2013-2014 SCHOOL IMPROVEMENT PLAN

Tenoroc High School

4905 SADDLE CREEK RD

Lakeland, FL 33801

863-614-9183

schools.polk-fl.net/tenoroc

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
High School	Yes	78%

Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	45%

School Grades History

2013-14	**2012-13**	**2011-12**	**2010-11**	**2009-10**
PENDING	C	D	D	D

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Prevent	3	Ella Thompson

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Tenoroc High School

Principal
Jason Looney

School Advisory Council chair
Dawn Ayala

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Jason Looney	Principal
Tye Bruno	Assistant Principal
Charles Wynne	Assistant Principal
Michael Thompson	Dean of Students
Pamela Lancaster	Athletic Director
Dwayne Johnson	ESE Teacher
Kendis Clark	Title 1 Facilitator
Melinda Dixon	Math Coach
Tomeka Thompson	Science Coach
John Sheldrake	Mathematics Teacher
Jacquelin Woolwine	ESE Transition Teacher
Carla Wiggs	LEA Facilitator
Amanda Schonrock	Reading Teacher
Peter Fender	Mathematics Teacher
Wayne Gourley	Network Manager
Summer Fisher	Reading Coach

District-Level Information

District
Polk

Superintendent
Kathryn Leroy

Date of school board approval of SIP
1/10/2014

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Betty Tucker
Dawn Ayala
Keith Combee
Denay Clark
Danon Moxley

Involvement of the SAC in the development of the SIP

The SAC meets monthly to review school-wide data and make decisions regarding the operation of the school organization. The SAC reviews and approves the School Improvement Plan annually as well as when any changes are made to the plan throughout the year.

Activities of the SAC for the upcoming school year

Monthly meetings to review data and make decisions about financial plans for the school organization.

Projected use of school improvement funds, including the amount allocated to each project

Use of School Improvement funds will be voted on and approved by the School Advisory Council and will be directly related to goals, barriers, and strategies outlined in the School Improvement Plan.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
3

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Jason Looney		
Principal	Years as Administrator: 9	Years at Current School: 2

Credentials	Bachelor of Science Master's Educational Leadership Principal Certification
Performance Record	2012-2013, Tenoroc High School, Grade: TBD. Reading Mastery: 30%, Algebra 1 Mastery: 38%, Writing Mastery: 48%, Biology Mastery: 47%, Learning Gains Reading: 47%, Learning Gains Mathematics: 58%

Samara Routenberg		
Asst Principal	Years as Administrator: 2	Years at Current School: 1

Credentials	Bachelor of Science Master's Educational Leadership

Performance Record	

Charles Wynne		
Asst Principal	Years as Administrator: 2	Years at Current School: 1

Credentials	Bachelor of Arts Master's Educational Leadership

Performance Record	2012-2013, Haines City High School, Grade: TBD. Reading Mastery: 37%, Algebra 1 Mastery: 38%, Writing Mastery: 44%, Biology Mastery: 47%

Instructional Coaches

# of instructional coaches
3

 # receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Summer Fisher		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Reading/Literacy	
Credentials		
Performance Record		

Tomeka Thompson		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Science	
Credentials		
Performance Record		

Melinda Dixon		
Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers
83

 # receiving effective rating or higher
83, 100%

 # Highly Qualified Teachers
0%

 # certified in-field
80, 96%

 # ESOL endorsed
14, 17%

 # reading endorsed
8, 10%

 # with advanced degrees
32, 39%

 # National Board Certified
1, 1%

 # first-year teachers
10, 12%

 # with 1-5 years of experience
12, 14%

 # with 6-14 years of experience
33, 40%

 # with 15 or more years of experience
28, 34%

Education Paraprofessionals

# of paraprofessionals
10

 # Highly Qualified
10, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

 # receiving effective rating or higher

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

The administrative team works closely with district-level personnel to appropriately evaluate teachers to identify their areas of strength and assist them in building on areas of improvement. School-wide, individualized, and county-wide professional development is offered to every teacher to improve their performance and aide them in achieving highly qualified status in their field.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

