School District of Osceola County, FL

Tohopekaliga High School

2020-21 Schoolwide Improvement Plan

Table of Contents

Tohopekaliga High School

3675 BOGGY CREEK RD, Kissimmee, FL 34744

http://www.tkhs.osceolaschools.net/

Demographics

Principal: George Arscott

Start Date for this Principal: 6/29/2017

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	68%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: D (40%) 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I

* 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 Osceola County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Table of Contents

Tohopekaliga High School

3675 BOGGY CREEK RD, Kissimmee, FL 34744

http://www.tkhs.osceolaschools.net/

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	50%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	89%

School Grades History

Year	2019-20	2018-19
Grade	D	D

School Board Approval

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

SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The purpose of Tohopekaliga High School is to educate, empower, and enable all students to become caring, contributing citizens who can succeed in an ever-changing world. Tohopekaliga High School is committed to focusing on high expectations and individual academic success and to creating a community of respect and responsibility.

Provide the school's vision statement.

Tohopekaliga High School will be a nurturing, safe and professional environment that supports the educational success and social, emotional, and physical development of all students. Courses will be academic, engaging, and standards-based, with a focus on the learner. All school staff will be highly qualified and caring instructors who are attentive to the educational, cultural and physical needs of students and the Tohopekaliga community. Parents will be positive, supporting members of the school community. Students will be respectful, self-disciplined, productive citizens who think critically, make informed decisions and act ethically.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Phelps, David	Principal	Principal: Science (13); Health & Physical Education (6), Drivers Education (1); Athletic Director (1); Fine Arts (6); Principal Secretary (1); Media Center specialist (1); NAVY ROTC (2); AP (3); AD clerk typist (1) Areas of Supervision Customer service School wide Operations Leadership meetings Title I Programs (possibly) School Improvement Plan Instructional Technology School Budget & Internal Accounts School Advisory Council Faculty Handbook Public Relations Athletics All other duties as assigned
Fenn, Matthew	Dean	DEAN OF STUDENTS Matt Fenn Areas of Responsibility • Assist the Principal in Administering School Board Rules • Coordinate Stop Bullying Now Program, Bullying Designee • Coordinate Positive Behavior Support Program and Initiatives • Coordinate Honor Roll Recognition Program • Lead in MTSS Data Collection, Meetings, and Communication • Assist in After School Supervision, when applicable • Enter Lunch Detention Information Into Student Information System • Supervise Students Throughout the Campus • Maintain Systems Support Contracts • Collaborate with School Counselors on Early Warning Data • Assist with Classroom Supervision, When Necessary • Communicate with Parents Regarding Student Concerns • Complete Expulsion Packets, When Necessary • Coordinate Conflict Resolution Efforts • SIP Support • Other Duties As Assigned
Hunnicutt, Marie	Instructional Media	Work cooperatively with school community in planning media center services and activities. Convert plans into written programs including policies, procedures, and budgets, etc Maintain user friendly environment arrange and circulate resources. Conduct program assessment and analyze data for program modification Provide weeding, inventory and repair of all materials and equipment

Name	Title	Job Duties and Responsibilities
		Manage the "Cloud" software platforms that facilitate our ebooks and cloud sources to our administrators, teachers and students.
Morales, Roberto	Assistant Principal	Assistant Principal for Facilities and Student Services Mathematics (17); ESE Mathematics/ELA Support (6); ESE Self Contained (6); Resource Compliance Specialist (1); ESE paras (11); RCS clerk typist (1); School deans (4); Custodial; (16) Campus Monitor (1) Front desk clerk (1) Attendance clerk (1) Dean clerk (1) Areas of Supervision Customer service Main Office Operations Student Services Operations Master Facility Calendar Attendance Programs & Interventions Student Discipline Expulsion Hearings Facilities Positive Behavior Support System DOE Data Validation (Discipline) Transportation Emergency Management Plans and drills Field Trips Duty roster Event coverage Assist with graduation data Assist with staff development Other Duties as Assigned
Todd, Christopher	Assistant Principal	Assistant Principal of Instruction ELA (17); Reading (6); AVID (2); Social Studies (13); Guidance Counselors (5), Literacy Coach (1), Guidance Secretary (2), Data Entry (2) Areas of Supervision Back up of principal for payroll Customer service Mental Health Referrals Guidance Department Operations Master Schedule Student Scheduling AVID Staff development Lesson Plan Submission Substitute Procedures Open House Summer Instructional Programs After School Programs (if applicable) National Honor Society/Clubs DOE Data Validation (Instructional) Grade Submission Processes

