

Polk County Public Schools

Tenoroc High School



2019-20 Schoolwide Improvement Plan

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Tenoroc High School

4905 SADDLE CREEK RD, Lakeland, FL 33801

schools.polk-fl.net/tenoroc

Demographics

Principal: Ave Wright Gayner

Start Date for this Principal: 7/23/2019

| | |
|--|---|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | High School 9-12 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2018-19 Title I School | Yes |
| 2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 100% |
| 2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students |
| School Grades History | 2018-19: D (37%) 2017-18: C (42%) 2016-17: D (39%) 2015-16: C (41%) 2014-15: C (46%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Southwest |
| Regional Executive Director | |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |

| ESSA Status | CS&I |
|--|------|
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here . | |

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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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) | 2018-19 Title I School | 2018-19 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 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|-------|---------|---------|---------|---------|
| Grade | D | C | D | C |

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<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 | Job Duties and Responsibilities |
|----------------------|---------------------|---------------------------------|
| Looney, Jason | Principal | |
| Kish, Haley | Assistant Principal | |
| Hafer, Fatmeh | Instructional Coach | |
| smith, travian | Assistant Principal | |
| Morgan, Shaquan | Assistant Principal | |
| Shweil, Mahammad | Assistant Principal | |
| Boney, Kate | Instructional Coach | |
| Jones, Timothy | Instructional Coach | |
| Windamaker, Courtney | Dean | |
| Slifer, Kimberly | Instructional Coach | |

Early Warning Systems

Current Year

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

| Indicator | Grade Level | | | | | | | | | | | | | | Total |
|---------------------------------|-------------|---|---|---|---|---|---|---|---|---|-----|-----|-----|-----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 288 | 276 | 255 | 256 | 1075 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 76 | 79 | 85 | 100 | 340 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 84 | 47 | 41 | 25 | 197 |
| 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 with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | |
| Students with 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 | |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

FTE units allocated to school (total number of teacher units)**Date this data was collected or last updated**

Tuesday 7/23/2019

Prior Year - 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 | 0 | 0 | 0 | 0 | |
| One or more suspensions | 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 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Prior Year - 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 | 0 | 0 | 0 | 0 | |
| One or more suspensions | 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 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|-------|----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

Part II: Needs Assessment/Analysis

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 | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| ELA Achievement | 26% | 47% | 56% | 30% | 44% | 53% |
| ELA Learning Gains | 32% | 46% | 51% | 31% | 41% | 49% |
| ELA Lowest 25th Percentile | 27% | 37% | 42% | 18% | 33% | 41% |
| Math Achievement | 25% | 43% | 51% | 25% | 37% | 49% |
| Math Learning Gains | 30% | 45% | 48% | 30% | 33% | 44% |
| Math Lowest 25th Percentile | 31% | 44% | 45% | 42% | 32% | 39% |
| Science Achievement | 31% | 58% | 68% | 55% | 56% | 65% |
| Social Studies Achievement | 53% | 61% | 73% | 63% | 60% | 70% |

EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | | Total |
|---------------------------------|-----------------------------------|---------|---------|---------|----------|
| | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 288 (0) | 276 (0) | 255 (0) | 256 (0) | 1075 (0) |
| Attendance below 90 percent | 76 (0) | 79 (0) | 85 (0) | 100 (0) | 340 (0) |
| One or more suspensions | 84 (0) | 47 (0) | 41 (0) | 25 (0) | 197 (0) |
| Course failure in ELA or Math | 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) |

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

| ELA | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 09 | 2019 | 23% | 45% | -22% | 55% | -32% |
| | 2018 | 29% | 43% | -14% | 53% | -24% |
| Same Grade Comparison | | -6% | | | | |
| Cohort Comparison | | | | | | |
| 10 | 2019 | 27% | 42% | -15% | 53% | -26% |

| ELA | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| | 2018 | 32% | 42% | -10% | 53% | -21% |
| Same Grade Comparison | | -5% | | | | |
| Cohort Comparison | | -2% | | | | |

