School District of Osceola County, FL

Tohopekaliga High School

2023-24

Schoolwide Improvement Plan (SIP)

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Tohopekaliga High School

3675 BOGGY CREEK RD, Kissimmee, FL 34744

http://www.tkhs.osceolaschools.net/

School Board Approval

This plan was approved by the Osceola County School Board on 10/10/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

The purpose of Tohopekaliga High School is to educate, empower, and enable all students to become caring, contributing citizens who can succeed in an ever-changing world. Tohopekaliga High School is committed to focusing on high expectations and individual academic success and creating a community of respect and responsibility.

Provide the school's vision statement.

Tohopekaliga High School will be a nurturing, safe and professional environment that supports the educational success and social, emotional, and physical development of all students. Courses will be academic, engaging, and standards-based, with a focus on the learner. All school staff will be highly qualified and caring instructors who are attentive to the educational, cultural and physical needs of students and the Tohopekaliga community. Parents will be positive, supporting members of the school community. Students will be respectful, self-disciplined, productive citizens who think critically, make informed decisions and act ethically.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Arscott, George	Principal	Alg 1 (4), Geometry (5), Math Coach (1), Eng 1 (6), Eng 2 (6), Biology (4), US History (4), Areas of Supervision Customer service School wide Operations Stocktake Personnel Selections Teacher Leaders Math Lowest 25% School Improvement Plan Instructional Technology School Budget & Internal Accounts School Advisory Council Public Relations Athletics All other duties as assigned
Laser, Sabine	Assistant Principal	Eng 3 (4), Eng 4 (4), Reading (9), AVID (2), Edgenuity (2), Literacy Coach (1), Guidance (7), College and Career Counselor (1) Areas of Supervision Back up of principal for payroll Customer service Mental Health Referrals Guidance Department Operations Master Schedule Student Scheduling AVID Lesson Plan Submission ELA Lowest 25% Open House Student Leadership Forum Summer Instructional Programs After School Programs (if applicable) DOE Data Validation/FTE (Instructional) Grade Submission Processes Graduation Data & At-Risk Other Duties as Assignedhttps://www.floridacims.org/plans/61227/edit/49005#abody5
Casado, Rolando	Assistant Principal	Science (10), World Lang (5), CTE (14), ESOL Comp Specialist (1) Areas of Supervision MTSS Textbooks Lowest 25% Reading CTE Acceleration

Name	Position Title	Job Duties and Responsibilities
		PLCs Professional Development ESOL
Glassburn, Michael	Assistant Principal	Fine Arts (7), Math (8), ROTC (3), PE/(7), Testing Coordinator(1) Areas of Supervision State Testing Grade Submission Facilities Operations Advanced Placement Master School Calendar Custodial Technology
Harris, Felix	Assistant Principal	Social Studies (10), ESE (15), Freshman Seminar/Fin Lit (3), Deans (5), RCS (1) Areas of Supervision PBIS Student Services Attendance Safety & Security Weekly Newsletter New Teacher Training
Fox, Madison	Instructional Coach	Literacy Coach - To serve as a school Literacy coach and mentor by conducting model lessons, conducting professional development observing classroom instruction, providing non-evaluative feedback on instructional practice and facilitating teacher meetings. - To work with and collaborate with the school Multi-Tiered System of Support (MTSS) team in identifying student instructional needs, analyzing data, implementing schoolwide instructional change, and helping to implement student intervention strategies. -Stocktake ELA/Reading - To facilitate implementation of state curriculum by providing technical assistance and on-going support for teachers as they identify authentic learning activities and materials, implement effective English Language Arts instructional strategies, and evaluate student progress. - To support and assist school staff in identifying needs of students and developing educational plans to support those instructional needs. - Support school and district initiatives by attending district Literacy Coach training/meetings and then sharing and applying this information at the school.

