

School District of Osceola County, FL

Tohopekaliga High School



2021-22 Schoolwide Improvement Plan

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Tohopekaliga High School

3675 BOGGY CREEK RD, Kissimmee, FL 34744

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

Demographics

Principal: George Arscott

Start Date for this Principal: 6/15/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	68%
2020-21 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
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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.

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Tohopekaliga High School

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	54%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	88%

School Grades History

Year	2020-21	2019-20	2018-19
Grade		D	D

School Board Approval

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SIP Authority

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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	Position Title	Job Duties and Responsibilities
Arscott, George	Principal	Math, (16), Math Coach (1), Science (13), PE/Drivers Ed (4), Athletic Director (1), Principal Secretary (1), Assistant Principals (3)
		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
Todd, Christopher	Assistant Principal	AVID (3), ELA (18), Reading (7), Virtual Labs (2), Counselors (5), CCC (1), Student Records Clerk (2), Guidance Secretary (2)
		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 Graduation Data & At-Risk Other Duties as Assigned
Ullmann, Julia	Assistant Principal	CTE (14), World Languages (5), Fine Arts (6), Testing Coordinator (1), Testing Assistant (1) ELL Specialist (1) ELL Paraprofessionals (5), Front Desk Reception (2)
		Areas of Supervision Customer Service Acceleration State Assessment Supervision/ calendar Advanced Placement Program Khan Academy

Name	Position Title	Job Duties and Responsibilities
		<p>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</p>
Glassburn, Michael	Assistant Principal	<p>World History (13), Navy ROTC (2), ESE RCS (1), ESE teachers (14), Media Specialist (1), Custodians (15), Deans (4), Deans Secretary (1), Attendance Clerk (1)</p> <p>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</p>
Fenn, Matthew	Dean	<p>Areas of Responsibility</p> <ul style="list-style-type: none"> • 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

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • 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
Turton, Laverne	Instructional Coach	<p>Literacy Coach</p> <ul style="list-style-type: none"> - 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 - All other duties as assigned

Name	Position Title	Job Duties and Responsibilities

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

Goerner ,
Coreen Instructional
Coach

- 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

Robinson,
Marie Dean

FIT Coordinator
Stocktake Participant
PLC Facilitator
Conduct program assessment and analyze data for program modification
Provide weeding, inventory and repair of all materials and equipment
Manage the "Cloud" software platforms that facilitate our ebooks and cloud sources to our administrators, teachers and students.

Demographic Information

Principal start date

Tuesday 6/15/2021, 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.*

0

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.*

1

Total number of teacher positions allocated to the school

118

Total number of students enrolled at the school

2,551

Identify the number of instructional staff who left the school during the 2020-21 school year.

14

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

21

Demographic Data

Early Warning Systems

2021-22

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	663	629	618	637	2547
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	163	166	154	192	675
One or more suspensions	0	0	0	0	0	0	0	0	0	4	12	4	9	29
Course failure in ELA	0	0	0	0	0	0	0	0	0	12	95	136	58	301
Course failure in Math	0	0	0	0	0	0	0	0	0	24	13	42	48	127
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	154	158	140	122	574
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	187	218	151	116	672
Number of students with a substantial reading deficiency	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	64	93	118	91	366

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	9	6	6	5	26

Date this data was collected or last updated

Tuesday 8/24/2021

2020-21 - 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	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

2020-21 - 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	663	629	618	637	2547
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

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				47%	57%	56%		56%	56%
ELA Learning Gains				44%	48%	51%		54%	53%
ELA Lowest 25th Percentile				36%	43%	42%		47%	44%
Math Achievement				26%	46%	51%		39%	51%
Math Learning Gains				25%	41%	48%		40%	48%
Math Lowest 25th Percentile				27%	46%	45%		46%	45%
Science Achievement				57%	69%	68%		67%	67%
Social Studies Achievement				56%	70%	73%		70%	71%