| 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 |
| 2019 | 31% | 54% | -23% | 67% | -36% |
| 2018 | 51% | 59% | -8% | 65% | -14% |
| Compare | | -20% | | | |
| CIVICS EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | | | | | |
| 2018 | | | | | |
| HISTORY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 52% | 57% | -5% | 70% | -18% |
| 2018 | 50% | 57% | -7% | 68% | -18% |
| Compare | | 2% | | | |
| ALGEBRA EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 22% | 50% | -28% | 61% | -39% |
| 2018 | 33% | 60% | -27% | 62% | -29% |
| Compare | | -11% | | | |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 22% | 53% | -31% | 57% | -35% |

| GEOMETRY EOC | | | | | |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | 43% | 41% | 2% | 56% | -13% |
| Compare | | -21% | | | |

Subgroup Data

| 2019 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 2017-18 | C & C Accel 2017-18 |
| SWD | 11 | 27 | 24 | 26 | 33 | | 13 | 37 | | 69 | 8 |
| ELL | 4 | 36 | 37 | 5 | 12 | | 10 | 37 | | 82 | 41 |
| BLK | 16 | 30 | 30 | 8 | 25 | 27 | 18 | 39 | | 81 | 26 |
| HSP | 23 | 32 | 28 | 25 | 27 | 26 | 29 | 46 | | 85 | 42 |
| MUL | 32 | 37 | | 13 | | | | | | 69 | |
| WHT | 32 | 33 | 26 | 33 | 35 | 37 | 40 | 62 | | 71 | 49 |
| FRL | 22 | 31 | 31 | 20 | 30 | 24 | 30 | 50 | | 70 | 39 |
| 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 |

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

| ESSA Federal Index | |
|--------------------------------------|------|
| ESSA Category (TS&I or CS&I) | CS&I |
| OVERALL Federal Index – All Students | 40 |

| ESSA Federal Index | |
|---|-----|
| OVERALL Federal Index Below 41% All Students | YES |
| Total Number of Subgroups Missing the Target | 6 |
| Progress of English Language Learners in Achieving English Language Proficiency | 61 |
| Total Points Earned for the Federal Index | 435 |
| Total Components for the Federal Index | 11 |
| Percent Tested | 95% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 28 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |
| English Language Learners | |
| Federal Index - English Language Learners | 33 |
| English Language Learners Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | |
| Native American Students | |
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | |
| Asian Students | |
| Federal Index - Asian Students | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | |
| Black/African American Students | |
| Federal Index - Black/African American Students | 30 |
| Black/African American Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |
| Hispanic Students | |
| Federal Index - Hispanic Students | 39 |
| Hispanic Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | |

| Multiracial Students | |
|--|-----|
| Federal Index - Multiracial Students | 38 |
| Multiracial Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | |
| Pacific Islander Students | |
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | |
| White Students | |
| Federal Index - White Students | 42 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 37 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Math showed the lowest performance, with an overall achievement of 25%. Two of the contributing factors could be the change of leadership and the loss of the Math coach. Planning was structured differently which could have cause a gap in achievement.

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

Geometry showed the biggest decline at 23%. One of the contributing factors could be the change of leadership and the loss of the Math coach. Planning was structured differently which could have cause a gap in achievement.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

State data not available

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

Of the content components showed, US History made the greatest improvement. US History participated in structure collaborative planning with the reading coach and administration.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Attendance and level 1 Achievement

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

1. Bottom 25% in ELA
2. Bottom 25% in Math
3. Proficiency in Math
4. Proficiency in ELA
5. Biology Achievement

Part III: Planning for Improvement

Areas of Focus:

