

Polk County Public Schools

Tenoroc High School



2017-18 Schoolwide Improvement Plan

Tenoroc High School

4905 SADDLE CREEK RD, Lakeland, FL 33801

schools.polk-fl.net/tenoroc

School Demographics

School Type and Grades Served (per MSID File) High School 9-12	2016-17 Title I School Yes	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) 87%
Primary Service Type (per MSID File) K-12 General Education	Charter School No	2018-19 Minority Rate (Reported as Non-white on Survey 2) 53%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	C	C*	D

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Polk County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at <https://www.floridacims.org>.

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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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Tenoroc High School

DA Region and RED	DA Category and Turnaround Status
Southwest -	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The Mission of Tenoroc High School is to provide each student with a diverse education that promotes self-discipline, motivation, and excellence in learning.

b. Provide the school's vision statement.

Tenoroc High School, in collaboration with parents and community partnerships, will strive to challenge and enrich students' lives by providing equitable access to a rigorous, high quality education. This education will assist students in attaining post-secondary success in the areas of education, occupation, and holistic well-being.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

The school learns about students culture through providing getting to know activities at the beginning of the school year. These activities are used to build relationship between teachers and students plus build relationships between. Students are taught to respect each other, their learning styles, cultures, and differences.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

School safety procedures are practiced along with promoting an open door policy for students to report potential issues. Threats to the safety of the school are addressed immediately. Administration, Teachers, and School Resource officer are visible before, during and after the school day.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Tenoroc High School implemented the "Choice Room" to minimize classroom distractions and maximize time on task. Teachers are asked to attempt to assist students with modifying their behavior prior to be sent out of class. If in class attempts to modify behavior isn't successful, parents are called. If students behavior still doesn't change, teachers contact the office for students to be escorted to the "Choice Room." Students spend the class period they are sent to the choice room then they are able to return the class. If students visit the choice room multiple times, they might be assigned to the choice room more than one class period.

The "Choice Room" is supervised by a classroom teacher the entire day. Students are write about how they will modify the behavior that caused them to be sent to the choice room.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

If students have documented social-emotional needs, students receive the support needed by meeting with our guidance counselors, school psychologist, mental health counselor and social

worker. Some students meet with a support person on a regular bases or as needed. When staff members observe noticeable behavioral chances in students, they alert administration and guidance. Administration and Guidance work together to make sure students receive the necessary support. The parents of these students are notified and are included in this process.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

The early warning system has been develop by the school district and school receive a monthly email that gives schools access to the early warning system data. The EWS data is discussed during SBLT, MTSS, Coaches Meetings, Faculty Meetings, and Admin meetings. During each of those meetings strategies to address the EWS data and issues are developed.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	28	33	41	34	136
One or more suspensions	0	0	0	0	0	0	0	0	0	7	5	5	2	19
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	34	32	23	2	91
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	113	114	94	53	374
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	19	12	5	8	44

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Student are scheduled in Intensive Reading and Math classes based on prior years state assessments. Some students are scheduled into one Reading class and other students are scheduled into two Reading classes based on their FSA data.

State Assessment data, Benchmark assessment data, and progress monitoring data is used to modify instruction based on student needs. Students are grouped in class based on their performance data. Reteaching is also planned based on assessment data.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

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 2016-2017 school year is \$3257.00.

Tenoroc High School will hold a variety of parent nights that will focus on building capacity within parents to help their students with their education while outside of the classroom. The school will hold a Breakfast With the Principal (one meeting for parents of Seniors/Juniors and another meeting for Sophomores/Freshmen) that will outline grade-level expectations, graduation requirements, testing, curriculum changes, school initiatives, and much more.

There will also be workshops held throughout the year that focus on technology resources available to parents and other workshops that will focus on strategies that teachers use in the classroom to better assist students with assignments while they are at home.

The district also has four Parent Informational Resource Centers and Parent Learning Universities for Growth that will hold workshops on a variety of topics such as financial literacy, reading strategies, wellness, and even Rosetta Stone courses for parents hoping to learn English. Center information and workshop schedules will be distributed as they are made available to parent involvement coordinators and will be available on the school and district websites.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Tenoroc High School has always had a strong community partnership with Saddle Creek Corporation. Saddle Creek has provided the school with a great deal of financial assistance to fund school initiatives including snacks for after-school tutoring, incentives for student achievement, and even plays a huge role in our winter charity program that provides THS students and their siblings with necessities and smaller wish list items over the Christmas break.

