School District of Osceola County, FL

Tohopekaliga High School

2022-23 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: 6/13/2021

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	68%
2021-22 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	2021-22: C (47%) 2018-19: D (40%) 2017-18: 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	ATSI

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

School Board Approval

This plan is pending approval by the 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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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	68%

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

School Grades History

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

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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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Arscott, George	Principal	Alg 1 (3), Geometry (5), Math Coach (1), Eng 1 (5), Eng 2 (5), Biology (4), US History (4), Areas of Supervision Customer service School wide Operations Stocktake Personnel Selections Teacher Leaders Math Lowest 25% School Improvement Plan Instructional Technology School Budget & Internal Accounts School Advisory Council Public Relations Athletics All other duties as assigned
Todd, Christopher	Assistant Principal	Eng 3 (4), Eng 4 (4), Reading (7), AVID (2), Edgenuity (2), Personal, Career, School Development (2), Literacy Coach (1), Guidance (6), College and Career Counselor (1) Areas of Supervision Back up of principal for payroll Customer service Mental Health Referrals Guidance Department Operations Master Schedule Student Scheduling AVID Lesson Plan Submission ELA Lowest 25% Open House Student Leadership Forum Summer Instructional Programs After School Programs (if applicable) DOE Data Validation/FTE (Instructional) Grade Submission Processes Graduation Data & At-Risk Other Duties as Assigned
Glassburn, Michael	Assistant Principal	Fine Arts (7), Math (8), ROTC (3), PE/Drivers Ed (7), Testing Coordinator (1) Areas of Supervision State Testing Facilities Operations Advanced Placement Master School Calendar

Name	Position Title	Job Duties and Responsibilities
		Technology Custodial
Harris, Felix	Assistant Principal	Social Studies (10), ESE (15), Deans (4), RCS (1) Areas of Supervision PBIS Student Services Attendance Safety & Security Weekly Newsletter New Teacher Training
Casado, Rolando	Assistant Principal	Science (10), World Lang (5), CTE (14), ESOL Comp Specialist (1) Areas of Supervision MTSS Textbooks Lowest 25% Reading CTE Acceleration PLCs Professional Development ESOL
Robinson, Marie	Dean	Areas of Focus Discipline Alpha Last Names P – T PBIS Graduation PJI PLC Facilitator Graduation Coord. Key Club Stock Take Science
Fenn, Matthew	Dean	Areas of Focus Discipline Alpha Last Names U – Z MTSS Coach Off-Campus Privileges Student IDs Stocktake ESSA NWEA Data Chats Student Mentorship Prog.
Fox, Madison	Instructional Coach	Literacy Coach - To serve as a school Literacy coach and mentor by conducting model lessons, conducting professional development,

Name	Position Title	Job Duties and Responsibilities
		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 schoolwide instructional change, and helping to implement student intervention strategies. -Stocktake ELA/Reading - To facilitate implementation of state curriculum by providing technical assistance and on-going support for teachers as they identify authentic learning activities and materials, implement effective English Language Arts instructional strategies, and evaluate student progress. - To support and assist school staff in identifying needs of students and developing educational plans to support those instructional needs. - Support school and district initiatives by attending district Literacy Coach training/meetings and then sharing and applying this information at the school. - To assist in the preparation of written documents which promote programs and support instruction reflective of school/district goals and activities. - To assist in writing, compiling, and disseminating English Language Arts curriculum at the school. - To provide opportunities for professional development in English Language Arts involving teachers, assistants, administrators, parents and other stakeholders. - To coordinate and assist with school data assessment, monitor student progress, and train staff in student data analysis. - To assist in the facilitation of parent/community involvement in the education process at the school level. - To participate in the selection and/or adoption of textbooks and other instruction materials at the school and/or county level. - To perform other duties as directed by Principal or district curriculum administrator

Name	Position Title	Job Duties and Responsibilities
		- All other duties as assigned
Goerner , Coreen	Instructional Coach	Math Coach - To assist in writing, compilation and dissemination of High School Curriculum - To provide assistance to the schools in the implementation of curricula in all subject areas, especially new curricula. - To assist with needs assessment and the coordination and provision of in service for teacher, assistants, administrators, and other personnel. - To participate in the examination, selection, and/or adoption of textbooks and other instructional materials for the district. - To facilitate the coordination of over-all support services of the District Resource Room - To facilitate the identification, purchase, cataloging, and distribution, of sound educational materials for the District Resource room. - To assist in the completion of data to evaluate current programs and projects -Stocktake Math - 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