Name	Title	Job Duties and Responsibilities
		Graduation Data & At-Risk Other Duties as Assigned
Turton, Laverne	Instructional Coach	Literacy Coach - To serve as a school Literacy coach and mentor by conducting model lessons, conducting professional development, observing classroom instruction, providing non-evaluative feedback on instructional practice and facilitating teacher meetings. - To work with and collaborate with the school Multi-Tiered System of Support (MTSS) team in identifying student instructional needs, analyzing data, implementing school-wide instructional change, and helping to implement student intervention strategies. - To facilitate implementation of state curriculum by providing technical assistance and on-going support for teachers as they identify authentic learning activities and materials, implement effective English Language Arts instructional strategies, and evaluate student progress. - To support and assist school staff in identifying needs of students and developing educational plans to support those instructional needs. - Support school and district initiatives by attending district Literacy Coach training/meetings and then sharing and applying this information at the school. - To assist in the preparation of written documents which promote programs and support instruction reflective of school/district goals and activities. - To assist in writing, compiling, and disseminating English Language Arts curriculum at the school. - To provide opportunities for professional development in English Language Arts involving teachers, assistants, administrators, parents and other stakeholders. - To coordinate and assist with school data assessment, monitor student progress, and train staff in student data analysis. - To assist in the facilitation of parent/community involvement in the education process at the school level. - To participate in the selection and/or adoption of textbooks and other instruction materials at the school and/or county level. - To perform other duties as directed by Principal or district curriculum administrator

Name	Title	Job Duties and Responsibilities
		- All other duties as assigned - Staff Main Office Hours 6:45 – 3:15
Malley, Uyen	Instructional Coach	Math Coach - To assist in writing, compilation and dissemination of High School Curriculum - To provide assistance to the schools in the implementation of curricula in all subject areas, especially new curricula. - To assist with needs assessment and the coordination and provision of in service for teacher, assistants, administrators, and other personnel. - To participate in the examination, selection, and/or adoption of textbooks and other instructional materials for the district. - To facilitate the coordination of over-all support services of the District Resource Room - To facilitate the identification, purchase, cataloging, and distribution, of sound educational materials for the District Resource room. - To assist in the completion of data to evaluate current programs and projects - To provide instructional support and assistance with concerns and needs through classroom visitation and meetings - To assist in the completion of data for state reports. - To assist with the development of district reporting forms, such as report cards, progress reports, etc. - To assist with interschool communication concerning High School issues - To assist in the development of district High School brochures/handbooks/ guidelines - Other Duties as Assigned
Ullmann, Julia	Assistant Principal	CTE(13), World Languages (6), Virtual/Edgunity (2) College and Career Counselor (1); Testing Coordinator (1), Testing Assistant (1) Areas of Supervision Customer Service Acceleration State Assessment Supervision/ calendar Advanced Placement Program

Name	Title	Job Duties and Responsibilities
		Khan Academy Intervention plan /period Multi-Tiered System of Support VAM Roster Verifications Teacher of the Year/Professional Support Staffer of the Year Selection Record Keeping of Data Teacher Awards & Recognition Staff Roses Social Media for school Assist with staff development Assist with Master schedule Assist with graduation data Other Duties as Assigned

Demographic Information

Principal start date

Thursday 6/29/2017, George Arscott

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

25

Total number of teacher positions allocated to the school

118

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	68%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students)	Students With Disabilities* English Language Learners

(subgroups below the federal threshold are identified with an asterisk)	Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: D (40%) 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade

2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	[Lucinda Thompson](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

Early Warning Systems

Current Year

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	614	619	676	538	2447
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	244	396	304	376	1320
One or more suspensions	0	0	0	0	0	0	0	0	0	114	124	81	46	365
Course failure in ELA	0	0	0	0	0	0	0	0	0	8	85	56	38	187
Course failure in Math	0	0	0	0	0	0	0	0	0	3	62	58	53	176
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	125	162	136	87	510
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	126	250	89	58	523

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	91	193	161	144	589

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	2	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	9	7	11	9	36

Date this data was collected or last updated

Thursday 8/27/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	620	700	546	517	2383
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	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	0	0	0	

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	73	60	32	47	212
Students retained two or more times	0	0	0	0	0	0	0	0	0	11	7	13	5	36

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	620	700	546	517	2383
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	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	0	0	0	

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	73	60	32	47	212
Students retained two or more times	0	0	0	0	0	0	0	0	0	11	7	13	5	36

Part II: Needs Assessment/Analysis

School Data
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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	47%	57%	56%	0%	57%	53%
ELA Learning Gains	44%	48%	51%	0%	47%	49%
ELA Lowest 25th Percentile	36%	43%	42%	0%	41%	41%
Math Achievement	26%	46%	51%	0%	44%	49%
Math Learning Gains	25%	41%	48%	0%	42%	44%
Math Lowest 25th Percentile	27%	46%	45%	0%	38%	39%
Science Achievement	57%	69%	68%	0%	71%	65%
Social Studies Achievement	56%	70%	73%	0%	70%	70%

EWS Indicators as Input Earlier in the Survey					
Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	47%	47%	0%	55%	-8%
	2018					
Cohort Comparison						
10	2019	42%	47%	-5%	53%	-11%
	2018					
Cohort Comparison		42%				

