

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)	ATSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	31
Total Points Earned for the Federal Index	569
Total Components for the Federal Index	11
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	43
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	65
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	56
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	51
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	63
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	58
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	51
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?

Math achievement points increased from 35 points in 2021 to 39 points in 2022. More specifically, in 2021, 452 students took the Geometry EOC and 44% of those students scored proficient. In 2022, we tested 354 students and 45% of them scored proficient. And, with regard to the Algebra 1 EOC, we tested 195 students in 2021, and 14% of our students were proficient. In 2022, we tested 341 students, and 26% of them met proficiency.

Science achievement on the Biology EOC increased from 47 points in 2021 to 66 points in 2022. This means that, of the 495 students tested in 2021, 47% of them showed proficiency, and of the 259 students who tested in 2022, 63% of them showed proficiency.

ELA overall learning gains increased from 44 points in 2021 to 49 points in 2022, while ELA bottom quartile learning gains increased from 35 points in 2021 to 40 points in 2022.

Math overall learning gains increased from 28 points in 2021 to 48 points in 2022. Likewise, Math bottom quartile learning gains increased from 27 points in 2021 to 37 points in 2022.

Graduation rate increased from 93% in 2021 to 96% in 2022. College and Career Acceleration increased from 50 points in 2021 to 59 points in 2022.

Overall, increased our overall performance in 8 out of the 10 school grade categories (we made no growth in Social Studies and decreased several points in overall in ELA achievement).

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

During the 2022 Spring Administration of the FSA ELA assessment, 40% of 9th and 10th grade students who were tested scored a level 3 or higher. The year before that (Spring 2021), 43% of students scored a level 3 or higher. To be more specific, we tested 483 students on the 9th grade Reading FSA in 2021, and 41% of them showed proficiency. In 2022, we tested 440 of our 9th grade students, and only 36% of them showed proficiency. For the 10th grade Reading FSA, we tested 452 students in 2021, and 41% of them met proficiency. In 2022, we tested 466 students, and 39% of them showed proficiency. NOTE: Although we experienced a decrease in ELA achievement (proficiency for level 3 or higher), we did experience an increase in overall ELA learning gains from 9th to 10th grade and ELA bottom quartile learning gains from 9th to 10th grade.

Overall performance on the US History EOC could also be improved. While we did not experience a decrease in student achievement, we remained stagnant, which is equally problematic. More specifically, in 2021, we tested 436 students, and 61% of them showed proficiency. In 2022, we tested 451 students, and 61% of them showed proficiency. As a result, we will focus on enhancing the percentage of students who score a 3 or higher on 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?

COVID learning loss- We will meet students where they are academically and provide support and scaffolding to bridge gaps in learning

Student and teacher attendance as a result of COVID quarantining and sickness- We will ensure that teachers have quality lesson plans available for at least 5 days, in the event of an emergency.

Teacher vacancies- We will be creative about posting vacancies on social media and our school marquee. We will also work with our HR department to recruit the best possible candidates to serve the high needs learners at our school.

Instructional design flaws (specifically when planning/preparing for engagement and assessment, when considering how to scaffold instruction for emerging learners)- This will be addressed in our frequent PLC meetings and by teachers engaging in the Rehearsal Protocol during PLCs.

WICOR strategies not consistently used by all teachers across all contents to support students' literacy learning- This will be addressed through teachers' participation in EdCamps and Learning Walks.

Feedback between and among colleagues is not always authentic, which limits honest self-assessment, reflection, and growth- During pre-planning, we will discuss the importance of giving each other authentic and honest feedback in order to improve instructional delivery and positively impact student learning. Teachers will continue to practice this during frequent PLC meetings.

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

Math Overall Learning Gains- We experienced a 20 point increase in Math overall learning gains. In 2021, we earned 28 points. In 2022, we earned 48 points.

Science Achievement on the Biology EOC- We experienced an increase of 19 points. In 2021, we earned 47 points. In 2022, we earned 66 points.

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

1 additional hour each month for teachers to participate in structured, protocol-driven PLCs where lesson preparation and implementation are discussed, and student work is analyzed to determine next steps.

Lesson Rehearsal PLC Structure- This two-part process allowed teachers to bring a planned lesson to the table, that could be rehearsed in front of colleagues to receive feedback about the alignment between expectation and assessment, strategy implementation, etc. Collegial peers shared feedback with one another, aligned to our instructional priorities, to enhance the lesson and overall learning for students. In the second part of the process, teachers return to the table with student work samples from the lesson they rehearsed with their peers/taught to their students. Those student work samples are then analyzed to determine next steps (enrichment and/or remediation). It also provides teachers with time to reflect on whether or not their expectations were met/standards were mastered, as a result of the lesson. This was very powerful for teachers because it enabled them to see how teacher actions impact student learning.

EdCamps- Packaged as an "unconference", teachers had the ability to generate their own professional learning topics, directly related to their data-driven established needs and work with a selected team of educators to brainstorm strategies and suggestions to problem-solve and plan for the future.

Cross-Content, Instructional Priority Specific Learning Walks- Teachers had the opportunity to visit a model classroom or lesson and then debrief on what they saw, how that could be applied to their own classroom in the future.

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

Continue to implement best practices that produce positive results for students.

Continue utilizing structured time for PLCs to ensure that teachers have specific, targeted times to discuss lesson planning and preparation, instructional delivery and design, student work samples, the analysis of common assessment and classroom data to support instructional shifts.

