Tallahassee Classical School

2022-23 Schoolwide Improvement Plan

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Tallahassee Classical School

4141 ARTEMIS WAY, Tallahassee, FL 32311

www.tlhclassical.org

Demographics

Principal: Cara Wynn

Start Date for this Principal: 6/22/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	43%
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 White Students Economically Disadvantaged Students*
School Grades History	2021-22: C (47%) 2018-19: No Grade 2017-18: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
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

N/A

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)
Combination School PK-12	No	43%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	57%

School Grades History

Year	2021-22	2020-21
Grade	C	

School Board Approval

N/A

SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To train the minds and improve the hearts of young people through a content-rich classical education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue.

Provide the school's vision statement.

Tallahassee Classical School will develop exemplary citizens that are virtuous, thoughtful, articulate, and possess a life-long passion for learning.

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
Carrasquilla, Hope	Principal	Oversee all aspects of the school Liaison with the Board of Trustees Liaison with School Financial Services Implement the School vision and mission; Maintain a positive School/community climate and a safe and healthy environment; Enforce professionalism Instructional – The principal is expected to: Plan, implement, and evaluate the School instructional program based on student needs and within state guidelines; Supervise and coordinate School-wide programs, curricula and course options; Ensure that all academic components of the School's charter are being met. Conduct evaluations of all employees Oversee professional development Student Outcomes – To ensure students achieve to their greatest potential, the principal must: Ensure that state, standardized testing in conducted with fidelity Ensure the compilation of all student testing results Solicit input from all stakeholder groups and facilitate the development of a School improvement plan (SIP) that addresses all aspects of School and student
Hinkle, John	Dean	The Dean of the Upper School is responsible for overseeing all aspects regarding both teachers and scholars for grades 6th-12th including: For Faculty: Conducts faculty evaluations, both formal and informal, and gives regular feedback to faculty. Creates and distributes communication with faculty. Reviewing Planbook.com to ensure that the BEST standards and student accommodations are included and that teachers are classically instructing the scholars. Review Faculty gradebook to ensure that grades are regularly maintained and are an accurate reflection of scholar learning. Onboards new Faculty for grades 6th-12th Participates in interviews for potential teachers in grades 6-10 Helps facilitate professional development with the rest of the administrative team. For Students: Responsible for overseeing discipline of scholars for grades K-5 Responsible for ensuring that curriculum and instruction are being taught with

Name	Position Title	Job Duties and Responsibilities
		fidelity Responsible for ensuring that proper classroom management is established Responsible for ensuring that uniforms are properly worn This Dean also oversees all aspects of the ESE and MTSS departments ensuring that all student needs are being met.
Wynn, Cara	Dean	The Dean of the Lower School is responsible for overseeing all aspects regarding both teachers and scholars for grades K-5th including: For Faculty: Conducts faculty evaluations, both formal and informal, and gives regular feedback to faculty. Creates and distributes communication with faculty. Reviewing Planbook.com to ensure that the BEST standards and student accommodations are included and that teachers are classically instructing the scholars. Review Faculty gradebook to ensure that grades are regularly maintained and are an accurate reflection of scholar learning. Onboards new Faculty for grades K-5th Participates in interviews for potential teachers in grades K-5 Helps facilitate professional development with the rest of the administrative team. For Students: Responsible for overseeing discipline of scholars for grades K-5 Responsible for ensuring that curriculum and instruction are being taught with fidelity Responsible for ensuring that proper classroom management is established Responsible for ensuring that uniforms are properly worn

Demographic Information

Principal start date
Wednesday 6/22/2022, Cara Wynn

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.*
8

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.*
19

Total number of teacher positions allocated to the school
47

Total number of students enrolled at the school

545

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

4

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

16

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	83	64	69	52	60	41	50	35	24	16	0	0	0	494
Attendance below 90 percent	12	13	11	10	6	6	9	7	5	3	0	0	0	82
One or more suspensions	6	8	0	0	3	0	1	2	1	2	0	0	0	23
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	2	12	9	9	10	9	4	0	0	0	55
Level 1 on 2022 statewide FSA Math assessment	0	0	0	2	15	14	21	20	7	2	0	0	0	81
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	1	0	0	0	0	0	1

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	2	3	0	0	6	2	4	10	6	3	0	0	0	36

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	1	1	1	3	0	0	0	2	2	2	0	0	0	12
Students retained two or more times	0	0	0	0	0	0	0	2	1	2	0	0	0	5

Date this data was collected or last updated

Saturday 9/24/2022

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	91	68	71	54	66	49	56	42	31	16	0	0	0	544
Attendance below 90 percent	22	12	11	6	12	7	13	8	6	4	0	0	0	101
One or more suspensions	1	0	1	0	0	0	2	0	1	0	0	0	0	5
Course failure in ELA	0	0	0	0	0	0	0	3	2	0	0	0	0	5
Course failure in Math	0	0	0	0	0	0	0	2	3	1	0	0	0	6
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	8	10	9	6	10	4	0	0	0	47
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	13	14	23	11	12	4	0	0	0	77
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	3	2	6	6	5	2	0	0	0	24

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	1	1	0	0	0	0	0	3	1	1	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	2	0	1	0	0	0	3

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	91	68	71	54	66	49	56	42	31	16	0	0	0	544
Attendance below 90 percent	22	12	11	6	12	7	13	8	6	4	0	0	0	101
One or more suspensions	1	0	1	0	0	0	2	0	1	0	0	0	0	5
Course failure in ELA	0	0	0	0	0	0	0	3	2	0	0	0	0	5
Course failure in Math	0	0	0	0	0	0	0	2	3	1	0	0	0	6
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	8	10	9	6	10	4	0	0	0	47
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	13	14	23	11	12	4	0	0	0	77
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	3	2	6	6	5	2	0	0	0	24

