

Lake County Schools

Tavares High School



2022-23 Schoolwide Improvement Plan

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Tavares High School

603 N NEW HAMPSHIRE AVE, Tavares, FL 32778

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

Demographics

Principal: Jacob Stein

Start Date for this Principal: 7/1/2019

| | |
|--|--|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | High School 9-12 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2021-22 Title I School | No |
| 2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 93% |
| 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 (52%) 2018-19: C (53%) 2017-18: B (58%) |
| 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 Lake County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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| Budget to Support Goals | 0 |

Tavares High School

603 N NEW HAMPSHIRE AVE, Tavares, FL 32778

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

School Demographics

| | | |
|---|--|--|
| <p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p> | <p>2021-22 Title I School</p> <p>No</p> | <p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>93%</p> |
| <p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p> | <p>Charter School</p> <p>No</p> | <p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>46%</p> |

School Grades History

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

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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 mission of Tavares High School is to prepare students to be ethical and responsible learners who will be kind, compassionate, and open-minded citizens ready to make positive contributions in an ever-changing global society. Individual learners will be equipped for success in college and career in a technology-rich environment that promotes scholarship and critical thinking skills for academic and personal decision making.

Provide the school's vision statement.

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

School Leadership Team

Membership

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 |
|------------------------|---------------------|---|
| Stein, Jacob | Principal | <p>Manages the operational flow of the school ranging from instructional delivery within the classroom to financial expenditures of all facets. Securing the safety of the school while providing an atmosphere conducive to teaching and learning. Analyzing data for trends reflecting best practices and providing professional development to ensure effective instructional strategies are widespread throughout all content areas. Assessing all assistant principals and monitoring growth of each with intent to advance their leadership roles within the district.</p> |
| Campbell, Randy | Assistant Principal | <p>Senior cohort administrator--Monitoring each students' status to ensure all is aligned with state requirements for graduation. Working with graduation facilitator and counselors to provide needed resources for students lacking of falling behind. Handling twelfth grade student discipline. School Advisory Council and academic booster's administrator. Administrator over athletics. MTSS and College Board Coordinator. Top Scholar and senior awards event coordinator. Assessor for math department, physical education department, athletic trainer, virtual lab facilitator, PASS teacher, and ELL teacher assistant.</p> |
| Hall, Carl | Assistant Principal | <p>Junior cohort administrator--monitoring each students' credit history to ensure all is on track for senior status. Handles disciplinary issues of junior students. Oversees student parking assignments and monies collection. Responsible for attendance committee and increasing student daily attendance. International Baccalaureate, Teacher Quality and Retention, and testing coordinator. Assesses English/Language Arts and Career and Technical Education (CTE) teachers, custodians and attendance clerks.</p> |
| Glass, Richard (Bryan) | Assistant Principal | <p>Freshmen cohort administrator--monitoring student performance to ensure students are progressing academically. Oversees freshmen disciplinary matters. Submits accident reports, workman's comp, and club applications to district. Monitors volunteer status and updates. Organizes freshmen orientation and AVID contact. Assesses science, social studies, foreign language, and media specialist.</p> |
| O'Connor, Tonya | Graduation Coach | <p>Tracking all senior student data, creating and assisting implementation of classroom interventions. Planning data chats with teachers, scheduling parent/student conferences and making necessary home visits. Monitoring student performance of online classes and making schedule modifications to meet state requirements with administrative approval.</p> |
| Watkins, Bonnie | Other | <p>Spearhead the implementation of the International Baccalaureate Program at Tavares High School. Train faculty and all stakeholders the progression of the implementation as well as the programs attributes and it's advantage points for student success. Monitor progress and make sure program is aligned to proposal submitted and approved.</p> |

| Name | Position Title | Job Duties and Responsibilities |
|------------------|---------------------|---|
| | Instructional Coach | Assist teachers with incorporating literacy into all content areas. Model and provide teachers with instructional practices to improve delivery. Assist teachers with data analysis to help identify problem areas of content as well as identify student levels. Provide professional development throughout the school with research based tools and monitor the implementation of such techniques. |
| Bence, Stephanie | Assistant Principal | Ms. Bence will oversee CTE and ELA departs while being the 11th grade disciplinarian assistant principal for 11th grade. |

