

Polk County Public Schools

Tenoroc High School



2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	9
Planning for Improvement	14
Title I Requirements	18
Budget to Support Goals	20

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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School Demographics

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

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	D	C	D	C

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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. 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	0
Level 1 on statewide assessment	0	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	12	
Students with two or more indicators	0	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	0
Students retained two or more times	0	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	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 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	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	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 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	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	
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Students With Disabilities	
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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	
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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	
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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	
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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	
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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	
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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 increased 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 (Aslhey Gambrell) will support students in improving thier 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	

			<i>Notes: NSTA Membership dues (7 staff)</i>			
	6400	330-Travel	1051 - Tenoroc High School	UniSIG		\$5,000.00
			<i>Notes: NSTA Area Conference on Science Education - registration/travel</i>			
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
			<i>Notes: Recruitment and Retention Stipends</i>			
	5100	130-Other Certified Instructional Personnel	1051 - Tenoroc High School	UniSIG		\$4,000.00
			<i>Notes: Recruitment and Retention Stipends</i>			
	5100	150-Aides	1051 - Tenoroc High School	UniSIG		\$3,000.00
			<i>Notes: Recruitment and Retention Stipends</i>			
	5100	220-Social Security	1051 - Tenoroc High School	UniSIG		\$5,486.58
			<i>Notes: Recruitment and Retention Stipends</i>			
	5100	240-Workers Compensation	1051 - Tenoroc High School	UniSIG		\$136.27
			<i>Notes: Recruitment and Retention Stipends</i>			
	5200	120-Classroom Teachers	1051 - Tenoroc High School	UniSIG		\$40,000.00
			<i>Notes: Recruitment and Retention Stipends</i>			
	5200	150-Aides	1051 - Tenoroc High School	UniSIG		\$7,000.00
			<i>Notes: Recruitment and Retention Stipends</i>			
	5200	220-Social Security	1051 - Tenoroc High School	UniSIG		\$3,595.50
			<i>Notes: Recruitment and Retention Stipends</i>			
	5200	240-Workers Compensation	1051 - Tenoroc High School	UniSIG		\$89.30
			<i>Notes: Recruitment and Retention Stipends</i>			
	5300	120-Classroom Teachers	1051 - Tenoroc High School	UniSIG		\$16,000.00
			<i>Notes: Recruitment and Retention Stipends</i>			
	5300	220-Social Security	1051 - Tenoroc High School	UniSIG		\$1,224.00
			<i>Notes: Recruitment and Retention Stipends</i>			
	5300	240-Workers Compensation	1051 - Tenoroc High School	UniSIG		\$30.40
			<i>Notes: Recruitment and Retention Stipends</i>			
	6120	130-Other Certified Instructional Personnel	1051 - Tenoroc High School	UniSIG		\$12,000.00
			<i>Notes: Recruitment and Retention Stipends</i>			
	6120	220-Social Security	1051 - Tenoroc High School	UniSIG		\$918.00
			<i>Notes: Recruitment and Retention Stipends</i>			
	6120	240-Workers Compensation	1051 - Tenoroc High School	UniSIG		\$22.80
			<i>Notes: Recruitment and Retention Stipends</i>			

	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>			

	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

			<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