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	1	1	0	0	0	0	0	3	1	1	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	2	0	1	0	0	0	3

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	48%	46%	55%					60%	61%
ELA Learning Gains	49%							58%	59%
ELA Lowest 25th Percentile	37%							50%	54%
Math Achievement	43%	40%	42%					60%	62%
Math Learning Gains	46%							60%	59%
Math Lowest 25th Percentile	33%							49%	52%
Science Achievement	36%	43%	54%					59%	56%
Social Studies Achievement	58%	52%	59%					64%	78%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2019					
Cohort Comparison		0%				
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019					
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019					
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					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

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	18	39	31	23	33	27					
ELL	40	50		47	75						
ASN	85			92							
BLK	38	46	43	26	32	38	18	62			
HSP	46	44		46	53		29				
MUL				40							
WHT	53	49	31	50	51	29	56	50			
FRL	37	43	40	29	39	38	21	50			
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	32	57		56	36		60				
BLK	44	39	44	41	26		24	62			
HSP	25	30		50							
WHT	68	54		64	33		67				
FRL	47	43		44	32		36				
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

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	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	425
Total Components for the Federal Index	9
Percent Tested	98%
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%	1
English Language Learners	
Federal Index - English Language Learners	53
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	89
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	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	44

Hispanic Students	
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	40
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	46
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	37
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

The trends that emerged across grade levels, subgroups, and core content areas was the lack of gains in all areas, especially in the areas of math, language arts, and science. In these specific areas there were substantial decreases.

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

Based off the progress monitoring and the 2022 state assessments, the data component that demonstrated the greatest need was is in the area of math proficiency.

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

The most significant contributing factor to this need for improvement in math and language arts was the lack of meaningful progress monitoring. Therefore, the action that is needed to address improvement in these area is the implementation of more robust progress monitoring.

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

Based off of progress monitoring and the 2022 state assessments, math learning gains demonstrated the most significant improvement by increasing from 32% to 46% and increasing the lowest 25th percentile from 21% to 33%.

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

One of the contributing factors for this improvement is credited to the return of complete in person learning. One of the new actions that the school took was the implementation of a tutoring program for the middle and high school students. i

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

A few of the the strategies that will need to be implemented in order to accelerate learning will be to retain both the effective and highly effective teachers. TCS must Increase professional development with a focus on the BEST standards. TCS will also implement a beginning teacher mentorship program to help all teachers effectively implement both curriculum and best practices. TCS will also use the computer program, ixl, for reading and math interventions.

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.

Based on the contributing factors and strategies identified to accelerate learning there will be specific training for ixl, curriculum training in BEST standards, Singapore Math training, and Literacy Essentials training

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

Additional services that will be implemented to ensure the sustainability of improvement in the next year is creating a more robust after school tutoring program. Additionally, well-defined and targeted Tier II and Tier III interventions and groups will be implemented. This will be offered both as part of the after school program and as a stand alone service.

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.**	In 2022, our school demonstrated 48% proficiency in ELA compared with 54% in the previous year. Thus, the need for improvement in the area of ELA was identified as a critical need.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The specific, measurable outcome that the school plans to achieve is that 55% of all students will achieve ELA proficiency on the FAST assessment.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The school will use the state PM1 and PM2 to monitor this desired outcome
Person responsible for monitoring outcome:	John Hinkle (jhinkle@tlhgclassical.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Students will be properly identified and placed in proper Tier II or Tier III intervention groups to receive additional support using ixl and after school tutoring.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	The school selected to use ixl as the specific strategy to achieve this desired outcome as it was a computer program that the school already had access to. This program is proven to be successful when implemented regularly as it targets the students' individual needs.

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

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	In 2022, our school demonstrated 43% proficiency in Math compared with 55% in the previous year. Thus, the need for improvement in the area of Math was identified as a critical need.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The specific, measurable outcome that the school plans to achieve is that 55% of all students will achieve Math proficiency on the FAST assessment.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The school will use the state PM1 and PM2 to monitor this desired outcome
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Students will be properly identified and placed in proper Tier II or Tier III intervention groups to receive additional support using ixl and after school tutoring.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	The school selected to use ixl as the specific strategy to achieve this desired outcome as it was a computer program that the school already had access to. This program is proven to be successful when implemented regularly as it targets the students' individual needs.

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

No action steps were entered for this area of focus

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Carrasquilla, Hope, hcarrasquilla@tlhclassical.org

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
N/A	Carrasquilla, Hope, hcarrasquilla@tlhclassical.org

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.

The school plans to address building a positive school culture and environment by incorporating faculty, staff, and parents in several key decisions. The head of school will also create a succinct organizational chart so that all stakeholders know the chain of command and which individual is responsible for all tasks. A newly formed house system for middle and high school will encourage students to have a sense of belonging and pride in the school. Finally, new clubs and sports will be instituted and the director of operations will coordinate all to help streamline processes and create a point of contact.

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

One of the school's new stakeholders will be Flager College. Flager will help promote a positive school culture and environment by providing TCS with interns and practicum students that may eventually become substitute teachers, paraprofessionals, or teachers, who are already invested and familiar with the school. Other stakeholders include the board of trustees and the newly formed Parent Service Organization (PSO), which is comprised of parents from all grade levels. This organization plans to host several events for students and their families, as well as faculty and staff that will build the school's culture and environment. They also plan to help fundraise for the school. The school has also established a relationship with PBSi, which is a behavior therapy group. Through this relationship the school has been able to implement a schoolwide behavior system that has helped to establish a more positive school environment. They have also helped several students gain needed social skills and appropriate behaviors.