Demographic Information

Principal start date

Sunday 6/13/2021, George Arscott

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Total number of teacher positions allocated to the school

132

Total number of students enrolled at the school

2,764

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

28

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

33

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	736	697	665	662	2760
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	106	147	189	248	690
One or more suspensions	0	0	0	0	0	0	0	0	0	277	280	221	138	916
Course failure in ELA	0	0	0	0	0	0	0	0	0	16	111	148	56	331
Course failure in Math	0	0	0	0	0	0	0	0	0	17	133	67	70	287
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	158	170	149	117	594
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	189	227	160	111	687
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	200	204	200	121	725

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	107	196	188	160	651

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	7	7	8	5	27

Date this data was collected or last updated

Wednesday 9/14/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	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

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	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

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	43%	45%	51%				47%	57%	56%
ELA Learning Gains	45%						44%	48%	51%
ELA Lowest 25th Percentile	31%						36%	43%	42%
Math Achievement	28%	37%	38%				26%	46%	51%
Math Learning Gains	31%						25%	41%	48%
Math Lowest 25th Percentile	39%						27%	46%	45%
Science Achievement	47%	32%	40%				57%	69%	68%
Social Studies Achievement	61%	39%	48%				56%	70%	73%

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	57%	62%	-5%	67%	-10%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	55%	62%	-7%	70%	-15%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	17%	49%	-32%	61%	-44%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	32%	44%	-12%	57%	-25%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	10	22	22	17	33	31	10	32		95	22
ELL	20	37	35	24	33	38	30	30		97	49
ASN	66	53		55	33		82	86		100	79
BLK	34	46	42	23	34	50	46	58		99	35
HSP	41	44	31	27	30	37	45	58		97	49
MUL	50	48		33	27		54				
WHT	52	49	14	35	34		52	79		92	54
FRL	36	41	27	21	28	39	42	55		99	47

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
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			

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	36
Total Points Earned for the Federal Index	506
Total Components for the Federal Index	11
Percent Tested	97%

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%	2

English Language Learners	
Federal Index - English Language Learners	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	69
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	47
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	45
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	42
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	51
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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

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

Biology has continued a downward trend over the past three years. ELA Learning Gains dropped dropped for the second consecutive year. Our 10th grade ELA scores dropped, however the scores from the previous year for that class did rise by 2 points. The concern is that class struggles overall.

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

Based on our 2021-2022 data our greatest need for improvement is our ESSA Subgroup of Students with Disabilities (29) and English Language Learners (39). Both are below the 41% required by the Federal requirements

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

We are addressing the SWD deficits by revamping the support structure with VE teachers matched to their strengths. Reduced the number of movements of teachers supporting multiple teachers. ELL support schedule is needed in more areas than can be covered by support provided by district. Working

to be strategic in how we schedule students to provide the least amount of movement for ELL paras to be in classes.

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

Math Achievement gained 9 points (28), Math Learning Gains gained 6 points (31) and Math Learning gains for the lowest 25% gained 9 points (39). Social Studies continued to show improvement gaining 4 points (61)

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

Strong Algebra and Geometry PLC's focused on student data to drive instruction and remediation. Math coach provided daily support to those teachers providing model lessons and data support. Social Studies team focused on CUPs to drive instruction.

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

Using our remediation period to get students caught up to standards they did not show proficiency on. Incorporating engagement strategies into lessons. Specifically building off of our AVID WICOR strategies PD's from previous year, with the next level (see below) of engagement. In addition, adding technology usage into the classroom to engage students.

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.

All Professional Development is going to be based around our four keys to success: Culture, AVID, Technology and Scales. Each of these areas will enhance areas we know that are growth areas of for teachers and students.

AVID: Focused Notes, Philosophical Chairs, What's Love Got to do With It and Collaborative Study Groups
CANVAS for Instructional Staff
FL Network for School Improvement
Data Analysis to Guide Instruction tools: School City
MTSS Processes
Classroom Environment: Building Community
Promoting Discipline and Respect
Proficiency Scales
Maze & Dibles
Everyday backward planning
ELA Core Connections

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

A change in our remediation schedule to only Wednesday allows for our teachers to focus specifically on remediation during one day a week, this will also allow us to provide targeted remediation for struggling students with our coaches

