Tavares High School

2021-22 Schoolwide Improvement Plan

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Tavares High School

603 N NEW HAMPSHIRE AVE, Tavares, FL 32778

https://ths.lake.k12.fl.us

Demographics

Principal: Jacob Stein

Start Date for this Principal: 7/1/2019

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	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	93%
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: C (53%) 2017-18: B (58%) 2016-17: C (50%)
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 Lake County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	74%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	44%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	B

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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.

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Tavares High School is to prepare students to become confident, self-directed, lifelong learners enabling them to grow personally and academically as they work towards becoming college and career ready citizens who will make positive contributions to society.

Provide the school's vision statement.

The vision of Tavares High School is that by meeting the needs of all students through the commitments of all stakeholders, our students will become ethical and responsible citizens capable of realizing their fullest potential.

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
Stein, Jacob	Principal	Lead Learner Oversee Professional Learning Communities Articulation between all curriculum areas Scheduling Addressing ESSA data between all subgroups Start Date 7/19/2020
Campbell, Randy	Assistant Principal	Mr. Campbell will be working with the ELA and Reading department. Also, Mr. Campbell will be monitoring athletics and the class of 2024.
Glass, Richard (Bryan)	Assistant Principal	Mr. Glass will be working with the Math and Foreign Language departments. Also, Mr. Glass will be monitoring the MTSS process and the class of 2023.
Hall, Carl	Assistant Principal	Mr. Hall will be overseeing the Science and ESE departments. Also, Mr. Hall will be monitoring school safety and the class of 2025.
Lester, Carolyn	Instructional Coach	Ms. Lester is our literacy coach and will be working on professional development associated with the BEST standards throughout core curriculum areas. Also, She will lead FAIR testing and monitor student progress in Intensive Reading Classes.
Wright, Laura	Teacher, ESE	ESE Specialist - working with ESE students, parents and teachers to ensure ESE students graduate and transition into appropriate careers and educational choices
Bence, Stephanie	Assistant Principal	Mrs. Bence will oversee CTE and Social Studies departments.

Demographic Information

Principal start date
Monday 7/1/2019, Jacob Stein

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.*
4

Total number of teacher positions allocated to the school
77

Total number of students enrolled at the school

1,405

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

3

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

3

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	384	374	329	318	1405
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	131	107	98	113	449
One or more suspensions	0	0	0	0	0	0	0	0	0	37	22	14	9	82
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	26	44	24	94
Course failure in Math	0	0	0	0	0	0	0	0	0	0	34	45	27	106
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	64	84	63	71	282
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	62	54	43	26	185
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	157	209	138	135	639

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	223	298	174	145	840

The number of students identified as retainees:

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

Date this data was collected or last updated

Monday 7/19/2021

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	351	305	310	310	1276
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	39	60	75	64	238
One or more suspensions	0	0	0	0	0	0	0	0	0	30	25	15	10	80
Course failure in ELA	0	0	0	0	0	0	0	0	0	41	30	40	4	115
Course failure in Math	0	0	0	0	0	0	0	0	0	41	30	39	5	115
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	77	67	71	79	294
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	46	46	30	105	227

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	204	241	221	163	829

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	1	3	7	10	21

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	351	305	310	310	1276
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	39	60	75	64	238
One or more suspensions	0	0	0	0	0	0	0	0	0	30	25	15	10	80
Course failure in ELA	0	0	0	0	0	0	0	0	0	41	30	40	4	115
Course failure in Math	0	0	0	0	0	0	0	0	0	41	30	39	5	115
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	77	67	71	79	294
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Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	3	7	10	21

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				44%	50%	56%	46%	49%	56%
ELA Learning Gains				41%	46%	51%	53%	49%	53%
ELA Lowest 25th Percentile				28%	33%	42%	41%	44%	44%
Math Achievement				48%	44%	51%	57%	50%	51%
Math Learning Gains				45%	45%	48%	53%	47%	48%
Math Lowest 25th Percentile				39%	36%	45%	47%	41%	45%
Science Achievement				67%	68%	68%	73%	65%	67%
Social Studies Achievement				71%	69%	73%	82%	72%	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	42%	47%	-5%	55%	-13%
Cohort Comparison						
10	2021					
	2019	45%	48%	-3%	53%	-8%
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
2021					
2019	65%	66%	-1%	67%	-2%
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	72%	67%	5%	70%	2%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	32%	52%	-20%	61%	-29%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	55%	49%	6%	57%	-2%