Name	Position Title	Job Duties and Responsibilities
		- To assist in the preparation of written documents which promote programs and support instruction reflective of school/district goals and activities. - To assist in writing, compiling, and disseminating English Language Arts curriculum at the school. - To provide opportunities for professional development in English Language Arts involving teachers, assistants, administrators, parents and other stakeholders. - To coordinate and assist with school data assessment, monitor student progress, and train staff in student data analysis. - To assist in the facilitation of parent/community involvement in the education process at the school level. - To participate in the selection and/or adoption of textbooks and other instruction materials at the school and/or county level. - To perform other duties as directed by Principal or district curriculum administrator
Goerner , Coreen	Instructional Coach	Math Coach - To assist in writing, compilation and dissemination of High School Curriculum - To provide assistance to the schools in the implementation of curricula in all subject areas, especially new curricula. - To assist with needs assessment and the coordination and provision of in service for teacher, assistants, administrators, and other personnel. - To participate in the examination, selection, and/or adoption of textbooks and other instructional materials for the district. - To facilitate the coordination of over-all support services of the District Resource Room - To facilitate the identification, purchase, cataloging, and distribution, of sound educational materials for the District Resource room. - To assist in the completion of data to evaluate current programs and projects -Stocktake Math - To provide instructional support and assistance with concerns and needs through classroom visitation and meetings - To assist in the completion of data for state reports. - To assist with the development of district reporting forms, such as report cards, progress reports, etc. - To assist with interschool communication concerning High School issues - To assist in the development of district High School brochures/handbooks/ guidelines - Other Duties as Assigned
Paradiso, Jessica	Instructional Coach	

Name	Position Title	Job Duties and Responsibilities
Fenn, Matthew	Graduation Coach	
Rios, Evelyn	ELL Compliance Specialist	Ensure all English Language Learners are tested and scheduled in the proper classroom. Classify ELL students in a code that corresponds to specific services.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

School-level stakeholders, including administration, coaches, deans, counselors, collaborated to formulate an action plan for improvement to share with and solicit feedback from the School Advisory Committee. After sharing the plan for improvement with the SAC and making any adjustments or additions suggested, the school-based committee collaborated to complete the SAC ensuring to incorporate all suggestions from parents, business partners, and community members that were shared.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be monitored monthly during Tohopekaliga's Stocktake meetings. In these meetings, points of contact for each Area of Focus will share out data from progress monitoring and changes that need to be made in instructional focus or support for teachers and students. Administration will update and adjust SIP as needed following Stocktake meetings to reflect renewed goals and next steps.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	89%
2022-23 Economically Disadvantaged (FRL) Rate	68%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	TSI

Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: D 2018-19: D
School Improvement Rating History	
DJJ Accountability Rating History	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	47	46	50	43	45	51	41		
ELA Learning Gains				45			46		
ELA Lowest 25th Percentile				31			41		
Math Achievement*	29	27	38	28	37	38	19		
Math Learning Gains				31			25		
Math Lowest 25th Percentile				39			30		
Science Achievement*	64	63	64	47	32	40	53		
Social Studies Achievement*	62	61	66	61	39	48	58		
Middle School Acceleration					38	44			
Graduation Rate	90	86	89	97	54	61	98		
College and Career Acceleration	58	60	65	48	60	67	48		
ELP Progress	46	46	45	36			43		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	396
Total Components for the Federal Index	7
Percent Tested	97
Graduation Rate	90

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	506
Total Components for the Federal Index	11
Percent Tested	97
Graduation Rate	97

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	31	Yes	3	3
ELL	48			
AMI				

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
ASN	72			
BLK	54			
HSP	55			
MUL	64			
PAC				
WHT	70			
FRL	54			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	29	Yes	2	2
ELL	39	Yes	2	
AMI				
ASN	69			
BLK	47			
HSP	45			
MUL	42			
PAC				
WHT	51			
FRL	43			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	47			29			64	62		90	58	46
SWD	13			10			36	24		18	6	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
ELL	30			21			51	46		67	7	46
AMI												
ASN	59			47				85		73	5	
BLK	42			26			65	55		43	6	
HSP	45			28			61	60		57	7	47
MUL	53			47				77		50	5	
PAC												
WHT	60			39			75	74		73	6	
FRL	41			26			61	57		55	7	49

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	43	45	31	28	31	39	47	61		97	48	36
SWD	10	22	22	17	33	31	10	32		95	22	
ELL	20	37	35	24	33	38	30	30		97	49	36
AMI												
ASN	66	53		55	33		82	86		100	79	
BLK	34	46	42	23	34	50	46	58		99	35	
HSP	41	44	31	27	30	37	45	58		97	49	39
MUL	50	48		33	27		54					
PAC												
WHT	52	49	14	35	34		52	79		92	54	
FRL	36	41	27	21	28	39	42	55		99	47	33