All new teachers are paired with a mentor who is an expert in their content and has maintained effective or highly effective status. Teachers identified early-on as needing intensive intervention will be specifically paired with their content-area coach or with an administrator who will take part in the coaching cycle with the teacher.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The MTSS team function is to problem solve in the areas of each SIP goal. The MTSS team meets monthly and additional meetings occur as needed. Norms and expectations are developed. We focus on alterable barriers while avoiding unalterable barriers. Student's that need tiered support with be addressed during these meetings and appropriate interventions.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Each member of the SBLT are active participants. Goals, expectations, and norms are developed to help keep the team focused on the desired outcome. Each member is expected to take an active leadership role in the development and implementation of the school improvement plan. MTSS is also a school wide policy where students are identified for tiered support and the MTSS team tracks student's progress monthly.
Carla Wiggs - Facilitator

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The leadership team has set meetings to ensure MTSS and SIP are being intergrated with fidelity throughout the school year by meeting with SBLT weekly, MTSS monthly, Curriculum Coaches weekly, Check and Connect weekly, faculty monthly, Improvement team monthly, and Attendance team monthly.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Tenoroc will be implementing many forms of progress monitoring for all content areas. Mathematics will utilize Discovery Testing, Agile Mind (Algebra), and common assessments to collect data to analyze the effectiveness of core and intensive support. Reading will utilize FAIR and common assessments to collect data to analyze the effectiveness of intensive support. Science willl utilize Discovery Testing and

common assessments to collect data to analyze the effectiveness of core support. English will be implementing writing prompts monthly to monitor students progression with writing and tracked on IDEAS. Cross content writing will occur daily to assist students with the writing process as well as encouraging students to explain how they arrived at their answer. Student engagement, behavior, and attendance will be tracked through walkthroughs, Check and Connect, and MTSS team meetings, data will be disaggregated and the four step problem solving process will be facilitated to address areas of concerned based on the data.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Professional Development will be offered throughout the school year to introduce teachers to the four step problem solving process in which teachers will have ampile opportunity to practice using this process to create strategies for alterable barriers. MTSS will also be introduced through professional development tratinings demonstrating what each tiered level of support represents. Teachers will be introduced to the MTSS document that will be used if a teacher believes a student needs extra support. This document will be reviewed by the MTSS team and appropriated tiered support will be implemented.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 7,000

Our "Roc Solid" learning center is designed to assist students by pairing them with highly effective instructors during off-school hours for core content enrichment. This time is slotted each week to offer students additional opportunities to develop their skills in Reading, Algebra 1, Geometry, Biology, and US History.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Data will be collected on which students participate and will be tracked by their FAIR or Discovery benchmark assessment scores as well as in-class grades.

Who is responsible for monitoring implementation of this strategy?

Instructional coaches, in support of our administrative team, will be responsible for implementing, monitoring, and analyzing the data for this initiative.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Charles Wynne	Assistant Principal
Patricia Denham	Media Specialist
Patricia Sealey	Reading Teacher
Denay Clark	Title 1 Facilitator
Jason Looney	Principal
Tye Bruno	Assistant Principal

How the school-based LLT functions

The LLT meets to analyze barriers, resources, and strategies for increasing school-wide literacy using the 4-step problem solving model.

Major initiatives of the LLT

The LLT will gather data pertinent to school-wide literacy and research best practices being used to increase literacy. After analyzing data and identifying resources and strategies, the team will lead the literacy initiatives.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Reading activities are expected to be used daily in every classroom. Each teacher will be trained in using the Polk County CIS model called CISM in September and will fully implement beginning in October. Each teacher will teach at least two full CISM lessons per nine-week grading period. Each teacher already trained in CISM will be given a refresher course to ensure they are utilizing the best practices that model provides.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Students have the opportunity to take part in our career academies, Advanced Placement courses, or College Dual Enrollment courses.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Guidance Counselors meet with each student once per nine weeks to review their grades, credits, and graduation plan.