Demographic Information

Principal start date

Monday 7/1/2019, Jacob Stein

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.*

0

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.*

9

Total number of teacher positions allocated to the school

61

Total number of students enrolled at the school

1,509

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

18

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

19

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 | 0 | 409 | 388 | 404 | 308 | 1509 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 60 | 58 | 69 | 52 | 239 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 46 | 62 | 38 | 19 | 165 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 12 | 3 | 30 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19 | 17 | 12 | 48 |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 132 | 115 | 116 | 49 | 412 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 107 | 97 | 87 | 60 | 351 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 132 | 115 | 116 | 49 | 412 |

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 | 0 | 256 | 163 | 242 | 125 | 786 |

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

Date this data was collected or last updated
Monday 8/22/2022

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

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total | |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|---|-----|-----|-----|-------|-----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 223 | 298 | 174 | 145 | 840 |

The number of students identified as retainees:

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

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

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|-----|-----|-----|-----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 223 | 298 | 174 | 145 | 840 |

The number of students identified as retainees:

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

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 | 41% | 45% | 51% | | | | 44% | 50% | 56% |
| ELA Learning Gains | 46% | | | | | | 41% | 46% | 51% |
| ELA Lowest 25th Percentile | 34% | | | | | | 28% | 33% | 42% |
| Math Achievement | 31% | 33% | 38% | | | | 48% | 44% | 51% |
| Math Learning Gains | 37% | | | | | | 45% | 45% | 48% |
| Math Lowest 25th Percentile | 41% | | | | | | 39% | 36% | 45% |
| Science Achievement | 50% | 38% | 40% | | | | 67% | 68% | 68% |
| Social Studies Achievement | 68% | 41% | 48% | | | | 71% | 69% | 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 | 65% | 66% | -1% | 67% | -2% |
| 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 | 72% | 67% | 5% | 70% | 2% |
| ALGEBRA EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 32% | 52% | -20% | 61% | -29% |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 55% | 49% | 6% | 57% | -2% |

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 | 13 | 36 | 31 | 20 | 36 | 32 | 17 | 30 | | 93 | 49 |
| ELL | 11 | 45 | 36 | 15 | 25 | | 30 | 45 | | | |
| ASN | 75 | | | | | | | | | | |
| BLK | 21 | 39 | 34 | 13 | 34 | 39 | 30 | 52 | | 95 | 74 |
| HSP | 38 | 46 | 39 | 21 | 29 | 37 | 51 | 41 | | 93 | 72 |
| MUL | 38 | 38 | | 33 | 39 | | | 69 | | 100 | 64 |
| WHT | 46 | 48 | 29 | 41 | 42 | 45 | 53 | 79 | | 93 | 81 |
| FRL | 31 | 42 | 31 | 24 | 41 | 46 | 38 | 61 | | 93 | 73 |
| 2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2019-20 | C & C Accel 2019-20 |
| SWD | 7 | 19 | 13 | 14 | 13 | 3 | 28 | 38 | | 83 | 27 |
| ELL | 17 | 41 | 45 | 21 | 19 | | | | | | |

| 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 |
| BLK | 24 | 24 | 17 | 18 | 23 | 9 | 38 | 57 | | 95 | 53 |
| HSP | 35 | 37 | 31 | 33 | 24 | 19 | 53 | 67 | | 88 | 76 |
| MUL | 50 | 45 | | 32 | 27 | | 46 | | | | |
| WHT | 46 | 46 | 31 | 34 | 21 | 15 | 71 | 70 | | 91 | 77 |
| FRL | 32 | 33 | 24 | 24 | 24 | 16 | 55 | 61 | | 88 | 70 |
| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2017-18 | C & C Accel 2017-18 |
| SWD | 25 | 30 | 16 | 31 | 52 | 46 | 44 | 36 | | 86 | 21 |
| ELL | 17 | 33 | 31 | 36 | | | | | | | |
| ASN | 69 | 46 | | 60 | 40 | | | | | | |
| BLK | 27 | 39 | 36 | 28 | 42 | 42 | 50 | 40 | | 95 | 39 |
| HSP | 37 | 39 | 27 | 41 | 38 | | 59 | 62 | | 87 | 47 |
| MUL | 48 | 36 | | 36 | | | 46 | | | | |
| WHT | 49 | 42 | 26 | 54 | 48 | 41 | 73 | 80 | | 88 | 60 |
| FRL | 33 | 37 | 26 | 43 | 41 | 41 | 57 | 62 | | 78 | 47 |

