

St. Johns County School District

TOCOI CREEK HIGH SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

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: <ol style="list-style-type: none"> 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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

HORNS UP...T.O.C.O.I

Where we have a Tradition of Excellence

We take Ownership

Develop Character

Act as One Community

Inspire Life-long learning

Provide the school's vision statement

LEGENDS FOR LIFE

Tocoi Creek High School will create a Tradition of Excellence. Through collective school, community, and district support, we will empower **ALL** Toros with the foundations and strength to follow desires and dreams, fulfilling true inner passion for legendary success. Legends are made when life's true passion is realized.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Jay Willets

Position Title

School Principal

Job Duties and Responsibilities

School Principal

Professional Development

SAC, PTSO, Athletics, Boosters, Guiding Coalition

School Budget, communication, operation

Master Calendar

Vision & Mission of TCHS

Leadership Team Member #2

Employee's Name

Stacey Johnson

Position Title

Assistant Principal

Job Duties and Responsibilities

Curriculum & Guidance

Advanced Programs- AICE, Advanced Placement, & Dual Enrollment

Testing

English Department

Student Services Team

Guiding Coalition

Schoolology Administrator

504 Coordinator

School Data Assistant to Principal

Leadership Team Member #3

Employee's Name

Brian Green

Position Title

Assistant Principal

Job Duties and Responsibilities

ESE LEA All Programs

Textbooks

Paraprofessionals

Behavioral Manifestations

ESE Department

Social Science Department

District Itinerants

Leadership Team Member #4

Employee's Name

Wenona Arline

Position Title

Assistant Principal

Job Duties and Responsibilities

MTSS Core

PBIS

Team Leader Oversight

9th grade RiseUP

All ceremonies (including all senior events)

Math Department

Intervention Team

Substitutes

Leadership Team Member #5

Employee's Name

Jacqueline Ashcroft

Position Title

Assistant Principal

Job Duties and Responsibilities

Deans & Discipline

FASSA/School Safety, Drills, Emergency Operating Plan

504/ESE Behavioral Manifestations

Staff Training (MHFA, Required Videos)

Transportation

Centegix Admin

Dances

ToroRound Up/ Meet the Teacher

Student Government

Science Department

Elective Department (non academy + arts)

Leadership Team Member #6

Employee's Name

Jodi Nason

Position Title

Instructional Literacy Coach

Job Duties and Responsibilities

Supports PLCs with best teaching practices, leads math and reading interventionists, provides intervention through MTSS.

C. Stakeholder Involvement and Monitoring

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. (ESEA 1114(b)(2))

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

At Toco Creek High school, the school leadership team, teachers, and school staff are invited to participate in the formulating and monitoring of school goals through our Guiding Coalition team.

The Guiding Coalition meets to initially review school progress towards annual goals, analyzes data to find areas of improvement and success, and is tasked in sharing this data to full faculty through a presentation in the beginning of the school year.

Parents are invited to collaborate in school goals and monitoring of progress through the School Advisory Committee. The school improvement plan will be presented and collaborated upon through the SAC meetings.

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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

The guiding coalition team meets monthly to continue to analyze progress monitoring data to adjust school goals, as needed.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	33.1%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	11.2%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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 <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: A* 2021-22: A 2020-21: 2019-20:

E. Early Warning Systems

1. Grades K-8

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

2. Grades 9-12 (optional)

Current Year (2024-25)

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Current Year (2024-25)

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

Current Year (2024-25)

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	71	75	55	68	71	50	72	74	51
ELA Grade 3 Achievement **									
ELA Learning Gains	62	64	57				62		
ELA Learning Gains Lowest 25%	57	55	55				51		
Math Achievement *	65	69	45	59	61	38	66	50	38
Math Learning Gains	48	55	47				48		
Math Learning Gains Lowest 25%	43	49	49				39		
Science Achievement *	85	88	68	84	86	64	83	70	40
Social Studies Achievement *	79	85	71	78	82	66	80	59	48
Graduation Rate	95	95	90		94	89		84	61
Middle School Acceleration								47	44
College and Career Readiness	43	60	67		64	65		86	67
ELP Progress	60	70	49	23	51	45			