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
09	2021					
	2019	47%	47%	0%	55%	-8%
Cohort Comparison						
10	2021					
	2019	42%	47%	-5%	53%	-11%
Cohort Comparison		-47%				

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
2021					
2019	57%	62%	-5%	67%	-10%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	55%	62%	-7%	70%	-15%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	17%	49%	-32%	61%	-44%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					

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

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

NWEA, District Progress Monitoring. Will complete when data is available.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	87/47%	217/47%	303/58%
	Economically Disadvantaged	40/38%	102/41%	152/53%
	Students With Disabilities	3/19%	4/11%	10/20%
	English Language Learners	10/21%	39/32%	57/42%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	76/19%	98/24%	110/23%
	Economically Disadvantaged	32/15%	38/17%	54/21%
	Students With Disabilities	3/10%	5/14%	3/7%
	English Language Learners	13/12%	20/17%	23/17%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	164/52%	225/51%	282/56%
	Economically Disadvantaged	75/48%	99/44%	131/48%
	Students With Disabilities	5/25%	9/24%	14/33%
	English Language Learners	18/26%	23/24%	31/25%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	22/9%	34/13%	37/17%
	Economically Disadvantaged	12/9%	16/11%	15/12%
	Students With Disabilities	3/12%	2/6%	1/7%
	English Language Learners	6/7%	12/14%	15/19%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	47%	45%	49%
	Economically Disadvantaged			
	Students With Disabilities	41%	40%	41%
	English Language Learners	43%	41%	45%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 11				
	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
English Language Arts				
	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics				
	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology				
	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History				

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	7/37%	4/27%	5/31%
	Economically Disadvantaged	4/44%	1/20%	4/44%
	Students With Disabilities	0/0%	0/0%	1/25%
	English Language Learners	2/29%	2/29%	1/20%
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Subgroup Data Review

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	17	30	23	16	18	19	22	43		94	16
ELL	21	43	46	14	29	35	32	32		100	57
ASN	66	59		48	47		75	60			
BLK	36	41	41	10	26	35	51	67		98	30
HSP	39	46	41	19	24	29	48	53		98	50

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
MUL	29	27		12	29			73			
WHT	51	50	31	30	22		76	75		100	52
FRL	35	44	41	19	23	26	47	52		97	43
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	46
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	43
Total Points Earned for the Federal Index	502
Total Components for the Federal Index	11
Percent Tested	93%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
Asian Students	
Federal Index - Asian Students	59
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	34
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	
White Students	
Federal Index - White Students	54
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Math (Alg 1 and Geometry) across the board still continue to be a struggle for our students. Our Black and Hispanic subgroups are scoring lower on progress monitoring and state assessments than their White student counterparts. ESE and ELL students are performing lower than general education students.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

2020-2021 data, Algebra 1 (15) and Geometry (20) were both below the district averages of 17- Alg and 32 for Geometry and below our average for the 2018-2019 state assessments.

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

A large number of our students were on digital learning during the 2020-2021 school year, 1013 approx. Our math coach moved in the middle of the year and a new one did not arrive for 2 months.

We are no longer offering digital learning as an option at school. A new math coach was hired and has been working with the teachers since the start of the school year to ensure they are following Curriculum Unit Plans created by district.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Lowest 25% for ELA in 2019 was 36% in 2021 it was 41%.

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

We had a very strong support structure for ELA courses. Our Literacy coach pushed students and teachers to use Khan academy during dedicated time built into CUPs. Incentives were provided to students for showing growth on NWEA.

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

One of the strategies we are implementing is AVID Writing, Inquiry, Collaboration, Organization and Reading (WICOR) into all classrooms. Each quarter we will be focusing on a target strategy. For the first quarter we will be working on collaborative structures. We know that students can learn and retain information when they are able to share and learn new ideas from their classmates.

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.

