

Leon County Schools

Tallahassee Classical School



2022-23 Schoolwide Improvement Plan

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| Positive Culture & Environment | 0 |
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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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| Title I Requirements | 0 |
| Budget to Support Goals | 0 |

Tallahassee Classical School

4141 ARTEMIS WAY, Tallahassee, FL 32311

www.tlhclassical.org

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 | <p>Oversee all aspects of the school Liaison with the Board of Trustees Liaison with School Financial Services</p> <p>Implement the School vision and mission;</p> <p>Maintain a positive School/community climate and a safe and healthy environment; Enforce professionalism</p> <p>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</p> |
| | | <p>Student Outcomes – To ensure students achieve to their greatest potential, the principal must: Ensure that state, standardized testing is 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</p> |
| Hinkle, John | Dean | <p>The Dean of the Upper School is responsible for overseeing all aspects regarding both teachers and scholars for grades 6th-12th including:</p> <p>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.</p> <p>For Students: Responsible for overseeing discipline of scholars for grades K-5 Responsible for ensuring that curriculum and instruction are being taught with</p> |

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

Wynn, Cara Dean

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.