

St. Johns County School District

TOCOI CREEK HIGH SCHOOL



2025-26 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 (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

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, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

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

Kelly Jacobson

kelly.jacobson@stjohns.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

School Principal
Professional Development
SAC, PTSO, Athletics, Boosters, Guiding Coalition
School Budget, communication, operations
Master Calendar

Leadership Team Member #2

Employee's Name

Stacey Johnson

stacey.johnson@stjohns.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Curriculum & Guidance
Advanced Programs- AICE, Advanced Placement, & Dual Enrollment
Testing
English Department
Reading Department
ILC Support
Guiding Coalition
Schoology Administrator
504 Coordinator
School Data Assistant to Principal

Leadership Team Member #3

Employee's Name

Brian Green

brian.green@stjohns.k12.fl.us

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

Jacqueline Ashcroft

jacqueline.ashcroft@stjohns.k12.fl.us

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 #5

Employee's Name

Wenona Arline

wenona.arline@stjohns.k12.fl.us

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

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 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.

3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

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

C. Demographic Data

2025-26 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
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	11.7%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 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>	2024-25: A 2023-24: A 2022-23: A 2021-22: A 2020-21:

D. 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 (2025-26)

Using 2024-25 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	
School Enrollment	669	699	615	624	2,607
Absent 10% or more school days	200	227	232	189	848
One or more suspensions	38	47	20	30	135
Course failure in English Language Arts (ELA)	5	13	2	0	20
Course failure in Math	5	13	2	0	20
Level 1 on statewide ELA assessment	59	49	0	0	108
Level 1 on statewide Algebra assessment	46	5	17	18	86

Current Year (2025-26)

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

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

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

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

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

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

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

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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	73	77	59	71	75	55	68	71	50
Grade 3 ELA Achievement									
ELA Learning Gains	62	66	58	62	64	57			
ELA Lowest 25th Percentile	50	59	56	57	55	55			
Math Achievement*	62	69	49	65	69	45	59	61	38
Math Learning Gains	44	51	47	48	55	47			
Math Lowest 25th Percentile	39	43	49	43	49	49			
Science Achievement	87	90	72	85	88	68	84	86	64
Social Studies Achievement*	81	88	75	79	85	71	78	82	66
Graduation Rate	97	96	92	95	95	90		94	89
Middle School Acceleration									
College and Career Acceleration	54	63	69	43	60	67		64	65
Progress of ELLs in Achieving English Language Proficiency (ELP)	59	71	52	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 (FPPi) 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)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	64%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	708
Total Components for the FPPI	11
Percent Tested	98%
Graduation Rate	97%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
64%	64%	72%	63%			

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 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.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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	43%	No		
English Language Learners	43%	No		
Asian Students	88%	No		
Black/African American Students	59%	No		
Hispanic Students	62%	No		
Multiracial Students	66%	No		
White Students	65%	No		
Economically Disadvantaged Students	54%	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.

2024-25 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 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	73%		62%	50%	62%	44%	39%	87%	81%		97%	54%	59%
Students With Disabilities	34%		46%	38%	29%	36%	38%	55%	48%		93%	17%	
English Language Learners	42%		32%		40%	47%		40%	40%				59%
Asian Students	93%		79%		92%	67%		98%	88%		100%	87%	
Black/African American Students	70%		60%	59%	49%	43%	36%	76%	67%		97%	28%	
Hispanic Students	68%		59%	41%	54%	45%	38%	83%	78%		97%	57%	
Multiracial Students	69%		55%	55%	61%	45%	47%	89%	81%		100%	59%	
White Students	73%		63%	50%	63%	41%	38%	87%	82%		97%	54%	
Economically Disadvantaged Students	53%		55%	43%	42%	36%	38%	71%	63%		96%	45%	

24/2025

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%	

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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%				

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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	10	75%	76%	-1%	58%	17%
ELA	9	72%	76%	-4%	56%	16%
Biology		86%	90%	-4%	71%	15%
Algebra		48%	78%	-30%	54%	-6%
Geometry		66%	74%	-8%	54%	12%
History		81%	87%	-6%	71%	10%
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		18%	22%	-4%	16%	2%
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.				
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		29%	29%	0%	18%	11%
Geometry		43%	51%	-8%	19%	24%
Biology		* 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 ESE. We increased by 6%.