| #1 | |
|---|---|
| Title | Increase Proficiency in Biology |
| Rationale | Our Biology score dropped 21 percentage points compared to last year. They are also lower than the district scores and the state average. |
| State the measurable outcome the school plans to achieve | The school plans to increase the Biology scores by 15-20 percentage points. |
| Person responsible for monitoring outcome | Jason Looney (jason.looney@polk-fl.net) |
| Evidence-based Strategy | Collaborative planning with data tracking and reflection to drive rigorous instruction (Data chats) |
| Rationale for Evidence-based Strategy | Using data tracking and reflection should drive standards-based collaborative planning to ensure that students are receiving rigorous instruction. We must ensure that students are grasping the standards and are able to apply their knowledge on the BIO EOC. This will be tracked through formative and summative assessments and classroom walkthroughs. |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Collaborative Planning with Kimberly Slifer (School-based Science Coach), Travian Smith (Assistant Principal) and Humberto Rodriguez (District Science Coach) 2. Data tracking through formative and summative assessments <ol style="list-style-type: none"> a. Data disaggregated by ESSA groups performing below 41% b. Biology teachers have access to IPADs for instructional purposes and for formative assessments. 3. Admin data chats with teachers and teacher data chats with students. 4. WICOR Strategies 5. Scheduled weekly coaches meetings between Administration and Academic Coaches (Mrs. Slifer as the Science Coach) 6. Weekly PLCs focusing on best practices using data to drive topics/discussions. 7. There will be quarterly professional development days in which we will use building subs and/or substitutes paid for with Title 1 funds to cover teachers classes. 8. After school tutoring (Transportation provided using Title 1 funds) 9. Quarterly parent nights for each grade level. This has been an effective form of face to face communication with parents and families. <ol style="list-style-type: none"> a. Teacher will be compensated via special activity. 10. Target Task alignment, Success Criteria and Student Teaming reinforcement. 11. Admin Walks and Instructional Reviews. |
| Person Responsible | Jason Looney (jason.looney@polk-fl.net) |

| | |
|---|---|
| #2 | |
| Title | Increase proficiency rate and learning gains of ELA |
| Rationale | The proficiency rates and learning gains dropped during the 2018 - 2019 testing. |
| State the measurable outcome the school plans to achieve | To increase the proficiency rate 3-5 percentage points. 10% increase in bottom 25% LG 10% increase in LG |
| Person responsible for monitoring outcome | Jason Looney (jason.looney@polk-fl.net) |
| Evidence-based Strategy | Using data tracking and reflection should drive standards-based collaborative planning to ensure that students are receiving rigorous instruction not only in English and Intensive Reading, but other content areas. We must ensure that students are grasping the standards and are able to apply their knowledge on the FSA ELA. This will be tracked through formative and summative assessments and classroom walkthroughs. |
| Rationale for Evidence-based Strategy | Reading standards are woven throughout all content areas and need to be planned for in all content areas. Students will be assessed (formative and summative) on an ongoing basis to ensure they are grasping the depth of the Reading Standard. Looking at not only historical data, but also real-time data, will allow the teachers to revisits areas of need and plan collaboratively to do this. |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Collaborative Planning with Fatmeh Hafer and Kathryn Boney (School-based literacy Coaches), Jason Looney (Principal) and Amanda Cantrell (District Coach) 2. Data tracking through formative and summative assessments <ol style="list-style-type: none"> a. Data disaggregated by ESSA groups performing below 41% b. Language Arts teachers have access to laptops for instructional purposes and for formative assessments. 3. Admin data chats with teachers and teacher data chats with students. 4. WICOR Strategies 5. Scheduled weekly coaches meetings between Administration and Academic Coaches (Mrs. Hafer and Dr. Boney as the Literacy Coaches. 6. Weekly PLCs focusing on best practices using data to drive topics/discussions. 7. The will be quarterly professional development days in which we will use building subs and/or substitutes paid for with Title 1 funds to cover teachers classes. 8. After school tutoring (Transportation provided using Title 1 funds) 9. Quarterly parent nights for each grade level. This has been an effective form of face to face communication with parents and families. <ol style="list-style-type: none"> a. Teacher will be compensated via special activity. 10. Target Task alignment, Success Criteria and Student Teaming reinforcement. 11. Admin Walks and Instructional Reviews. |
| Person Responsible | Jason Looney (jason.looney@polk-fl.net) |

