Tocoi Creek High School

leadership
analysis
students
Florida
college and career
mission
school improvement
ambitious
family and community involvement
striving
teaching
achievement
relationships
success
areas of focus
instruction
needs assessment
strategic planning
collaboration
vision
learning
supportive environment
resources
growth

2022-23 Schoolwide Improvement Plan

Table of Contents

Tocoi Creek High School

11200 ST JOHNS PARKWAY, St Augustine, FL 32092

http://www-tchs.stjohns.k12.fl.us

Demographics

Principal: Jay Willets   Start Date for this Principal: 7/1/2020

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)	11%
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: A (63%) 2018-19: No Grade 2017-18: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
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 St. Johns 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.

Table of Contents

Tocoi Creek High School

11200 ST JOHNS PARKWAY, St Augustine, FL 32092

http://www-tchs.stjohns.k12.fl.us

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	11%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	32%

School Grades History

Year	2021-22	2020-21
Grade	A	

School Board Approval

This plan is pending approval by the St. Johns County School Board.

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.

Mission Statement:
Horns Up… T.O.C.O.I.
Tradition of Excellence
Ownership
Character
One Community
Inspire Life-Long Learning for All

Provide the school's vision statement.

Legends for Life

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
Willets, Jay	Principal	Leadership of all academic, cultural and business programming for TCHS.
Chiodo, Drew	Assistant Principal	Drew Chiodo (12 Month AP) – Reports to Principal • 3rd Floor – ESE Lead/LEA, Guidance, Guiding Coalition, Professional Development Liaison, High School Task Force, Empowering Excellence in Educators (EEE), LEA 11th/12th and IND (Collaborative Team Focus: Science/Arts Performing/Visual)
Foss, Kelly	Assistant Principal	Kelly Foss (12 Month AP) – Reports to Principal • 1st Floor – Curriculum, textbooks, Advanced Programs (Dual Enrollment, Advanced Placement), AP Testing, RtI/MTSS Core Lead (Drew and Erin will bring students in LEA assigned grade levels to Core), LEA 9th grade. (Collaborative Team Focus: Social Science and ELA)
Lynn, Erin	Assistant Principal	Erin Lynn (12 Month AP) – Reports to Principal • 2nd Floor – Discipline, Safety, Facilities/Operations, Bell Schedules, Character Chats/District Initiatives, Substitutes, Testing Administrator, LEA for 10th Grade (Collaborative Team Focus: Electives PE/Foreign Language/HOPE/Leadership)

Demographic Information

Principal start date

Wednesday 7/1/2020, Jay Willets

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.*

4

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.*

5

Total number of teacher positions allocated to the school

95

Total number of students enrolled at the school

2,013

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

3

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

36

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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	0	0	1	585	383	350	0	1319
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	72	67	76	0	215
One or more suspensions	0	0	0	0	0	0	0	0	0	39	25	35	0	99
Course failure in ELA	0	0	0	0	0	0	0	0	0	61	49	57	0	167
Course failure in Math	0	0	0	0	0	0	0	0	0	61	49	57	0	167
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	62	25	30	0	117
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	62	25	30	0	117
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	62	25	30	0	117

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	62	35	51	0	148

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 9/7/2022

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	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

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	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

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	72%	74%	51%					74%	56%
ELA Learning Gains	62%							60%	51%
ELA Lowest 25th Percentile	51%							50%	42%
Math Achievement	66%	50%	38%					73%	51%
Math Learning Gains	48%							58%	48%
Math Lowest 25th Percentile	39%							55%	45%
Science Achievement	83%	70%	40%					86%	68%
Social Studies Achievement	80%	59%	48%					88%	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					
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					
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	23	40	39	28	38	33	51	50			
ASN	79	77		83	53		94	90			
BLK	62	61	50	58	57		76	71			
HSP	72	68	68	71	52	52	86	77			
MUL	66	60	36	73	57		86	83			
WHT	73	61	47	64	45	34	82	81			
FRL	56	53	40	59	53	48	73	70			
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
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	63
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	501
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A

English Language Learners	
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	79
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	62
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	68
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	66
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	61
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	57
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?