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the 2021-2022 Tohopekaliga HS (TKHS) school data, the FSA ELA achievement was 43%, which was an increase of 2% from the 2020-2021 school data. However, learning gains decreased to 45% in 2022 from 46% in 2021. Additionally, the lowest quartile in ELA sits at a 31%, having decreased 10% from the 41% in 2021. Although TKHS achievement in ELA has largely decreased, our goal is to have 50% of all students achieve a Level 3 or higher on their EOY/PM3 assessment, as state standard assessment data will be unavailable for the 2022-2023 SY.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	TKHS students will increase from the 43% to a 50% in ELA achievement levels. ESSA subgroup for ESE students will improve from 27% to 32%, illustrating a 5% increase.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The TKHS leadership team will monitor through: informal and formal walkthroughs by admin and literacy coach, district reflective visits, Progress Monitoring 1 and 2 (district assessments), NWEA reading assessments, Khan academy. Data from various monitoring points will be consolidated and delivered by the literacy coach during monthly Stock take meetings. Grade-specific PLCs will monitor data throughout the year through common formative assessments and will report data to literacy coach and administrative team for additional action planning/support as needed.
Person responsible for monitoring outcome:	Christopher Todd (christopher.todd@osceolaschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	All ELA/Reading teachers and staff will actively engage in professional development sessions at both the district and school level. PD sessions will focus on the following: AVID strategies (i.e. focused note taking and WICOR), instructional strategies, scaffolding/ differentiation, pulling and analyzing data, and crafting response to data lessons (RTDs). In addition, all data from both formative and summative assessments will be monitored through data analysis in PLCs to track growth and action plan around supporting all subgroups of students.

implemented for this Area of Focus.	
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Collaborative analysis of both formative and summative assessment data will ensure significant learning gains for all students, as teachers will be able to adjust instruction and plan RTD lessons to meet the needs of all students. Leveraging AVID strategies such as focused note taking and WICOR will ensure that students are given the framework to be proficient in skills that will elevate their overall proficiency in ELA/Reading. Furthermore, 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
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

ELA/Reading teachers and support staff will receive professional development around using B.E.S.T. standards. Teachers will use B.E.S.T standards to guide lesson planning and instruction. Literacy Coach will ensure that teachers “Learning Target” is aligned with the “Standard” listed on their TKHS Lesson Plan and provide informal feedback as needed. Teachers will utilize high-quality, district mandated ELA instructional materials found in the Curriculum Unit Plans (CUPs). Additionally, teachers will attend CUPs PD during pre-planning session to support in their instruction.

Person Responsible Madison Fox (madison.fox@osceolaschools.net)

All ELA/Reading staff will be trained by the district in best practice strategies for increasing student engagement and quality of instruction as it relates to improving literacy.

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

ELA/Reading teachers with common planning will attend and engage in weekly PLC meetings that focus on topics including but not limited to: crafting learning goals and targets, data analysis, crafting response to data lessons, building intervention groups for small group instruction, and general solution-storming. Literacy coach and admin will sit in on each PLC meeting at least once a month and will provide additional support as needed across grade levels.

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

Teachers will utilize the “Method of Instruction” portion of their THKS Lesson Plan to include content relevant strategies that encompass whole group and small group instruction to meet the needs of all students. Teachers will attend a PD on in-class rotations in the first semester of the '22-'23 school year. Literacy Coach will informally provide feedback on effectiveness and overall instructional practice.

Person Responsible Madison Fox (madison.fox@osceolaschools.net)

Teachers will utilize the “Scaffold” portion of their THKS Lesson Plan to illustrate how they will differentiate instruction using research-based instructional practices following data analysis (either individual or with PLCs) of assessment results. Teachers will engage in core connections PD twice a year. Literacy Coach

will informally provide feedback on scaffolds and will plan/conduct data pulls to analyze effectiveness of the lesson with the teacher.

Person Responsible Madison Fox (madison.fox@osceolaschools.net)

Teachers will utilize the “ESE” and “ELL Strategies/Language Support” portions of their TKHS Lesson Plan to illustrate their collaboration with ESE Paras to ensure differentiated instruction meets the needs to all students. Literacy Coach will informally provide feedback on both sections within the TKHS Lesson Plan.

Person Responsible Madison Fox (madison.fox@osceolaschools.net)

Teachers (either individually or as a PLC) will identify targeted intervention groups (either pre or post lesson) based on common assessment data and will craft lessons to support those individual student needs. Teachers will deliver these lessons on Wednesdays. Teachers will recieve training/PD on platforms like Khan Academy to support and track student growth. Teachers and Literacy Coach will create a schedule for support on Wednesdays as an additional resource for either small group pull-out or in classroom support.