| #3 | |
|---|--|
| Title | Increase proficiency rate and learning gains on Math |
| Rationale | Using data tracking and reflection should drive standards-based collaborative planning to ensure that students are receiving rigorous instruction in Math. We must ensure that students are grasping the standards and are able to apply their knowledge on both the Geometry EOC and Algebra 1 EOC. This will be tracked through formative and summative assessments and classroom walkthroughs. |
| State the measurable outcome the school plans to achieve | Increase Math proficiency 3-5 percentage points in both Algebra 1 and Geometry. 10% increase in bottom 25% LG. 10% increase in LG. |
| Person responsible for monitoring outcome | Jason Looney (jason.looney@polk-fl.net) |
| Evidence-based Strategy | Collaborative planning with data tracking and reflection to drive rigorous instruction (Data chats) |
| Rationale for Evidence-based Strategy | Using data tracking and reflection should drive standards-based collaborative planning to ensure that students are receiving rigorous instruction. We must ensure that students are grasping the standards and are able to apply their knowledge on the Geometry and Algebra 1 EOC. This will be tracked through formative and summative assessments and classroom walkthroughs. |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Collaborative Planning with Timothy Jones (School-based Math Coaches), Haley Kish (Assistant Principal) and Bryan Johnston (District-based Math Coach) 2. Data tracking through formative and summative assessments <ol style="list-style-type: none"> a. Data disaggregated by ESSA groups performing below 41% b. Math teachers have access to laptop for instructional purposes and for formative assessments. 3. Admin data chats with teachers and teacher data chats with students. 4. WICOR Strategies 5. Scheduled weekly coaches meetings between Administration and Academic Coaches (Mr. Jones as the Math Coaches). 6. Weekly PLCs focusing on best practices using data to drive topics/discussions. 7. There will be quarterly professional development days in which we will use building subs and/or substitutes paid for with Title 1 funds to cover teachers classes. 8. After school tutoring (Transportation provided using Title 1 funds) 9. Quarterly parent nights for each grade level. This has been an effective form of face to face communication with parents and families. <ol style="list-style-type: none"> a. Teacher will be compensated via special activity. 10. Target Task alignment, Success Criteria and Student Teaming reinforcement. 11. Admin Walks and Instructional Reviews. |
| Person Responsible | Jason Looney (jason.looney@polk-fl.net) |

| #4 | |
|---|--|
| Title | Continue culture of College and Career Readiness |
| Rationale | Increase number of students that graduate in four years with the skills to be successful in a college or university and/or career. |
| State the measurable outcome the school plans to achieve | To increase the percentage of students that graduate in four years by 3-5 percent. To increase the percentage of students that apply and be accepted into a college or university by 5-8 percent. To increase the percentage of students that earn high wage positions by 5-8 percent. To increase the percentage of students that earn industry certifications by 5-8 percent. |
| Person responsible for monitoring outcome | Jason Looney (jason.looney@polk-fl.net) |
| Evidence-based Strategy | Providing more access to all students. |
| Rationale for Evidence-based Strategy | Develop partnership with CFES with the goal of preparing more students for college. Increase number of students that earn industry certification, pass AP tests or pass dual enrollment courses. |
| Action Step | |
| Description | <p>Success Coach (Ashley Gambrell) will support students in improving their GPA, gain concordance scores, apply for colleges/universities, improve ACT/SAT scores, and earn Dual Enrollment credits.</p> <ol style="list-style-type: none"> 1. Partnership with CFES 2. College visits 3. Field trips to Industries aligned to academies 4. AVID visits 5. Curriculum related field trips |
| Person Responsible | [no one identified] |

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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 Schoolwide Improvement Plan 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.

Please see attached Parent and Family Engagement Plan for full details on how we plan to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

PFEF Link

The school completes a Parental Involvement Plan (PFEF), 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.

Tenoroc has the Check and Connect mentoring program designed to offer Tier 3 support to identified students. The support included academic, emotional, attendance and behavior.

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

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

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 will 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 learning. 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 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.

Title I, Part A project funds school-wide services at our eligible and participating Title I schools. The Title I funds provide supplemental instructional resources and interventions so that all students achieve academic success.

Title I, UniSIG (schools with a school grade of D or F) provides additional funds to help support strategies and actions steps identified in the school's SIP.

Guidance Counselors meet with each student once per nine weeks to review their grades, credits, and graduation plan. College Success Coach tracks at-risk Seniors, as well as 9th - 11th.