Grade Level Data Review - Progress Monitoring Assessments

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

LSA Data in ELA 9 and 10, Biology, US History, Algebra and Geometry
Teacher created common formative assessments
ALEKS and Khan academy progress monitoring
FSA Testing

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	53	43	41
	Economically Disadvantaged	38	32	26
	Students With Disabilities	38	30	24
	English Language Learners	n/a	n/a	n/a
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	42	24	31
	Economically Disadvantaged	11	9	11
	Students With Disabilities	17	13	18
	English Language Learners	n/A	n/a	n/a
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	58	44	41
	Economically Disadvantaged	41	40	28
	Students With Disabilities	43	38	28
	English Language Learners	68	65	38
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	31	32	31
	Economically Disadvantaged	11	11	11
	Students With Disabilities	13	12	13
	English Language Learners	n/a	n/a	n/a
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	53	57	62
	Economically Disadvantaged	38	41	48
	Students With Disabilities	38	40	44
	English Language Learners	53	54	54
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 11				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	57	65	68
	Economically Disadvantaged	32	34	36
	Students With Disabilities	28	30	31
	English Language Learners	n/a	n/a	n/a

Grade 12					
English Language Arts	Number/% Proficiency	Fall	Winter	Spring	
	All Students	N/A	N/A	N/A	
	Economically Disadvantaged	N/A	N/A	N/A	
	Students With Disabilities	N/A	N/A	N/A	
	English Language Learners	N/A	N/A	N/A	
Mathematics	Number/% Proficiency	Fall	Winter	Spring	
	All Students	N/A	N/A	N/A	
	Economically Disadvantaged	N/A	N/A	N/A	
	Students With Disabilities	N/A	N/A	N/A	
	English Language Learners	N/A	N/A	N/A	
Biology	Number/% Proficiency	Fall	Winter	Spring	
	All Students	N/A	N/A	N/A	
	Economically Disadvantaged	N/A	N/A	N/A	
	Students With Disabilities	N/A	N/A	N/A	
	English Language Learners	N/A	N/A	N/A	
US History	Number/% Proficiency	Fall	Winter	Spring	
	All Students	N/A	N/A	N/A	
	Economically Disadvantaged	N/A	N/A	N/A	
	Students With Disabilities	N/A	N/A	N/A	
	English Language Learners	N/A	N/A	N/A	

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	7	19	13	14	13	3	28	38		83	27
ELL	17	41	45	21	19						
BLK	24	24	17	18	23	9	38	57		95	53
HSP	35	37	31	33	24	19	53	67		88	76
MUL	50	45		32	27		46				

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
WHT	46	46	31	34	21	15	71	70		91	77
FRL	32	33	24	24	24	16	55	61		88	70

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	25	30	16	31	52	46	44	36		86	21
ELL	17	33	31	36							
ASN	69	46		60	40						
BLK	27	39	36	28	42	42	50	40		95	39
HSP	37	39	27	41	38		59	62		87	47
MUL	48	36		36			46				
WHT	49	42	26	54	48	41	73	80		88	60
FRL	33	37	26	43	41	41	57	62		78	47

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
SWD	19	29	28	39	59		43	54		53	6
ELL		50									
ASN										90	
BLK	30	49	44	35	45	42	44	72		68	29
HSP	40	52	47	56	46	39	77	72		73	43
MUL	52	56		63	56		92			90	
WHT	49	54	35	61	55	48	77	85		83	54
FRL	40	50	36	51	50	43	69	78		74	49

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	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	470
Total Components for the Federal Index	10
Percent Tested	93%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	25
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	29
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	46
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	40
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	50
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?

Overall, there was a decrease from the 19-20 school year of between 3- 5 percent except in Maht which has a substantial lossof 17 percent.

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

Algebra is the area for biggest improvement based off the 2019 progress monitoring and state assessment data.

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

Algebra continues to be an issue at THS, LCS, and across the state because the students who have traditionally struggled in math are taking Algebra for the first time in high school. Traditionally the students are more than one year behind in math skills.

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

Graduation rate and acceleration were the components based on the 2019 assessments that showed the most improvement. However Biology was the core area that showed the moist improvement in the 2021 state assessment data.

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

We began the incorporation of learning strategies during the 2020 school year, with a focused approach on students who needed the remediation and acceleration opportunities.