We will be working with our AVID district director to provide PD's for staff on WICOR strategies throughout the year. Teachers are learning how to incorporate these strategies seamlessly into their lessons without having to do more work on their end, putting learning into the hands of their students.

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

We have made a change to our intervention period, it is now on a two week rotation. More accountability for students and teachers. There is clear process for the selection of students who receive interventions. We will be implementing the Numeracy Project for our lower level math students. We will continue to use the FNSI grant to improve teacher instruction in Math.

Part III: Planning for Improvement

Areas of Focus:

#1. Leadership specifically relating to Instructional Leadership Team

Area of Focus Description and Rationale:	<p>The leadership team helps to maintain a focused school vision and strategy intent on improving student achievement rather than operational management. We do this by continually improving our team through professional development.</p> <p>Reviewing data and targeting needs that will help our students and teachers is critical to moving our students forward. We use multiple data points provided through progress monitoring, state assessments, our NESTI walk through tool and data provided by REA.</p> <p>It is important for our teachers to receive targeted feedback so they know what the expectations are and where they can improve but also know that they are meeting or exceeding the expectations.</p>
Measurable Outcome:	<p>Insight Survey retention section survey responses Specifically- Academic opportunity: students at my school support their answers and explain their thinking 20-21- 45% 21-22- 50% Instructional Leadership- provide teachers with additional resources for their classrooms 20-21- 39%, 21-22- 45% Admin must have a min 5 classroom walk throughs per week as per data received from the district from 2021-2022</p>
Monitoring:	<p>Principal meets with leadership team to discuss expectations and growth plans. Using Power BI data during our Stocktakes to discuss growth and challenges of students and teachers. After conducting weekly walk throughs admin/coaches will be providing feedback to teachers on instruction, classroom management. PLC agendas will be reviewed and notes given on how their meetings pertain to their subject areas. Mr. Arscott will pull report from Survey Monkey to review NESTI walk through data. Information will be shared with admin team.</p>
Person responsible for monitoring outcome:	<p>Christopher Todd (christopher.todd@osceolaschools.net)</p>
Evidence-based Strategy:	<p>Increased teacher leadership roles with the school leadership team can improve teacher motivation and confidence in their own abilities and can teach them to motivate, lead and encourage other adults leading to improved self confidence, increased knowledge and an improved attitude to teaching among others.</p> <p>Teachers having the resources in their classrooms to teach improves their teacher motivation as the teacher feels supported and that the school is investing in their students.</p>
Rationale for Evidence-based Strategy:	<p>Great leaders understand that teachers know what their student 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 and provides them with a safe space to refine their practices and improve student outcomes. It also boosts teacher morale, making it more likely that good teachers will stay in the profession longer. In these collaborative environment, transparency of practice and data are expected to help drive improvement (Gates Foundation 2019)</p>

Action Steps to Implement

Continue review of insight survey to determine other areas of need.

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

Rotation of PLC leadership and department chairs to provide teachers with new opportunities for leadership positions.

Person Responsible Marie Robinson (marie.robinson@osceolaschools.net)

Planning with adaptive approach towards conducting experiments (such as small projects) stemming from the teachers' insight and feedback, rather than a top down approach.

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

Provide processes and structures for teachers and staff to be effective in their work.

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

Cultivate a mindset of focus, accountability and collaboration to ensure that concrete actions are taken toward a common goal.

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

Panorama survey data collection from students twice a year. Determine if plans put in place are working based on student responses.