Person Responsible Madison Fox (madison.fox@osceolaschools.net)

Teachers will utilize AVID strategies, specifically WICOR, in every lesson to support focused student engagement. Teachers must identify what WICOR strategy they will be using in their TKHS Lesson Plan under the “WICOR” portion. An AVID Instructional strategy will be provided through PD once a quarter and teachers will be strongly encouraged to attend 3 of the 4 session. Literacy Coach and admin will provide informal feedback on effectiveness of teachers implementation of WICOR strategies in the classroom.

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

Reading teachers will leverage both Khan Academy and Achieve 3000 platforms to drive instruction. Additionally, Aleman will pilot a program to support 9th and 10th grade Reading students with a focus on student Lexile levels. Teachers will use data to inform small group interventions. Literacy Coach will support as needed.

Person Responsible Madison Fox (madison.fox@osceolaschools.net)

Teachers will identify and build rotation groups to be implemented on Wednesdays based off data points such as NWEA, Educlimber, Khan Academy, and common assessments in partnership with the MTSS team and literacy coach. Rotation groups will specifically target tier 3 students and will be pulled during class time rotation or during pre-planned pull out sessions with the literacy coach atleast once per week.

Person Responsible Madison Fox (madison.fox@osceolaschools.net)

Teachers will provide tier 1, 2, and 3 daily instructional intervention practices based on B.E.S.T. standards scales by consulting various data points: MTSS, student produced data, PLC planning time, common assessment data, etc.. PD will be provided by MTSS team during the year and observed informally during walkthroughs by the literacy coach and administration team.

Person Responsible Madison Fox (madison.fox@osceolaschools.net)

Graduation success will be supported through students participating in targeted intervention programs. These programs will include: FSA reading and writing, SAT/ACT bootcamps, and ESE/ELL-specific SAT/ACT boot camps. Khan Academy will be a driving support for students to identify and work to master their lower performing tested skills. Literacy Coach will pull data to identify and build targeted groups to support

students. In partnership with guidance and teachers, the Literacy Coach will hold sessions to support students in targeted areas.

Person Responsible Madison Fox (madison.fox@osceolaschools.net)

Struggling staff will receive training by the Literacy Coach on the effectiveness of increased student engagement and achievement as it relates to literacy.

Person Responsible Madison Fox (madison.fox@osceolaschools.net)

ESE VE Support and Classroom Teachers attend collaborative PD to ensure ESE students receive equitable classroom support. Literacy Coach provides follow-up support as needed.

Person Responsible Madison Fox (madison.fox@osceolaschools.net)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the 2021-2022 Tohopekaliga HS (TKHS) school data, the FSA Math achievement was 28%, which was an increase of 9% from the 2020-2021 school data. Learning gains increased to 31% in 2022 from 25% in 2021. Additionally, the lowest quartile in Math is now at 39%, having increased 9% from the 30% in 2021. TKHS scores in Math have greatly increased, and our next major goal is to have 35% of all students achieve a Level 3 or higher on their B.E.S.T. EOCs/Math achievement. Learning gains assessment data will be unavailable for the 2022-2023 SY.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	TKHS students will increase from 28% to 35% in Math achievement.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The TKHS leadership team will monitor through informal and formal walkthroughs by Admin and Math Coach, District reflective visits, unit common assessments and mock exams, NWEA Math testing, ALEKS online tutoring and assessment program, and Khan Academy. Data from various monitoring points will be consolidated and delivered by Math Coach during monthly Stocktake meetings. Subject-specific PLCs will monitor data throughout the year using above-named sources alongside additional PLC-based formative assessments, and will share/discuss data with Math Coach and Admin for additional action planning/support as needed.
Person responsible for monitoring outcome:	George Arscott (george.arscott@osceolaschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	All Math teachers and staff will actively engage in professional development sessions at both the district and school level. PD sessions will focus on the following: AVID strategies (i.e. WICOR), instructional strategies, scaffolding/differentiation, pulling and analyzing data, and use of the Mathematical Thinking and Reasoning Standards. In addition, all data from both formative and summative assessments will be monitored through data analysis in PLCs to track growth and action plan around supporting all subgroups of students.

implemented for this Area of Focus.	
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Collaborative analysis of both formative and summative assessment data will ensure significant learning gains for all students, as teachers will be able to adjust instruction and plan lessons to meet the needs of all students. Leveraging AVID strategies such as WICOR will ensure that students are given the framework to be proficient in skills that will elevate their overall proficiency in Math. Furthermore, 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
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Math teachers and support staff will continue to receive professional development around using B.E.S.T. standards. Teachers will use B.E.S.T. standards to guide lesson planning and instruction. Math Coach will ensure that teachers' “Learning Target” is aligned with the “Benchmark” listed on their TKHS Lesson Plan and provide informal feedback as needed. Teachers will utilize high-quality, district-mandated Math instructional materials found in the Curriculum Unit Plans (CUPs). Additionally, teachers will attend CUPs PD during pre-planning session to support in their instruction.