We will also continue to utilize the lesson rehearsal protocol during the PLC time to ensure that teachers have time to practice a key part of their upcoming lesson and get constructive feedback from a small group of their colleagues.

The core Instructional Leadership Team (ILT) will continue to meet once a month to plan content for whole group PLC meetings and professional development (PD) that our teachers may have.

Our Department Heads and Instructional Coaches will continue to serve as instructional leaders. They will continue to discuss classroom walkthrough trends at weekly Leadership Team Meetings and between and among their colleagues to determine possible improvement strategies for the future.

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.

Consistent PLCs that use the Lesson Rehearsal and Looking at Student Work Protocols to drill down to student and teacher needs

Cross-Content Learning Walks

Teacher-Led EdCamps

Differentiated Professional Development days

Focused, strategic, targeted walkthroughs to support glows and grows

Content-specific lesson planning meetings

Individual and small group coaching sessions/lesson studies for teachers and leaders via our Instructional Coaches

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 utilize the Climate and Culture Resource Teacher (CCRT) at our school to help us support teachers and bridge the achievement gap. Our CCRT, as well as other Instructional Coaches on campus, will work very closely with our new teachers to ensure that they are getting the support that they need to be successful. The CCRT 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 we can ensure that we are providing our students the proper support at all 3 tiers of intervention. In addition, this school year, we are offering Advanced International Certificate of Education (AICE) courses. This will give more students access to collegiate level courses without having to have a GPA of 3.0 or higher. It will also enable students to qualify for an AICE diploma and potentially earn the Bright Futures Scholarship, without benchmark assessment scores on the SAT/ACT tests, respectively. Lastly, we will continue to implement the 7 Mindsets curriculum weekly during an extended class period so that our students have 30 minutes per week to learn about the importance of fostering a growth mindset and enhancing their social and emotional learning (SEL).

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

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#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on teacher observation data, classroom walkthroughs, teacher-created common assessments, and 2022 state assessment data, we feel that our school needs to focus on the implementation of reading and writing strategies (WICOR) across all content areas and not just in Reading and English classes. This will help to increase the number of students meeting proficiency in Biology EOC, US History EOC, Geometry EOC, Algebra 1 EOC, and Reading FSA.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Teachers and students will work in unison to employ reading and writing strategies (WICOR) across all content areas and the use of common terminology across all subjects in order to enhance student motivation, by establishing academic goals, setting high expectations for deep engagement, and creating authentic assessments that increase critical thinking skills, problem-solving skills, and reading and writing skills.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus will be monitored through the implementation of classroom walkthroughs, teacher observations, formative assessments, summative assessments, and the fidelity of teachers' active participation in the whole-group PLC protocol.
Person responsible for monitoring outcome:	Larissa McCoy-Mitti (larissa.mccoymitti@hcps.net)
Evidence-based Strategy: Describe the evidence-based strategy being	During pre-planning, the faculty and staff will engage in a deep dive of our school-wide data results to build their understanding of the 10 categories that make up school grade. Teachers will also participate in a Professional Development (PD) activity that helps to build their understanding of the new observation system and revised instructional rubric so that teachers are familiar with what evaluators will be looking for when they walk into their classroom. During the school year, teachers will take part in frequent whole group PLCs, "Differentiated PD" (3x per year), and "Strategically Focused Learning Walks" (3x per year). The Focused Learning Walks will give teachers the opportunity to see a model

implemented for this Area of Focus.	strategy or lesson in the classroom and then debrief on how they can use this strategy or lesson in their classroom in order to increase student engagement or high expectations in order to positively impact student learning.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	We want to provide our teachers with the tools and support needed to enable students to meet or exceed academic success. Student proficiency in English Language Arts (ELA), Math, Science, and Social Studies is something we want to continue to work on as a school so that our students can continue to soar high and break academic barriers. Our Instructional Leadership Team (ILT) will meet periodically to look at progress monitoring data and determine next steps of support needed for our teachers (Ed camps, instructional trainings, etc.).

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.

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. 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)

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; 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.
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, AICE course, and/or a level 3 or higher on a AP Exam.
8. All of our Junior students are enrolled in AICE General Paper in lieu of English 3 in order to help their post-secondary readiness.
9. Many of our high performing 9th graders are either in AICE Thinking Skills or AICE Media Studies in order to provide them the rigor that they need in their courses.
10. Our Seniors who would be in English 4 Honors are taking AICE General Paper in order to push their critical thinking skills and prepare them for collegiate level work.

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

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.

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. Furthermore, 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) is also 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 through 7 mindsets to reinforce positive environment. Every Wednesday, we will have an extra 30 minutes during 2nd period for teachers to do a 7 mindset lesson with their students. This will give teachers and students an opportunity to build rapport with each other and support each other socially and emotionally. The different topics and lessons will enable students to think openly about certain issues and generate solutions to overcoming barriers and staying positive in the face of adversity. The administration and guidance team will also roam from classroom to classroom during this time to provide support and participate in the 7 mindsets curriculum as well.

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 district web-based portal 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.

Lastly, teachers who are doing extraordinary things in the classroom will be recognized publicly or privately, based on teacher preference, either through the McCoy's Memo (Principal's Newsletter), at a whole group meeting, or via electronic mail (e-mail).

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

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