Tenoroc also has community partnerships with Lakeland Electric, Hope Esquine Rescue, Burlington Coat Factory, and Bighthouse Networks, that bridge knowledge gained in the classroom with real-world experiences. The Power Academy works closely with Lakeland Electric to help students gain a deeper understanding regarding electrical work. The Agriculture department works with Hope Esquine Rescue by fostering horses who may have been abused or abandoned, thus bringing them back to good health by employing skills gained in the classroom. Students who are labeled as IND (Intellectually Disabled) but have the ability to utilize daily life skills are able to take advantage of the partnership that THS has with Burlington Coat Factory. Here, students gain employment skills and grow confidence in their abilities

as they practice the skills that they learn in class on a daily basis. Finally, the TNT (Tenoroc News Today) program works closely with Brighthouse Networks to get real, hands-on experience with the ins and outs of preparing for, taping, and editing video broadcasts as well as incorporating various types of multimedia.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Fisher, Summer	Assistant Principal
Dixon, Melinda	Instructional Coach
Looney, Jason	Principal
Hardesty, Bradley	Assistant Principal
Kish, Haley	Assistant Principal
Hafer, Fatmeh	Instructional Coach

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

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.

- Jason Looney - Make sure SIP and MTSS goals are followed/Know data and how to use data for school
- Brad Hardesty (AP)
- Haley Mason (AP)
- Summer Fisher (AP)
- Amy Glenn (AG Teacher)
- Nellan Meek (Physical Ed Department Chair)
- Paula Douglas (Social Studies Teacher)
- Bryan Tarr (Social Studies Department Chair)
- Ken Hewitt (Science Department Chair)
- Eric Collins (Math Department Chair)

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

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.

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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Rowan Ross	Student
Bradley Hardesty	Education Support Employee
Summer Fisher	Education Support Employee
Rani Dickey	Education Support Employee
Cindy McCalla	Business/Community
Joe Fisher	Business/Community

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC review the SIP and asked questions about certain aspects of the SIP. Those questions were answered. There was a motion and a second to approve the SIP. Every member of the SAC voted to approve the SIP.

b. Development of this school improvement plan

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.

c. Preparation of the school's annual budget and plan

The budget was prepared based on school academic and curriculum needs. The budget was presented to and approved by the SAC.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for 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.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Fisher, Summer	Assistant Principal
Looney, Jason	Principal
Dixon, Melinda	Other
Hardesty, Bradley	Assistant Principal
Kish, Haley	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT will deconstruct standards so that the team will have a better understanding of the Florida Standards. The team will also model deconstruction of the standards so that classroom teachers will understand the standards. The team will also continue to provide PLCs, common planning and professional development to make sure students receive instruction to the depth of the standards.

The LLT will continue to implement SREs and SEAs to increase critical thinking.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Teachers, Instructional Coaches, and Administration attend common planning for tested areas twice weekly. During common planning the team will focus on Standards based instruction, Instructional Alignment, lesson planning, and strategies that met the depth of the standards.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

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.

3. Describe the school's teacher mentoring program, including the rationale for pairings and 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

The school follow the curriculum maps development by district leadership and instructional coaches. The curriculum maps are developed using the Florida Standards and the resources that are used to deliver instruction has been aligned to the Florida Standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Data is used to schedule students based on State and District requirements. At-Risk students are scheduled into Intensive Math and Reading classes based on their test performance. In all tested areas, progress monitoring is used to communicate data to students, modify instruction, group students for reteaching, etc...Data chats occur between teachers and students. Data chats also occur between administration and teachers.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Summer Program

Minutes added to school year:

Summer school is provided for students in need of making up credits.

Strategy Rationale

Transportation is an issue for students at Tenoroc even with the activity buses. Other home responsibilities wouldn't allow students to stay after school for Tutoring.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the 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.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Guidance counselors and administration meet with students at the beginning of the year to discuss expectations of the current year. These expectations discussions are designed to help students transition to the next school year.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

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

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

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

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

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.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

Guidance counselors have individual senior conferences to communicate graduation requirements and post secondary readiness.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

The proficiency rates for Literacy and Math FSA are below 30%. The Literacy overall learning gains and bottom 25% learning gains drastically decrease.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Cross content planning and instruction was not in place. The literacy planning process will need to focus on rigorous task based on students needs.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase rigor and student engagement through career relevance and student autonomy so that all students are on track for college and career readiness.
- G2.** Content area experiences will be enhanced through Literacy classrooms.
- G3.** Develop a culture of College and Career Readiness.
- G4.** All Freshman students will have binders.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Increase rigor and student engagement through career relevance and student autonomy so that all students are on track for college and career readiness. 1a

G098604

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	29.0
FSA ELA Achievement	35.0
Bio I EOC Pass	60.0
Math Gains	36.0
Math Lowest 25% Gains	49.0
ELA/Reading Gains	40.0
ELA/Reading Lowest 25% Gains	46.0
4-Year Grad Rate (Standard Diploma)	72.0
U.S. History EOC Pass	67.0

Targeted Barriers to Achieving the Goal 3

- Literacy strategies not planned and implemented with fidelity
- Low student self-awareness

Resources Available to Help Reduce or Eliminate the Barriers 2

- CPALMS
- Academic Coaches (District and school)
- Master Schedule conducive to common planning
- Achieve 3000
- Tami Dawson
- District Curriculum Directors
- Focus
- IBTP

Plan to Monitor Progress Toward G1. 8

Work samples to determine if support has contributed to goal.