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
2019	57%	62%	-5%	67%	-10%
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	55%	62%	-7%	70%	-15%
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	17%	49%	-32%	61%	-44%
2018					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	32%	44%	-12%	57%	-25%
2018					

Subgroup Data

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	21	30	27	19	23	21	35	32			
ELL	21	37	34	12	25	30	41	37			
ASN	68	44		30	25		92				
BLK	40	42	36	20	23	25	63	46			
HSP	44	43	35	23	24	28	54	55			
MUL	64	44		42	33		57				
WHT	69	57	50	43	33	18	65	79			
FRL	42	41	35	22	23	29	56	54			
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 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 2015-16	C & C Accel 2015-16

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	51
Total Points Earned for the Federal Index	369
Total Components for the Federal Index	9
Percent Tested	97%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	32
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	52
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	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	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	48
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	52
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	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

2018-2019 data, Algebra 1 and Geometry EOC scores were well below the district and state averages. This can be explained due to several factors. We did not have consistent certified staff in the classroom (4 substitutes at one point), unable to get on track with pacing guide, did not have a math coach.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

None of our data showed a large decline, because we were low in many areas we did show growth in many areas. We did however did not show growth, based on REA predictive data in our ELA learning gains. We were low in our Osceola Writes scores across all classes and even during our second Osceola Writes there were gains but because the first assessment scores were so low it did not show a lot of improvement. Our ESE and ELL students did not preform well in either, which due to our large population impacted the scoring.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Algebra 1 EOC was a 44% difference between school and state average. As stated above failure to have consistent certified teachers, failure to pace with CUPS.

Which data component showed the most improvement? What new actions did your school take in this area?

Based on 3 quarters of data for the 19-20 school year, our math department made tremendous gains in overall achievement, learning gains and lowest 25%. We believe this was due to having a math coach to help the teachers with instruction. Teachers were following the CUPS and using proper instructional material. We had certified teachers in the classrooms and now substitutes. We were able to implement Tiger Time for intervention period remediation.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Attendance data shows that 1/3 of our students missed at least 10% of school. This is concerning, if students are not in class learning they are falling behind.

378 students scored a Level 1 on the math statewide assessment. As a graduation requirement this means we have large gaps in knowledge that will need to be retaught by current teachers and students will need to miss class to participate in re-takes for testing.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. ESSA Subgroups in particular (SWD and ELL, both below 32%)
2. Alg 1 and Geometry Instruction
3. ELA 9/10 Instruction
4. Science (Biology) Instruction
5. US History

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:	Science education has been to cultivate students' scientific habits of mind, develop their capability to engage in scientilfic inquiry, and teach students how to reason in a scientific context. Science allows students to explore their world and discover new things. It is also an active subject, containing activities such as hands-on labs and experiments. This mak:es science well-suited to active younger children. Science is an import.ant part of the foundation for education for all children.
Measurable Outcome:	In 2018-2019 science achievement was 56% In 2019-2020 science achievement was projected to increase increase by 5%. Our 2020-2021 science achievement goal is 63%.
Person responsible for monitoring outcome:	Marie Hunnicutt (marie.hunnicutt@osceolaschools.net)
Evidence-based Strategy:	The science curriculum must be made relevant to students by framing lessons in contexts that give facts meaning, teach concepts that matter in students' lives, and provide opportunities for solving complex problems.
Rationale for Evidence-based Strategy:	Students who manipulate scientific ideas using hands-on/minds-on strategies and activities are more successful than peers who are taught by teachers relying primarily on lecture and the textbook (Lynch & Zenchak, 2002)_

Action Steps to Implement

1 _Teachers will attain and break down achievement data from district assessments during weekly common
planning PLC_

2_Science teachers participate in PLC process weekly to ensure content and pacing and re-teaching of standards_

3_ Teachers will participate in PD that will AVID strategies including Kagan, WICOR , Cornell notes and interactive notebooks.

4_ Teachers will learn and implement standards based stations and implement differentiated instruction as an
instructional strategy to breakdown student data and content mastery_

5_ ELL and ESE support in the classroom will occur through the collaboration of ESOL. compliance specialist
and RCS ensuring students are supported in science courses_

6_ Teachers will provide individual student data. __

7_ The administration will provide professional development sessions to teachers as they request it and the
need arises.