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

Complete stay interviews with staff members to get feedback on whether or not they are supported

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

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Based upon the Tohopekaliga HS 2020-2021 school data, the FSA ELA achievement was 41%; a decrease of 6% from the 2019 school data. However, ELA learning gains increased to 46% in 2021 from 44% in 2019. In addition, the ELA lowest quartile increased to 41% in 2021 from 36% in 2019. Although TKHS achievement decreased, the goal is to increase to 50% while focusing on all ELL, ESE, Black, Hispanic, and FRL students. This will be achieved by ensuring that B.E.S.T. Standards are imbedded in instruction. ELA and Reading PLCs with ELL and ESE support are collaboratively planning together. Lesson plans and classroom instruction are monitored for differentiation of instruction with ELL and ESE learners. Instructional coaching is provided during PLCs or individually as needed to ensure an optimal learning environment. Professional development will be provided to teachers on WICOR and instructional strategies. Leadership will do walk-throughs and check lesson plans to ensure standards are aligned to instruction. Reading teachers' lesson plans and instructional model will include rotations of small group instruction. Leadership will monitor lessons plans and complete walk-throughs to ensure tier 1 students are receiving equitable instruction in an optimal learning environment. Tier 2 will be monitored through data analysis and leadership walk-throughs. Likewise, tier 3 learners will be monitored through data analysis and leadership walk-throughs.
Measurable Outcome:	TKHS students will increase from 41% to 50% in FSA ELA achievement levels; FSA ELA gains will increase from 46% to 48%; students in the lowest 25% ELA quartile will increase from 41% to 43%, ELL students will increase from 6% to 10% in ELA achievement; ESE students will increase from 18% to 22% in ELA achievement.
Monitoring:	The leadership team will monitor during monthly Stocktake meetings, through informal and formal classroom walk-throughs by the leadership team, district reflective visits, informal classroom walk-throughs by literacy coach, district provided assessments, NWEA Reading assessments, Beable diagnostic, Khan Academy, and state assessments. Additionally, it will be monitored through data analysis of formative common assessment implemented by PLCs.
Person responsible for monitoring outcome:	Christopher Todd (christopher.todd@osceolaschools.net)
Evidence-based Strategy:	ELA teachers, inclusive of ELL PARAs and ESE support, 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, WICOR strategies including focused notetaking 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, Beable, and Khan Academy. 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 will participate in breaking down data and standards through PLCs in order to scaffold and differentiate instruction/content and align standards to resources while ensuring data for all ELL, ESE, Black, Hispanic and FRL students is evaluated effectively to increase learning and close 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. ELA/Reading teachers and support staff will receive professional development using B.E.S.T. standards. Teachers will implement the use of B.E.S.T. standards to guide lesson planning and instruction. Teachers with ELL and ESE support will collaborate with lesson planning/instruction during PLC meetings as they expand their knowledge of B.E.S.T. standards. Coaches are using a B.E.S.T. LAFS Transition Tool (with support from our State Regional Literacy Directors and District Resource Staff) to study B.E.S.T. Standards, Grades 9-10 ELA Item Specifications, and assessed LAFS standards, as well as their assessment limits, to ensure that students are prepared for this school year's FSA.

Person Responsible Laverne Turton (laverne.turton@osceolaschools.net)

2. ELA and Reading teachers will collaborate with ELL PARAs and ESE teachers to ensure learning for all students including ESSA and subgroups. Teachers with common planning will meet to focus on breaking down standards and creating learning goals and targets. Support from the literacy coach will be provided.

Person Responsible Laverne Turton (laverne.turton@osceolaschools.net)

3. All ELA and Reading teachers in collaboration with ESE and ELL PARAs will plan during PLCs for differentiation of instruction to meet the instructional needs of every student. In addition, they will include within their lesson plans how they plan to differentiate instruction.

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

4. The literacy coach will provide instructional coaching during PLC meetings on research-based instructional best practices. All reading teachers will participate in Beable training. All reading teachers also will receive Khan Academy training (grades 11 and 12) with focus on SAT/ACT prep. ELA teachers will receive Core Connections training.

Person Responsible Laverne Turton (laverne.turton@osceolaschools.net)

5. ELA teachers and reading teachers, that share common planning, will participate in weekly PLC meetings that focus on creating learning goals, learning targets, and equitable instruction in an optimal learning environment. PLC meetings will be supported by literacy coach.