1. Students with Disabilities - SWD will increase 3% overall, from 38% to 41% moving from a school grade of "D" to a "C" by the end of the year.
2. Graduation – By the end of the school year, the pass rate for 11th and 12th grade FSA Reading will increase by 5% (90% to 95%)
3. Attendance – The number of students absent 15 or more days will decrease by 3% by the end of the 2022-23 school year.
4. EEE Deliberate Practice Selection – Based on school goals above, Team Leads will help to focus on a common EEE DP goal for school.

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

1. Students with Disabilities - SWD will increase 3% overall, from 38% to 41% moving from a school grade of "D" to a "C" by the end of the year.

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

Utilization of the PLC process to identify students, organize resources, and schedule intervention/support programming for students to be successful.

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

Overall ELA, Geometry, US History, and Biology performance indicate students performed at/above district and state averages.

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

Implementation of PLC programming in each of the areas identified.

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

Continued use of PLC programming, stabilization of staff and program tools from the addition of our 12th grade in year #2.

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

Professional development focused on improving/building the TCHS Guiding Coalition for our PLC programming will support ESE, attendance and graduation goals.

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

Through the application of the PLC, MTSS, and ESE programming, sustainability will be achieved by using "best practices" that are high impact/yield research based focused.

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

:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	1. Students with Disabilities - SWD will increase 3% overall, from 38% to 41% moving from a school grade of "D" to a "C" by the end of the year.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	1. Students with Disabilities - SWD will increase 3% overall, from 38% to 41% moving from a school grade of "D" to a "C" by the end of the year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This subgroup will be monitored by state FAST/EOC, district common summative assessments, and PLC grade level data points throughout the year.
Person responsible for monitoring outcome:	Jay Willets (jay.willets@stjohns.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	TCHS utilizes the PLC format for teachers to utilize the 4 question process to use evidence-based programming to monitor and support our students.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	The PLC process yields the highest effect strategies for student performance.

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 data review of student performance of 2021-22, select instructional team members to support students, implement PLC core strategies, utilize Guiding Coalition to monitor growth throughout the year with identified assessments.

Person Responsible   Jay Willets (jay.willets@stjohns.k12.fl.us)

#2. Instructional Practice specifically relating to B.E.S.T. Standards

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

TCHS is in its 2nd year of existence, with 43/155 new staff members. The instructional practice implemented in the 2021-22, and continued into 2022-23 is the focus of the PLC process to address B.E.S.T standards and programming for all departments in sound professional practice.

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

Performance data (summative, CSA, FAST, EOC, Final Exams) will be utilized to determine PLC effectiveness. 100% of TCHS instructional team members will use the PLC process to collect/disaggregate data, form instructional plans and track effectiveness of instructional choices.

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

PLC evidence will be collected and monitored through OneNote, iObservation and Schoology.

Person responsible for monitoring outcome:

Jay Willets (jay.willets@stjohns.k12.fl.us)

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

The Professional Learning Community will be utilized to implement the BEST standards for all TCHS courses.

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

TCHS will participate in summer (PLC Conference), pre-planning and school year professional development in order to implement program expectations.

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.

Train, provide guidance/outlines, monitoring of PLC process through the use of iObservation to ensure use of model for positive student performance outcomes.

Person Responsible   Jay Willets (jay.willets@stjohns.k12.fl.us)

#3. Transformational Leadership specifically relating to Leadership Development	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Data indicated that 35% of the TCHS instructional staff hired for the 2022-23 school year have not been associated with the SJCSD expectations for PLC programming.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	To get 100% of core content (Math, ELA, Science, Social Science) utilizing the PLC process by the end of the year as measured by OneNote benchmarks.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	TCHS administration will utilize OneNote PLC tabs for each subject to monitor the elements of the PLC process (Norms, Key Standards, Planning Tools, Performance Tools - Summative/formative, and reflection). Compliance will be measured on iObservation in relation to tool use and student performance.
Person responsible for monitoring outcome:	Jay Willets (jay.willets@stjohns.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Professional Learning Communities
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	To use a data-based planning model that ensures our teachers are understanding expected pacing for state standards, district pacing and assessment within a collaborative environment.