8_Teacher will provide Tier 2 and Tier 3 instruction based on grade level .standards.data, student tracking,
collaborative planning, and data analysis_

Person Responsible   Marie Hunnicutt (marie.hunnicutt@osceolaschools.net)

#2. Leadership specifically relating to Instructional Leadership Team	
Area of Focus Description and Rationale:	The Tohopekaliga Leadership Team helps to maintain a focused school vision and strategy intent on improving student achievement. Improvement in this area rather than operational management, is a main priority of our leadership team. Effective instructional leadership teams are powerful levers for making change in schools. At Tohopekaliga we have a team that includes our principal, three assistant principals, a math and literacy coach, ESE RCS, ESOL RCS and four deans. Based on experiences these educators provide valuable insight into how we can drive instruction in our school. It was found through the Insight Survey submitted by teachers that there was a need for growth in instructional Leadership and Academic Opportunity
Measurable Outcome:	Insight Survey Retention Section Responses 2019-2020 Specifically- Academic opportunity: Students at my school support their answers and explain their thinking 2019-2020- 33% (30 teachers), 2020-2021- 50% Instructional Leadership- Provide teachers with additional resources for their classrooms. 2019-2020 23%, 2020-2021- 39%
Person responsible for monitoring outcome:	Julia Ullmann (julia.ullmann@osceolaschools.net)
Evidence-based Strategy:	Increase teachers leadership roles within the school Leadership teams can improve teacher motivation and confidence in their own abilities and had taught them to motivate, lead and encourage other adults leading to improved self-confidence, increased knowledge, and an improved attitude to teaching among teachers. Teachers having the resources in their classrooms to teach improves their increases teacher motivation as the teachers feel supported and that the school is investing in their students.
Rationale for Evidence-based Strategy:	Great leaders understand that teachers know what their students-and what, at they themselves-need to succeed. When teachers are involved in examining data and making important decisions based on data that inform how they continuously improve their schools, leadership teams can ensure that everyone in the building is focused on the core business of the school-improving student learning outcome. When teachers work together in teams, they coach each other, learn from one another, and become experts in specific areas. This team dynamic, in which everyone plays a role and is valued-provides them with a sate space to refine their practices to improve student outcomes. It also boosts teacher morale, making it more likely that good teachers will stay in the profession longer. In these collaborative environments, transparency of practice and data are expected to help drive improvement (Gates Foundation 2019)
Action Steps to Implement	

Continue review of Insight Survey to determine other areas of need.
Rotation of PLC Leads and Department Chairs to provide teachers new opportunities for leadership positions.
Planning with adaptive approach towards conducting experiments (such as small projects) stemming from the teachers' insight and feedback, rather than top-down approach.
Provide training for digital resources for teachers to implement (One Note, TEAMS, Turn it In, ELLvation).
Cultivate a mindset of focus, accountability and collaboration to ensure that concrete actions are taken towards a common goal.

Person Responsible Julia Ullmann (julia.ullmann@osceolaschools.net)

#3. Other specifically relating to Specifically relating to Schoolwide Post Secondary Culture for all students

Area of Focus Description and Rationale:	A college going culture builds the expectation of post secondary education for ALL students, not just the best students. It inspires the best in every student and it supports students in achieving their goals. Students who have parental, school, and community expectations of post secondary plans after high school see this as a norm, not the outlier. However, the idea that any post secondary plan is the next step after high school may seem unrealistic for these students who are from one or more of the following groups: low achievers, middle to low incomes levels, underrepresented minorities, disabled youth, and families where no one has attended college before.
Measurable Outcome:	Industry Certifications for 19-20 school year were 200. Increase by 20% for 20-21 school year Increase DE enrollment across all platforms (Valencia, oTECH, UCF, UF) by 5% Increase AP Exam Pass schoolwide by 7%. 18-19 School Year 45% overall pass rate, out of 626 exams, 19-20 school year % overall pass rate out of 853 exams Increase FAFSA completion by 14%. 18-19 School Year-30%, 19-20 School Year- 42%
Person responsible for monitoring outcome:	Julia Ullmann (julia.ullmann@osceolaschools.net)
Evidence-based Strategy:	Schools with strong future orientation, that engage all students in planning for life after graduation. With effective school based teams that are anchors of implementing post secondary work. Which shape the culture of success in which students to aspire to a quality life beyond school. Then in such schools, students will fully participate in their academic and personal development to access a variety of opportunities to meet their needs.
Rationale for Evidence-based Strategy:	Schools successfully create learning environments where students understand the value of higher education, connect present performance to future goals, believe a post-secondary education is a tangible reality, and receive consistent individualized support. (John 2016)

Action Steps to Implement

1. CTE teachers and AP teachers will meet for PLC meetings during scheduled Wednesday's and common planning time. CTE Teachers will review IC data and AP teachers will review CED binders for scope and sequencing.

2. School Stocktake process will take place monthly to provide feedback on acceleration of students and development of school wide post-secondary culture.

3. APC will work with lead counselor and API to ensure that all students are scheduled into an acceleration course, depending on graduation requirement needs. Data will be monitored quarterly during guidance meetings and stocktake.