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

All Math staff will be trained by the district in best practice strategies for increasing student engagement and quality of instruction as it relates to improving mathematics.

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

All PLCs have common planning. During this time, and in addition to their weekly Wednesday afternoon PLC meeting, they will engage in meetings that focus on topics including but not limited to: designing lessons that meet Learning Targets, data analysis, creating interventions for (and the building of) small groups based on data, and general solution-storming. Math Coach and Admin will sit in on each PLC meeting at least once a month and will provide additional support as needed across course-specific areas.

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

Teachers will utilize the “Mathematical Thinking and Reasoning” portion of their THKS Lesson Plan to include content-relevant strategies that promote deeper learning and understanding of mathematics. Math Coach will informally provide feedback on effectiveness and overall instructional practice.

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

Teachers will utilize activities from the "Differentiate" portion of the CUPs to drive small group instruction on Wednesdays and cumulative review days. Math Coach will informally provide feedback on scaffolds and will plan/conduct data pulls to analyze effectiveness of the lesson with the teacher/PLC.

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

Teachers will utilize the "ESE/ELL Strategies" portions of their TKHS Lesson Plan to illustrate their collaboration with ESE Support Teachers and ESOL Paraprofessionals to ensure differentiated instruction meets the needs of all students. Math Coach will informally provide feedback on both sections within the TKHS Lesson Plan.

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

Teachers (either individually or as a PLC) will identify targeted intervention groups (either pre- or post-lesson) based on formative or common assessment data and will craft lessons to support those individual student needs. Teachers will deliver these lessons on Wednesdays. Teachers will receive training/PD on platforms like ALEKS and Khan Academy to support and track student growth. Teachers will pull classroom-within small groups each Wednesday, and will share/regroup students PLC-wide on content review days prior to each unit assessment. Math Coach will create a schedule for support on Wednesdays as an additional resource for either small group pull-out or in-classroom support.

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

Teachers will utilize AVID strategies, specifically WICOR, in every lesson to support focused student engagement. Teachers must identify what WICOR strategy they will be using in their TKHS Lesson Plan under the “WICOR” portion and post it as part of their board configuration. An AVID Instructional strategy will be provided through PD once each quarter, and teachers will be strongly encouraged to attend at least 3 of the 4 sessions. Math Coach and Admin will provide informal feedback on effectiveness of teachers implementation of WICOR strategies in the classroom.

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

Alg1/Geo/(Alg2 optional) will utilize ALEKS to help drive instruction, while all other courses will utilize Khan Academy. Some teachers will also use Delta Math. Teachers will use data to inform small group interventions. Math Coach will support as needed.

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

Teachers will identify and build rotation groups to be implemented on Wednesdays based off data points such as NWEA, ALEKS, Khan Academy, and common assessments, in partnership with the MTSS team and Math Coach. Rotation groups will specifically target Tier 3 students and will be pulled during class time rotations or during pre-planned pull out sessions with Math Coach at least once per week.

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

Teachers will provide Tiers 1, 2, and 3 daily instructional intervention practices based on B.E.S.T. standards by consulting various data points such as MTSS, student-produced data, PLC planning time, common assessment data, etc. PD will be provided by MTSS team during the year and observed informally during walkthroughs by Math Coach and Admin.

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

Graduation success will be supported through students participating in targeted intervention programs. These programs will include Wednesday small-group instruction and boot camps for EOC retakes, as well as PSAT/SAT/ACT prep/strategies. Additional ELL support will be provided during this time as needed. Khan Academy will be a driving support for students to identify and work to master their lower-performing tested skills. Math Coach will pull data to identify and build targeted groups to support students. Math Coach will hold sessions to support students in targeted areas.

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

The Tiger 180 after-school tutoring program will be well-structured, with different designated days for student support. There will be times for Alg1/Geo as well as times for students still needing to meet their math testing graduation requirement. There will also be time for students working to improve their SAT/ ACT/Dual Enrollment scores needed for college.

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

ESE VE Support and Gen Ed Teachers will attend collaborative PD to ensure ESE students receive maximum, equitable classroom support. Math Coach will provide follow-up support as needed.

