St. Johns County School District

Tocoi Creek High School

2021-22 Schoolwide Improvement Plan

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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
2018-19 Title I School	No
2018-19 Economically **Disadvantaged (FRL) Rate** (as reported on Survey 3)	*[Data Not Available]*
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Dustin Sims
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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.](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
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Willets, Jay	Principal	All duties and responsibilities associated with the programming of cultural and academic activities/actions at TCHS.
Chiodo, Drew	Assistant Principal	
Needham, Twila	Assistant Principal	

Demographic Information

Principal start date
Wednesday 7/1/2020, Jay Willets

Number of teachers with a 2019 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.*

Number of teachers with a 2019 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.*

Total number of teacher positions allocated to the school
78

Total number of students enrolled at the school

1,315

Identify the number of instructional staff who left the school during the 2020-21 school year.

0

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

78

Demographic Data

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).

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
09	2021					
	2019					
Cohort Comparison						
10	2021					
	2019					
Cohort Comparison		0%				

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
2021					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	TCHS Projected Data indicates that continued growth is needed in the area of ELA lower quartile learning gains (54%), ELA gains (65%) and overall proficiency (71%).Overall school performance data indicates a specific support plan is needed in the areas of ELA proficiency and growth. Data indicates that continued growth is needed in the area of Math lower quartile learning gains (50%), Math gains (60%) and overall proficiency (77%). Overall school performance data indicates a specific support plan is needed in the areas of Math proficiency and growth. Data also indicates that continued support of PLC programming in the areas of SS, Science, Graduation Rates, and College/Career Readiness need continued monitoring as growth indicators show positive projections in these areas relative to state and district performance.
Measureable Outcome:	TCHS will score at 54% (plus 2 percent) above the projected ELA Lower Quartile Growth as measured by the FSA
Monitoring:	Students will be issued the FSA (Florida Standards Assessment) to determine if they are meeting growth expectations in both Reading and Math growth.
Person responsible for monitoring outcome:	Jay Willets (jay.willets@stjohns.k12.fl.us)
Evidence-based Strategy:	The PLC (Professional Learning Community) format of curriculum management.
Rationale for Evidence-based Strategy:	The rationale for selecting this strategy is based in "best practices" that allow our curriculum teams to focus on critical standards, instructional actions relative to successful implementation of key standards, measurement of standards mastery and decision/actions being made for students who are in need of remediation/enrichment.

Action Steps to Implement

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Data indicates that continued growth is needed in the area of Math lower quartile learning gains (50%), Math gains (60%) and overall proficiency (77%). Overall school performance data indicates a specific support plan is needed in the areas of Math proficiency and growth. Data also indicates that continued support of PLC programming in the areas of SS, Science, Graduation Rates, and College/Career Readiness need continued monitoring as growth indicators show positive projections in these areas relative to state and district performance.
Measureable Outcome:	TCHS will score at 52% (plus 2 percent) above the projected Math Lower Quartile Growth as measured by the FSA/State EOC.
Monitoring:	Students will be issued the FSA (Florida Standards Assessment) to determine if they are meeting growth expectations in both Reading and Math growth.
Person responsible for monitoring outcome:	Jay Willets (jay.willets@stjohns.k12.fl.us)
Evidence-based Strategy:	PLC (Professional Learning Community) model of curriculum management, monitoring and implementation.
Rationale for Evidence-based Strategy:	The rationale for selecting this strategy is based in "best practices" that allow our curriculum teams to focus on critical standards, instructional actions relative to successful implementation of key standards, measurement of standards mastery and decision/actions being made for students who are in need of remediation/enrichment.

Action Steps to Implement

No action steps were entered for this area of focus

#3. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale:	To create a safe and supportive environment for ALL stakeholders at TCHS

Measureable Outcome:	To create a Professional Learning Community that systematically supports learning, character development and positive social/mental programming to meet the needs of TCHS.
Monitoring:	This area of focus will be monitored through attendance, discipline and stakeholder feedback data.
Person responsible for monitoring outcome:	Jay Willets (jay.willets@stjohns.k12.fl.us)
Evidence-based Strategy:	Train, implement and cultivate the PLC, Character Counts!, Positive Behavior Systems (PBIS) with the newly created community involvement support and Toro Leader Behavior System and mental health programming throughout the school year.
Rationale for Evidence-based Strategy:	To utilize research based programming that can be easily monitored through school/district data management tools. Monitoring of the effectiveness of the stated action steps will include MTSS academic, behavioral and social/emotional state and district data collection points. Other monitoring elements will include recruitment/retention data, community involvement events, School Messenger information and state/district performance data.

Action Steps to Implement

No action steps were entered for this area of focus

#4. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	TCHS Projected Data indicates that continued growth is needed in the area of ELA lower quartile learning gains (54%), ELA gains (65%) and overall proficiency (71%).Overall school performance data indicates a specific support plan is needed in the areas of ELA proficiency and growth. Data indicates that continued growth is needed in the area of Math lower quartile learning gains (50%), Math gains (60%) and overall proficiency (77%). Overall school performance data indicates a specific support plan is needed in the areas of Math proficiency and growth relative our ESE subgroup as identified by ESSA.
Measureable Outcome:	TCHS will score at 54% (plus 2 percent) above the projected ELA and 52% Math Lower Quartile Growth as measured by the FSA
Monitoring:	FSA/State EOC data from ESSA ESE Subgroup
Person responsible for monitoring outcome:	Jay Willets (jay.willets@stjohns.k12.fl.us)
Evidence-based Strategy:	PLC (Professional Learning Community) model of curriculum management, monitoring and implementation.
Rationale for Evidence-based Strategy:	The rationale for selecting this strategy is based in "best practices" that allow our curriculum teams to focus on critical standards, instructional actions relative to successful implementation of key standards, measurement of standards mastery and decision/actions being made for students who are in need of remediation/enrichment.

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

TCHS is a new school and has no disciplinary data to compare at this time.

Part IV: 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 to employ school improvement strategies that impact the positive school culture and environment are critical. 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.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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 culture and environment at the school.

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)