4. School Counselors, coaches, AP's and teachers will work together to increase DE, CTE and AP numbers.

5. Building schedule for CCC to go into classrooms to teach Naviance lessons to students, ensure that every student has an account set up. (DaSilva, Counselors)

Person Responsible Julia Ullmann (julia.ullmann@osceolaschools.net)

#4. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	The 2019-2020 school performance data indicated that 17% of Tohopekaliga High School students (THSS) passed the Algebra 1 FSA EOC, productive actions are necessary to accomplish the goal of ensuring higher levels of mathematic achievement with all THSS.
Measurable Outcome:	Our primary goal is to raise the achievement in ESE math from 15% to 18% and ELL performance level from 8% to 12%. We also aim at providing strategies and methodologies to raise the achievement levels of students who fall in the 25th percentile to 30 or better percentile levels. Measures will be taken to increase math gains from 25% to 29% and math achievement from 26% to 35%. We also hope to maintain our standards in the higher percentage levels or to improve upon them.
Person responsible for monitoring outcome:	Roberto Morales (roberto.morales@osceolaschools.net)
Evidence-based Strategy:	Research indicates that utilizing data to guide next steps in instruction positively impacts both the students and teachers. Additionally, it strengthens collaboration within the Professional Learning Community. Math teachers will implement Read Write Talk and Solve in their daily instructional practices. ELL PARAs and ESE support teachers including math teachers will participate in professional development/training on different instructions in implementing station/rotations for Algebra 1 and Geometry using Algebra Nation. In addition, all data will be collected and monitored through School City. Common assessments and quarterly district assessments data will be analyzed during PLC's. All data will be used to focus on improving instructions and ensuring students' achievement in all subgroups. In order to ensure accountability and accuracy, Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in.
Rationale for Evidence-based Strategy:	Interpreting and desegregating student data allows the teacher to identify needs of their class, as well as individual student needs. Students also learn to take account of their own learning, set measurable goals, and identify their strengths and weaknesses. In order to achieve the measurable outcome for ESE, ELL, lowest 25% quartile, math achievement, and math gains, teachers will unpack standards and analyze data collected from common assessment to scaffold instruction during PLC's throughout the school year. Anghileri (2006), Cobb, et al., (2000), Marzano, R. J., Pickering, D. J., & Pollock, J. E., (2001)

Action Steps to Implement

1. Once an assessment has been taken, teachers will determine individual student needs based on errors made. Students will then receive interventions based on those errors to clarify any misconceptions about a particular strategy used.
2. Teachers will track student data by Standard - After a standard has been assessed, teachers will place student scores in the tracker. Teachers will provide interventions as needed and reassess students to monitor their learning.
3. Teachers will bring student evidence to each PLC, analyze data and assess which strategies work best for each content area and for each student. The PLC Facilitator and leadership team will monitor this by walk-through and individual meetings with PLCs.

Person Responsible	Uyen Malley (uyen.malley@osceolaschools.net)

4. Monitor and Support - During PLC's teachers will continue to view student data and determine appropriate next steps based on individual student needs.
5. Student Self-Tracking - Students will track their own learning through teacher provided success criteria.
6. Teachers will provide individual student data chats, while working with students to set goals for themselves, which will be monitored with subsequent data chats.
7. Teachers will pull students that are struggling with the current grade level content (Tier I) and reteach to ensure that all students are learning at high levels. This combined with the assurance that complex tasks are planned through the PLC process will allow for rigorous instruction every day. This will be monitored through weekly classroom walk-through by the principal, assistant principal, and coaches.
8. Teachers will provide Tier 3 instruction based on gaps in mathematics contents.

Person Responsible   Uyen Malley (uyen.malley@osceolaschools.net)

9. The ELL and ESE Task Force involvement and support in the classroom will occur through the collaboration of ESOL compliance specialist and RCS ensuring students are supported in mathematics courses by providing ELL and ESE instructional strategies and professional development for teachers.
10. The Math Coach will provide professional development sessions to teachers as they request it and the need arises. The Leadership Team will determine areas of need through observation and data. Development sessions are data driven based off of data collected through Leadership Walks, Stocktake Meetings, Coaching for Implementation and Rigor Walks and District Learning Cycle Visits.
11. Monitoring will occur through PLC to assure rigor vs quantity of practice , planning, rigor using district provided materials (CUPS), and student engagement are implemented.
12. New teachers in Algebra 1 and Geometry classes those teachers will be supported by district and Toho personnel.