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

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the 2021-2022 Tohopekaliga HS (TKHS) school data, the Biology achievement was 48%, which was a decrease of 4% from the 2020-2021 school data. Tohopekaliga Biology achievement for the 2021- 2022 school year revealed a decreased by 10% from the 57% in the opening year of 2018-2019
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Tohopekaliga High School students will increase from 48% to 51% in Biology.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Tohopekaliga leadership team will monitor through: informal and formal walkthroughs by admin and the science coach, district reflective visits, Progress Monitoring through quarterly assessments that are provided by the district, prep and post assessments for each unit within the school city testing platform, and concept checks within canvas. Data from various monitoring points will be consolidated and delivered by the science coach during monthly Stocktake and data chat meetings within the Biology Professional Learning Community. All Biology team member will monitor data throughout the year through common formative assessments and will report data to Science coach and administrative team for additional action planning/ support as needed.
Person responsible for monitoring outcome:	Jessica Paradiso (jessica.paradiso@osceolaschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	All Biology teachers and staff will actively engage in professional development sessions at both the district and school level. PD sessions will focus on the following: AVID strategies (i.e. focused notetaking and WICOR), instructional strategies, scaffolding/differentiation, pulling and analyzing data, and crafting response to data lessons. In addition, all data from both formative and summative assessments will be monitored through data analysis in PLCs to track growth and action plan around supporting all subgroups of students.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria	Collaborative analysis of both formative and summative assessment data will ensure significant learning gains for all students, as teachers will be able to adjust instruction and plan data driven lessons, or a remediation lesson to meet the needs of all students. Leveraging AVID strategies such as focused note taking and WICOR will ensure that students are given the framework to be proficient in skills that will elevate their overall proficiency in Biology.

used for selecting this strategy.	Furthermore, research illustrates a correlation between student achievement and the development of an achievable, rigorous and standards based curriculum. Schools that consistently utilize common assessments generated in School City to reach 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
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Biology teachers and support staff will receive professional development around FSA Standards. Teachers will use the biological FSA standards to guide lesson planning and instruction.

The Science Coach will ensure that teachers implement a daily “Learning Target”. This learning target is derived from a deconstructed FSA biology Standard. The target is aligned with the “Standard” listed on their Tohopekaliga Biology Lesson Plan and the Science Coach will provide informal feedback as needed.

Teachers will utilize high-quality, district mandated Biology instructional materials found in the Curriculum Unit Plans (CUPs) and in Canvas. Additionally, teachers will attend interactive notebooks, Canvas, and Active Learning PD during pre-planning session to support in their instruction.

Person Responsible Jessica Paradiso (jessica.paradiso@osceolaschools.net)

All Biology Teams will be trained by the district in best practice strategies for increasing student engagement and quality of instruction as it relates to improving active learning, implementation of Labs in Science, and Standards based instruction.
Biology teachers and Science Coach with common planning will attend and engage in weekly PLC meetings that focus on topics including but not limited to: crafting learning goals, deconstructed learning targets, building common unit assessment, data analysis, crafting response to data driven lessons, building intervention groups for small group instruction, and general solution-storming.

Person Responsible Jessica Paradiso (jessica.paradiso@osceolaschools.net)

Science coach and Tohopekaliga administration will sit in on each PLC meeting at least once a month and will provide additional support as needed across grade levels.

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

Teachers will utilize the “Method of Instruction " portion of their Tohopekaliga High School Lesson Plan to include content relevant strategies that encompass whole group and small group instruction to meet the needs of all students.

Teachers will attend a PD on in-class rotations in the first semester of the '22-'23 school year. Science Coach will informally provide feedback on effectiveness and overall instructional practice

Person Responsible Jessica Paradiso (jessica.paradiso@osceolaschools.net)

Teachers will utilize the “Scaffold” portion of their Tohopekaliga Lesson Plan to illustrate how they will differentiate instruction using research-based instructional practices following data analysis (either individual or with PLCs) of Unit and Quarterly assessment results.

Teachers will engage in core connections PD twice a year. Science Coach will informally provide feedback on scaffolds and will plan/conduct data pulls to analyze effectiveness of the lesson with the teacher.

Person Responsible Jessica Paradiso (jessica.paradiso@osceolaschools.net)

Teachers will utilize the “ESE” and “ELL Strategies/Language Support” portions of their Tohopekaliga Lesson Plan to illustrate their collaboration with ESE Paras to ensure differentiated instruction meets the needs of all students.