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	41	46	41	19	25	30	53	58		98	48	43
SWD	17	30	23	16	18	19	22	43		94	16	17
ELL	21	43	46	14	29	35	32	32		100	57	43
AMI												
ASN	66	59		48	47		75	60				

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2020-21 ACCOUNTABILITY 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	ELP Progress
BLK	36	41	41	10	26	35	51	67		98	30	
HSP	39	46	41	19	24	29	48	53		98	50	42
MUL	29	27		12	29			73				
PAC												
WHT	51	50	31	30	22		76	75		100	52	
FRL	35	44	41	19	23	26	47	52		97	43	44

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	50%	47%	3%	50%	0%
09	2023 - Spring	43%	43%	0%	48%	-5%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	21%	40%	-19%	50%	-29%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	37%	36%	1%	48%	-11%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	62%	65%	-3%	63%	-1%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	58%	57%	1%	63%	-5%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Within our ESSA Subgroups, SWDs, 19%, down 6 points from 22-23, showed the lowest performance. The key factor for SWDs low performance was due to the poor interaction of the VE support teacher.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

In the ESSA subgroup, SWDs had the most significant decline in Math from 24% in 2022 down to 12% in 2023. The main contributing factor to this downtrend is the lack of commitment from the VE support teacher.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Mathematics data is trending positively, although it is still the greatest score gap compared to the state average.
The math coach maintained an accurate account of students' data progress and Implemented standards-driven interventions to address students' deficiencies. Conduct ability group tutoring of all level 2 and level 3 students during the intervention.

Which data component showed the most improvement? What new actions did your school take in this area?

Biology has seen a downward trend over the past three years but is showing a rise of 15 points on the 2022-2023 State Assessment. The factors attributing to this increase include having a science coach dedicated to implementing effective strategies with the Biology PLC. Additionally, the Biology PLC used standards-driven interventions with pullouts. The team also implemented the use of Cognates in every unit to ensure that students in the ELL subgroup had better comprehension.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

High School Early Warning data, specifically regarding attendance, will be reviewed at Stocktake meetings monthly and action steps to address excessive absenteeism will be reviewed and adjusted accordingly.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Positive Culture and Environment specifically relating to Early Warning System (Attendance)
2. ESSA Subgroups relating to Students with Disabilities
3. Instructional Practice specifically relating to Math
4. Instructional Practice specifically relating to ELA
5. Instructional Practice specifically relating to Science

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Student attendance is linked to student success and ability to contribute to the school culture and environment. Using the attendance data from 2022-23, we were able to identify three significant stop-gap groups: students with absence rates of 11%, 21%, and 31%. According to eduClimber data from 2022-23 there were 1687 students with an absence rate of 11%, 995 students with an absence rate of 21%, and 556 students with an absence rate of 31%. Decreasing these stop-gap rates of absenteeism for the 2023-24 school year will improve student learning outcomes and foster a better school culture and environment.

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

Our measurable outcome for the 2023-24 school year is to decrease the percentage of students in each stop-gap group by 3% by implementing targeted attendance interventions.

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

Weekly attendance reports will be generated to identify students who fall into one of the three stop-gap groups: 11%, 22%, and 33% absenteeism rates. The MTSS team will convene monthly to review absenteeism rates, intervention efficacy, and intervention recommendations.

Person responsible for monitoring outcome:

Matthew Fenn (matthew.fenn@osceolaschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The intervention response will consist of a multi-tiered approach that includes a parent letter home (11%), an attendance contract (22%), and daily check-in (33%) All stop gaps will include parent contact and at 22% and 33% will include district inclusion with parent contact.

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

Building a positive culture and environment on campus requires that students are present and involved at school. As such, "school attendance and school completion are important benchmarks" of an established culture and environment (Kearney & Graczyk, 2020). Therefore, "a multi-tiered system of supports (MTSS) framework (that) emphasizes . . . school attendance and its problems, including prevention and a continuum of supports, screening, evidence-based assessment and intervention, problem-solving and data-based decision-making, implementation fidelity, and natural embedding into extant school improvement plans" will further nurture the process on campus (Kearney & Graczyk, 2020).