Strategies for improving student readiness for the public postsecondary level

Increasing scaffolded rigor in every classroom, sharing options for students to increase their own exposure to college-level course study, increasing parent communication, partnering with local universities/colleges to better prepare our students for a successful secondary to post-secondary transition.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	49%	30%	No	54%
American Indian	39%		No	45%
Asian				
Black/African American	34%	18%	No	41%
Hispanic	46%	28%	No	51%
White	53%	33%	No	57%
English language learners	28%	10%	No	36%
Students with disabilities	30%	17%	No	37%
Economically disadvantaged	44%	25%	No	50%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	105	17%	22%
Students scoring at or above Achievement Level 4	78	13%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		15%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		47%	100%
Students in lowest 25% making learning gains (FCAT 2.0)		57%	100%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	12	60%	70%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		25%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		40%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	112	48%	55%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		100%

Area 3: Mathematics

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	39%	27%	No	45%
American Indian				
Asian				
Black/African American	37%	24%	No	43%
Hispanic	35%	22%	No	42%
White	42%	30%	No	48%
English language learners	32%	18%	No	39%
Students with disabilities	31%	17%	No	38%
Economically disadvantaged	38%	25%	No	44%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		38%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		68%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	188	58%	100%
Students in lowest 25% making learning gains (EOC)	207	68%	100%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	34	11%	19%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	93	29%	35%
Students scoring at or above Achievement Level 4	19	6%	10%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	62	25%	30%
Students scoring at or above Achievement Level 4	25	10%	15%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		20%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		90%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	87	34%	38%
Students scoring at or above Achievement Level 4	28	11%	20%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)			
Participation in STEM-related experiences provided for students			

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses	402	35%	37%
Completion rate (%) for students enrolled in *accelerated* STEM-related courses			
Students taking one or more advanced placement exams for STEM-related courses	0		
CTE-STEM program concentrators	0		
Students taking CTE-STEM industry certification exams			
Passing rate (%) for students who take CTE-STEM industry certification exams		21%	30%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	259	23%	30%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	197	17%	20%
Completion rate (%) for CTE students enrolled in *accelerated* courses			
Students taking CTE industry certification exams	111	11%	14%
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications	3	100%	100%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	23	7%	3%
Students in ninth grade with one or more absences within the first 20 days	95	27%	20%
Students in ninth grade who fail two or more courses in any subject	130	38%	25%
Students with grade point average less than 2.0	121	35%	25%
Students who fail to progress on-time to tenth grade	30	9%	5%
Students who receive two or more behavior referrals	389	34%	26%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	15	4%	2%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	55	5%	3%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	193	64%	
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	185	61%	
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)			

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

According to many research studies, successful schools tend to have a record of meaningful sustained parent involvement programs in place. Tenoroc High School intends to bolster parental involvement within the school through strengthening communication with parents, providing activities that involve parents as active members of the school community, and training parents to better assist their child in progressing through high school.

The Title I budget allots at least 1% of the total funds spent at the school to be utilized for parent involvement. These funds may be used for purchases including, but not limited to, costs associated with printing informational materials for parents, postage for mail-outs, meals provided at parent involvement activities, etc. The total parental involvement allocation for the 2013-2014 school year is $3959.00.

The Title I budget will fund the salary of Title I Facilitator, Denay Clark, who will also oversee parent involvement initiatives at Tenoroc High School.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the average number/percentage of students represented at each parent involvement activity/workshop containing an academic component during the 2013-2014 school year.	13	.01%	1%
Increase the number/percentage of parents who have access to Parent Portal to use an educational resource	330	30%	38%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Increase student proficiency in writing through structured, evidence-based writing assignments in every class.

G2. Develop effective Professional Learning Communities where use of data drives standards-based instructional plans.

G3. Develop a culture of high expectations that all students can achieve and establish clear systems to hold all stakeholders accountable for implementing necessary changes.

Goals Detail

G1. Increase student proficiency in writing through structured, evidence-based writing assignments in every class.

Targets Supported

- All Areas

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - All Levels

- STEM - High School

- CTE

- Parental Involvement

- EWS

- EWS - Elementary School

- EWS - Middle School

- EWS - High School

- EWS - Graduation

- Additional Targets

Resources Available to Support the Goal

- Mr. Hite - consultant

- SRE format

- Academic Coaches

Targeted Barriers to Achieving the Goal

- Discomfort with teaching writing out of content area

Plan to Monitor Progress Toward the Goal

Showing progress in student scores

Person or Persons Responsible
SBLT

Target Dates or Schedule:
December and January 2013

Evidence of Completion:
Increased writing scores and SRE samples

G2. Develop effective Professional Learning Communities where use of data drives standards-based instructional plans.