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

We have implemented the College Success Dual Enrollment class as well as the Career Planning Dual Enrollment class. We also plan multiple college visits for our students across the state, as well as allow students to job shadow.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

| 1 | III.A. | Areas of Focus: Increase Proficiency in Biology | | | | \$75,047.57 |
|---|----------|---|--|----------------|-----|-------------|
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | 6400 | 130-Other Certified Instructional Personnel | 1051 - Tenoroc High School | UniSIG | 1.0 | \$47,227.56 |
| | | | <i>Notes: Other Certified Instructional - School based/District paid Coaches -, Science who co-teach, coach, and assist with the instruction of students in classrooms</i> | | | |
| | 6400 | 210-Retirement | 1051 - Tenoroc High School | UniSIG | | \$4,000.17 |
| | | | <i>Notes: Retirement - 8.47% -Coaches - School based /School paid</i> | | | |
| | 6400 | 220-Social Security | 1051 - Tenoroc High School | UniSIG | | \$3,612.91 |
| | | | <i>Notes: Social Security - 7.65% staff development activities for instructional staff at the school</i> | | | |
| | 6400 | 231-Health and Hospitalization | 1051 - Tenoroc High School | UniSIG | | \$9,048.00 |
| | | | <i>Notes: Health and Hospitalization - School based Coaches - Math, Literacy, Science</i> | | | |
| | 6400 | 232-Life Insurance | 1051 - Tenoroc High School | UniSIG | | \$19.20 |
| | | | <i>Notes: Life Insurance - Coaches - School based /School paid</i> | | | |
| | 6400 | 240-Workers Compensation | 1051 - Tenoroc High School | UniSIG | | \$89.73 |
| | | | <i>Notes: Workers Compensation .19% - School based Coaches - Science</i> | | | |
| | 5100 | 510-Supplies | 1051 - Tenoroc High School | UniSIG | | \$5,000.00 |
| | | | <i>Notes: Supplies - Instructional (materials for projects and experiments, consumable lab supplies)</i> | | | |
| | 6400 | 730-Dues and Fees | 1051 - Tenoroc High School | UniSIG | | \$1,050.00 |

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|----------|---------------|--|--|----------------|-----|---------------------|
| | | | Notes: NSTA Membership dues (7 staff) | | | |
| | 6400 | 330-Travel | 1051 - Tenoroc High School | UniSIG | | \$5,000.00 |
| | | | Notes: NSTA Area Conference on Science Education - registration/travel | | | |
| 2 | III.A. | Areas of Focus: Increase proficiency rate and learning gains of ELA | | | | \$318,182.04 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | 5100 | 120-Classroom Teachers | 1051 - Tenoroc High School | UniSIG | | \$64,720.00 |
| | | | Notes: Recruitment and Retention Stipends | | | |
| | 5100 | 130-Other Certified Instructional Personnel | 1051 - Tenoroc High School | UniSIG | | \$4,000.00 |
| | | | Notes: Recruitment and Retention Stipends | | | |
| | 5100 | 150-Aides | 1051 - Tenoroc High School | UniSIG | | \$3,000.00 |
| | | | Notes: Recruitment and Retention Stipends | | | |
| | 5100 | 220-Social Security | 1051 - Tenoroc High School | UniSIG | | \$5,486.58 |
| | | | Notes: Recruitment and Retention Stipends | | | |
| | 5100 | 240-Workers Compensation | 1051 - Tenoroc High School | UniSIG | | \$136.27 |
| | | | Notes: Recruitment and Retention Stipends | | | |
| | 5200 | 120-Classroom Teachers | 1051 - Tenoroc High School | UniSIG | | \$40,000.00 |
| | | | Notes: Recruitment and Retention Stipends | | | |
| | 5200 | 150-Aides | 1051 - Tenoroc High School | UniSIG | | \$7,000.00 |
| | | | Notes: Recruitment and Retention Stipends | | | |
| | 5200 | 220-Social Security | 1051 - Tenoroc High School | UniSIG | | \$3,595.50 |
| | | | Notes: Recruitment and Retention Stipends | | | |
| | 5200 | 240-Workers Compensation | 1051 - Tenoroc High School | UniSIG | | \$89.30 |
| | | | Notes: Recruitment and Retention Stipends | | | |
| | 5300 | 120-Classroom Teachers | 1051 - Tenoroc High School | UniSIG | | \$16,000.00 |
| | | | Notes: Recruitment and Retention Stipends | | | |
| | 5300 | 220-Social Security | 1051 - Tenoroc High School | UniSIG | | \$1,224.00 |
| | | | Notes: Recruitment and Retention Stipends | | | |
| | 5300 | 240-Workers Compensation | 1051 - Tenoroc High School | UniSIG | | \$30.40 |
| | | | Notes: Recruitment and Retention Stipends | | | |
| | 6120 | 130-Other Certified Instructional Personnel | 1051 - Tenoroc High School | UniSIG | | \$12,000.00 |
| | | | Notes: Recruitment and Retention Stipends | | | |
| | 6120 | 220-Social Security | 1051 - Tenoroc High School | UniSIG | | \$918.00 |
| | | | Notes: Recruitment and Retention Stipends | | | |
| | 6120 | 240-Workers Compensation | 1051 - Tenoroc High School | UniSIG | | \$22.80 |
| | | | Notes: Recruitment and Retention Stipends | | | |