*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 (FPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	64%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	708
Total Components for the FPPI	11
Percent Tested	98%
Graduation Rate	95%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
64%	72%	63%				

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	40%	Yes	3	
English Language Learners	54%	No		
Asian Students	76%	No		
Black/African American Students	57%	No		
Hispanic Students	66%	No		
Multiracial Students	66%	No		
White Students	65%	No		
Economically Disadvantaged Students	58%	No		

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%
Students With Disabilities	37%	Yes	2	
English Language Learners	23%	Yes	1	1
Asian Students	69%	No		
Black/African American Students	58%	No		
Hispanic Students	73%	No		
Multiracial Students	74%	No		
White Students	73%	No		
Economically Disadvantaged Students	59%	No		

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%
Students With Disabilities	38%	Yes	1	
English Language Learners				
Native American Students				
Asian Students	79%	No		
Black/African American Students	62%	No		
Hispanic Students	68%	No		
Multiracial Students	66%	No		
Pacific Islander Students				
White Students	61%	No		
Economically Disadvantaged Students	57%	No		

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	71%		62%	57%	65%	48%	43%	85%	79%		95%	43%	60%
Students With Disabilities	28%		46%	44%	27%	34%	34%	42%	38%		91%	20%	
English Language Learners	50%		68%	50%	48%	43%	33%	50%			100%	42%	60%
Asian Students	78%		73%	69%	80%	59%		73%	81%		100%	69%	
Black/African American Students	58%		60%	62%	48%	39%	32%	76%	77%		100%	16%	
Hispanic Students	73%		70%	62%	61%	46%	50%	84%	73%		97%	47%	
Multiracial Students	77%		62%	47%	71%	53%	43%	92%	88%		92%	39%	
White Students	71%		60%	56%	65%	48%	43%	86%	79%		94%	43%	
Economically Disadvantaged Students	57%		62%	53%	45%	43%	38%	77%	63%		92%	49%	

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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	68%				59%			84%	78%				23%
Students With Disabilities	25%				24%			47%	50%				
English Language Learners	18%				27%								
Asian Students	68%				54%			86%					
Black/African American Students	50%				41%			76%	64%				
Hispanic Students	66%				65%			80%	82%				
Multiracial Students	69%				61%			82%	82%				
White Students	69%				59%			85%	78%				
Economically Disadvantaged Students	57%				44%			75%	59%				

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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	72%		62%	51%	66%	48%	39%	83%	80%				
Students With Disabilities	23%		40%	39%	28%	38%	33%	51%	50%				
English Language Learners													
Native American Students													
Asian Students	79%		77%		83%	53%		94%	90%				
Black/African American Students	62%		61%	50%	58%	57%		76%	71%				
Hispanic Students	72%		68%	68%	71%	52%	52%	86%	77%				
Multiracial Students	66%		60%	36%	73%	57%		86%	83%				
Pacific Islander Students													
White Students	73%		61%	47%	64%	45%	34%	82%	81%				
Economically Disadvantaged Students	56%		53%	40%	59%	53%	48%	73%	70%				

E. 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.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10	68%	73%	-5%	53%	15%
Ela	9	73%	73%	0%	53%	20%
Biology		85%	87%	-2%	67%	18%
Algebra		54%	77%	-23%	50%	4%
Geometry		70%	74%	-4%	52%	18%
History		79%	84%	-5%	67%	12%
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		37%	27%	10%	16%	21%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		28%	29%	-1%	17%	11%
Civics		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

The data component that showed the most improvement was our ESSA Subgroup for ELLs (English Language Learners). Our ELL students have shown impressive improvement in state testing data due to a combination of targeted strategies and dedicated support. We first identified these students and utilized WIDA testing scores to target their area of need. We implemented a range of effective instructional practices tailored to their needs, including differentiated instruction, focused on reading strategies, and culturally responsive teaching. Additionally, we received specialized support from our district ELL team to better support ELL students.

Lowest Performance

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

The data component that showed the lowest performance was our ESE (students with exceptionalities) ESSA subgroup.

