

Polk County Public Schools

Tenoroc High School



2020-21 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: 5/21/2020

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>High School 9-12</p>	<p>2019-20 Title I School</p> <p>Yes</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>95%</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>59%</p>

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	D	D	C	D

School Board Approval

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SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Looney, Jason	Principal	Principal Including but not limited to supervising: ALG 1 ELA 9 and 10 Reading 9 AVID Reading Interventionist Literacy Coach
Kish, Haley	Assistant Principal	Assistant Principal of Curriculum Including but not limited to supervising: ESE GEOMETRY WORLD HISTORY US HISTORY READING 10 MATH INTERVENTIONIST TESTING COORDINATOR MEDIA SPECIALIST GUIDANCE PARAS
Hafer, Fatmeh	Instructional Coach	ELA 9-12 WORLD HISTORY US HISTORY READING 9-12
smith, travian	Assistant Principal	Assistant Principal of Administration Including but not limited to supervising: SCIENCE MCR Financial ALG PE ROTC SCI COACH Behavior Interventionist Network Manager Custodians Secretaries Dean/AD
Morgan, Shaquan	Assistant Principal	ELA 11 and 12 AP WORLD FINE ARTS ECONOMICS GOVERNMENT

Name	Title	Job Duties and Responsibilities
Shweil, Mahammad	Assistant Principal	CULINARY AG VET ASSISTANT WORLD LANGUAGES CONSTRUCTION DIGITAL INFO TECH EDGENUITY POWER ACADEMY ESOL
Windamaker, Courtnay	Dean	DEAN OF STUDENTS ATHLETIC DIRECTOR
Slifer, Kimberly	Instructional Coach	SCIENCE COACH

Demographic Information

Principal start date

Thursday 5/21/2020, Ave Wright Gayner

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

6

Total number of teacher positions allocated to the school

64

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%

<p>2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)</p>	<p>Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students</p>
<p>School Grades History</p>	<p>2018-19: D (37%) 2017-18: C (42%) 2016-17: D (39%) 2015-16: C (41%)</p>
<p>2019-20 School Improvement (SI) Information*</p>	
<p>SI Region</p>	<p>Southwest</p>
<p>Regional Executive Director</p>	
<p>Turnaround Option/Cycle</p>	<p>N/A</p>
<p>Year</p>	
<p>Support Tier</p>	
<p>ESSA Status</p>	<p>CS&I</p>
<p>* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.</p>	

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	299	264	238	244	1045
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	63	53	42	57	215
One or more suspensions	0	0	0	0	0	0	0	0	0	0	81	61	32	32	206
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	126	43	31	17	217
Course failure in Math	0	0	0	0	0	0	0	0	0	0	80	41	21	10	152
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	114	116	102	69	401
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	115	1	0	0	116

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	113	43	15	16	187

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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	23	22	15	26	86

Date this data was collected or last updated

Thursday 5/21/2020

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
Number of students enrolled	0	0	0	0	0	0	0	0	0	319	283	242	231	1075
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	84	80	54	54	272
One or more suspensions	0	0	0	0	0	0	0	0	0	21	16	4	6	47
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	57	64	19	29	169
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	188	156	115	109	568

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	111	108	56	49	324

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	33	27	10	5	75
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	28	28	19	18	93

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
Number of students enrolled	0	0	0	0	0	0	0	0	0	319	283	242	231	1075
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	84	80	54	54	272
One or more suspensions	0	0	0	0	0	0	0	0	0	21	16	4	6	47
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	57	64	19	29	169
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	188	156	115	109	568

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	111	108	56	49	324

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	33	27	10	5	75
Students retained two or more times	0	0	0	0	0	0	0	0	0	28	28	19	18	93

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	
	(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.

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%
	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%
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
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%	1
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%	0
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%	0
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%	0
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%	1

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%	0
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%	0
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%	0
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%	0
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%	0

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.

The data component that showed the lowest performance was Math. It had an overall achievement of 25%. Two factors that we believe contributed to the performance level was, change in leadership and loss of a Math Coach. There was a slight change in the way we planned that may have contributed as well.

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

The data component that showed the greatest decline from the prior year was Geometry. It declined 23%. Two factors that we believe contributed to the performance level was, change in leadership and

loss of a Math Coach. There was a slight change in the way we planned that may have contributed as well.

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.

The data component that had the great gap when compared to the state average was Algebra. There was a difference of 39%. Two factors that we believe contributed to the performance level was, change in leadership and loss of a Math Coach. There was a slight change in the way we planned that may have contributed as well. We did notice that there was a drop statewide in the Algebra Cell.

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

The data component that showed the most improvement was US History. It was our only gain from 2018-2019. It gained 2%. We had a change in leadership and we have some movement in the classroom.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

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. Instructional Practice specifically relating to Science**Area of****Focus** Increase Proficiency in Biology**Description and** Our Biology score dropped 21% between SY18 and SY19. It is also lower than the district and state averages comparatively.**Rationale:****Measurable Outcome:**

We plan to increase the Biology Achievement by a minimum of 15-20%.

Person responsible for monitoring outcome:

travian smith (travian.smith@polk-fl.net)

Evidence-based Strategy:

Collaborative Planning with Data tracking and reflection to drive 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 Steps to Implement

1. Collaborative Planning
2. Data tracking through formative and summative assessments
 - 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. Target Task alignment, Success Criteria and Student Teaming reinforcement.
10. Instructional Reviews.