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.

Bring core members of academic teams to summer PLC conference, create guiding coalition, identify 3 core goals for TCHS based on performance data, implement PLC expectations in OneNote and monitor effectiveness in iObservation.

Person Responsible	Jay Willets (jay.willets@stjohns.k12.fl.us)

#4. Positive Culture and Environment specifically relating to Character Development using OneToro Positive Behavior Support Programming	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Data indicates that student attendance (15 or more absences), graduation rates and reading/math programming for our ESE students is in need of direct attention.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Reduce the number of 15 or more absences by 3%, increase graduation rate from 93%-95% and increase ESE Math Data by 3% moving from 37% proficient to 40% proficient by using the PLC, Character Counts!, and PBIS behavioral models.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	FSA/FAST, Attendance and Graduation Rates
Person responsible for monitoring outcome:	Jay Willets (jay.willets@stjohns.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Use of the PLC, Character Counts! and PBIS (Positive Behavior in Schools) research models.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Research based, district and state approved models.

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.

TCHS has developed the "One Toro" philosophy that supports the SJCSD focus on Character Counts! as our foundation to reach and support ALL students regardless of their ability, socioeconomic status or focus for post secondary success. All students, staff, administration and support organizations are focused around the goal of providing a safe, inclusive and enjoyable school environment that exudes positive cultural supports in all actions taken for academic, behavior (PBIS), athletic or arts programming

Person Responsible	Jay Willets (jay.willets@stjohns.k12.fl.us)

#5. -- Select below -- specifically relating to
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**

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

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

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.

No action steps were entered for this area of focus

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.

TCHS has developed the "One Toro" philosophy that supports the SJCSD focus on Character Counts! as our foundation to reach and support ALL students regardless of their ability, socioeconomic status or focus for post secondary success. All students, staff, administration and support organizations are focused around the goal of providing a safe, inclusive and enjoyable school environment that exudes positive cultural supports in all actions taken for academic, behavior, athletic or arts programming.

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

Stakeholders and Responsibilities:
Administration (Principal, Assistant Principals, Maintenance, Career Coordinator, Administrative Secretary, Bookkeeper, Athletic Director, Maintenance Coordinator) - Responsibilities include the overall leadership and management of the TCHS Vision and Mission to ensure that ALL students, staff members and

community connections are cultivated to ensure a positive and productive culture and environment.

Instructional and Support Staff - Responsibilities include the instruction/preparation of instructional and cultural programming in relation to the implementation of the TCHS Vision and Mission to ensure that all adults charged with caring/developing the positive culture/environment are informed, have appropriate resources and are the necessary "change agents" for our students, parents and community.

Support Organizations - Responsibilities include the implementation of the "One Toro" By-Law expectations to ensure that the Vision and Mission of TCHS is included as the foundational elements that our support organizations (PTSO, Arts Booster, Athletic Booster) have the primary focus of ensuring that ALL students have access and opportunities to engage in positive cultural/environmental programming.

Students - Responsibilities Focus on ensuring that they learn, engage and exhibit the Traditions of Excellence, Ownership, Character Counts!, One Community and Instill a Passion for Lifelong Learning expectations by meeting the TORO expectations (Treat Others Respectfully, Open Their Minds, Reach Their Potential, Own Their Choices and Succeed)

Parents - Responsibilities Focus on supporting their students as they learn, engage and exhibit the Traditions of Excellence, Ownership, Character Counts!, One Community and Instill a Passion for Lifelong Learning expectations by meeting the TORO expectations (Treat Others Respectfully, Open Their Minds, Reach Their Potential, Own Their Choices and Succeed)