1. Lesson plans
2. Monitoring
3. Classroom walkthroughs

Person Responsible

Jason Looney

Schedule

Weekly, from 8/22/2016 to 6/5/2017

Evidence of Completion

Journey data Walk-through data Progress monitoring

G2. Content area experiences will be enhanced through Literacy classrooms. 1a

G098605

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	46.0
FSA ELA Achievement	35.0

Targeted Barriers to Achieving the Goal 3

- Unfamiliarity of planning for content overlay.
- Time to thoroughly plan for cross collaboration.

Resources Available to Help Reduce or Eliminate the Barriers 2

-
- Title I Part A
- UniSIG
- District and School Coaches
- District Curriculum Specialists and Department

Plan to Monitor Progress Toward G2. 8

Work samples to determine if support has contributed to goal.

1. Lesson plans
2. Monitoring
3. Classroom walkthroughs

Person Responsible

Jason Looney

Schedule

On 5/21/2018

Evidence of Completion

Journey data Walk-through data Progress monitoring

G3. Develop a culture of College and Career Readiness. 1a

G098606

Targets Supported 1b

Indicator	Annual Target
Postsecondary Enrollments	60.0
4-Year Grad Rate (Standard Diploma)	72.0

Targeted Barriers to Achieving the Goal 3

- Mindsets of stakeholders.

Resources Available to Help Reduce or Eliminate the Barriers 2

-

Plan to Monitor Progress Toward G3. 8

College applications
College scholarships
More knowledge of the process

Person Responsible

Jason Looney

Schedule

On 5/21/2018

Evidence of Completion

An increase in students submitting college applications. An increase in students being accepted into colleges and universities. Increase in the number of underclassmen that are aware of college expectations.

G4. All Freshman students will have binders. 1a

G098607

Targets Supported 1b

Indicator	Annual Target
	100.0

Targeted Barriers to Achieving the Goal 3

- Students not remembering to bring binders to school or class.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Binders purchased for students with budget or Title 1 funds

Plan to Monitor Progress Toward G4. 8

Administrative meetings, Freshman meetings and site team meetings.

Person Responsible

Jason Looney

Schedule

On 5/21/2018

Evidence of Completion

Agendas, notes, observation data

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase rigor and student engagement through career relevance and student autonomy so that all students are on track for college and career readiness. 1

G098604

G1.B1 Literacy strategies not planned and implemented with fidelity 2

B265373

G1.B1.S1 (Math, Science, ELA and CTE) Fidelity of accountable talk within collaborative structures (pedagogy and procedures). 4

S281275

Strategy Rationale

Action Step 1 5

Administration and coaches will meet to develop a calendar for Common Planning and Data Chats.

Person Responsible

Jason Looney

Schedule

Weekly, from 8/21/2017 to 5/21/2018

Evidence of Completion

Agenda and Notes

Action Step 2 5

Administration and coaches will meet to develop a plan for pre planning, facilitating and monitoring common planning, with specified roles determined by common planning groups.

Person Responsible

Jason Looney

Schedule

Weekly, from 8/21/2017 to 5/21/2018

Evidence of Completion

Agendas and minutes documentation

Action Step 3 5

Formative Assessments and progress monitoring

Person Responsible

Jason Looney

Schedule

Every 3 Weeks, from 9/4/2017 to 5/25/2018

Evidence of Completion

Action Step 4 5

Data chats discussing STAR, Performance matters, Achieve 3000, EOCs, FSAs,

Person Responsible

Jason Looney

Schedule

Weekly, from 8/14/2017 to 5/28/2018

Evidence of Completion

Data Chat forms kept in data tracking binder.

Action Step 5 5

Implementation of plan

Person Responsible

Jason Looney

Schedule

Weekly, from 8/21/2017 to 5/21/2018

Evidence of Completion

Observations, Instructional Strategies and Trend data

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Weekly administrative meeting to discuss what was observed the previous week during walk-throughs and Weekly coaches meeting to discuss how teachers will receive support, how the weekly data will be used, is the strategy being implemented and next steps.

Person Responsible

Jason Looney

Schedule

Weekly, from 8/22/2016 to 6/5/2017

Evidence of Completion

Data binder, planned monitoring, journey for walkthrough, informal, and formal observations, sign in sheets, and PLC documentation.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Administrative Observations and classroom visits.

Person Responsible

Jason Looney

Schedule

Daily, from 8/22/2016 to 6/5/2017

Evidence of Completion

Calendars, Lesson Plans, Common Planning signin sheets, Journey observational data and PD signin sheets

G1.B1.S2 (Social Studies) Consistent posting of and authentic reference to learning target (at depth of standard) throughout the lesson 4

 S281276

Strategy Rationale

Action Step 1 5

Monitoring and feedback

Person Responsible

Jason Looney

Schedule

On 5/21/2018

Evidence of Completion

Data binder, planned monitoring, journey for walkthrough, informal, and formal observations, sign in sheets, and PLC documentation.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Monitoring with Fidelity

Person Responsible

Haley Kish

Schedule

On 5/21/2018

Evidence of Completion

Observations and timely feedback

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Monitoring with Fidelity

Person Responsible

Haley Kish

Schedule

On 5/21/2018

Evidence of Completion

Observations and timely feedback

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Observation

Person Responsible

Jason Looney

Schedule

Evidence of Completion

Feedback

G1.B1.S3 (School wide) planning for rigorous instruction with the end in mind (mastery of benchmark)

4

 S281277

Strategy Rationale

Action Step 1 5

Administration and coaches will meet to develop a plan for pre planning, facilitating and monitoring common planning, with specified roles determined by common planning groups. [copy]

Person Responsible

Jason Looney

Schedule

Weekly, from 8/22/2016 to 6/5/2017

Evidence of Completion

Agendas and minutes documentation

Action Step 2 5

Recognize instructional staff and paraprofessionals that come and remain at the school.

Person Responsible

Jason Looney

Schedule

Monthly, from 10/1/2017 to 8/31/2018

Evidence of Completion

Payroll records

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Weekly administrative meeting to discuss what was observed the previous week during walk-throughs and Weekly coaches meeting to discuss how teachers will receive support, how the weekly data will be used, is the strategy being implemented and next steps.

Person Responsible

Schedule

Evidence of Completion

Data binder, planned monitoring, journey for walkthrough, informal, and formal observations, sign in sheets, and PLC documentation.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Review of Funds Management Report

Person Responsible

Jason Looney

Schedule

Monthly, from 10/1/2017 to 8/31/2018

Evidence of Completion

Expenditure posted in SAP

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Administrative Observations and classroom visits.

Person Responsible

Jason Looney

Schedule

Evidence of Completion

Calendars, Lesson Plans, Common Planning signin sheets, Journey observational data and PD signin sheets

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Retention rate

Person Responsible

Jason Looney

Schedule

Monthly, from 10/1/2017 to 8/31/2018

Evidence of Completion

Number of vacancies at the school

G1.B2 Low student self-awareness **2**

 B265374

G1.B2.S1 Allowing the opportunity for content areas to provide multiple writing formats. **4**

 S281279

Strategy Rationale

Each content area's writing expectations are different, but they all support Literacy standards.

Action Step 1 **5**

Text, lab or task based evidence to support claims or thesis within writing.

Person Responsible

Jason Looney

Schedule

Weekly, from 8/29/2016 to 6/5/2017

Evidence of Completion

1. Student work samples

Action Step 2 **5**

Student work samples used to plan reteaching

Person Responsible

Jason Looney

Schedule

Weekly, from 8/29/2016 to 6/5/2017

Evidence of Completion

Reteaching plan with updated student work samples.

Action Step 3 5

Rubrics used to assess student work.

Person Responsible

Jason Looney

Schedule

On 6/5/2017

Evidence of Completion

Observation and feedback

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Classroom observations, common planning, track data, discussing student work samples and data chats.

Person Responsible

Jason Looney

Schedule

Weekly, from 8/22/2016 to 6/5/2017

Evidence of Completion

1. Sign-in sheets 2. Work samples 3. Lesson plans and mini lesson plans 4. Classroom monitoring

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Observations
Work samples
Lesson plans
Classroom walthroughs

Person Responsible

Jason Looney

Schedule

Weekly, from 8/22/2016 to 6/5/2017

Evidence of Completion

1. Sign-in sheets 2. Improved Work samples

G2. Content area experiences will be enhanced through Literacy classrooms. 1

G098605

G2.B1 Unfamiliarity of planning for content overlay. 2

B265375

G2.B1.S1 More focus on students with disabilities on track to graduate in their cohort. 4

S281280

Strategy Rationale

More than 100 students with disabilities that are not proficient.

Action Step 1 5

Check and Connect Sustainability

Person Responsible

Jason Looney

Schedule

Annually, from 8/21/2017 to 5/28/2018

Evidence of Completion

Action Step 2 5

Literacy coach and Administration planning with Biology and Environment Science.

Person Responsible

Fatmeh Hafer

Schedule

On 5/14/2018

Evidence of Completion

coach calendar, planning schedule, data analysis

Action Step 3 5

Literacy coach, Intensive Reading teachers and administrators planning for content overlay.

Person Responsible

Fatmeh Hafer

Schedule

On 5/21/2018

Evidence of Completion

Coach calendar, planning schedule, data analysis

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Classroom visits to observe lessons and student work.

Person Responsible

Jason Looney

Schedule

On 5/21/2018

Evidence of Completion

Planning notes, lesson plans, student work samples, walk throughs

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Observation of classrooms

Person Responsible

Schedule

On 5/21/2018

Evidence of Completion

Teacher feedback and journeys data.

G2.B1.S2 4


S281281

Strategy Rationale

Acceleration percentage was 33%.

Action Step(s) Missing for Goal #2, Barrier #1, Strategy #2
Complete one or more action steps for this Strategy or de-select it

G3. Develop a culture of College and Career Readiness. 1

 G098606

G3.B1 Mindsets of stakeholders. 2

 B265377

G3.B1.S1 Change the mindset of stakeholders and increase the amount of students that are College and Career ready by preparing students academically for college readiness. 4

 S281282

Strategy Rationale

Not all stakeholders are confident college is possible for all Tenoroc Students.

Action Step 1 5

Teach the entire campus what college and career readiness really looks like for all students.

Person Responsible

Summer Fisher

Schedule

Evidence of Completion

Campus atmosphere, increased communication about colleges and universities, college visits

Action Step 2 5

Teach the entire campus what college and career readiness really looks like for all students.

Person Responsible

Summer Fisher

Schedule

Evidence of Completion

Campus atmosphere, increased communication about colleges and universities, college visits

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Observation

Person Responsible

Schedule

On 5/21/2018

Evidence of Completion

Feedback from students, parents, teachers and community members.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Observation of communication between staff to students and parents. Improving access and providing opportunities for for students to learn more about college requirements.

Person Responsible

Jason Looney

Schedule

On 5/21/2018

Evidence of Completion

All students being more aware of requirements for college and universities.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Observation of communication between staff to students and parents. Improving access and providing opportunities for for students to learn more about college requirements.

Person Responsible

Jason Looney

Schedule

On 5/21/2018

Evidence of Completion

All students being more aware of requirements for college and universities.

G3.B1.S2 Implementing AVID so that students that are low level 3 and high level 2 students will be provided strategies for improved academic performance and confidence. 4

S281283

Strategy Rationale

Provide opportunities for students that haven't been on track for college readiness.

Action Step 1 5

Students selected for the AVID program (40 Freshman students)

Person Responsible

Summer Fisher

Schedule

On 5/28/2018

Evidence of Completion

Students selected and scheduled into the AVID elective and with teachers that are AVID trained.

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Observing the AVID elective course and AVID core courses implementing WICOR strategies.

Person Responsible

Schedule

On 5/21/2018

Evidence of Completion

The use of WICOR strategies being implement being documented during walk-throughs.

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

AVID site team meetings

Person Responsible

Schedule

Weekly, from 8/21/2017 to 5/21/2018

Evidence of Completion

Agendas and meeting notes

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

AVID site team meetings

Person Responsible

Schedule

Weekly, from 8/21/2017 to 5/21/2018

Evidence of Completion

Agendas and meeting notes

G4. All Freshman students will have binders. 1

G098607

G4.B1 Students not remembering to bring binders to school or class. 2

B265378

G4.B1.S1 Having the use of the binder expectations communicated and displayed. 4

S281285

Strategy Rationale

Constant communication will serve as a reminder as the importance of bringing the binder to school and class.

Action Step 1 5

AVID students will be taught to organize and use their binders to support learning.

Person Responsible

Schedule

Evidence of Completion

Evidence and binder checks.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Teachers performing binder checks with their students.

Person Responsible

Schedule

Biweekly, from 8/21/2017 to 5/20/2018

Evidence of Completion

Teacher feedback

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Freshman Academy meetings and AVID site team meetings.

Person Responsible

Summer Fisher

Schedule

Monthly, from 8/21/2017 to 5/21/2018

Evidence of Completion

Feedback and meeting notes.






IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G3.B1.S1.A1 A379255	Teach the entire campus what college and career readiness really looks like for all students.	Fisher, Summer	No Start Date	Campus atmosphere, increased communication about colleges and universities, college visits	No End Date one-time
G3.B1.S1.A2 A379256	Teach the entire campus what college and career readiness really looks like for all students.	Fisher, Summer	No Start Date	Campus atmosphere, increased communication about colleges and universities, college visits	No End Date one-time
G4.B1.S1.A1 A379258	AVID students will be taught to organize and use their binders to support learning.		No Start Date	Evidence and binder checks.	No End Date one-time
G1.B1.S2.MA1 M411273	Observation	Looney, Jason	No Start Date	Feedback	No End Date one-time
G1.B1.S3.MA1 M411276	Administrative Observations and classroom visits.	Looney, Jason	No Start Date	Calendars, Lesson Plans, Common Planning signin sheets, Journey observational data and PD signin sheets	No End Date one-time
G1.B1.S3.MA1 M411278	Weekly administrative meeting to discuss what was observed the previous week during walk-throughs...		No Start Date	Data binder, planned monitoring, journey for walkthrough, informal, and formal observations, sign in sheets, and PLC documentation.	No End Date one-time
G1.MA1 M411282	Work samples to determine if support has contributed to goal. 1. Lesson plans 2. Monitoring 3....	Looney, Jason	8/22/2016	Journey data Walk-through data Progress monitoring	6/5/2017 weekly
G1.B1.S1.MA1 M411271	Administrative Observations and classroom visits.	Looney, Jason	8/22/2016	Calendars, Lesson Plans, Common Planning signin sheets, Journey observational data and PD signin sheets	6/5/2017 daily
G1.B1.S1.MA1 M411272	Weekly administrative meeting to discuss what was observed the previous week during walk-throughs...	Looney, Jason	8/22/2016	Data binder, planned monitoring, journey for walkthrough, informal, and formal observations, sign in sheets, and PLC documentation.	6/5/2017 weekly
G1.B2.S1.MA1 M411280	Observations Work samples Lesson plans Classroom walkthroughs	Looney, Jason	8/22/2016	1. Sign-in sheets 2. Improved Work samples	6/5/2017 weekly
G1.B2.S1.MA1 M411281	Classroom observations, common planning, track data, discussing student work samples and data chats.	Looney, Jason	8/22/2016	1. Sign-in sheets 2. Work samples 3. Lesson plans and mini lesson plans 4. Classroom monitoring	6/5/2017 weekly
G1.B2.S1.A1 A379249	Text, lab or task based evidence to support claims or thesis within writing.	Looney, Jason	8/29/2016	1. Student work samples	6/5/2017 weekly
G1.B2.S1.A2 A379250	Student work samples used to plan reteaching	Looney, Jason	8/29/2016	Reteaching plan with updated student work samples.	6/5/2017 weekly
G1.B2.S1.A3 A379251	Rubrics used to assess student work.	Looney, Jason	8/29/2016	Observation and feedback	6/5/2017 one-time
G1.B1.S3.A1 A379247	Administration and coaches will meet to develop a plan for pre planning, facilitating and...	Looney, Jason	8/22/2016	Agendas and minutes documentation	6/5/2017 weekly
G2.B1.S1.A2 A379253	Literacy coach and Administration planning with Biology and Environment Science.	Hafer, Fatmeh	8/21/2017	coach calendar, planning schedule, data analysis	5/14/2018 one-time
G4.B1.S1.MA1 M411294	Teachers performing binder checks with their students.		8/21/2017	Teacher feedback	5/20/2018 biweekly
G2.MA1 M411285	Work samples to determine if support has contributed to goal. 1. Lesson plans 2. Monitoring 3....	Looney, Jason	8/21/2017	Journey data Walk-through data Progress monitoring	5/21/2018 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.MA1 M411292	College applications College scholarships More knowledge of the process	Looney, Jason	8/21/2017	An increase in students submitting college applications. An increase in students being accepted into colleges and universities. Increase in the number of underclassmen that are aware of college expectations.	5/21/2018 one-time
G4.MA1 M411295	Administrative meetings, Freshman meetings and site team meetings.	Looney, Jason	8/21/2017	Agendas, notes, observation data	5/21/2018 one-time
G1.B1.S1.A1 A379241	Administration and coaches will meet to develop a calendar for Common Planning and Data Chats.	Looney, Jason	8/21/2017	Agenda and Notes	5/21/2018 weekly
G1.B1.S1.A2 A379242	Administration and coaches will meet to develop a plan for pre planning, facilitating and...	Looney, Jason	8/21/2017	Agendas and minutes documentation	5/21/2018 weekly
G1.B1.S1.A5 A379245	Implementation of plan	Looney, Jason	8/21/2017	Observations, Instructional Strategies and Trend data	5/21/2018 weekly
G2.B1.S1.MA1 M411283	Observation of classrooms		8/21/2017	Teacher feedback and journeys data.	5/21/2018 one-time
G2.B1.S1.MA1 M411284	Classroom visits to observe lessons and student work.	Looney, Jason	8/21/2017	Planning notes, lesson plans, student work samples, walk throughs	5/21/2018 one-time
G2.B1.S1.A3 A379254	Literacy coach, Intensive Reading teachers and administrators planning for content overlay.	Hafer, Fatmeh	8/21/2017	Coach calendar, planning schedule, data analysis	5/21/2018 one-time
G3.B1.S1.MA1 M411286	Observation of communication between staff to students and parents. Improving access and providing...	Looney, Jason	8/21/2017	All students being more aware of requirements for college and universities.	5/21/2018 one-time
G3.B1.S1.MA1 M411287	Observation of communication between staff to students and parents. Improving access and providing...	Looney, Jason	8/21/2017	All students being more aware of requirements for college and universities.	5/21/2018 one-time
G3.B1.S1.MA1 M411288	Observation		8/21/2017	Feedback from students, parents, teachers and community members.	5/21/2018 one-time
G4.B1.S1.MA1 M411293	Freshman Academy meetings and AVID site team meetings.	Fisher, Summer	8/21/2017	Feedback and meeting notes.	5/21/2018 monthly
G1.B1.S2.MA1 M411274	Monitoring with Fidelity	Kish, Haley	8/14/2017	Observations and timely feedback	5/21/2018 one-time
G1.B1.S2.MA1 M411275	Monitoring with Fidelity	Kish, Haley	8/14/2017	Observations and timely feedback	5/21/2018 one-time
G1.B1.S2.A1 A379246	Monitoring and feedback	Looney, Jason	8/14/2017	Data binder, planned monitoring, journey for walkthrough, informal, and formal observations, sign in sheets, and PLC documentation.	5/21/2018 one-time
G3.B1.S2.MA1 M411289	AVID site team meetings		8/21/2017	Agendas and meeting notes	5/21/2018 weekly
G3.B1.S2.MA1 M411290	AVID site team meetings		8/21/2017	Agendas and meeting notes	5/21/2018 weekly
G3.B1.S2.MA1 M411291	Observing the AVID elective course and AVID core courses implementing WICOR strategies.		8/21/2017	The use of WICOR strategies being implement being documented during walk-throughs.	5/21/2018 one-time
G1.B1.S1.A3 A379243	Formative Assessments and progress monitoring	Looney, Jason	9/4/2017		5/25/2018 every-3-weeks
G1.B1.S1.A4 A379244	Data chats discussing STAR, Performance matters, Achieve 3000, EOCs, FSAs,	Looney, Jason	8/14/2017	Data Chat forms kept in data tracking binder.	5/28/2018 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1  A379252	Check and Connect Sustainability	Looney, Jason	8/21/2017		5/28/2018 annually
G3.B1.S2.A1  A379257	Students selected for the AVID program (40 Freshman students)	Fisher, Summer	7/24/2017	Students selected and scheduled into the AVID elective and with teachers that are AVID trained.	5/28/2018 one-time
G1.B1.S3.MA4  M411277	Retention rate	Looney, Jason	10/1/2017	Number of vacancies at the school	8/31/2018 monthly
G1.B1.S3.MA3  M411279	Review of Funds Management Report	Looney, Jason	10/1/2017	Expenditure posted in SAP	8/31/2018 monthly
G1.B1.S3.A2  A379248	Recognize instructional staff and paraprofessionals that come and remain at the school.	Looney, Jason	10/1/2017	Payroll records	8/31/2018 monthly

V. Professional Development Opportunities

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

G1. Increase rigor and student engagement through career relevance and student autonomy so that all students are on track for college and career readiness.

G1.B1 Literacy strategies not planned and implemented with fidelity

G1.B1.S1 (Math, Science, ELA and CTE) Fidelity of accountable talk within collaborative structures (pedagogy and procedures).

PD Opportunity 1

Formative Assessments and progress monitoring

Facilitator

Fatmeh Hafer and Melinda Dixon

Participants

All state tested areas.

Schedule

Every 3 Weeks, from 9/4/2017 to 5/25/2018

PD Opportunity 2

Implementation of plan

Facilitator

Looney, Hardesty, Mason, Fisher, Dixon and Hafer

Participants

Teachers

Schedule

Weekly, from 8/21/2017 to 5/21/2018

G1.B2 Low student self-awareness

G1.B2.S1 Allowing the opportunity for content areas to provide multiple writing formats.

PD Opportunity 1

Text, lab or task based evidence to support claims or thesis within writing.

Facilitator

Administration and Coaches

Participants

Administration, Coaches, and Teachers

Schedule

Weekly, from 8/29/2016 to 6/5/2017

G2. Content area experiences will be enhanced through Literacy classrooms.

G2.B1 Unfamiliarity of planning for content overlay.

G2.B1.S1 More focus on students with disabilities on track to graduate in their cohort.

PD Opportunity 1

Check and Connect Sustainability

Facilitator

SPDG (State Personnel Development Grant) national certified trainers

Participants

Tenoroc teachers that are chosen to be trained to be mentors

Schedule

Annually, from 8/21/2017 to 5/28/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Administration and coaches will meet to develop a calender for Common Planning and Data Chats.				\$0.00
2	G1.B1.S1.A2	Administration and coaches will meet to develop a plan for pre planning, facilitating and monitoring common planning, with specified roles determined by common planning groups.				\$299,992.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	130-Other Certified Instructional Personnel	1051 - Tenoroc High School	UniSIG	2.0	\$79,802.00
<i>Notes: Reading and Math Coaches</i>						
	6400	210-Retirement	1051 - Tenoroc High School	UniSIG	2.0	\$6,320.00
<i>Notes: Reading and Math Coaches</i>						
	6400	220-Social Security	1051 - Tenoroc High School	UniSIG	2.0	\$6,105.00
<i>Notes: Reading and Math Coaches</i>						
	6400	231-Health and Hospitalization	1051 - Tenoroc High School	UniSIG	2.0	\$12,280.00
<i>Notes: Reading and Math Coaches</i>						
	6400	232-Life Insurance	1051 - Tenoroc High School	UniSIG	2.0	\$38.00
<i>Notes: Reading and Math Coaches</i>						
	6400	240-Workers Compensation	1051 - Tenoroc High School	UniSIG	2.0	\$447.00
<i>Notes: Reading and Math Coaches</i>						
	6400	310-Professional and Technical Services	1051 - Tenoroc High School	UniSIG		\$165,000.00
<i>Notes: Consultant contract with Learning Services International on Marzano Standards Based and Rigorous Instruction and Leadership for Rigorous Instruction</i>						
	6400	120-Classroom Teachers	1051 - Tenoroc High School	UniSIG		\$20,000.00
<i>Notes: Stipends for teachers to attend Learning Services International staff development during summer on on Marzano based Leadership for Rigorous Instruction</i>						
	6400	120-Classroom Teachers	1051 - Tenoroc High School	UniSIG		\$5,000.00
<i>Notes: Subs for teachers to attend Learning Services International staff development during school year on Marzano based Strategies for Standards Based and Rigorous Instruction</i>						
	6400	330-Travel	1051 - Tenoroc High School	UniSIG		\$5,000.00
<i>Notes: Mileage reimbursement for teachers to attend Learning Services International staff development during school year on Marzano based Strategies for Standards Based and Rigorous Instruction</i>						
3	G1.B1.S1.A3	Formative Assessments and progress monitoring				\$0.00
4	G1.B1.S1.A4	Data chats discussing STAR, Performance matters, Achieve 3000, EOCs, FSAs,				\$0.00

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5	G1.B1.S1.A5	Implementation of plan				\$0.00
6	G1.B1.S2.A1	Monitoring and feedback				\$0.00
7	G1.B1.S3.A1	Administration and coaches will meet to develop a plan for pre planning, facilitating and monitoring common planning, with specified roles determined by common planning groups. [copy]				\$4,863.43
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	120-Classroom Teachers	1051 - Tenoroc High School	Title, I Part A		\$4,863.43
<i>Notes: Saturday curriculum planning - ELA & Math teachers</i>						
8	G1.B1.S3.A2	Recognize instructional staff and paraprofessionals that come and remain at the school.				\$83,032.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	1051 - Tenoroc High School	UniSIG	69.0	\$69,000.00
<i>Notes: Recruitment & retention bonuses</i>						
	5100	150-Aides	1051 - Tenoroc High School	UniSIG	10.0	\$2,500.00
<i>Notes: Recruitment & retention bonuses</i>						
	5100	210-Retirement	1051 - Tenoroc High School	UniSIG	79.0	\$5,684.00
<i>Notes: Recruitment & retention bonuses</i>						
	5100	220-Social Security	1051 - Tenoroc High School	UniSIG	79.0	\$5,448.00
<i>Notes: Recruitment & retention bonuses</i>						
	5100	240-Workers Compensation	1051 - Tenoroc High School	UniSIG	79.0	\$400.00
<i>Notes: Recruitment & retention bonuses</i>						
9	G1.B2.S1.A1	Text, lab or task based evidence to support claims or thesis within writing.				\$0.00
10	G1.B2.S1.A2	Student work samples used to plan reteaching				\$5,419.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	1051 - Tenoroc High School	UniSIG		\$5,419.00
<i>Notes: Supplemental instructional materials: paper, ink, folders, binders, ink</i>						
11	G1.B2.S1.A3	Rubrics used to assess student work.				\$0.00
12	G2.B1.S1.A1	Check and Connect Sustainability				\$0.00
13	G2.B1.S1.A2	Literacy coach and Administration planning with Biology and Environment Science.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	7800	790-Miscellaneous Expenses	1051 - Tenoroc High School	Title, I Part A		\$1,000.00
<i>Notes: Environmental Science fieldtrip</i>						

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14	G2.B1.S1.A3	Literacy coach, Intensive Reading teachers and administrators planning for content overlay.				\$1,414.40
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	140-Substitute Teachers	1051 - Tenoroc High School	Title, I Part A		\$1,414.40
<i>Notes: substitutes for SWD PD</i>						
15	G3.B1.S1.A1	Teach the entire campus what college and career readiness really looks like for all students.				\$0.00
16	G3.B1.S1.A2	Teach the entire campus what college and career readiness really looks like for all students.				\$0.00
17	G3.B1.S2.A1	Students selected for the AVID program (40 Freshman students)				\$51,650.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	730-Dues and Fees	1051 - Tenoroc High School	UniSIG		\$16,650.00
<i>Notes: AVID registration</i>						
	6400	120-Classroom Teachers	1051 - Tenoroc High School	UniSIG		\$10,000.00
<i>Notes: AVID stipends for 15 teachers to attend summer institute training and follow up training at beginning of year</i>						
	5900	130-Other Certified Instructional Personnel	1051 - Tenoroc High School	UniSIG		\$20,000.00
<i>Notes: AVID tutoring</i>						
	5100	510-Supplies	1051 - Tenoroc High School	UniSIG		\$5,000.00
<i>Notes: AVID books and materials for program implementation so students to have as part of curriculum</i>						
18	G4.B1.S1.A1	AVID students will be taught to organize and use their binders to support learning.				\$0.00
					Total:	\$447,370.83