Person Responsible Laverne Turton (laverne.turton@osceolaschools.net)

6. Graduation success will be supported through students participating 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. Literacy coach will ensure students have equitable access to Khan Academy.

Person Responsible Laverne Turton (laverne.turton@osceolaschools.net)

7. 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%. 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. 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.

Person Responsible Laverne Turton (laverne.turton@osceolaschools.net)

8. All reading teachers (grades 9 -12) will participate in Beable 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.

Person Responsible Laverne Turton (laverne.turton@osceolaschools.net)

9. School district will focus on target and task alignment, focus on collaborative structures, and rigorous material for rotational model in reading. Optimal learning instruction in ELA and Reading classes will ensure standards are aligned to instruction.

Person Responsible Laverne Turton (laverne.turton@osceolaschools.net)

10. Teachers with support from leadership, district coaches, and literacy coach will ensure tasks and learning targets are aligned to standards and foundational instructional practices applicable of an optimal learning environment for all tier 1 learners.

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

11. Teachers will provide Tier 2 instructional intervention practices based on grade level standards and content using data provided by MTSS, student by student standard tracking, collaborative planning, and data analysis of formative common assessments. This will be monitored through weekly classroom walk-through by the principal, assistant principal, and coaches.

Person Responsible Laverne Turton (laverne.turton@osceolaschools.net)

12. Teachers will provide Tier 3 instructional intervention practices based on grade level standards and content using data provided by MTSS, student by student standard tracking, collaborative planning, and data analysis of formative common assessments. Training will be provided by MTSS on understanding and analyzing the data. This will be monitored through weekly classroom walk-through by the principal, assistant principal, and coaches.

Person Responsible Laverne Turton (laverne.turton@osceolaschools.net)

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	<p>Based upon the Tohopekaliga HS 2020-2021 school data, the FSA Math achievement was 19%; a decrease of 7% from the 2019 school data. Math learning gains stayed stagnate at 25% in 2021 from 25% in 2019. However we did see a 3% increase in our Math lowest quartile from 27% in 2019 to 30% in 2021. Although TKHS achievement decreased, the goal is to increase to 30% while focusing on all ELL, ESE, Black, Hispanic, and FRL students. This will be achieved by ensuring that B.E.S.T. Standards are imbedded in instruction. Alg 1 and Liberal Arts PLC's with ESE support are collaboratively planning together, along with our Geometry PLC and their ESE supports.</p> <p>Lesson plans and classroom instruction are monitored for differentiation of instruction for ESE learners. Instructional coaching is provided during PLCs or individually as needed to ensure an optimal learning environment. Professional development will be provided to teachers on WICOR and instructional strategies. Leadership will do walk-throughs and check lesson plans to ensure standards are aligned to instruction. Leadership will monitor lessons plans and complete walk-throughs to ensure tier 1 students are receiving equitable instruction in an optimal learning environment. Tier 2 will be monitored through data analysis and leadership walk-throughs. Likewise, tier 3 learners will be monitored through data analysis and leadership walk-throughs.</p>
Measurable Outcome:	<p>Our primary goal is to raise learning gains in mathematics by 5%. In addition, we will raise mathematics achievement by 11%.</p>
Monitoring:	<p>The Leadership Team will meet monthly for Stocktake meetings to discuss the progress of this area of focus. Progress will be measured with data from various sources such as NWEA, common assessments, FNSI, etc.</p>
Person responsible for monitoring outcome:	<p>Coreen Goerner (coreen.goerner@osceolaschools.net)</p>
Evidence-based Strategy:	<p>Math teachers, inclusive of ESE support, will participate in professional development/ training that will break down instructional strategies that focus on preparing both students and teachers for next year's B.E.S.T. Standards implementation, eliciting student thinking with strategies developed through the Florida Network for School Improvement, WICOR strategies with a focus on collaborative structures, scaffolding content/instruction to support all students, and providing Tier 3 students with additional supports through the Osceola Numeracy Pilot taking place during Tiger Time (Intervention period). In addition, all data will be monitored through data analysis in PLCs with Match Coach support. The data analyzed will be systematically gathered through district and PLC formative common assessments. This data will be analyzed to ensure student achievement in all subgroups.</p>
Rationale for Evidence-based Strategy:	<p>Interpreting student data in weekly PLC meetings allows teachers to identify not only large-scale needs of their classes as a whole, but also to differentiate for individual student needs using WICOR and FNSI strategies. Through data interpretation, specifically that of common assessments, students will take control of their own learning as Tiger Time, Bootcamps, and the Numeracy will be used to strengthen necessary skills. In order to achieve the measurable outcome noted above, teachers will be lead by the Math Coach through Carnegie Coaching Trainings & Coaching Cycles.(FNSI Project 2021)</p>