Targets Supported

- All Areas

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - All Levels

- STEM - High School

- CTE

- Parental Involvement

- EWS

- EWS - Elementary School

- EWS - Middle School

- EWS - High School

- EWS - Graduation

- Additional Targets

Resources Available to Support the Goal

- CPALMS

- Academic Coaches (District and school)

- Master Schedule conducive to common planning

- IDEAS

- FAIR

- Discovery Education

Targeted Barriers to Achieving the Goal
- Lack of a system to monitor Professional Learning Communities.

- Lack of planning and delivery of lessons aligned to the depth and rigor of the standards.

Plan to Monitor Progress Toward the Goal

Using data to determine how measure has contributed to goal. Action step 2: 1. Lesson plans 2. Classroom walkthroughs Action step 3: Administration attend common planning Action step 4: Lesson plans submitted to admininstration weekly

Person or Persons Responsible
Administration and Coaches

Target Dates or Schedule:
Jan 2014 and On-going

Evidence of Completion:
1. Sign-in sheets 2. Artifact based on what content area team develops. Action Steps 2: Coaches will submit minutes and a copy of deconstructed standards Action Steps 3: Agenda Action Steps 4: Lesson plans submit

G3. Develop a culture of high expectations that all students can achieve and establish clear systems to hold all stakeholders accountable for implementing necessary changes.

Targets Supported

- All Areas

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - All Levels

- STEM - High School

- CTE

- Parental Involvement

- EWS

- EWS - Elementary School

- EWS - Middle School

- EWS - High School

- EWS - Graduation

- Additional Targets

Resources Available to Support the Goal

- Common Planning

- CPALMS

- Academic Coaches

- Check and Connect

- Lesson Study

Targeted Barriers to Achieving the Goal

- Teacher depth of knowledge with instructional strategies

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. Increase student proficiency in writing through structured, evidence-based writing assignments in every class.

G1.B2 Discomfort with teaching writing out of content area

G1.B2.S1 Train all teachers in using the SRE format by giving specific examples in all content areas.

Action Step 1

Professional Development on using SRE strategy in every content area

Person or Persons Responsible

All Teachers

Target Dates or Schedule

October 2013

Evidence of Completion

Observational Data

Facilitator:

Academic Coaches

Participants:

All Teachers

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Monitor use of SRE through observational data

Person or Persons Responsible

Administration

Target Dates or Schedule

November 2013 and ongoing

Evidence of Completion

Observed use of SRE format in every class at least once per week

Plan to Monitor Effectiveness of G1.B2.S1

Use of SREs to guide PLC and common planning discussions on rigor

Person or Persons Responsible

Teachers in PLC planning groups

Target Dates or Schedule

Weekly

Evidence of Completion

Facilitator report of discussion and PLC minutes

G2. Develop effective Professional Learning Communities where use of data drives standards-based instructional plans.

G2.B1 Lack of a system to monitor Professional Learning Communities.

G2.B1.S1 Administrators and Coaches working together to develop a system of monitoring Professional Learning Communities.

Action Step 1

Administrators will develop a focused agenda for weekly coaches meeting to develop a system of monitoring weekly (Wednesdays 8:30am)

Person or Persons Responsible

Administration

Target Dates or Schedule

Nov 16, 2013

Evidence of Completion

Agenda

Action Step 2

Administration and coaches will meet to develop a plan for monitoring Professional Learning Communities.

Person or Persons Responsible

Administration and Coaches

Target Dates or Schedule

Nov 21, 2013

Evidence of Completion

PLC agendas and minutes documentation

Action Step 3

Implementation of plan

Person or Persons Responsible

Administration

Target Dates or Schedule

Dec 4, 2013

Evidence of Completion

Observational Data

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Principal will email focus agenda to RED and District Contact.

Person or Persons Responsible

Principal, RED and District Contact

Target Dates or Schedule

Nov 2014

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B2 Lack of planning and delivery of lessons aligned to the depth and rigor of the standards.

G2.B2.S1 Structured common planning in which teachers and coaches: 1. Deconstruct standards using rescources to aligning lessons to standards. 2. Use coaching cycle for delivery of standards based lessons.