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

Learning opportunities is crucial to allowing students the opportunities to accelerate their own learning. Also, expanding our AP offerings and having open access to those programs allows for students to expand their own learning

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional Development focus will be on professional learning communities and the proper use of flextime manger to create meaningful learning experiences during learning opportunities.

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

Professional Learning communities will continue to grow stronger and more focused this school year as well as the years beyond. The weekly meeting as well as continued focused professional development will support the work of both teachers and students to ensure successful learning is occurring during learning opportunities and in the classroom.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	Based on the 2020-2021 Florida State Assessments data and Lake County Schools Lake Standards Assessment data form 2020-2021 of the needs assessment, Collaboration from the Lake County Instructional Framework is one of our most critical areas of focus. The area of focus is most critical because of the FSA Lowest Quartile in both ELA and Math has taken a drop from the 2019 to the 2021 assessment data. Collaboration is a key to the comprehension and application of standards in real world situations.
Measurable Outcome:	By focusing on this area, we expect to see increases in lowest quartile proficiency from to 27% to 40% in ELA and from 14% to 40% in math.
Monitoring:	Administration will conduct weekly classroom walkthroughs with the focus on student collaboration and provide direct feedback to ELA and Math teachers. Also, Administration will monitor the formative assessment data in the weekly PLC discussions and monitor to the level adjustments are being made for individual students.
Person responsible for monitoring outcome:	Jacob Stein (steinj@lake.k12.fl.us)
Evidence-based Strategy:	Working with teachers in weekly PLC meetings focused on designing lessons incorporating student collaboration as a key component will increase ELA proficiency of lowest quartile from 41% to 53% in ELA and from 28% to 40% in Math. To monitor this strategy classroom walk-throughs, LSA data and common assessments will be analyzed weekly by the PLC teams, administration, and academic coaches.
Rationale for Evidence-based Strategy:	If we implement, monitor and support weekly PLC meetings focused on designing lessons incorporating student collaboration as a key component then there will be an increase from 41% to 53% in ELA and from 28% to 40% in Math.

Action Steps to Implement

Creation and monitoring of formative assessments in ELA

Person Responsible	Randy Campbell (campbellr@lake.k12.fl.us)

Creation of weekly walkthrough schedule.

Person Responsible	Jacob Stein (steinj@lake.k12.fl.us)

Creation and monitoring of formative assessments, through writing teams, in all core tested areas.

Person Responsible	Richard (Bryan) Glass (glassb@lake.k12.fl.us)

After School tutoring will be available in all core tested areas. The tutoring will allow students individual and/or small group experience with certified subject area tutors.

Person Responsible	Jacob Stein (steinj@lake.k12.fl.us)

Professional Development focus for the first quarter will be on collaboration. Administration will reintroduce collaboration concepts and monitor for use during Classroom walkthroughs August 2021- October 2021.

Person Responsible	Jacob Stein (steinj@lake.k12.fl.us)

#2. Culture & Environment specifically relating to Early Warning Systems	
Area of Focus Description and Rationale:	Based on the 2020-2021 early warning systems data, males receive a higher number of discipline referrals than females, at 3 times more likely to have two or more discipline referrals, while achieving below the females in both reading and math proficiency. We believe that discipline has a direct effect on student success inside the classroom.
Measurable Outcome:	Through the 21-22 early warning systems data, males will decrease the likelihood of receiving two or more referrals by 5 percent from 14 percent to 9 percent.
Monitoring:	Administration will continue with the ESSA coalition providing a main focus of male student behavior. Administration will monitor discipline number by subgroup weekly by each grade level administrator. Intervention will be provided and the MTSS committee will monitor progress with discipline interventions.
Person responsible for monitoring outcome:	Carl Hall (hallc2@lake.k12.fl.us)
Evidence-based Strategy:	Formation of the ESSA coalition, to review academic and discipline data, discuss educational and extra-curricular opportunities, and advise administration through recommendations addressing need of all students will decrease the number of males receiving two or more referrals by 5 percent . To monitor progress towards this goal, monthly early warning system data will be used by the ESSA coalition.
Rationale for Evidence-based Strategy:	If we implement, monitor and support the ESSA coalition the there will be a decrease of two or more discipline referrals by males by 5 percent for the 20-21 school year.

Action Steps to Implement

Monthly review of EWS data produced by the district.

Person Responsible	Jacob Stein (steinj@lake.k12.fl.us)

Monitor and reward students who are achieving with academic performance as well as other categories such as attendance and discipline reduction. Awards ceremony will be held in winter and spring. Certificates, letters and pins will be awarded in cooperation with the academic boosters.