Our ESE students have shown improvement in state testing data due to a combination of targeted strategies and dedicated support. We first identified the specific students, adhered to standard based instruction, and monitored their performance through common formatives to target their areas of need prior to the summative. We implemented a range of effective instructional practices tailored to their needs including differentiated instruction, small group reading strategies, and Code A & B interventions. This was planned and discussed in the PLC process to target individual students throughout the year.

Lowest Performance

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

Our overall math, which includes Algebra 1 and Geometry, had the lowest performance at 61%. This has now demonstrated a trend as the math continues to decline for two consecutive years.

Greatest Decline

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

Mathematics continued to decline this year of 4%.

Geometry declined by 3% and Algebra 1 declined by 3%.

In Geometry, there was one teacher who had a pass rate at 22%, which brought down the entire average for that team.

For Algebra 1, we had two teachers leave midyear. These two scenarios had negative impact contributing to this decline.

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.

The greatest gap between TCHS and the state average is for Algebra 1. TCHS is at 51% and the state average is 60%.

EWS Areas of Concern

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

Level 1 on ELA for 9th is 59 and for ELA 10 is 49. Demonstrating the high need or Code A & B interventions.

Level 1 on Algebra 1 is 47 for 9th graders, and the upper classman are still getting level 1s demonstrating the need for concordant options.

Highest Priorities

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

1. Algebra 1
2. Continued work in ESSA for ESE (although met initial goal)
3. Geometry
4. English 1

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.

Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale

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.

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

Measurable Outcome

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 common formative and summatives that allow for standard based data collection and tracking.

- Overall ELA 73% to 76%
- 9th Grade ELA 72% to 75%
- 10th Grade ELA 75% to 78%
- Overall Math 61% to 64%
- Algebra 1 51% to 54%
- Geometry 67% to 70%
- Biology 87% to 90%
- USH 81% to 84%

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Guiding Coalition meetings will review ongoing data through the use of Performance Matters reports.

Person responsible for monitoring outcome

Kelly Jacobson, Stacey Johnson, Brian Green, Wenona Arline, Jacqueline Ashcroft

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Data driven assessments and instruction- Utilizing professional learning communities to build common formatives and summatives, aligning the questions to benchmarks. Utilize Grade Cam to then attach assessments to standards for tracking, allowing for intervention as needed for groups and individual students.

Rationale:

Data tracking will allow for intentional decisions when providing instructional interventions or reteach opportunities.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Action Steps: 1. Each PLC will identify essential standards and develop common formatives and summatives based on the standards. 2. Each PLC will meet weekly at a designated time to intentionally plan and implement data-driven and standards-based instruction, remediation, extension, and interventions – including plans for Toro Time. 3. Each PLC will have continuous and proactive communication with ESE support staff - Joining the PLC time when available - Intentionally plan remediation, extension, and interventions - Include on all digital communications (to include Schoology and emails). 4. All instructional staff will participate in professional learning to develop proficiency in data-driven instruction, technology tools, standards-based assessment writing, and engagement strategies.

Person Monitoring:

Kelly Jacobson

By When/Frequency:

Weekly PLCs

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

Each administrator will oversee these actions steps based on their oversight areas.

Area of Focus #2

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**

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.

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

Measurable Outcome

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.

Overall ELA 34% to 37%

ELA 9 28% to 31%

ELA 10 32% to 35%

Overall Math 29% to 31%

USH 48% to 51%

Biology 55% to 58%

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Guiding Coalition meetings will review ongoing data through the use of Performance Matters reports.

Person responsible for monitoring outcome

Kelly Jacobson, Brian Green, Wenona Arline, Stacey Johnson, Jacqueline Ashcroft

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Support facilitation and PLC planning between ESE and General Education teachers.

Rationale:

Regular planning will allow for all team members to play a part in the instructional practices and interventions in the classroom, as well as be in the know regarding progress monitoring data through Grade Cam.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Action Steps: 1. Teachers will identify, implement and track accommodations for all ESE, 504 and ELL students in each class section. 2. Teachers and Support Facilitator will collaborate to schedule and implement learning strategies and Toro Time sessions. 3. At the end of each quarter, the guiding coalition will use data from CSAs to track and report growth standards in the four core subjects. 4. Teachers will attend and/or provide feedback for 504 and IEP meetings and be aware of student accommodations via 504 plan OR the ESE Summary Sheet.

Person Monitoring:

Kelly Jacobson

By When/Frequency:

Weekly PLCs

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

Each administrator will oversee these actions steps based on their oversight areas.