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| | 6200 | 130-Other Certified Instructional Personnel | 1051 - Tenoroc High School | UniSIG | | \$4,000.00 |
| | | | <i>Notes: Recruitment and Retention Stipends</i> | | | |
| | 6200 | 220-Social Security | 1051 - Tenoroc High School | UniSIG | | \$306.00 |
| | | | <i>Notes: Recruitment and Retention Stipends</i> | | | |
| | 6200 | 240-Workers Compensation | 1051 - Tenoroc High School | UniSIG | | \$7.60 |
| | | | <i>Notes: Recruitment and Retention Stipends</i> | | | |
| | 6400 | 130-Other Certified Instructional Personnel | 1051 - Tenoroc High School | UniSIG | | \$12,000.00 |
| | | | <i>Notes: Recruitment and Retention Stipends</i> | | | |
| | 6400 | 220-Social Security | 1051 - Tenoroc High School | UniSIG | | \$918.00 |
| | | | <i>Notes: Recruitment and Retention Stipends</i> | | | |
| | 6400 | 240-Workers Compensation | 1051 - Tenoroc High School | UniSIG | | \$22.80 |
| | | | <i>Notes: Recruitment and Retention Stipends</i> | | | |
| | 7300 | 110-Administrators | 1051 - Tenoroc High School | UniSIG | | \$20,000.00 |
| | | | <i>Notes: Recruitment and Retention Stipends</i> | | | |
| | 7300 | 160-Other Support Personnel | 1051 - Tenoroc High School | UniSIG | | \$5,000.00 |
| | | | <i>Notes: Recruitment and Retention Stipends</i> | | | |
| | 7300 | 220-Social Security | 1051 - Tenoroc High School | UniSIG | | \$1,912.50 |
| | | | <i>Notes: Recruitment and Retention Stipends</i> | | | |
| | 7300 | 240-Workers Compensation | 1051 - Tenoroc High School | UniSIG | | \$47.50 |
| | | | <i>Notes: Recruitment and Retention Stipends</i> | | | |
| | 5100 | 644-Computer Hardware Non-Capitalized | 1051 - Tenoroc High School | UniSIG | | \$30,000.00 |
| | | | <i>Notes: Computer Hardware Non-Capitalized - \$250.00 to \$999.99 (laptops)</i> | | | |
| | 5100 | 648-Technology-Related Capitalized Furniture, Fixtures and Equipment | 1051 - Tenoroc High School | UniSIG | | \$4,000.00 |
| | | | <i>Notes: Technology-Related Capitalized Furniture, Fixtures and Equipment -greater than or equal to \$1,000 (laptop carts)</i> | | | |
| | 5100 | 519-Technology-Related Supplies | 1051 - Tenoroc High School | UniSIG | | \$2,098.64 |
| | | | <i>Notes: Technology-Related Supplies (ink/toner cartridges, computer lab headphones, and laptop accessories)</i> | | | |
| | 5100 | 530-Periodicals | 1051 - Tenoroc High School | UniSIG | | \$9,181.20 |
| | | | <i>Notes: Subscription - New York Times Upfront; \$9.99/student</i> | | | |
| | 5900 | 510-Supplies | 1051 - Tenoroc High School | UniSIG | | \$2,000.00 |
| | | | <i>Notes: Supplies - papers, writing utensils, folders, books, to provide supplementary supplies to support extended learning programs</i> | | | |
| | 6400 | 510-Supplies | 1051 - Tenoroc High School | UniSIG | | \$5,000.00 |
| | | | <i>Notes: Supplies to support professional learning, such as a book study, collaborative materials, and consumables</i> | | | |