Person Responsible	Randy Campbell (campbellr@lake.k12.fl.us)

#3. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	Based on FSA and EOC data from the 2020-2021 school year from the needs assessment, Lowest Quartile in ELA and Math, with emphasis on ELL and SWD subgroups, is one of our most critical areas of focus. Lowest quartile ELA and Math were identified as a critical area of focus because of a combined decrease of 26 points from the 2018-2019 FSA and EOC testing data. This area of focus will improve learning and success by ensuring that our lowest quartile students' gain 15, or more, points on the 2021-2022school year examinations.
Measurable Outcome:	By focusing on this area, we expect to see increases in state FSA and EOC data from 28 percent to 53 percent in ELA and from 39 percent to 50 percent in math.
Monitoring:	Administration will conduct weekly classroom walkthroughs with the focus on student collaboration and provide direct feedback to ELA and Math teachers. Also, Administration will monitor the formative assessment data in the weekly PLC discussions and monitor to the level adjustments being made for individual students.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Learning opportunity time will be used to increase ELA test scores from 28 to 41 percent and math test scores from 39 to 54 percent. To monitor the strategy, THS will use classroom walk through data, formative assessment data, Fair data, and flextime reports which will be analyzed monthly by the strategic team.
Rationale for Evidence-based Strategy:	If we implement, monitor, and support learning opportunity time, along with formative assessment data, there will be an increase in ELA and Math lowest quartile learning gains and overall proficiency. The rationale behind the implementation of this strategic focus comes from the LCS district instructional framework, authentic literacy moves, the intensive reading framework, SBI, and various studies focusing on the benefits of data-driven decision making in the classroom.

Action Steps to Implement

Avid tutors will be involved in students in a variety of classes in the AVID program, who also fall into early warning systems categories.

Person Responsible	Richard (Bryan) Glass (glassb@lake.k12.fl.us)

Learning Opportunities will be individually focused in core academic areas, with support from elective an non load barring teachers. Administration will monitor weekly attendance and individual lower quartile students for additional support in helping students remediate based on standards.

Person Responsible	Richard (Bryan) Glass (glassb@lake.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the 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.

Tavares High School is on the low end of SESIR events compared to similar schools by size and geographical area. The area of highest incident is Tobacco under the age of 21- vaping related. A secondary concern is vandalism especially in the bathrooms. Leadership has added the position of a campus monitor to assist with supervision during class and transition times. Also, Administration has created a detail supervision roster with detailed coverage area for lunches and transition time.

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.

THS is committed to building a positive school climate that encourages the social-emotional development and learning necessary for students to become productive contributors to society. Some of the programs utilized to create this climate include student of the month recognition, positive social media communication (Facebook, Twitter, Instagram, etc.), Tavares Youth Council, peer counseling through our mental health liaison, SGA involvement, etc. In addition, THS utilizes our learning opportunity program to assist teachers in creating/sustaining positive relationships with all of their students, develop social/emotional connections, and to provide for academic accountability. Ongoing PLC team meetings focus on closing our student achievement gaps through collaboration around instructional best practices and data driven decision making. THS has also implemented an ESSA coalition to ensure the needs of all students are met.

THS builds a culture through not only the students, parents, and faculty, but also through community stakeholders as well. Community members such as Ace Hardware in Tavares, Bru Tap House and BTW, Fiesta Grande, First United Methodist Church of Tavares, Vann Gannaway Chevrolet, Tavares Chamber of Commerce, Stinson Electric, O'Keefe's Irish Pub and Restaurant, and Sunrise Grill are just a few members of our community who play a vital role in building the culture at THS. The community partnerships, through volunteerism and financial support, help bolster our athletic, fine arts, and CTE programs. We will continue to foster these relationships as well as build new relationships with those in our community.

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

All stakeholders are critical members to creating a positive culture and environment. Administration is responsible for collaborating with all members and creating a vision that supports a positive culture and environment. Students and parents are crucial to creating the culture and environment by being active participants in the school community. Business and local community leaders are supports financially and through positive words of mouth, while individual members mentor and support the school vision.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				$1,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	1500-COUNTY & CITY FEES	0211 - Tavares High School	Other		$1,800.00
			Notes: AVID Tutor			
2	III.A.	Areas of Focus: Culture & Environment: Early Warning Systems				$0.00
3	III.A.	Areas of Focus: Instructional Practice: Differentiation				$0.00
					Total:	$1,800.00