Action Steps to Implement

Once a common assessment has been taken, teachers will determine individual student needs based on errors made. Students will receive interventions (through Tiger Time) based on those errors to clarify misconceptions. This will allow for daily instruction to remain on-level.

Person Responsible Coreen Goerner (coreen.goerner@osceolaschools.net)

Teachers will track data and align errors made with standards-based weakness trends. Teachers will provide interventions as needed and reassess students to improve quality of learning.

Person Responsible Coreen Goerner (coreen.goerner@osceolaschools.net)

Teachers will bring student evidence to weekly PLC meetings, analyze data, and share which strategies work best for specific content and level of student, as focus is kept on transitioning to next-steps including upcoming content to be taught/reviewed.

Person Responsible Coreen Goerner (coreen.goerner@osceolaschools.net)

Students will track their own progress through a Learning Plan/Scale, specifics of as determined by PLC.

Person Responsible Coreen Goerner (coreen.goerner@osceolaschools.net)

Teachers/Math Coach will provide individual student data chats (re: NWEA data & Numeracy Project) and work w/ students to set goals for themselves. Data chats will be revisited throughout the year.

Person Responsible Coreen Goerner (coreen.goerner@osceolaschools.net)

Numeracy Project Team will work w/ a select group of students (based on Fall NWEA data) to strengthen skills daily through Tiger Time.

Person Responsible Coreen Goerner (coreen.goerner@osceolaschools.net)

ESE Support Teachers will be actively involved in weekly PLC meetings as well as math-related professional development to improve/contribute to planning for success.

Person Responsible Coreen Goerner (coreen.goerner@osceolaschools.net)

Math Coach will provide constant support to teachers for all needs that arise throughout the year. Leadership Team will work with coach to determine areas of need through observations and data.

Person Responsible George Arscott (george.arscott@osceolaschools.net)

Monitoring will occur to ensure rigor, planning, use of CUPs, and student engagement.

Person Responsible George Arscott (george.arscott@osceolaschools.net)

Teachers of Algebra 1/LAM/Geometry will strengthen their student engagement & quality of response methods through the FNSI project.

Person Responsible Coreen Goerner (coreen.goerner@osceolaschools.net)

#4. Instructional Practice specifically relating to Science

Science education has been to cultivate students' scientific habits of mind, develop their capability to engage in scientific inquiry, and teach students how to reason in a scientific context.

Area of Focus

Description and Rationale: 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. These activities make science well-suited to active, younger children.

Science is an important part of the foundation for education for all children.

Measurable Outcome: The goal for 2020-2021 science achievement was 51%. For the 2021-2022 school year, our science achievement goal is 56%.

Monitoring: The Leadership Team will meet monthly for Stocktake meetings to discuss the progress of this area of focus. Progress will be measured with formative and summative data from PLC created assessments.

Person

responsible for monitoring outcome:

Marie Robinson (marie.robinson@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

Teachers will attain and break down achievement data from district assessments during weekly common planning PLC.

