

Taylor County School District

Taylor County High School



2022-23 Schoolwide Improvement Plan

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Taylor County High School

900 N JOHNSON STRIPLING RD, Perry, FL 32347

http://taylorcountyhighschool.ipage.com/public_html/

Demographics

Principal: Heather Mccoy.

Start Date for this Principal: 9/14/2022

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)	96%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (48%) 2018-19: C (49%) 2017-18: C (44%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
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 Taylor 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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http://taylorcountyhighschool.ipage.com/public_html/

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	96%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	42%

School Grades History

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

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<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.

The mission of Taylor County High School is to enable all students to become successful in a global society by preparing them for college/career through rigorous academic programs and a collaborative partnership with the community.

Provide the school's vision statement.

All Taylor County High School students will achieve college and career success while becoming productive citizens, willing to invest in the common good of all.

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, Heather	Principal	instructional leader creating a vision of academic and personal success for the students and staff organizing people and their talents to positively impact student achievement development and participation in district policies and programs teacher evaluations work with the community and other agencies to positively impact the school environment collaborate with the other members of the school leadership team to supervise and evaluate teachers maintain a safe, orderly environment where students can focus on learning coordinate and oversee that all state and national testing is completed in a secure testing environment
Gray, Dave	Assistant Principal	facilities management student discipline oversight and management student attendance oversight and management collaborate with the principal to supervise and evaluate teachers and staff maintain a safe, orderly environment where students can focus on learning
Kalinowski, Lea	Instructional Coach	coach teachers on effective best practices model lessons in classrooms facilitate small group instruction as needed collaborate with the principal to provide targeted interventions for teachers as needed work with the district office to write and administer grants to provide student interventions

Demographic Information

Principal start date

Wednesday 9/14/2022, Heather 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.*

0

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.*

11

Total number of teacher positions allocated to the school

32

Total number of students enrolled at the school

650

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

4

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

7

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	198	181	154	112	645
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	40	46	47	37	170
One or more suspensions	0	0	0	0	0	0	0	0	0	26	24	14	3	67
Course failure in ELA	0	0	0	0	0	0	0	0	0	18	47	46	13	124
Course failure in Math	0	0	0	0	0	0	0	0	0	48	37	31	0	116
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	69	60	0	0	129
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	99	49	0	0	148
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	69	60	69	31	229

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	12	18	13	2	45

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	3	15	2	20
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	1	2	2	5

Date this data was collected or last updated

Monday 10/10/2022

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	0	190	187	132	116	625
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	16	12	11	10	49
One or more suspensions	0	0	0	0	0	0	0	0	0	0	15	15	2	1	33
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	42	43	34	27	146
Course failure in Math	0	0	0	0	0	0	0	0	0	0	43	45	27	3	118
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	61	27	30	118
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	72	19	17	108
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	61	27	30	118
	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

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	0	20	26	19	22	87

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	1	2	4	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	1	1	4	10	16

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	190	187	132	116	625
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	16	12	11	10	49
One or more suspensions	0	0	0	0	0	0	0	0	0	15	15	2	1	33
Course failure in ELA	0	0	0	0	0	0	0	0	0	42	43	34	27	146
Course failure in Math	0	0	0	0	0	0	0	0	0	43	45	27	3	118
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	61	27	30	118
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	72	19	17	108
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	61	27	30	118
	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	20	26	19	22	87

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	1	2	4	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	1	4	10	16

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	41%	41%	51%				40%	40%	56%
ELA Learning Gains	45%						48%	48%	51%
ELA Lowest 25th Percentile	23%						41%	41%	42%
Math Achievement	35%	23%	38%				21%	21%	51%
Math Learning Gains	33%						23%	23%	48%
Math Lowest 25th Percentile	33%						19%	19%	45%
Science Achievement	59%	34%	40%				74%	74%	68%
Social Studies Achievement	56%	33%	48%				64%	64%	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	77%	72%	5%	67%	10%

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	64%	62%	2%	70%	-6%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	26%	52%	-26%	61%	-35%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	5%	4%	1%	57%	-52%

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	30	38	27	28	38	47	50	55		88	20
BLK	27	38	25	14	24	47	30	33		94	33
HSP	44	50									
MUL	35	47		27							
WHT	47	45	21	46	36	24	79	70		92	69
FRL	33	39	19	28	31	34	42	45		86	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
SWD	33	13	13	29	31	29	55	44		90	
BLK	25	23	27	21	23	11	34	41		95	50
MUL	36	29		20							
WHT	50	41	24	34	22	23	69	59		96	74
FRL	32	28	30	24	21	14	48	42		95	56
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	28	32	28	23	25			70		92	42
BLK	27	39	40	10	29	31	71	53		100	44
HSP	27	36									
MUL	46	50									
WHT	45	51	43	30	19		71	71		94	72
FRL	36	47	42	17	22	21	74	58		94	57

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	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	475
Total Components for the Federal Index	10
Percent Tested	97%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	42
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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	47
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	36
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	53
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	41
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?

ELA is struggling to meet the needs of our students, especially those in the bottom quartile for both 9th and 10th grades. This initiated our READ 180 classes and the need to provide intensive interventions to more of our students.

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

ELA learning gains and proficiency rates in grades 9 and 10.