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 | 50 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 2 |
| Progress of English Language Learners in Achieving English Language Proficiency | 38 |
| Total Points Earned for the Federal Index | 554 |
| Total Components for the Federal Index | 11 |
| Percent Tested | 94% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 36 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 0 |
| English Language Learners | |
| Federal Index - English Language Learners | 31 |

| English Language Learners | |
|--|-----|
| English Language Learners Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | 1 |
| 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 | 75 |
| 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 | 43 |
| 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 | 46 |
| 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 | 54 |
| 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 | 56 |
| 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 | 48 |
| 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?

Tavares High School maintained or improved in all areas of the Florida State Assessments during the 2021 -2022 school year with the exception of Biology EOC which had a decrease of 12 points from the 2020-2021 results. Math Achievement Stayed the same at 31% while math learning gains increased from 22 to 37 and math lowest quartile learning gains increased from 14 to 41. ELA learning gains remained the same at 41 percent while the Ela lowest quartile gains increased from 40 to 46 percent and the lowest quartile gains increased 27 to 34 percent. Subgroup data shows a closing of the achievement gap in several areas from the previous test with major achievements occurring in the SWD and Hispanic sub groups.

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

Tavares High School maintained its ELA and Math achievement levels for the 2021-2022 test while showing improvements in ELA learning gains, math learning gains, ELA lowest quartile and math lowest quartile. Biology was the only area with a decrease in 12 points from the previous year, which was different from the data gained through the progress monitoring assessment process (LSA's). Tavares High school is dedicated to increasing our achievement levels in ELA, math and Biology.

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

Attendance for the 21-22 school year was a major issue for Tavares High School with 46% of students being classified as truant. Also, Biology had two new instructors this year compared to the last time students tested. THS is addressing the attendance issues by doing weekly reminders and putting positive incentives in place for good attendance. The Biology , from the 21-22 school, remained the same for the 22-23 school year.

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

Tavares High School had the most improvement in learning gains in math and lowest quartile learning gains in math. THS showed an increase of 42 points over all between the two aforementioned areas. Also, Tavares High School had an overall increase in the number of students tested and passing in our advance placement classes. An additional 86 students took tests with the pass rate increasing from 51 to 54 percent.

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

The Tavares High School math department was very deliberate in the selection of students for our learning opportunities intervention block. The student assignment selection was centered on standards based formative assessment results which drove the instructional focus during the intervention time.

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

Tavares High School will continue the implementation of learning opportunities, which will focus on intervention and acceleration, add additional advance placement courses and seek the certification of the International Baccalaureate Program. Also, additional CTE programs will continued to be added to create a diverse offering for both College and Career.

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.

Tavares High School will continue to offer professional development around the Lake County Schools Instructional framework to ensure all staff can successfully implement the components. In addition, we will continue to offer College Board and International Baccalaureate Program trainings to instructors in the AP and IB programs, while using the strategies with the entire faculty to promote student growth.

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

Tavares High School will continue to use classroom learning walks to provide intentional and timely feedback to teachers. Additionally, we will utilize data to provide meaningful interventions and opportunities for acceleration during our Learning Opportunities time. Furthermore, we will initiate the tracking and mentoring of our identified lowest quartile students to help ensure growth.

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 Differentiation

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 FSA and district EOC data, all students will be provided remediation time built into the master schedule, as well as after school opportunities, to ensure mastery of standards

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Last year during our Learning Opportunities we had roughly an average of 50 students who were not enrolled in a class during intervention time and ended up in "catch-all". This year our goal is to have no more than 30 students end up in "catch-all."