This is an area that has been a concern for two consecutive years. It is a focus for each content area this school year.

Greatest Decline

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

The greatest decline was Algebra 1 state EOC scores, it decreased by 4%. We were also 23% below the district comparison for St Johns County.

Algebra had a teacher change midyear, and we believe that this halted the success of the students. Although, our overall math proficiency did increase for this school year due to the 5% growth in Geometry.

Greatest Gap

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.

Biology had the greatest gap when compared to the state average, in a positive way. Our Biology stands at 85% and the state of FLA is at 67%.

Our Biology PLC utilizes common assessments, their instruction is standard based, they monitor student growth throughout the year and target key standards that need further support for individual and groups of students.

EWS Areas of Concern

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

Our EWS concern for subgroups is ESE.

Algebra 1- 73% below proficiency for ESE

Geometry- 73% below proficiency for ESE

Reading 9&10- 72% below proficiency for ESE

US History- 62% below proficiency for ESE

Biology- 57% below proficiency for ESE

Although still below 41% proficiency for ESSA, there was an increase for ESE students who met proficiency in math; it rose from 24% to 29%.

In ELA, the ESE students who met proficiency rose from 25% to 28%.

In Science, the ESE students who met proficiency had a drop from 47% to 43%. And social studies also had a drop from 50% to 38%.

Highest Priorities

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

1. ESE Students (all subjects- but specifically Science & Social studies as we did have a decrease)
2. Algebra 1 overall proficiency

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Graduation/Acceleration specifically relating to Graduation

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

By the end of the school year, the graduation rate will increase by 2% from 95% to 97%.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Utilizing eSchool reports, school counseling credit checks, and testing lists for off track seniors. We will identify and prioritize students by risk and provide interventions as needed for credits, GPA, and testing.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Guiding Coalition "Group 1" will oversee graduation rate and it will be spearheaded by our counselor, Laura Kuhel, & testing Coordinator, Mia Bahr.

Together they will lead the guiding coalition group with a senior watch list. This will be updated by the school counseling team & Assistant Principal, Stacey Johnson.

Person responsible for monitoring outcome

Stacey Johnson

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

At Risk Senior Monitoring

Person Monitoring:

Stacey Johnson, Linda Smith, Laura Kuhel & Mia Bahr

By When/Frequency:

Biweekly Guiding Coalition Meetings & Senior Tracking Meetings

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Action Steps: Tradition of Excellence: Instructional staff will review data for students not meeting graduation requirements to guide differentiation of instruction and develop structures and supports to help all students find academic growth. Take Ownership: Instructional staff will utilize best practices and standard operating procedures. Grades entered accurately and promptly Regular parent communication Schoology utilization Assessment policies Attendance entered daily MTSS/Counselor referrals Adherence to 10/10 and cell phone policies Develop Character: Instructional staff will mindfully support, encourage, and celebrate at-risk students. One Community: Instructional staff will use PLC time to identify at-risk students. Teams will mentor, collaborate, and problem-solve interventions and needed support, involving school counselors, deans, interventionists, and admins as needed. Inspire Life-Long Learning: All instructional staff will participate in professional learning on TAC/eSchool, Performance Matters, and/or Schoology.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

By the end of the school year, student academic achievement will improve by 3% based on subject specific assessments. (i.e. CSA, AP, EOC, MPA, FAST, BEST, PLC created assessments)

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Utilizing standard based instruction- in professional learning communities, teachers will identify essential standards and develop pre/post tests that allow for standard based data collection and

tracking.

Biology- 85->88%

USH 79->81%

Geometry 70->73%

Algebra 1 54->57%

ELA 10 68->71%

ELA 9 73->76%

**w/ focus on ESE

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Biweekly guiding coalition meetings; weekly PLC meetings with admin support

Person responsible for monitoring outcome

Jay Willets

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

PLC Best Practices- Instructional and Common Planning

Person Monitoring:

Michael Samples, Jodi Nason, & Jay Willets

By When/Frequency:

Biweekly in Guiding Coalition Meetings;