Science Coach will informally provide feedback on both sections within the Tohopekaliga High Lesson Plan

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

Teachers (either individually or as a PLC) will identify targeted intervention groups (either pre or post lesson) based on the data from a common biology unit assessment and will craft lessons to support those individual student needs.

Teachers will deliver these lessons every Wednesday for Remediation Wednesday. Teachers will receive training/PD.support on platforms like Khan Academy to support and track student growth.
Teachers and Science Coach will create a schedule for support on Wednesdays as an additional resource for either small group pull-out or in classroom support.

Person Responsible Jessica Paradiso (jessica.paradiso@osceolaschools.net)

Teachers will utilize AVID strategies, specifically WICOR, in every lesson to support focused student engagement. Teachers must identify what WICOR strategy they will be using in their Tohopekaliga High School Lesson Plan under the “WICOR” portion

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

Teachers will provide tier 1, 2, and 3 daily instructional interventional practices based on FSA standards and scales by consulting various data points:
-MTSS
- student produced data
- PLC planning time
-Biology Unit common assessment data
-Quarterly District Common Assessments

Person Responsible Jessica Paradiso (jessica.paradiso@osceolaschools.net)

Struggling staff will receive training by the Science Coach on the effectiveness of increased student engagement and achievement as it relates to the Biology FSA and deconstructed standards.

Person Responsible Jessica Paradiso (jessica.paradiso@osceolaschools.net)

#4. Instructional Practice specifically relating to Professional Learning Communities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The participation of teachers of accountability areas in Professional Learning Communities (PLCs) creates the opportunity for those teachers to plan collaboratively utilizing high yield strategies and collaborative planning to increase student achievement. The use of common, formative assessment data will support PLC decisions on best classroom interventions and practices.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The outcomes of PLCs will be based on the measurable, positive outcomes of each subject area of accountability. Algebra 1: An increase from 28% to 35% in Math achievement. ELA: An increase from 43% to 50% in ELA achievement levels. ESSA subgroup for ESE students will improve from 27% to 32%, illustrating a 5% increase. Biology: US History: An increase from 61% to 65% in US History achievement, illustrating a 4% increase in overall student achievement.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The TKHS leadership team will monitor the progress and collaboration of PLCs to ensure the process is being applied with fidelity within the teams. Leadership team members will ensure that each PLC adheres to group collective commitments, report and correctly disseminate data on common assessments, and utilize and apply WICOR strategies and MTSS Tier 1 and Tier 2 interventions to meet student learning needs. Additionally, the leadership team will utilize the PLC Seven Stages rubric to measure the progress of each PLC throughout the academic year. The PLC administrator and facilitator will participate in the school Stocktake process to report to the team and principal the progress of accountability area PLCs.
Person responsible for monitoring outcome:	Rolando Casado (rolando.casado@osceolaschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented	All Tohopekaliga High school teachers and staff will participate in Professional Learning Communities (PLCs). PLCs are defined as “an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve”. (DuFour et. al., 2016) Additionally,

for this Area of Focus.	
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	PLCs “empower(s) educators to make important decisions and encourages their creativity and innovation in the pursuit of improving student and adult learning” (DuFour et. al., 2016). Additionally, PLCs develop "a culture of collaboration that engages members in reflective practice and inquiry leading to professional growth and supported by mutual support” (Fisher et. al., 2019).

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

PLCs will meet four times a month on early release Wednesdays, focusing on collaborative planning and data.

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

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

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

Teachers will incorporate MTSS tier interventions into PLC remediation plans based on common assessment data.

Person Responsible Rolando Casado (rolando.casado@osceolaschools.net)

Teachers will plan together to incorporate WICOR and AVID strategies into instruction to support engagement for all ESSA subgroups.

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

Professional development opportunities will be conducted throughout the year to support the PLC processes. These opportunities will be shared by the PLC facilitator and PLC administrator.

Person Responsible Rolando Casado (rolando.casado@osceolaschools.net)

Leadership team members will be assigned specific PLC content areas to monitor and assist in the PLC process.

Person Responsible Rolando Casado (rolando.casado@osceolaschools.net)

Teachers will use data from the PLC team to analyze, reflect on potential problems, and create a plan for remediation and intervention, addressing specific student needs.

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

The PLC facilitator and PLC administrator will create and meet with a PLC coalition made up of PLC Leads.
This coalition will meet monthly and discuss challenges within the PLC process and upcoming tasks.