Person Responsible   Uyen Malley (uyen.malley@osceolaschools.net)

#5. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Well-implemented programs designed to foster SEL are associated with positive outcomes, ranging from better test scores and higher graduation rates to improved social behavior. Social-emotional competencies include skills, such as the ability to collaborate and make responsible decisions; mindset, such as thinking positively about how to handle challenges; and habits, such as coming to class prepared and knowing students will be successful. A positive school climate includes a safe environment, strong student and staff relationships, and supports for learning. It provides the foundation that students need to develop the social, emotional, and academic competencies they need to succeed in life.
Measurable Outcome:	2019-2020 SEL climate survey showed 39% of students and teachers indicated that they have the necessary resources and knowledge to feel safe and supported in school. In 2020-2021 this will increase by 10%.
Person responsible for monitoring outcome:	Christopher Todd (christopher.todd@osceolaschools.net)
Evidence-based Strategy:	Students have different learning styles and needs, therefore, it is important to know and understand their diverse learning styles and needs to ensure appropriate interventions and support.
Rationale for Evidence-based Strategy:	Social and emotional learning is unique to every student's needs and their learning styles, therefore, using the appropriate resources and interventions is key to the student's success in a safe learning environment. The idea is that, in order for kids to be successful academically, their other needs must be met, too. That includes their social and emotional needs (Tate, 2019)

Action Steps to Implement

1. Teachers and staff will collaborate with Literacy Coach and Media Center specialist, through EPLC to determine students' learning styles and needs.
2 Teachers will plan to build a safe environment of support with appropriate resources and it is to include online learning.
3. Teachers will plan and build on students' voice through writing and reflection activities.
4. Teachers will encourage and facilitate students' decision-making through action planning.
5. Teachers will use online resources, AVID instructional strategies, project based activities, and critical thinking questioning techniques.

Person Responsible	Christopher Todd (christopher.todd@osceolaschools.net)

6. Teachers will integrate SEL strategies to their curriculum, whether online or face to face, such as self management, time management, and social awareness when applicable.
7. Teachers will facilitate and promote collaborative learning.
8. School will support and promote structures, relationships, and professional development that will support SEL development and understanding.
9. All surveys will be analyzed and shared via EPLC's to support and increase SEL strategies.
10. The leadership team will review monthly behavior data for subgroups and interventions through weekly and monthly administrative meetings.

Person Responsible	Christopher Todd (christopher.todd@osceolaschools.net)

#6. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Based upon the Tohopekaliga HS 2018-2019 school data, the FSA ELA achievement was 47%, which is below the state average of 55%. The district average is 47%, however, the goal is to increase to the state average of 55% while focusing on all ELL, ESE, Black, Hispanic, and FRL students.
Measurable Outcome:	TKHS students will increase from 47% to 55% in FSA ELA achievement levels; FSA ELA gains will increase from 44% to 55%; students in the lowest 25% ELA quartile will increase from 36% to 40%, ELL students will increase from 6% to 10% in ELA achievement; ESE students will increase from 18% to 22% in ELA achievement.
Person responsible for monitoring outcome:	Laverne Turton (laverne.turton@osceolaschools.net)
Evidence-based Strategy:	ELA teachers, inclusive of ELL PARAs and ESE support teachers, will participate in professional development/training that will break down instructional strategies that focus on core connections, reading across the content to include informational text, focused note taking strategies while reading, scaffolding content/instruction to support all students. In addition, all data will be monitored through data analysis in PLCs. The data analyzed will be systematically gathered through district and PLC formative common assessments, Achieve3000 data, and Khan Academy data. All this data will be analyzed to ensure student achievement in all subgroups.
Rationale for Evidence-based Strategy:	In order to achieve a minimum of 4% increase in ELA achievement in ESE, ELL, lowest 25%, ELA gains, and ELA achievement, teachers that participate in breaking down data and standards through PLCs in order to scaffold instruction/content and align standards to resources while ensuring data for all ELL, ESE, Black, Hispanic and FRL students is evaluated effectively increase learning and close achievement gaps. Research illustrates a correlation between student achievement and the development of an achievable, rigorous and aligned curriculum. Schools that consistently utilize common assessments have the greatest student achievement. The use of common formative assessments, when well implemented, can effectively double the speed of learning. (William, 2007), (Marzano, 2003)

Action Steps to Implement

1. Administration team will develop a professional development/training calendar that focus on ensuring a shift in teacher instruction that will increase ELA achievement in ESE, ELL, and lowest 25%. Teachers will participate in a minimum of two professional development workshops a month. The workshops will include training on increasing student engagement and monitoring for learning. These workshops will be lead by model teachers, instructional coaches, district coaches, and administrators.
2. All ELA teachers will participate in core connections training. This training focuses on instructional strategies that integrate reading and writing curriculum aligned with with FL state standardized tests. Teachers, and the literacy coach, are scheduled to participate in this training each semester. They will learn to analyze the student writing assessment data based upon state guidelines.
3. All reading teachers will participate in Khan Academy training (grades 11 and 12) with focus on SAT/ ACT prep.

Person Responsible	Christopher Todd (christopher.todd@osceolaschools.net)

4. All reading teachers (grade 9 and 10) will participate in Achieve3000 training with a focus on grade level stations, teacher led stations, and students completing two activities per week with scores of 75% or

better. Students will be using tracker sheets and setting goals. Students and teachers will also participate in quarterly data chats.
5. ELA teachers and reading teachers, that share common planning, will participate in weekly PLC meetings that focus on the development of both standardized lesson plans, formative common assessments, and analyzing student data. Lessons and assessments will focus on aligning the resources to the standards. PLC meetings will be supported and work in conjunction with the literacy coach.