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Action Steps: Tradition of Excellence: Each PLC will identify essential standards and develop a pre and post-assessment based on the standards. (unit, quarter, semester, or year based) Take Ownership: Each PLC will meet to plan and implement data-driven and standards-based instruction, intentional remediation, and engaging enrichment. Develop Character: All instructional staff will use

engagement strategies to reduce non-preferred behaviors and increase academic achievement. One Community: Each PLC will identify and track achievement on standards to collaborate and problem-solve engagement and instructional strategies. Inspire Life-Long Learning: All instructional staff will participate in professional learning in data-driven instruction, standards-based assessment writing, and/or engagement strategies.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

ESSA Subgroup for ESE- focusing on standard based assessment tracking and differentiated instruction

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By the end of the school year, ESSA students in the category of SWD will increase their academic achievement by 3% in ELA, Math, Science, and Social Studies. Students in the category of ELL will maintain or increase academic achievement by 3%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

This will be monitored by the ESE team & Brian Green, assistant principal. As well as guiding coalition group 3.

Person responsible for monitoring outcome

Brian Green

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

ESE Support and Monitoring

Rationale:

At the end of each quarter, the guiding coalition will use data from CSAs and standards-based assessments to track and report growth on standards in the four core subjects. Instructional staff will identify all ESE, 504, and ELL students in their classes and understand their accommodations and how to implement them. Instructional staff will promote a growth mindset and maintain high student expectations for achievement through differentiated instruction. PLCs and related support staff will attend training to set up norms and expectations for collaboration, lesson planning, instructional differentiation, and classroom support, including effectively utilizing learning strategies and Toro Time.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1

ESE Subgroup Supports & Monitoring

Person Monitoring:

Brian Green & Linda Edwards

By When/Frequency:

Biweekly in Guiding Coalition meetings; weekly PLC meetings

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Action Steps: Tradition of Excellence: At the end of each quarter, the guiding coalition will use data from CSAs and standards-based assessments to track and report growth on standards in the four core subjects. Ownership: Instructional staff will identify all ESE, 504, and ELL students in their classes and understand their accommodations and how to implement them. Develop Character: Instructional staff will promote a growth mindset and maintain high student expectations for achievement through differentiated instruction. One Community: PLCs and related support staff will attend training to set up norms and expectations for collaboration, lesson planning, instructional differentiation, and classroom support, including effectively utilizing learning strategies and Toro Time. Inspire Life-Long Learning: All instructional staff members will participate in one ESE based professional learning opportunity this year.

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

TCHS has developed the "OneToro" philosophy that supports the SJCS D focus on Character Counts! and Positive Behavior Support (PBIS) programming to affect positive culture on campus 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 on 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.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Attendance, disciplinary data, academic performance data, & graduation rate.

By the end of the school year, the graduation rate will increase by 2% from 95% to 97%.

Biology- 85->88%

USH 79->81%

Geometry 70->73%

Algebra 1 54->57%

ELA 10 68->71%

ELA 9 73->76%

**w/ focus on ESE

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monitored data points through eSchool reports by guiding coalition & district staff support as needed throughout school year

Person responsible for monitoring outcome

Jay Willets

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Implement Character Counts & PBIS Focus

Person Monitoring:

Jay Willets

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Action Steps: Victory with Honors with athletics Character Counts through monthly character chats
Participate in annual STAR & American Youth Character Awards Quarterly award programming sponsored by PTSO

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii)

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

The guiding coalition team meets monthly to continue to analyze progress monitoring data to adjust school goals, as needed.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

Action Steps:

Tradition of Excellence: At the end of each quarter, the guiding coalition will use data from CSAs and standards-based assessments to track and report growth on standards in the four core subjects.

Ownership: Instructional staff will identify all ESE, 504, and ELL students in their classes and understand their accommodations and how to implement them.

Develop Character: Instructional staff will promote a growth mindset and maintain high student expectations for achievement through differentiated instruction.

One Community: PLCs and related support staff will attend training to set up norms and expectations for collaboration, lesson planning, instructional differentiation, and classroom support, including effectively utilizing learning strategies and Toro Time.

Inspire Life-Long Learning: All instructional staff members will participate in one ESE based professional learning opportunity this year.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00