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Weekly monitoring of FOCUS data for attendance stop-gap groups: 11%, 22%, and 33% and generation of a weekly report.

Person Responsible: [no one identified]

By When: Weekly throughout the year.

Generation of parent letters for students at the 11% stop gap and sending them home.

Person Responsible: [no one identified]

By When: Monthly throughout the year.

Scheduling and facilitation of parent conferences and signing of attendance contracts.

Person Responsible: [no one identified]

By When: Weekly throughout the year.

Scheduling and facilitation of district-led parent conference and implementation of daily check-in interventions.

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

By When: Weekly throughout the year.

Establishment of parent contact at the attendance stop-gaps of 11%, 22%, and 33%.

Person Responsible: [no one identified]

By When: Throughout the year in response to stop-gap identification.

Arrange for District Social Service Liaison to attend parent meetings.

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

By When: Weekly throughout the year.

#2. 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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

ESSA data showed in 2022-23 that the SWD subgroup fell below the ESSA level of 41%. The data analysis shows the need to improve proficiency for students with disabilities (SWDs).

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

Measurable Outcome for SWDs will increase ELA achievement level from 13% to 16%, math achievement level from 12% to 15%, and science achievement level from 32% to 35%. Overall, SWDs will improve to 41%.

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

Monitoring will be addressed through PM1, PM 2, and STAR for Fall and Winter. Data analysis will be discussed in the monthly Stocktake meeting.

Person responsible for monitoring outcome:

Felix Harris (felix.harris@osceolaschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers will differentiate instruction in academically diverse classrooms, seeking to
provide appropriately challenging learning experiences for all their students.
2. Integration of Guiding Coalition research and action items that will ensure PLCs
address the needs of SWDs
3. PLC Assessment Cycle & Use of Learning Strategies as Immediate Error Analysis
and instruction in specific standards (Dufour, 2010)

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

Teachers will have an understanding of how students learn at different rates; therefore, it is an imperative to ensure SWDs are receiving a guaranteed curriculum and students are
learning at high levels (Marzano, 2009).

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Provide support in the Learning Strategies class. VE teachers and district resource teachers will push into the Learning Strategies classrooms sections to add support in ELA and Math. The rotation schedule is Math on Tuesday and ELA on Thursday, when teachers work with students in small groups.

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

By When: This will be ongoing for the 2023-2024 school year..

Use intervention on Wednesday to fill skill gaps determined by unit common assessment data for Math and ELA.

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

By When: This will be ongoing for the 2023-2024 school year.

Structure the VE teachers' PLC so they can attend their students' subject areas and a VE PLC to analyze their student caseload achievement data.

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

By When: This will be ongoing for the 2023-2024 school year.

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the 22-23 Tohopekaliga HS data, our anticipated BEST Math achievement score is 32%, which is an increase of 4% from the 21-22 school data. TKHS scores in Math have greatly increased over the past two years, and our next major goal is to increase our BEST Math achievement score to 40%. Learning gains were last measured for the 21-22 school year, with TKHS scoring a 31%, below the 37% district average. Our goal is to increase this number to 40% for 23-24. Learning gains of the lowest 25%, also last measured for the 21-22 school year, scored at a 39%, also below the 43% district average. Our goal is to increase this number to 45% for 23-24.

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

Our next major goal is to increase our BEST Math achievement score to 40%, our learning gains to 40%, and our learning gains of the lowest 25% to 45%. Individually, our Alg1 pass rate goal is 30% and our Geo pass rate goal is 45%.

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

The TKHS leadership team will monitor progress through informal and formal walkthroughs by Admin and Math Coach, District reflective visits, unit common assessments and mock exams, STAR Math testing, collaborations with educational entities such as FNSI, ALEKS online tutoring and assessment program, and Khan Academy. Data from various monitoring points will be consolidated and delivered by Math Coach during monthly Stocktake meetings and shared out through Department & Area PLCs. Subject-specific PLCs will monitor data throughout the year using above-named sources alongside additional PLC-based formative assessments and will share/discuss data with Math Coach and Admin for additional action planning/support as needed.