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

#5. Positive Culture and Environment specifically relating to	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Social Emotional Learning is a focus for our school and our school district. Within the Curriculum Plans that has been established by Osceola District, our teachers are focusing on building awareness on Social Emotional learning by developing lesson plans and activities that help build relationship with our students. This ties into our community and parent involvement where we are holding SAC, establishing Booster Clubs, student's clubs and inviting parents to events that promote school culture. Within our school our overall focus is establishing a positive school culture by positive communications, building parental relationships and 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 gives every student an opportunity to be part of. As part of our PBIS, and other initiative school safety procedures have been made clear to all students and staff to ensure that students are receiving and education in a safe and positive 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 Assurance Requirement), a college going culture builds the expectation of post-secondary 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: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Industry Certification 20-21 school were 206, Increase by 10% for the 22-23 school tear Increase DE enrollment across all platforms (Valencia, OTECH, UCF, UF) by 5% Increase AP exams pass rate school wide by 5%. Increase FAFSA completion by 14% Increase Panorama survey to be at or above the district average in all measurable categories. Increase insight survey results in school specific categories to be at or above district average Decrease discipline referrals by 5%
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Department PLC's, analyzing and comparing data, professional learning, progress monitoring at regular intervals. Administer and review survey data as it is return (2x a year) Use observation/ walk through data to assess implementation of keys
Person responsible for monitoring outcome:	Felix Harris (felix.harris@osceolaschools.net)
Evidence-based	Schools with strong future orientation, that engage all students in planning for life after

Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	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: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Schools who successfully create a learning environment where students understand the value of higher education, connect present performance to future goals, believe a post-secondary education is tangible reality, and receive consistent individualized support. (John 2016)

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Develop and implement supports and interventions for students of concern using Remedial Wednesday's and monthly through the Problem-Solving Team.

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

Monitor students' response to the prescribed intervention using district formative and NWEA Skill Monitoring Assessment through the Problem-Solving Team.

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

Teachers who have not earned a culture key by the first round of Panaram/Insight survey data observed teachers. Observe those teachers who have earned culture keys.

Teachers who have earned culture keys incentives.

Person Responsible Felix Harris (felix.harris@osceolaschools.net)

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

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

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

Person Responsible Rolando Casado (rolando.casado@osceolaschools.net)

Post-Secondary will have TIGER PRIDE Day where we will celebrate our senior class and share their college and career plans.

Person Responsible Felix Harris (felix.harris@osceolaschools.net)

Positive Culture & Environment

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

Describe how the school addresses building a positive school culture and environment.

Social Emotional Learning is a focus for our school and our school district. Within the Curriculum Plans that has been established by Osceola District, our teachers are focusing on building awareness on Social Emotional learning by developing lesson plans and activities that help build relationship with our students. This ties into our community and parent involvement where we are holding SAC, establishing Booster Clubs, student's clubs and inviting parents to events that promote school culture. Within our school our overall focus is establishing a positive school culture by positive communications, building parental relationships and 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 gives every student an opportunity to be part of. As part of our PBIS, and other initiative school safety procedures have been made clear to all students and staff to ensure that students are receiving and education in a safe and positive 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 Assurance Requirement), a college going culture builds the expectation of post-secondary 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.

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

Department PLC's, analyzing and comparing data, professional learning, progress monitoring at regular intervals.
Administer and review survey data as it is return (2x a year)
Use observation/ walk through data to assess implementation of keys.

Person responsible for monitoring outcomes:
Felix Harris (felix.harris@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 who successfully create a learning environment where students understand the value of higher education, connect present performance to future goals, believe a post-secondary education is tangible reality, and receive consistent individualized support. (John 2016)

Action steps:
Person Responsible:

Matthew Fenn (matthew.Fenn@osecolaschools.net)
1. Develop and implement supports and interventions for students of concern using Remedial Wednesday's and monthly through the Problem-Solving Team.
Matthew Fenn (matthew.fenn@osceolaschools.net)
2.Monitor students' response to the prescribed intervention using district formative and NWEA Skill Monitoring Assessment through the Problem-Solving Team.
Felix Harris (Felix.Harris@osceolaschools.net)
3. Teachers who have not earned a culture key by the first round of Panaram/Insight survey data observed teachers. Observe those teachers who have earned culture keys.
4. Teachers who have earned culture keys earn incentives.
Matthew Fenn (matthew.fenn@osceolaschools.net)
5. Problem Solving Team will develop and adjust intervention in response to student data.
Matthew Fenn (matthew.fenn@osceolaschools.net)
6. Provide students with test preparation for standardized test leading up to actual testing date.