Person Responsible   Christopher Todd (christopher.todd@osceolaschools.net)

6. ELA teachers and reading teachers, that share common planning, will participate in weekly PLC meetings that focus on breaking down standards and creating learning goals and targets. PLC meetings will be supported and work in conjunction with the literacy coach.
7. ELA and reading teachers will participate in professional development that focuses on instructional strategies that scaffold content for ELL and ESE subgroups. Professional development training will include AVID WICOR instructional strategies, ELLEVATION training, and ESE support strategies-whole group, small group, and one-on-one conferencing to meet the individual needs of all students..
8. The ELL and ESE Task Force involvement and support in the classroom will occur through the collaboration of ESOL compliance specialist and RCS ensuring students are supported in ELA courses by providing ELL and ESE instructional strategies and professional development of teachers.

Person Responsible   Christopher Todd (christopher.todd@osceolaschools.net)

9. Students will participate in targeted intervention meetings. Specific intervention programs to include FSA reading and writing, SAT/ACT boot camps, SAT/ACT boot camps for ELL and ESE students.
10. Teacher will provide Teir 2 instruction based on grade level standards and content using data, student by student standard tracking, collaborative planning, and data analysis. This will be monitored through weekly classroom walk-through by the principal, assistant principal, and coaches.
11. School district will focus on target and task alignment, focus on collaborative structures, and rigorous material for rotational model in reading.
12. Implementation of Khan Academy in ELA courses and monitored by district and literacy coach; data discussed in PLCs.
13. Elizabeth Hadley (REA) will work with literacy coach, Ms. Turton, to ensure students have equitable access to Khan.

Person Responsible   Christopher Todd (christopher.todd@osceolaschools.net)

#7. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale:	ESSA data from 2018-2019 showed that Tohopekaliga had 5 subgroups that were below 41%. This affected the proficiency and student achievement seen throughout the state reporting of school data. The school is TS & J status.
Measurable Outcome:	Tohopekaliga has identified the following ESSA measurable outcome objectives: • SWD* - Increase standardized test pass rate from 27% to 35% • ELL - Increase standardized test pass rate from 32% to 35% • White - Increase standardized test pass rate from 52% to 55% • Black - Increase standardized test pass rate from 37% to 43% • Hispanic - Increase standardized test pass rate from 40% to 45% • Asian - Increase standardized test pass rate from 52% to 55% • Multiracial - Increase standardized test pass rate from 48% to 50% • Economically Disadvantaged - Increase standardized test pass rate from 39% to 43% *excluding gifted
Person responsible for monitoring outcome:	Matthew Fenn (matthew.fenn@osceolaschools.net)
Evidence-based Strategy:	Tohopekaliga High School already has an established Multi Tier System of Supports (MTSS) program. We intend to use this structure to identify, discuss, implement and evaluate prescribed student supports. We intend to adjust course as needed in an effort to meet the needs of all students.
Rationale for Evidence-based Strategy:	The needs of students vary and require constant monitoring and adjustment. Using the already established MTSS program allows us to utilize the time and talents of the entire problem-solving team towards the singular goal of providing fair and equitable education for all ESSA subgroups. One of the few popular aspects of the original No Child Left Behind act was the underlying principle that we shouldn't rely on average test scores to determine the quality of a school;it's important to consider how its vulnerable subgroups are performing too. (Petrilli 2020)

Action Steps to Implement

1. Identify students in ESSA subgroups, determine students of concerns within ESSA subgroups based upon standardized test scores and NWEA Growth Assessments.
2. Develop and implement supports and interventions for students of concern using Tiger Time Intervention period and weekly remediation time.
3. Monitor students' response to the prescribed interventions using district formative and NWEA Skill Monitoring Assessments.
4. Adjust interventions in response to student data.
5. Provide students with test preparation for standardized tests leading up to actual testing date.