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Using Flex-Time, teachers will take time to ensure their students are signed up and Administration will monitor the students who have not signed up for flex time. The goal is to decrease the number of students who are not signing up to below 5%

Person responsible for monitoring outcome:

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

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Intervention and acceleration time in a timely manner during the school day has proven to assist students in learning concepts. Also, any extra time a student can have with a teacher one-on one or in a small group setting will allow a student to advance in their knowledge of concepts.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Extra quality and focused time will equal more student success.

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.

Teacher will make parent phone calls when students are failing or their grade drops more than one letter grade.

Person Responsible

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

Through funding allocated by the district for remediation, we will provide interventions on Tuesdays and Thursdays. Through our Learning Opportunities time, we will allow students additional time to demonstrate mastery of standards by offering remedial instruction and permitting students to redo an assignment.

Person Responsible

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

Using SAI funds, we will provide additional opportunities for support through after school tutoring and grade recovery one day a week.

Person Responsible

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

We will create a support group for students consisting of teachers, student, parent(s)/guardian(s), guidance, and administration that will meet monthly

Person Responsible

Stephanie Bence (bences@lake.k12.fl.us)

We will host writing teams throughout the year and summer to assist with planning and meeting the needs of our students at their present level. Teachers will continue the work throughout the PLC process to review data, make adjustments for student needs, and plan for intervention and acceleration

Person Responsible

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

#2. Positive Culture and Environment specifically relating to Early Warning Signs

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

THS over the past two years has seen a rise in truancy, partially related to the pandemic. In 2020-2021 school year THS had a truancy rate of approximately 7%, however during the 2021-2022 school year the truancy rate grew to 43% percent.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

THS will return to a truancy rate of under 10% for the 2022-2023 school year, with an emphasis on making sure that students are in class when they are on campus. Along with truancy, THS will reduce the number of tardies that are occurring.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

THS will monitor daily attendance, teacher reports and Early Warning System Reports to ensure students are in attendance and on time for class.

Person responsible for monitoring outcome:

Stephanie Bence (bences@lake.k12.fl.us)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

THS has developed a focus strategy procedure for attendance in which all teachers will follow the procedures for taking attendance, following up on absenteeism, and informing administration when their is an issue. Administration has developed a procedure to contact students, parents, and other Lake County Resources when the absenteeism becomes a prolonged issue.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

THS decided upon this strategy after reviewing data over the past two years, teacher in-put, and student information. We noticed that there was an inconsistency in the way that teachers recorded attendance and tardiness, procedures for making -up work from absences, and the discipline used to address attendance concerns.

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.

The pedagogical leadership team will meet in August of each year and derive standard operating procedures for classroom teachers to notate attendance and tardiness. The SOP will also address student consequences for violation of the procedure.

Person Responsible Stephanie Bence (bences@lake.k12.fl.us)

The attendance committee monthly and will be made up of administrators, teachers, and students will develop incentive programs for students who attend school regularly with monthly recognition. The monies for incentives will be used through the parking in facilities account and the SAC account.

Person Responsible Stephanie Bence (bences@lake.k12.fl.us)

#3. Instructional Practice specifically relating to Differentiation

Area of Focus

Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

During the 20-21 school year, four sub groups did not meet the criteria set forth by ESSA, those groups included SWD, ELL, Black, and Multiracial. However in the 22 school year the subgroups that did not meet the ESSA criteria decreased to two. SWD or students with disabilities improved from 25 percent in the 21 school year to 36 percent in the 22 school year. ELL students did have a slight drop from 33 percent in the 21 school year to 31 percent in the 22 school year. THS would like all subgroups to improve in the 23 school year. THS will continue to work on all subgroups with special concentration on SWD and ELL.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Tavares High will attempt to increase the SWD percentage from 36% to 46% and the ELL from 31% to 41% while maintaining or improving all other sub groups in the ESSA index.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Tavares High School will assign an assistant principal to over see each of the sub groups, monitor and meet monthly with those students who are not meeting expectations on formative assessments, FAST PM testing, and LSA . The students will be assigned to learning opportunities by the administrator and provided the opportunity for after school tutoring funding by school SAI funds.

Person responsible for monitoring outcome:

Carl Hall (hallc2@lake.k12.fl.us)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

Individual attention to each sub group will allow for closer progress monitoring to occur.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.

Individual attention will allow for a variety of strategies to be tried and monitored for effectiveness and corrections to occur.