Person

Responsible

Marie Robinson (marie.robinson@osceolaschools.net)

Science teachers participate in PLC process weekly to ensure content and pacing and re-teaching of Standards.

Person

Responsible

Marie Robinson (marie.robinson@osceolaschools.net)

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

Person

Responsible

Marie Robinson (marie.robinson@osceolaschools.net)

Teachers will attend PDs that introduce BEST standards for science and work to implement them with fidelity in their classrooms.

Person

Responsible

Marie Robinson (marie.robinson@osceolaschools.net)

Teachers will learn and implement standards-based stations and implement differentiated instruction as an instructional strategy to breakdown student data and content mastery.

Person

Responsible

Marie Robinson (marie.robinson@osceolaschools.net)

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.

Person Responsible Marie Robinson (marie.robinson@osceolaschools.net)

Teachers will provide individual student data to students during Tiger Time (intervention period) for individual data chats.

Person Responsible Marie Robinson (marie.robinson@osceolaschools.net)

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

Person Responsible Marie Robinson (marie.robinson@osceolaschools.net)

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 Robinson (marie.robinson@osceolaschools.net)

#5. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:	Awaiting ESSA data from 2020-2021. Subgroup 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 was TS & J status for 2020-2021.
Measurable Outcome:	<p>Tohopekaliga has identified the following ESSA measurable outcome objectives for 2018-2019. Measurable outcomes for 2021-2022 are pending the release of current ESSA subgroup data:</p> <ul style="list-style-type: none"> • SWD* - Increase standardized test pass rate from 27% to 41% • ELL - Increase standardized test pass rate from 32% to 41% • 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%
Monitoring:	<p>*excluding gifted</p> <p>The MTSS problem-solving team will meet post-administration of the Fall, Winter, and Spring NWEA assessments for math and reading. We will review the data and look for trends. We will also identify if the subgroups are responding favorably to the interventions and supports provided and if they are on course to meet their measurable outcomes. Data will subsequently be shared out with PLC teams so they can adjust curriculum and assessments accordingly.</p>
Person responsible for monitoring outcome:	Matthew Fenn (matthew.fenn@osceolaschools.net)
Evidence-based Strategy:	<p>Content area PLC's will be employ WICOR strategies across the curriculum through common planning of lesson and assessments. In particular, PLC's will utilize inquiry and collaborative techniques to increase engagement and rigor. Those activities will include jigsaw activities, study groups, skilled questioning, and critical thinking activities.</p> <p>Thomlinson and Imbeau (2010) describe differentiation as creating a balance between academic content and students individual needs. They suggest that this balance is achieved by modifying four specific elements related to curriculum.</p>
Rationale for Evidence-based Strategy:	<p>Content- the information and skills that students need to learn</p> <p>Process- how students make sense of the content being taught</p> <p>Product- how students demonstrate what they have learned</p> <p>Affect- the feelings and attitudes that affect student learning.</p> <p>The needs of students vary and require constant monitoring and adjustment. Using the already established PLC structure allows us to work collaboratively towards the singular goal of providing fair and equitable education for all ESSA subgroups.</p>

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.

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

2. Develop and implement supports and interventions for students of concern using Tiger Time Intervention period and weekly remediation time through the Problem Solving Team.

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

3. Monitor students' response to the prescribed interventions using district formative and NWEA Skill Monitoring Assessments through the Problem Solving Team.