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| | 6400 | 730-Dues and Fees | 1051 - Tenoroc High School | UniSIG | | \$650.00 |
| | | | <i>Notes: Membership Dues for NCTE (13 staff)</i> | | | |
| | 6400 | 330-Travel | 1051 - Tenoroc High School | UniSIG | | \$10,000.00 |
| | | | <i>Notes: NCTE Annual Convention - registration/travel</i> | | | |
| | 6400 | 730-Dues and Fees | 1051 - Tenoroc High School | UniSIG | | \$900.00 |
| | | | <i>Notes: NCSS Membership dues (6 staff)</i> | | | |
| | 6400 | 330-Travel | 1051 - Tenoroc High School | UniSIG | | \$5,050.00 |
| | | | <i>Notes: NCSS Conference: Informed Action - registration/travel</i> | | | |
| | 7800 | 790-Miscellaneous Expenses | 1051 - Tenoroc High School | UniSIG | | \$30,000.00 |
| | | | <i>Notes: Student transportation for extended learning program</i> | | | |
| | 5900 | 120-Classroom Teachers | 1051 - Tenoroc High School | UniSIG | | \$11,500.00 |
| | | | <i>Notes: Classroom Teachers- Provide stipends to Teachers to provide supplemental after school, before school or Saturday tutoring</i> | | | |
| | 5900 | 130-Other Certified Instructional Personnel | 1051 - Tenoroc High School | UniSIG | | \$3,000.00 |
| | | | <i>Notes: Other Certified Instructional Personnel - Stipends to coaches, interventionists, network manager, media specialist and or guidance counselor to provide supplementary after school, before school or Saturday tutoring</i> | | | |
| | 5900 | 210-Retirement | 1051 - Tenoroc High School | UniSIG | | \$1,228.15 |
| | | | <i>Notes: Retirement - 8.47% - Instructional personnel for extended learning</i> | | | |
| | 5900 | 220-Social Security | 1051 - Tenoroc High School | UniSIG | | \$1,109.25 |
| | | | <i>Notes: Social Security - 7.65% - Instructional personnel for extended learning</i> | | | |
| | 5900 | 240-Workers Compensation | 1051 - Tenoroc High School | UniSIG | | \$27.55 |
| | | | <i>Notes: Workers Compensation -.19% - Instructional personnel for extended learning</i> | | | |
| 3 | III.A. | Areas of Focus: Increase proficiency rate and learning gains on Math | | | | \$104,340.31 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | 6400 | 730-Dues and Fees | 1051 - Tenoroc High School | UniSIG | | \$1,260.00 |
| | | | <i>Notes: Membership dues for NCTM (9 staff)</i> | | | |
| | 6400 | 330-Travel | 1051 - Tenoroc High School | UniSIG | | \$5,000.00 |
| | | | <i>Notes: NCTM Regional Conference and Exposition - registration/travel</i> | | | |
| | 6400 | 310-Professional and Technical Services | 1051 - Tenoroc High School | UniSIG | | \$70,000.00 |
| | | | <i>Notes: Consultants - Ed Directions - external operator who will provide intensive and collaborative PD throughout the entire school year</i> | | | |
| | 6300 | 120-Classroom Teachers | 1051 - Tenoroc High School | UniSIG | | \$9,500.00 |
| | | | <i>Notes: Classroom Teachers - Stipends for Classroom Teachers participating in curriculum planning after contact hours</i> | | | |
| | 6300 | 130-Other Certified Instructional Personnel | 1051 - Tenoroc High School | UniSIG | | \$5,000.00 |
| | | | <i>Notes: Other Certified Instructional Personnel - Stipends- participating in curriculum planning after contact hours - Guidance Counselor, Network Mgr., and Interventionists</i> | | | |
| | 6300 | 210-Retirement | 1051 - Tenoroc High School | UniSIG | | \$1,228.15 |