Person Responsible	Matthew Fenn (matthew.fenn@osceolaschools.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The school engage families, students. and all faculty in a shared understanding of academic and behavioral
expectations and high-quality instruction, and hold staff responsible for implementing any changes. It frequently
communicate high expectations for all students (e.g., "All students are college material"). Leaders demonstrate
how those beliefs manifest in the school building. For example:
•Collaborative planning is solutions-oriented and based in disaggregated data
• Student work is displayed throughout school
• All students are enrolled in college- and career-ready prep curriculum
A clear code of conduct for students and adults with input from students, families, and school personnel has been
created.Teachers meet in PLCs weekly to routinely examine disaggregated data to look for themes/patterns
among student groups. This data and the following, discipline referrals or incident reports, in- and out-of-school
suspension.and attendance also forms the basis for discussions of what's working (or not) for particular groups
within a school and What needs to be done. Such as, Establishing specific strategies, but attainable for reducing
disproportionate discipline with staff, student, and family input. Implementing evidence-based alternatives to
exclusionary discipline (e.g., restorative practices and positive behavioral supports) and provide ongoing training
and feedback to teachers on implementing these approaches. The administration ensures that teachers have
resources, training, and ongoing support to meet them and provides frequent, constructive
feedback, and, actively make themselves available to teachers and staff. The leadership team
actively solicit staff feedback on schoolwide procedures and create opportunities for teachers to
assume leadership roles. They also structure the master schedule to include collaborative
planning and ensure it is rooted in data on student progress and interests. The school provides
orientation for new teachers and ongoing support from a mentor teacher.
Teachers establish and practice clear expectations and classroom procedures, and provide frequent feedback to
students, and encourage students to be caring and respectful to one another and teachers model such
interactions in the classroom. The schools, curriculum and teachers' lesson plans draw on the diverse interests
and experiences of students.
The school has established an infrastructure to support family engagement, such as a decision-making SAC
council. It reaches out to families and the community early and often - not just when there is an issue. Seeking
input from families on how the school can support students, and follow up with what's being done as a result. We
also ensure that logistics of parent/teacher conferences and other school events enable all parents to participate
(schedule to accommodate varied work hours, offer translation, and provide food and childcare). It is a priority for
the school to intentionally engage with families of historically underserved students (e.g., by providing
opportunities for small-group conversations with school leaders). Finally, The school provides all teachers with
training on social and emotional skills, culturally competent, and management.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

The school engage families, students. and all faculty in a shared understanding of academic and behavioral expectations and high-quality instruction, and hold staff responsible for implementing any changes. It frequently
communicate high expectations for all students (e.g., "All students are college material"). Leaders demonstrate
how those beliefs manifest in the school building. For example:
•Collaborative planning is solutions-oriented and based in disaggregated data
• Student work is displayed throughout school
• All students are enrolled in college- and career-ready prep curriculum
A clear code of conduct for students and adults with input from students, families, and school personnel has been
created.Teachers meet in PLCs weekly to routinely examine disaggregated data to look for themes/patterns among student groups. This data and the following, discipline referrals or incident reports, in-and out-of-school
suspension.and attendance also forms the basis for discussions of what's working (or not) for particular groups
within a school and What needs to be done. Such as, Establishing specific strategies, but attainable for reducing
disproportionate discipline with staff, student, and family input. Implementing evidence-based alternatives to exclusionary discipline (e.g., restorative practices and positive behavioral supports) and provide ongoing training
and feedback to teachers on implementing these approaches. The administration ensures that teachers have
resources, training, and ongoing support to meet them and provides frequent, constructive feedback, and, actively make themselves available to teachers and staff. The leadership team actively solicit staff feedback on school wide procedures and create opportunities for teachers to assume leadership roles. They also structure the master schedule to include collaborative planning and ensure it is rooted in data on student progress and interests. The school provides orientation for new teachers and ongoing support from a mentor teacher.
Teachers establish and practice clear expectations and classroom procedures, and provide frequent feedback to
students, and encourage students to be caring and respectful to one another and teachers model such interactions in the classroom. The schools, curriculum and teachers' lesson plans draw on the diverse interests
and experiences of students.
The school has established an infrastructure to support family engagement, such as a decision-making

SAC

council. It reaches out to families and the community early and often - not just when there is an issue. Seeking

input from families on how the school can support students, and follow up with what's being done as a result. We

also ensure that logistics of parent/teacher conferences and other school events enable all parents to participate

(schedule to accommodate varied work hours, offer translation, and provide food and childcare). It is a priority for

the school to intentionally engage with families of historically under served students (e.g., by providing opportunities for small-group conversations with school leaders). Finally, The school provides all teachers with

training on social and emotional skills, culturally competent, and management.

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Science				$0.00
2	III.A.	Areas of Focus: Leadership: Instructional Leadership Team				$0.00
3	III.A.	Areas of Focus: Other: Specifically relating to Schoolwide Post Secondary Culture for all students				$0.00
4	III.A.	Areas of Focus: Instructional Practice: Math				$9,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	510-Supplies	0005 - Tohopekaliga High School	School Improvement Funds		$3,000.00
			Notes: Whte Boards and calculators for student practice.			
	5100	100-Salaries	0005 - Tohopekaliga High School	School Improvement Funds		$3,000.00
			Notes: Calculators and small hand held white boards.			
	5100	140-Substitute Teachers	0005 - Tohopekaliga High School	School Improvement Funds		$3,000.00
			Notes: Cover classes so that teachers can observe master teachers teaching their content.			
5	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				$0.00
6	III.A.	Areas of Focus: Instructional Practice: ELA				$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	0005 - Tohopekaliga High School	School Improvement Funds		$3,000.00

			Notes: To purchase substitutes to allow teachers to watch each other teach.	
7	**III.A.**	**Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups**		**$0.00**
			Total:	**$21,000.00**