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

Overall drop in achievement on 9th and 10th grade ELA assessments and learning gains for our bottom quartile students. Increasing the focus on teaching the new BEST standards to mastery and a commitment to reteach those standards that students struggle with the most will allow us to reach these goals for our students.

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

Math proficiency and learning gains

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

Increased focus on teaching standards to mastery and reteaching those standards that students struggle with the most.

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

Use of Exact Path in Math classes to help students fill in foundational gaps to be able to access the content at the level of rigor for Algebra and Geometry. Implementation of Read 180 and Exact Path for ELA students to fill in their foundational gaps to be able to achieve proficiency on state assessments.

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.

Professional development on using Exact Path to enhance instruction, Read 180 for our lowest students in ELA to achieve learning gains, use of Write Score to enhance student's writing skills, Classroom management PD for new and struggling teachers, Grading practices review to ensure that our grades are a reflection of the standards that are being taught.

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

Continuation of the above mentioned programs and an increase in teacher accountability as it relates to classroom walkthroughs and grading practices.

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 ELA

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

Students had a decreased proficiency rate in 21-22 compared to their previous year's scores. This drop and the continued struggle for our students to achieve their required graduation score makes this a priority as we push to our goal of having 100% of our students ready for graduation by the end of the first semester of their senior year.

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

Student scores on 9th and 10th grade ELA proficiency will increase by 5% as measured by 2023 FAST progress monitoring.

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

Progress monitoring using both Exact Path and FAST
 Classroom walkthroughs
 student/teacher data chats
 small group instruction
 re-teaching standards that students struggle with

Person responsible for monitoring outcome:

Heather McCoy (heather.mccoy@taylor.k12.fl.us)

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

Standards based instruction using the new BEST standards.
 Benchmark assessments based on areas of weakness identified during progress monitoring.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

By focusing on the lowest benchmarks, we can help our students make progress toward proficiency. Drilling down using small group lessons will allow teachers to better help our students with specific skills needed to become proficient and earn a test score for graduation.

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.

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to Math**Area of Focus****Description and****Rationale:**

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

Algebra scores have struggled to meet proficiency but learning gains have been a target that our teachers and students have embraced. Knowing that students must achieve proficiency on one of the two EOCs makes this a critical need for our students and their teachers.

Measurable Outcome:

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

Learning gains on state Algebra and Geometry EOCs will increase by 5%.

Monitoring:

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

Progress monitoring using both Exact Path
Classroom walkthroughs
student/teacher data chats
small group instruction
re-teaching standards that students struggle with

Person responsible for monitoring outcome:

Heather McCoy (heather.mccoy@taylor.k12.fl.us)

Evidence-based**Strategy:**

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

Standards based instruction
Hands on experiences
Benchmark assessments based on areas of weakness identified during progress monitoring
Small group lessons on areas of weakness identified during progress monitoring including basic math facts and processes

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

Describe the resources/criteria used for selecting this strategy.

A passing score on the Algebra EOC or its substitute is a graduation requirements. Helping our students meet this requirement gets us closer to our goal of 100% in three years. Focusing on learning gains allows our students who have struggled with math the opportunity to have success in their math class to build confidence in their skills and stay focused on the goal of proficiency.

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.

No action steps were entered for this area of focus

#3. Positive Culture and Environment specifically relating to student attendance

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

Since the onset of Covid students at the high school level have struggled to re-engage with school and the expectations that come with it. As the last step before students engage with their next steps, student attendance is as important as student achievement on state tests or their equivalent.

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

We seek to have an overall ADA of 95%. We are currently at 91% and feel that if we can push through our high absentee times we can achieve this goal.

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

Weekly attendance reviews, attendance letters sent to those who are at risk, continued celebrations of those students who attend at the 95% target rate.

Person responsible for monitoring outcome:

Heather McCoy (heather.mccoy@taylor.k12.fl.us)

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

Monitoring of student attendance including letters sent to parents, phone calls, and visits by the truancy officer
 Monitoring teacher/staff attendance by the principal

Rationale for Evidence-based Strategy:
 Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Attendance is important in the workplace and we need to model the behavior that will be expected of our students when they enter the workplace. By having a school where students and staff want to be, we are setting our students up for a positive experience in the workplace.

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.

No action steps were entered for this area of focus

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.

We continue to work to build a positive environment that students want to be actively involved in. We have school spirit days and encourage student participation by having the students share their ideas with us. We give incentives for perfect attendance and honor roll status to encourage our students to want to perform better in the classroom. Our leadership team works diligently to be visible with our students and our staff. We give praise and encouragement when we see positive behavior and quietly correct negative behaviors. We believe that if our students and staff feel valued, they will want to come to school at TCHS.

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

Our school's SAC committee meets monthly to discuss the school and its needs. These meetings help us problem solve issues with our stakeholders and contributes to a positive school climate that encourages learning and involvement by all. Our Student Council helps to develop a positive, inclusive school culture by their example on campus. They contribute to planning events like pep rallies, spirit week, and student encouragement by representing the student body as a whole. Our department area teams meet with school leadership to support our students and their goal of graduation. Technology, including Canvas LMS, Facebook, emails, FOCUS messenger, Blackboard connect, and our school's website allow us to communicate with our school's stakeholders in a timely manner.