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

4. Problem Solving Team will develop and adjust interventions in response to student data

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

5. Provide students with test preparation for standardized tests leading up to actual testing date.

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

#6. Other specifically relating to Culture & Environment**Area of Focus Description and Rationale:**

Social Emotional Learning is a focus for our School as well as our district. Within the Curriculum Plans that have been established by district our teachers are focusing on building Awareness of Social Emotional learning by developing lesson plans and activities that help build relationships with our students. This ties into our Community and Parent Involvement where we are holding SAC, establishing Booster Clubs, and inviting parents to events that promote school culture. Within our School our overall focus in establishing a Positive School Culture is by making sure we establish and revamp our T.I.G.E.R.S PBIS initiative. This is done by addressing Equity and Diversity within our school and promoting clubs and groups that give access to all students. As part of our PBIS, and other initiatives School Safety procedures have been made clear to all students and staff to ensure that students are receiving an education in a safe learning environment. This will help increase Student and Staff Attendance. As we establish our MTSS procedures we are focusing on students who are identified as part of our Early Warning System to make sure that we make connections with students whose discipline and factors hinder their progress here at Tohopekaliga HS. Schoolwide Post-Secondary Culture for all Students (District Assurances Requirements) 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.

Measurable Outcome:

Industry Certifications for 20-21 school year were 206. Increase by 10% for 21-22 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, 20-21 school year % overall pass rate out of
 Increase FAFSA completion by 14%. 18-19 School Year-30%, 19-20 School Year- 42%
 Increase Panaroma survey-Connection to School from 29% to 35%.

Monitoring:

Department PLCs, analyzing and comparing data, professional learning, progress monitoring at regular intervals.

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.

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

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

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

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.

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

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

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

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)

Weekly Wellness Wednesday lessons created by district presented by teachers for SEL. Counselor and API oversee implementation.

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

Teachers using warm demand strategy within classes to create relationships with students as part of district initiative for the power of one (having at least 1 adult on campus students can talk to)

Person Responsible Michael Glassburn (michael.glassburn@osceolaschools.net)

SEL lessons presented by teachers that have been built into CUPs to have a focus on the whole student.

Person Responsible Michael Glassburn (michael.glassburn@osceolaschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

For the 2019-2020 TOHOPEKALIGA-0005 reported 1.0 incidents per 100 students. This rate is less than the Statewide high school rate of 3.3 incidents per 100 students.

Violent Incidents

Statewide Rank: #72 / 505

County Rank: #3 / 12

Per 100 Students: 0.21

Property Incidents

Statewide Rank: #1 / 505

County Rank: #1 / 12

Per 100 Students: 0.00

Drug/Public Order Incidents

Statewide Rank: #104 / 505

County Rank: #8 / 12

Per 100 Students: 0.79

Total Reported Suspensions 2019-2020

Statewide Rank: #345 / 505 | County Rank: #9 / 74

Suspensions per 100 Students: 16.9

Total Reported Suspensions: 405

Our focus to decrease the amount of Violent, Drug/ Public incidences is to conclude walkthroughs every period. We have admin team, Deans, Instructional Coaches that will help us monitor and supervise students during transition, lunch, before and after school. The plan to decrease the number of suspensions is to implement and follow through on our Positive Behavior Intervention Supports System where we are teaching, encouraging students to make the right decisions on a daily basis. Within our School our overall focus in establishing a Positive School Culture is by making sure we establish and revamp our T.I.G.E.R.S PBIS initiative. This is done by addressing Equity and Diversity within our school and promoting clubs and groups that give access to all students. As part of our PBIS, and other initiatives School Safety procedures have been made clear to all students and staff to ensure that students are receiving an education in a safe learning environment. This will help increase Student and Staff Attendance. As we establish our MTSS procedures we are focusing on students who are identified as part of our Early Warning System to make sure that we make connections with students whose discipline and factors hinder their progress here at Tohopekaliga HS.

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.

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.

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

Administration - providing resources, training and support to teachers.

Leadership team - providing feedback to teachers, and encouraging leadership opportunities.

Teachers - modeling desired behavior, implementing and enforcing discipline policies.

Deans - supporting and enforcing school policies, facilitating PBIS.

PLC teams - analyzing student data and adjusting instructions.

SAC- supporting teachers, students and school with forum for open discussion about school improvement

Booster Club- creating strong culture with apparel and providing funds for teams

Community Members- having open policy for community members to work with school.