

2026-2027 School Plan – Leo Hayes High School

VISION <i>Leo Hayes Hish School is an inclusive community of learners committed to building relationships, valuing wellness, and igniting curiosity.</i>			
MISSION <i>We will inspire success of all community members through: Culture Relationships, Engagement, Wellness</i>			
VALUES CULTURE  Collaboration Shared Leadership Positive Environment RELATIONSHIPS  Kindness Respect Inclusion ENGAGEMENT  Voice & Choice Interdisciplinary Growth Mindset WELLNESS  Balance Safety People-centered			
Goal(s)	Actions	Indicators of Success	Positive Learning and Working Environment Component:
Goal: By May 2027, lead data will show that Leo Hayes has authentically targeted bettering student engagement and school connectedness through <i>consistent implementation of identified collaborative classroom and school-wide practices</i> . Actions will target alignment on identified non-negotiables, professional learning that targets teaching the targeted areas and building collective efficacy, and building shared	School Plan and Admin determine greatest areas of lack of collective alignment in implementation of school policies and procedures and provide direct teaching and quick resources for repeat reference to five non-negotiables.	LAG: PowerSchool and ESS Data will show improvements in student attendance and tardiness; there will be a reduction in office referrals for cell phone use; there will be an increased use of intervention systems to support student outcomes. NB Student Survey will show an increase in student belonging, connectedness, bullying and well-being data points. We will see NB	☐ Safety ☒ Relationships ☒ Teaching and Learning ☐ Institutional Environment ☐ Improvement Process

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leadership and school connectedness under a new vision and mission developed by current staff. By May 2028, lag data will show improvements in data points measuring alignment of classroom and school-wide practices that promote student engagement, including school connectedness, differentiation, school relevance, assessment literacy, student ownership in learning, and aligned instructional practices.		Teacher Perception data points around differentiation, student choice, challenge, etc more closely match student experience in these areas. We should also see an increase in evidence of formative and self-assessment practices, an increase in the reported use of differentiated and responsive instructional strategies in both the teacher and student perception surveys, and reported greater consistency of instructional practices across disciplines. LEAD: Lead data will show that ESS teams are regularly monitoring attendance and tardiness of students and proactively meeting with them; we will also see staff alignment in the implementation of identified five non-negotiables; we will see growth goals aligned with one of the five non-negotiables with embedded practice of checking in with accountability partners for authentic grounding in actionable goals. We should also see increased teacher participation in collaborative inquiry focused on student impact. We should see evidenced growth in teacher collective efficacy.	
	Monthly and quarterly accountability measures will be developed and implemented by SPR		

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	team, Admin team, ESS members and teaching staff.		
	The Professional Growth Goal Template will be adjusted to align with the five non-negotiables in the school plan. Teachers will identify an area they do not have an area of embedded consistent implementation and target that as a PGG. If they have mastered all five, they will select supporting alignment through peer observations and collaboration to enhance alignment in delivery of curriculum, differentiation, and assessment. Teachers will select accountability partners and will check-in with them during the second department meeting of each month.		
	Assessment literacy will see significant review and see necessary revisions. The expected practices will be taught to all staff in the Aug 31-September 4 PL week. A new Assessment Handbook will be created. Changes will be taught directly to all school leaders and then all staff.		

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	Trauma-informed practices and trauma-sensitive classrooms PL		
	The LHHS Outcome-based Proficiency Scale and Teacher Conversion Charts will be edited for clarification in increased consistency in implementation and re-taught to staff at 2026-27 start-up.		
	Each department within the school will also set goals related to the five non-negotiables and collective alignment.		
	Data on attendance and grades by course sections will continue to be used to support further co-planning, consistency and student experience		
	SPRs will have dedicated monthly meeting targeted to-dos regarding PowerSchool checks to support teachers, accuracy in assessing, reporting, and planning.		
	SPRs and VPs will support teachers in aligning backwards planning practices grounded in outcome-based assessment, PLC planning, rubric creation, and peer observations. Vicarious learning will be explored in SPR meetings		
	School Plan Day PL in September 2026 will support actions of SP. A revisit of our Vision, Mission and Values will take place.		

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	Collective Efficacy workshops with Jenni Donohoo; one for leadership team and potentially one for staff/SP team		
	Cross-curricular groups to focus on remaining school plan actions; student engagement, intrinsic motivation, resiliency, follow-up student and staff data		
	Determine staff book club to support goals/non-negotiables/ collective efficacy Update: October 2026: School Plan team and SPR/admin teams to read <i>Collective Impact The Twelve Enemies of Collective Efficacy</i> by Jenni Donohoo and Glenn Forbes		
	Develop opportunities to promote shared leadership and increase knowledge around collective-efficacy (Workshop planned-release day on November 5 th . In-person training from Jenni Donohoo on the Twelve Enemies of Efficacy and how we can use the survey, training, and suggestions to move our staff forward		
	Create a school-based survey to collect quantitative data; Revised October 2026: Purchased Jenni Donohoo’s Teacher Collective Efficacy Survey to use on three occasions to measure collective efficacy and progress towards alignment to measure the data points targeted in School Plan to occur in Spring 2027. This gives a snapshot of whether we are starting to see a shift or not.		

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	Student focus groups will occur inspiring to triangulate data points and survey results.		
	LHHS PBIS Committee will directly teach lessons to the student body to target areas identified in the staff responses of where they would like to see our students in a perfect school five years from now. Identify the student outcomes; plan lessons to get there		

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