Action Step 1

Communicate norms and expectations of common planning (ex be on time, bring resources, item specs, lesson plan template, activities, and instructional strategies)

Person or Persons Responsible

Administration and Coaches

Target Dates or Schedule

Jan 16th, 2014

Evidence of Completion

1. Sign-in sheets 2. Artifacts developed by content area team

Facilitator:

Administration and Coaches

Participants:

Administration, Coaches, and Teachers

Action Step 2

Coaches will model deconstruction of standards

Person or Persons Responsible

Academic Coaches CTE Resource teachers District Coaches

Target Dates or Schedule

Start Jan 21, 2014 and on-going

Evidence of Completion

Coaches will submit minutes and a copy of deconstructed standards.

Facilitator:

Melinda Dixon, Summer Fisher, Tomeka Thompson

Participants:

Administration, Coaches, and Teachers

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Administration will attend common planning time. Action steps 2: Modeling of Deconstruction of Standards

Person or Persons Responsible

Administration Coaches

Target Dates or Schedule

Jan 21, 2014 and On-going

Evidence of Completion

1. Sign-in sheets 2. Artifacts on what content area team develops. Action Steps 2 1. Agenda

Plan to Monitor Effectiveness of G2.B2.S1

Observations Artifacts Action step 2: Lesson plans Classroom walthroughs Action step 3: Structured agenda (time, deconstruction of standard, aligned activities, instructional strategies, and gradual release Action step 4: Standard based lessons

Person or Persons Responsible

Administration and Coaches

Target Dates or Schedule

Completed by Jan 16, 2004 and On-going Action Step 2: Jan 21, 2014 and On-going Action Step 3: Jan 15, 2014 Action Step 4: Jan 27, 2014 and On-going

Evidence of Completion

1. Sign-in sheets 2. Artifact based on what content area team develops. Action Steps 2: Coaches will submit minutes and a copy of deconstructed standards Action Steps 3: Agenda Action Steps 4: Lesson plans submit

G2.B2.S2 Coaches will create a coaching calendar with administrative input.

Action Step 1

Coaches Calendar

Person or Persons Responsible

Coaches

Target Dates or Schedule

Jan 8, 2014 and On-going

Evidence of Completion

Calendar

Plan to Monitor Fidelity of Implementation of G2.B2.S2

Administration will receive a weekly calendar from coaches

Person or Persons Responsible

Administration and Coaches

Target Dates or Schedule

Jan 8, 2014 and On-going

Evidence of Completion

Calendar

Plan to Monitor Effectiveness of G2.B2.S2

Classroom walkthroughs to monitor the distribution of coaching support

Person or Persons Responsible

Administration

Target Dates or Schedule

Jan 8, 2014

Evidence of Completion

Calendar

G2.B2.S3 Teachers will deliver Standards based lesson.

Action Step 1

Delivery of Standards Based Instruction

Person or Persons Responsible

Teachers

Target Dates or Schedule

Jan 21, 2014 and On-going

Evidence of Completion

Classroom walkthroughs Lesson Plans Students data

Plan to Monitor Fidelity of Implementation of G2.B2.S3

Administration will conduct classroom walkthroughs with focus on Standards Based Instruction

Person or Persons Responsible

Teachers

Target Dates or Schedule

Jan 21, 2014 and On-going

Evidence of Completion

Classroom walkthroughs Lesson plans Student data

Plan to Monitor Effectiveness of G2.B2.S3

Student data to indicate proficiency Classroom walkthroughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Jan 21, 2014

Evidence of Completion

Classroom walkthroughs Lesson plans Student data

G3. Develop a culture of high expectations that all students can achieve and establish clear systems to hold all stakeholders accountable for implementing necessary changes.

G3.B2 Teacher depth of knowledge with instructional strategies

G3.B2.S1 Form master schedule to allow for daily common planning

Action Step 1

Build master schedule around common planning periods for teacher content areas

Person or Persons Responsible

Charles Wynne

Target Dates or Schedule

August 2013

Evidence of Completion

Final Master Schedule

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Ensuring master schedule continues to allow for common planning in content areas and grade levels while not negatively impacting student access.

Person or Persons Responsible

Jason Looney

Target Dates or Schedule

All Year

Evidence of Completion

Master schedule and student schedules

Plan to Monitor Effectiveness of G3.B2.S1

Measuring the effectiveness of common planning scheduling

Person or Persons Responsible

Teachers

Target Dates or Schedule

All Year

Evidence of Completion

Observational Data

Coordination and Integration

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A

Funds school-wide services to Tenoroc High School. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A, support provides after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents.