Describe the resources/ criteria used for selecting this strategy.

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.

Administration will identify students in the specified sub groups and notify the teachers who are instructing them.

Person Responsible Carl Hall (hallc2@lake.k12.fl.us)

Monthly meeting will be held with students to monitor their progress and address any needs they have by assigning learning opportunities based on skill and offer after school tutoring provided through SAI funds.

Person Responsible Carl Hall (hallc2@lake.k12.fl.us)

Students who are not meeting expectations for two consecutive months will be focused on during our bi-monthly MTSS meetings. The team consisting of admin, guidance, literacy coach, grad facilitator, ESE specialist, and teachers will discuss interventions to assist students be successful.

Person Responsible Carl Hall (hallc2@lake.k12.fl.us)

#4. Positive Culture and Environment specifically relating to Acceleration and College Opportunities

**Area of Focus
Description and**

**Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Tavares High School has the philosophy to provide students as many opportunities as possible to be successful. As a result, we are constantly monitoring our programs and making decisions to add quality experiences for both career and college preparedness.

**Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

THS is in the process of becoming a certified International Baccalaureate Institution while increasing our CTE and AP offerings. By the beginning of the 23-24 school year, THS will be a recognized IB institution while offering 9 career and technical diploma certifications and increasing the number of AP classes offered to 17, by adding AP Chemistry.

**Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.**

Tavares High School will participate in the application of the IB program by incorporating training about the IB program to all school community stakeholders. We will continue to provide professional development to CTE and current AP teachers, while recruiting new teachers who may interested in the program.

Person responsible for monitoring outcome:

[no one identified]

**Evidence-based Strategy:
Describe the evidence-based strategy being 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.**

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.

Complete the application and certification for the IB program , while maintaining the standards of the college board and CTE programs already established.

Person Responsible

[no one identified]

Recruit from our current student body to enhance the number of students participating in one of the programs.

Person Responsible

[no one identified]

Provide resources for CTE, AP, and IB using funds provided through CAPE, AP, ESSR, Dual Enrollment, and Advanced Curriculum funds. This would include incentives and recognitions from SAC and facilities through Parking funds.

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

Provide testing opportunities for all students for graduation and future college and career paths. The funds would be used for students who are not able to afford SAT and ACT testing after their waivers have been used. The funds will be provided through SAC.

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

AVID will continue to support those students attempting more rigorous course work such as AP and IB. AVID tutors will be able to give students more hand-on attention and lead to over all student success. AVID tutors will be funded through SAI dollars and additional Title funds.

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

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.

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

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.

Tavares High commits to building a positive school climate which supports the social-emotional developments and learning necessary for students to become productive contributors to society. Some of the programs utilized to create this climate include student of the month recognition, positive social media communication (Facebook, Twitter, Instagram, etc.), Tavares Youth Council, peer counseling through our mental health liaison, SGA, use of learning opportunity time (address academic needs), quarterly attendance rewards/incentives, behavioral trend rewards (PBS), spirit weeks, pep rallies, homecoming/prom dances, school-wide recognition of athletic/fine arts/clubs accomplishments, varied school/business partnerships, varied community involvement partnerships, varied CTE programs, AP/IB programs, and our monthly sub-group committee (focusing on closing achievement and behavioral gaps in our various student groups).

THS teachers and staff will build a positive collegial culture and environment through the use of: weekly PLC meetings, monthly faculty meetings, monthly department head (pedagogical leadership team), periodic team building activities for faculty/staff (ie: bowling), spirit days, faculty/student mixer lunches, pep rallies, teacher of the month honors, monthly recognition of faculty/staff member of the year, use of restorative practice circles both in classroom and during faculty/staff meetings, holiday events, and ongoing school-based professional development sessions centered on the district instructional framework.

This initiative will require \$4000.00 which is tied to the development of these programs/events.

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

All stakeholders are critical members to creating a positive school culture and environment. Administrations is responsible for collaborating with all members and creating a vision that supports a positive school climate. Teachers will create a positive classroom environment that is focused on rigor, relevance, and relationships. Students and parents are crucial to creating a positive, effective school culture through active participation in the school community. Business and local community leaders are supports financially and through positive communications (verbal/social media).