Person responsible for monitoring outcome:

Coreen Goerner (coreen.goerner@osceolaschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

All Math teachers and staff will actively engage in professional development sessions at both the district and school level. PD sessions will focus on the following: formative assessment strategies, instructional strategies, scaffolding/differentiation, pulling and analyzing data, small group instruction for our ESE and ELL students, and use of the Mathematical Thinking and Reasoning Standards. In addition, all data from both formative (including the Checks for Understanding from the CUPs) and summative assessments will be monitored through data analysis in PLCs to track growth and action plan around supporting all subgroups of students.

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

Collaborative analysis of formative and summative assessment data will ensure significant learning gains for all students, as teachers will be able to adjust instruction and plan lessons to meet the needs of all students. Continued use of WICOR strategies will ensure that students are given framework to be proficient in skills that will elevate their proficiency in Math. Engaging ESE and ELL students with standards-aligned small group instruction will increase the probability for achievement on classroom assignments, allow the teacher to have a better understanding of where students struggle, and create a

safe environment to foster growth. Furthermore, research illustrates a correlation between student achievement and the development of an achievable, rigorous and aligned curriculum. Schools that consistently utilize common assessments have the greatest student achievement. The use of common formative assessments, when well implemented, can effectively double the speed of learning. (William, 2007) (Marzano, 2003)

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Teachers will use BEST standards to guide lesson planning and instruction. Math Coach will ensure that teachers' Learning Target is aligned with the Benchmark listed on their lesson plan and provide informal feedback as needed. Teachers will utilize high-quality, district-given, math instructional materials found in the CUPs. Teachers will attend PD to support in their instruction.

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

By When: Continuously throughout the school year.

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

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

By When: Continuously throughout the school year.

All PLCs have common planning. During this time, and in addition to their Wednesday afternoon PLC meetings, they will engage in work that focuses on topics including but not limited to designing lessons that meet Learning Targets, data analysis, creating interventions for (and the building of) small groups based on data, and general solution-storming. Math Coach and/or Admin will sit in on PLC meetings at every opportunity and provide additional support across course-specific areas.

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

By When: Continuously throughout the school year.

Teachers will utilize the MTR, WICOR, and Assessment (inc. Formative) portions of their lesson plan to include content-relevant strategies that promote deeper thinking and understanding of mathematics. Math Coach will informally provide feedback on effectiveness and overall instructional practice.

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

By When: Continuously throughout the school year.

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

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

By When: Continuously throughout the school year.

Teachers will utilize the ESE & ELL Strategies portion of their lesson plan to illustrate their collaboration with the ESE Support Teachers & ELL Paraprofessionals to ensure differentiated instruction meets the needs of all students. Math Coach will informally provide feedback on both of these sections of the lesson plan.

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

By When: Continuously throughout the school year.

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

Person Responsible: [no one identified]

By When: Continuously throughout the school year.

Teachers will utilize WICOR & Formative Assessment strategies weekly to support focused student engagement. Teachers must identify which WICOR & Assessment strategies they will be using in their appropriate sections of their lesson plan and post these, along w/ MTR's, as part of their board configuration. A few formative instructional strategies will be provided through Department PD each month. Math Coach & Admin will provide informal feedback on effectiveness of teacher's implementation of these strategies in their classroom.

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

By When: Continuously throughout the school year.

Alg1/Geo will utilize ALEKS to help drive instruction, while all other courses will utilize Khan Academy. Teachers will use data to inform small group interventions, Math Coach will support as needed.

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

By When: Continuously throughout the school year.

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

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

By When: Continuously throughout the school year.

Teachers will provide tiered instructional intervention practices based on standards by consulting various data points such as student-produced data, PLC planning time, assessment data, etc. PD will be provided during the year and observed informally during walkthroughs by Math Coach and Admin.

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

By When: Continuously throughout the school year.

Graduation success will be supported through students participating in targeted intervention programs. These programs will include content and strategies covered in Wednesday small-group instruction and bootcamps for EOC/SAT/ACT/PSAT. Additional ELL & ESE support will be provided during this time as needed. Khan Academy will be a driving support for students to identify and work to master their lower-performing tested skills. Math Coach will pull data to identify and build targeted groups to support students. Math Coach will hold sessions to support students in targeted areas. Students will receive continuous access to COGNATES per unit and standard created by the ESOL Education Specialist.

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

By When: Continuously throughout the school year.

The after-school tutoring program was restructured last year and will hopefully continue with different designated days for course-specific student support.

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

By When: Continuously throughout the school year.