Title I, Part C- Migrant

Migrant students enrolled in Tenoroc High School will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Title I, Part D

Provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.

Title II

Professional development resources are available to Title I schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds. Funds available to Tenoroc High School are used to purchase LFS professional training materials.

Title III

Provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.

Title X- Homeless

The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.

Supplemental Academic Instruction (SAI)

SAI unit(s) provided to Tenoroc High School enhance student achievement by assisting with reading and science initiatives.

Violence Prevention Programs

Title IV provides violence and drug prevention programs in schools in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.

Nutrition Programs

This school is a location for a summer feeding program for the community.

Housing Programs

N/A

Head Start

Head Start is not located on our campus.

Adult Education

N/A

Career and Technical Education

Students at Tenoroc have the option to participate in Power Academy, ROC COM Academy, Law Academy,

Business Academy and Animal Science Academy. The academy assists students in acquiring an understanding of the power industry. The academy provides an opportunity for students to participate in hands-on training to explore the wide range of career opportunities related to power production and distribution .
Job Training
Tenoroc High School has a partnership with Burlington Coat Factory and Lakeland Electric.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Increase student proficiency in writing through structured, evidence-based writing assignments in every class.

G1.B2 Discomfort with teaching writing out of content area

G1.B2.S1 Train all teachers in using the SRE format by giving specific examples in all content areas.

PD Opportunity 1

Professional Development on using SRE strategy in every content area

Facilitator

Academic Coaches

Participants

All Teachers

Target Dates or Schedule

October 2013

Evidence of Completion

Observational Data

G2. Develop effective Professional Learning Communities where use of data drives standards-based instructional plans.

G2.B2 Lack of planning and delivery of lessons aligned to the depth and rigor of the standards.

G2.B2.S1 Structured common planning in which teachers and coaches: 1. Deconstruct standards using rescources to aligning lessons to standards. 2. Use coaching cycle for delivery of standards based lessons.

PD Opportunity 1

Communicate norms and expectations of common planning (ex be on time, bring resources, item specs, lesson plan template, activities, and instructional strategies)

Facilitator

Administration and Coaches

Participants

Administration, Coaches, and Teachers

Target Dates or Schedule

Jan 16th, 2014

Evidence of Completion

1. Sign-in sheets 2. Artifacts developed by content area team

PD Opportunity 2

Coaches will model deconstruction of standards

Facilitator

Melinda Dixon, Summer Fisher, Tomeka Thompson

Participants

Administration, Coaches, and Teachers

Target Dates or Schedule

Start Jan 21, 2014 and on-going

Evidence of Completion

Coaches will submit minutes and a copy of deconstructed standards.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase student proficiency in writing through structured, evidence-based writing assignments in every class.	$2
G2.	Develop effective Professional Learning Communities where use of data drives standards-based instructional plans.	$55
	Total	$57

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Title 1	$2	$2
Title I (school and district)	$50	$50
General Budget	$5	$5
Total	$57	$57

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Increase student proficiency in writing through structured, evidence-based writing assignments in every class.

G1.B2 Discomfort with teaching writing out of content area

G1.B2.S1 Train all teachers in using the SRE format by giving specific examples in all content areas.

Action Step 1

Professional Development on using SRE strategy in every content area

Resource Type

Evidence-Based Program

Resource

Teacher supplies and resources including paper, ink, technology, etc.

Funding Source

Title 1

Amount Needed

$2

G2. Develop effective Professional Learning Communities where use of data drives standards-based instructional plans.

G2.B1 Lack of a system to monitor Professional Learning Communities.

G2.B1.S1 Administrators and Coaches working together to develop a system of monitoring Professional Learning Communities.

Action Step 2

Administration and coaches will meet to develop a plan for monitoring Professional Learning Communities.

Resource Type

Evidence-Based Program

Resource

Technology and materials for monitoring systems as well as personnel support

Funding Source

Title I (school and district)

Amount Needed

$50

Action Step 3

Implementation of plan

Resource Type

Evidence-Based Program

Resource

Technology and supplies/materials

Funding Source

General Budget

Amount Needed

$5