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

#2. Instructional Practice specifically relating to ELA

Area of Focus

Description and Rationale: The proficiency rates and learning gains dropped during the 2018 - 2019 testing.

Measurable Outcome: 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 Steps to Implement

1. Collaborative Planning
2. Data tracking through formative and summative 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
6. Weekly PLCs
7. There will be quarterly professional development days in which we will use building subs and/or substitutes paid for with Title 1 funds
8. After school tutoring
9. Quarterly parent nights for each grade level.
10. Target Task alignment, Success Criteria and Student Teaming reinforcement
11. Admin Walks and Instructional Reviews
13. Behavior Interventionist to support student engagement, management, and assist new teachers with student supports/interventions.
15. Reading Interventionist to provide small-group reading support to students struggling with comprehension.

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

#3. Instructional Practice specifically relating to Math

Area of Focus Description and 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.

Measurable Outcome: 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: Haley Kish (haley.kish@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 Steps to Implement

1. Collaborative Planning
2. Data tracking through formative and summative assessments
 - 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
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
9. Quarterly parent nights for each grade level. This has been an effective form of face to face communication with parents and families.
 - 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 Haley Kish (haley.kish@polk-fl.net)

#4. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale: Increase number of students that graduate in four years with the skills to be successful in a college or university and/or career.

Measurable Outcome: 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 Steps to Implement

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.

1. Partnership with CFES
2. College visits to FSU, U of Miami, USF, UCF, UF, FAMU, SEU, FSC, Polk State, and Ridge Technical campuses
3. Field trips to Industries aligned to academies
4. AVID visits
5. Curriculum related field trips
6. Band instruments (flutes, clarinets, alto saxophones, trumpets) to provide additional scholarship opportunities at the collegiate level

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

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Through PLC work, identify subgroups in relation to ESSA and track data to improve instruction and student achievement.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Science				\$64,962.56
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	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		\$4,722.76
<i>Notes: Retirement - 10% -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		\$9,288.00
<i>Notes: Health and Hospitalization - School based Coaches - Science</i>						
	6400	232-Life Insurance	1051 - Tenoroc High School	UniSIG		\$21.60
<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>						
2	III.A.	Areas of Focus: Instructional Practice: ELA				\$107,947.29
	Function	Object	Budget Focus	Funding Source	FTE	2020-21

	5100	130-Other Certified Instructional Personnel	1051 - Tenoroc High School	UniSIG	1.0	\$48,998.13
			<i>Notes: Other Certified Instructional - School based/District paid Reading Interventionist who works with small groups of students in need of remediation</i>			
	5100	210-Retirement	1051 - Tenoroc High School	UniSIG		\$4,899.81
			<i>Notes: Retirement - 10% - Instructional Personnel</i>			
	5100	220-Social Security	1051 - Tenoroc High School	UniSIG		\$3,748.36
			<i>Notes: Social Security -7.65% -Instructional personnel</i>			
	5100	231-Health and Hospitalization	1051 - Tenoroc High School	UniSIG		\$9,288.00
			<i>Notes: Health and Hospitalization - Instructional Personnel</i>			
	5100	232-Life Insurance	1051 - Tenoroc High School	UniSIG		\$21.60
			<i>Notes: Life Insurance - Instructional personnel</i>			
	5100	240-Workers Compensation	1051 - Tenoroc High School	UniSIG		\$93.10
			<i>Notes: Workers Compensation - .19% - Instructional Personnel</i>			
	5100	510-Supplies	1051 - Tenoroc High School	UniSIG		\$7,655.07
			<i>Notes: Supplies - Instructional; consumable supplies such as paper, pens/pencils, markers/highlighters, folders, composition notebooks for direct instructional/student use in the classroom</i>			
	5100	519-Technology-Related Supplies	1051 - Tenoroc High School	UniSIG		\$7,654.65
			<i>Notes: Technology-Related Supplies; supplies such as ink/toner, headsets/headphones, flash drives for direct instructional/student use in the classroom Ink/Toner - \$2,549.15 Headsets - see attached Catalog of Contracts (7016045 - Headsets Hamilton PRM100b - \$7.39 each/400 headsets) - \$2,956.00 Flash Drives - see attached quote (Centon DataStick Pro Pack of 10 - \$42.99 each/50 packs) - \$2,149.50</i>			
	5900	120-Classroom Teachers	1051 - Tenoroc High School	UniSIG		\$19,172.68
			<i>Notes: Classroom Teachers- Provide stipends to Teachers to provide supplemental after school, before school or Saturday tutoring; 10 teachers @ 5 hours/week for 19 weeks (950 hours total)</i>			
	5900	130-Other Certified Instructional Personnel	1051 - Tenoroc High School	UniSIG		\$2,542.00
			<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; 1 staff @ 5 hours/week for 20 weeks (100 hours total)</i>			
	5900	210-Retirement	1051 - Tenoroc High School	UniSIG		\$2,171.47
			<i>Notes: Retirement - 10% - Instructional personnel for extended learning</i>			
	5900	220-Social Security	1051 - Tenoroc High School	UniSIG		\$1,661.17
			<i>Notes: Social Security - 7.65% - