

Polk County Public Schools

Tenoroc High School



2018-19 Schoolwide Improvement Plan

Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	6
Planning for Improvement	9
Title I Requirements	11
Budget to Support Goals	13

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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	92%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	57%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	D	C	C*

School Board Approval

This plan was approved by the Polk County School Board on 1/15/2019.

SIP Authority

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>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

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.

School Leadership Team

Membership

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

Name	Title
Looney, Jason	Principal
Kish, Haley	Assistant Principal
Hafer, Fatmeh	Instructional Coach
smith, travian	Assistant Principal

Duties

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

Early Warning Systems

Year 2017-18

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	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	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	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Tuesday 7/17/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Learning gains for the bottom 25% in Math was the lowest data component. It's not a trend. Last school year the bottom 25% for Literacy was the lowest data component.

Which data component showed the greatest decline from prior year?

US History had the greatest decline from the previous year. A change in the teachers that taught the course may have had an negative impact on the data component.

Which data component had the biggest gap when compared to the state average?

Literacy had the biggest gap when compared to the state average.

Which data component showed the most improvement? Is this a trend?

Learning gains in Literacy for the bottom 25% had the most improvement. The data component increased from 17% to 40%.

Describe the actions or changes that led to the improvement in this area.

Improved instruction with higher expectations led to the improvement. Cornell notes was also used to help students organize their learning.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	32%	46%	56%	28%	44%	52%
ELA Learning Gains	42%	47%	53%	40%	45%	46%
ELA Lowest 25th Percentile	36%	39%	44%	46%	37%	38%
Math Achievement	39%	44%	51%	21%	32%	43%
Math Learning Gains	39%	42%	48%	28%	31%	39%
Math Lowest 25th Percentile	28%	38%	45%	35%	35%	38%
Science Achievement	51%	65%	67%	50%	54%	65%
Social Studies Achievement	52%	63%	71%	67%	64%	69%

EWS Indicators as Input Earlier in the Survey

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

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2018	29%	43%	-14%	53%	-24%
	2017	29%	43%	-14%	52%	-23%
Same Grade Comparison		0%				
Cohort Comparison						
10	2018	32%	42%	-10%	53%	-21%
	2017	31%	40%	-9%	50%	-19%
Same Grade Comparison		1%				
Cohort Comparison		3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	51%	59%	-8%	65%	-14%
2017	52%	51%	1%	63%	-11%
Compare		-1%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2017					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	50%	57%	-7%	68%	-18%
2017	61%	56%	5%	67%	-6%
Compare		-11%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	33%	60%	-27%	62%	-29%
2017	31%	43%	-12%	60%	-29%
Compare		2%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	43%	41%	2%	56%	-13%
2017	17%	34%	-17%	53%	-36%
Compare		26%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	13	30	33	29	50		53	24		65	6
ELL	11	40	36	26	50			29		48	36
BLK	16	23	17	39	48		24	36		70	18
HSP	30	45	40	27	34	33	54	49		70	26
MUL	42	53		30				73			
WHT	39	47	44	47	37	16	60	56		71	26
FRL	30	43	37	39	38	27	46	51		69	23
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	7	11	8	14	36	46	24	35		38	6
ELL	3	19	23	14	28	33	23	47		20	
BLK	18	25	17	12	25	32	27	38		56	13
HSP	30	33	16	25	36	47	47	63		57	33
MUL	40	44		32	33		62			58	
WHT	32	31	22	27	28	42	63	71		59	37
FRL	28	27	15	24	30	42	55	56		56	32

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title Core Instruction

Rationale Most or all cells are below district and state proficiency levels.

Intended Outcome To increase proficiency, learning gains, acceleration rate and graduation rate.

Point Person Jason Looney (jason.looney@polk-fl.net)

Action Step

Description Improve instruction by implementing WICOR (Writing, Inquiry, Collaboration, Organization and Reading) strategies systematically.

Provide monthly professional development on WICOR strategies during planning periods and after schools.

Person Responsible Jason Looney (jason.looney@polk-fl.net)

Plan to Monitor Effectiveness

Description WICOR strategies will be imbedded in the instructional planning process. The administration team will do scheduled WICOR walks as a team to monitor the implementation of WICOR strategies. Individual administrators will perform classroom visits and follow-up classroom visits with providing feedback.

Person Responsible Jason Looney (jason.looney@polk-fl.net)

Activity #2	
Title	Systematic Culture of academic support for all students.
Rationale	There are gaps in achievement, performance and proficiency rates because students aren't
Intended Outcome	Consistency across the campus with a level of instructional that will increase student autonomy.
Point Person	Jason Looney (jason.looney@polk-fl.net)
Action Step	
Description	Professional Development 1. Learning Targets, Success Criteria and Target/task alignment 2. School-wide writing expectation 3. WICOR strategies a. Planning period and after school PD b. AVID Summer Institute and other AVID PD opportunities c. AVID School visits 4. Content specific PD, supplemental collaborative planning, and PLCs (all subject areas)
	Instructional supplies and furniture 1. Classroom technology 2. Student agendas 3. Rocketbooks 4. Teacher Supplies 5. Whiteboard tables in Math courses and AVID Elective 6. Chairs Underclassman Parent Nights: 9.11.18 11.13.18 2.12.19 4.30.19
Person Responsible	Jason Looney (jason.looney@polk-fl.net)
Plan to Monitor Effectiveness	
Description	The administration team and coaches will perform non-evaluative classroom visits. The administrative team will perform classroom visits and provide feedback. Administration will communicate with coaches to schedule coaching cycles.
	The leadership team will plan professional development
Person Responsible	The AVID site team will work together to plan WICOR professional development. The AVID site team will also work to support the AVID students, teachers and the implementation of WICOR strategies.
	Jason Looney (jason.looney@polk-fl.net)

Activity #3	
Title	Continue to build a culture of College and Career Readiness
Rationale	Provide an opportunity for all students to have the knowledge and skills necessary to be successful beyond high school.
Intended Outcome	Increased number of students that are on track to attend college and universities. Increased number of students that apply and accepted into a college, university, technical college or trade school. Increased number of students that earn scholarships. Increased number of students that earn jobs in an area that our Career Academies have taught them skills related to the job expectations.
Point Person	Jason Looney (jason.looney@polk-fl.net)
Action Step	
Description	Increased student autonomy through setting a purpose for everything we teach. More students taking advanced courses. College, University, Technical College, and trade school visits. Field trips (Including Career trips so that students can learn from companies we partner with)
Person Responsible	Jason Looney (jason.looney@polk-fl.net)
Plan to Monitor Effectiveness	
Description	Looking at trend data over time. Comparing each area from last school year to this school year.
Person Responsible	Jason Looney (jason.looney@polk-fl.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

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

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 2018-2019 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 websites.

PFEP Link

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

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 changes 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.

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.

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

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

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

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.

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.

Part V: Budget

Total:

\$0.00