Area of Focus #3

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

Instructional Practice specifically relating to Professional Learning**Area of Focus Description and Rationale**

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.

By the end of the school year, there will be an improvement in opportunities for CONNECTIVITY among faculty, with an increase from 59% (yes/always) to 80%. Progress will be measured using participation rates, ongoing climate surveys, and frequency of collaborative events, with monthly check-ins by Guiding Coalition to monitor growth and adjust strategies as needed.

Measurable Outcome

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.

Increase from 59% (yes/always) to 80% on SAC survey for faculty members feeling supported at TCHS.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Guiding Coalition meetings will review ongoing data through various climate surveys.

Person responsible for monitoring outcome

Kelly Jacobson, Stacey Johnson, Brian Green, Wenona Arline, Jacqueline Ashcroft

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Creating a Culture of Evidence This approach emphasizes the importance of data-driven teaching strategies and the need for faculty to engage in professional development and institutional enhancement. By fostering a culture of evidence, institutions can improve student success and institutional effectiveness.

Rationale:

Creating a culture of evidence-based decision-making among faculty involves focusing on student learning outcomes and continuous quality improvement.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Description of Intervention #2:

Creating a Culture of Connectivity This approach emphasizes the importance of a connected faculty.

Rationale:

Chances for faculty and staff to connect will allow for a stronger retention rate.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Action Steps: 1. Faculty and staff will have monthly opportunities to participate in gatherings for connectivity (i.e. Senior Courtyard Takeover lunch bunch, icebreakers at faculty meetings, art activities, etc.) 2. Internal communication will include highlights on upcoming collaboration opportunities as well as shout-outs from administration to celebrate faculty and staff to include their personal wins as well as impacts on student performance (both academic and extracurricular). 3. Data Tracking on systems to monitor their effectiveness (culture surveys, Toro Time, SAC surveys, exit surveys)

Person Monitoring:

Kelly Jacobson

By When/Frequency:

Monthly

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

Each administrator will oversee these actions steps based on their oversight areas.

IV. Positive Learning 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 SJCSD 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.

School Climate Outcomes

- **Improved student perception of safety**
- **Higher staff satisfaction with behavior management systems.**
- **Increase in faculty engagement in PBIS-related activities.**
- measured via SAC survey

"I believe students are safe while they are at school" from 74% to 85%.

"School rules apply equally to all students"

43% to 70%

"Students I work with are trustworthy"

67% to 80%

"Students I work with in this school exhibit good character through their actions and choice"

68% to 80%

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 PBIS Team at monthly meetings.

Person responsible for monitoring outcome

Jacqueline Ashcroft

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Common expectations for all classrooms and common spaces- demonstrated on posters and reinforced by all faculty and staff. Toros Will... Treat others respectfully Open their minds Reach their potential Own their choices Succeed

Rationale:

Establishing common behavior expectations is a foundational element of an effective PBIS framework. These expectations serve as a proactive strategy to create a positive, predictable, and safe learning environment for all students. Here's why they are essential: 1. Promotes Consistency Across Settings When all staff members use the same language and reinforce the same expectations, students experience a consistent environment throughout the school. This consistency helps reduce confusion and increases students' ability to meet expectations, regardless of the classroom, hallway, cafeteria, or playground. 2. Supports Equity and Inclusivity Common expectations ensure that all students, regardless of background or ability, are held to the same standards in a fair and respectful manner. This reduces the likelihood of implicit bias in behavior management and promotes a more inclusive school culture. 3. Encourages Positive Behavior By clearly defining and teaching expected behaviors, schools shift the focus from punishing misbehavior to recognizing and reinforcing positive actions. This proactive approach helps build students' social-emotional skills and fosters intrinsic motivation. 4. Enhances School Climate A shared understanding of behavior expectations contributes to a more respectful and supportive school climate. Students feel safer and more connected, which can lead to improved academic engagement and reduced disciplinary incidents. 5. Empowers Staff and Students Clear expectations empower staff to respond to behavior in a unified and confident way, while also giving students a clear roadmap for success. This shared responsibility strengthens relationships and builds a sense of community.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

"Toros Will...." posters and Toro Bucks PBIS points

Person Monitoring:

Jacqueline Ashcroft

By When/Frequency:

Monthly

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

PBIS Monthly meetings with PBIS Team

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 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

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