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|---------------|---------------|---|---|----------------|-----|---------------------|
| | | | <i>Notes: Retirement - 8.47%- Curriculum Planning</i> | | | |
| | 6300 | 220-Social Security | 1051 - Tenoroc High School | UniSIG | | \$1,109.25 |
| | | | <i>Notes: Social Security - 7.65% - Curriculum Planning</i> | | | |
| | 6300 | 240-Workers Compensation | 1051 - Tenoroc High School | UniSIG | | \$27.55 |
| | | | <i>Notes: Workers Compensation - .19% - Curriculum Planning</i> | | | |
| | 6400 | 120-Classroom Teachers | 1051 - Tenoroc High School | UniSIG | | \$7,200.00 |
| | | | <i>Notes: Classroom Teachers - Stipends for classroom teachers participating in staff development activities after contact hours</i> | | | |
| | 6400 | 130-Other Certified Instructional Personnel | 1051 - Tenoroc High School | UniSIG | | \$3,200.00 |
| | | | <i>Notes: Other Certified Instructional - School based/District paid Coaches - Math, Literacy, Science who co-teach, coach, and assist with the instruction of students in classrooms</i> | | | |
| | 6400 | 220-Social Security | 1051 - Tenoroc High School | UniSIG | | \$795.60 |
| | | | <i>Notes: Social Security - 7.65% staff development activities for instructional staff at the school</i> | | | |
| | 6400 | 240-Workers Compensation | 1051 - Tenoroc High School | UniSIG | | \$19.76 |
| | | | <i>Notes: Workers Compensation .19% - School based Coaches - Math, Literacy, Science</i> | | | |
| 4 | III.A. | Areas of Focus: Continue culture of College and Career Readiness | | | | \$29,537.84 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | 5100 | 510-Supplies | 1051 - Tenoroc High School | UniSIG | | \$10,850.00 |
| | | | <i>Notes: Band instruments (5 flutes/\$300 each, 10 clarinets/\$450 each, 3 alto saxophones/\$950 each); Percussion harnesses (10 harnesses/\$200 each)</i> | | | |
| | 7730 | 730-Dues and Fees | 1051 - Tenoroc High School | UniSIG | | \$4,000.00 |
| | | | <i>Notes: ASCD Membership dues</i> | | | |
| | 7730 | 330-Travel | 1051 - Tenoroc High School | UniSIG | | \$8,000.00 |
| | | | <i>Notes: ASCD National Conference - registration/travel</i> | | | |
| | 6150 | 120-Classroom Teachers | 1051 - Tenoroc High School | UniSIG | | \$4,500.00 |
| | | | <i>Notes: Classroom Teachers - Stipends for Classroom Teachers to assist with family engagement activities</i> | | | |
| | 6150 | 130-Other Certified Instructional Personnel | 1051 - Tenoroc High School | UniSIG | | \$750.00 |
| | | | <i>Notes: Personnel- Stipends to assist with parent/family engagement activities - Coach, Interventionists, Network Mgr., Guidance Counselor</i> | | | |
| | 6150 | 150-Aides | 1051 - Tenoroc High School | UniSIG | | \$500.00 |
| | | | <i>Notes: Paraprofessional - Stipends to assist with parent/family engagement activities</i> | | | |
| | 6150 | 210-Retirement | 1051 - Tenoroc High School | UniSIG | | \$487.03 |
| | | | <i>Notes: Retirement - 8.47% - Parent/Family Engagement</i> | | | |
| | 6150 | 220-Social Security | 1051 - Tenoroc High School | UniSIG | | \$439.88 |
| | | | <i>Notes: Social Security - 7.65% -Parent/Family Engagement</i> | | | |
| | 6150 | 240-Workers Compensation | 1051 - Tenoroc High School | UniSIG | | \$10.93 |
| | | | <i>Notes: Workers Compensation - .19% - Schools-Parent/Family Engagement</i> | | | |
| Total: | | | | | | \$544,027.00 |