ESE VE Support & Gen Ed teachers will collaborate to ensure ESE students receive maximum, equitable classroom support. Math Coach will provide follow-up support as needed.

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

By When: Continuously throughout the school year.

#4. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the 2022-2023 Tohopekaliga HS (TKHS) school data, the FAST PM3 ELA achievement was 47%, an increase from 42% in the 2021-2022 school year. Although TKHS increased by 5%, our goal is to have 50% of all students achieve a Level 3 or higher on the FAST PM3 assessment.

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

TKHS students will increase from 47% to 50% in ELA achievement levels. We will also focus on increasing the achievement level of SWDs and ELL students through differentiated instruction with an emphasis on cognates usage.

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

The TKHS leadership team will monitor through informal and formal walkthroughs by admin and literacy coach, district reflective visits, Progress Monitoring 1 and 2 (district assessments), STAR Testing, and Khan Academy. The literacy coach will consolidate and deliver data from various monitoring points during monthly stocktake meetings. Grade-specific PLCs will monitor data throughout the year through common formative assessments (called "Check For Understandings") administered through SchoolCity and will report data to the literacy coach and administrative team for additional action planning/support as needed.

Person responsible for monitoring outcome:

Madison Fox (madison.fox@osceolaschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

All ELA/Reading teachers and staff will actively engage in professional development sessions at the district and school levels. PD sessions will focus on the following: AVID strategies, instructional strategies, scaffolding/ differentiation, pulling and analyzing data, and crafting responses to data lessons (RTDs). In addition, all data from formative and summative assessments will be monitored through data analysis in PLCs to track growth and action plan around supporting all subgroups of students.

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

Collaborative analysis of both formative and summative assessment data will ensure significant learning gains for all students, as teachers will be able to adjust instruction and plan RTD lessons to meet the needs of all students. Leveraging AVID strategies such as focused note-taking and WICOR will ensure that students are given the framework to be proficient in skills that will elevate their overall proficiency in ELA/Reading. Furthermore, research illustrates a correlation between student achievement and the development of an achievable, rigorous, and aligned curriculum. Schools that consistently utilize common assessments have the greatest student achievement. The use of common formative assessments, when well implemented, can effectively double the speed of learning. (William, 2007) (Marzano, 2003).

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

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

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

By When: Continuously throughout the year.

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

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

By When: Continuously throughout the year.

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

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

By When: Weekly

Teachers will utilize the "Method of Instruction" portion of their THKS Lesson Plan to include content relevant strategies that encompass whole group and small group instruction to meet the needs of all students. Teachers will attend a PD on in-class rotations in the first semester of the '23-'24 school year. Literacy Coach will informally provide feedback on effectiveness and overall instructional practice.

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

By When: December 2023

Teachers will utilize the "Scaffold" portion of their THKS Lesson Plan to illustrate how they will differentiate instruction using research-based instructional practices following data analysis (either individual or with PLCs) of assessment results. Teachers will engage in FAST Writing-specific PD twice a year. Literacy Coach will informally provide feedback on scaffolds and will plan/conduct data pulls to analyze effectiveness of the lesson with the teacher.

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

By When: Continuously throughout the year.

Teachers will utilize the "ESE" and "ELL Strategies/Language Support" portions of their TKHS Lesson Plan to illustrate their collaboration with ESE Paras to ensure differentiated instruction meets the needs of all students. Additionally, the emphasis and implementation on cognates is expected across classrooms for additional ELL support. Teachers are expected to have standards and content relevant cognates posted throughout their classroom. Literacy Coach will informally provide feedback on both sections within the TKHS Lesson Plan.

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

By When: Continuously throughout the year.

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

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

By When: Continuously throughout the year.

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

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

By When: Continuously throughout the year.

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

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

By When: Continuously throughout the year.

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

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

By When: Every intervention Wednesday

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

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

By When: Continuously throughout the year.

Graduation success will be supported through students participating in targeted intervention programs. These programs will include FAST retakes and bootcamps, FSA reading and writing, SAT/ACT boot camps, and ESE/ELL-specific SAT/ ACT boot camps. Khan Academy will be a driving support for students to identify and work to master their lower-performing tested skills. Literacy Coach will pull data to identify and build targeted groups to support. Students will receive continuous access to COGNATES per unit and standard created by the ESOL Education Specialist. Monitoring the effectiveness of increased student engagement, vocabulary, mastery of content, and achievement related to ELA deconstructed standards.

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

By When: Continuously throughout the year.

#5. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the 2022-2023 Tohopekaliga HS (TKHS) school data, the Biology achievement was 62%, which was an increase of 15% from the 2021-2022 school data. Tohopekaliga Biology achievement for the 2021-2022 school year revealed a increase of 5% from the 57% in the opening year of 2018-2019

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

Tohopekaliga High School students will increase from 62% to 65% in Biology.

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

The Tohopekaliga leadership team will monitor through: informal and formal walkthroughs by admin and the science coach, district reflective visits, Progress Monitoring through quarterly assessments that are provided by the district, prep and post assessments for each unit within the school city testing platform, and concept checks within canvas.

Data from various monitoring points will be consolidated and delivered by the science coach during monthly Stocktake and data chat meetings within the Biology Professional Learning Community. All Biology team member will monitor data throughout the year through common formative assessments and will report data to Science coach and administrative team for additional action planning/support as needed.

Person responsible for monitoring outcome:

Jessica Paradiso (jessica.paradiso@osceolaschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

All Biology teachers and staff will actively engage in professional development sessions at both the district and school level.

PD sessions will focus on the following: AVID strategies (i.e. focused notetaking and WICOR), instructional strategies, scaffolding/differentiation, pulling and analyzing data, and crafting response to data lessons. In addition, all data from both formative and summative assessments will be monitored through data analysis in PLCs to track growth and action plan around supporting all subgroups of students.

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

Collaborative analysis of both formative and summative assessment data will ensure significant learning gains for all students, as teachers will be able to adjust instruction and plan data driven lessons, or a remediation lesson to meet the needs of all students.

Leveraging AVID strategies such as focused note taking and WICOR will ensure that students are given the framework to be proficient in skills that will elevate their overall proficiency in Biology.

Furthermore, research illustrates a correlation between student achievement and the development of an achievable, rigorous and standards based curriculum. Schools that consistently utilize common

assessments generated in School City to reach the greatest student achievement. The use of common formative assessments, when well implemented, can effectively double the speed of learning (William, 2007) (Marzano, 2003).

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

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

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

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

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

By When: August 2023

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

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

By When: October 2023

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

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

By When: Weekly in the 2023-2024 school year

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

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

By When: Throughout the 2023-2024 school year.

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

Teachers will attend a PD on in-class rotations in the first semester of the '23-'24 school year. The Science Coach will informally provide feedback on effectiveness and overall instructional practice.

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

By When: September 2023

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

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

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

By When: December 2023

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

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

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

By When: Weekly throughout the 2023 school year

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

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

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

By When: Monthly through the 2023-2024 school year

Teachers will utilize AVID strategies, specifically WICOR, in every lesson to support focused student engagement. Teachers must identify what WICOR strategy they will be using in their Tohopekaliga High School Lesson Plan under the "WICOR" portion. Teachers will provide tier 1, 2, and 3 daily instructional interventional practices based on FSA standards and scales by consulting various data points:
-MTSS
- student produced data
- PLC planning time
-Biology Unit common assessment data
-Quarterly District Common Assessments

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

By When: Weekly and Quarterly in the 2023-2024 school year.

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

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

By When: Mid- year 2023-2024 school year.

Students will receive continuous access to COGNATES per unit and standard created by the Science Coach. Monitoring the effectiveness of increased student engagement, vocabulary, mastery of content, and achievement related to the Biology FSA and deconstructed standards. COGNATE effectiveness will be assessed from the BIOLOGY READINESS ASSESSMENT created by the district to every unit post-test.

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

By When: Monthly in the 2023-2024 school year.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Teachers will utilize the "ESE" and "ELL Strategies/Language Support" portions of their TKHS Lesson Plan to illustrate their collaboration with ESE Paras to ensure differentiated instruction meets the needs of all students. Additionally, the emphasis and implementation on cognates is expected across classrooms for additional ELL support. Teachers are expected to have standards and content relevant cognates posted throughout their classroom. Literacy Coach will informally provide feedback on both sections within the TKHS Lesson Plan. Reading Coach will push into classrooms to provide support in implementing the aforementioned strategies and PD to deepen understanding of these strategies will be provided.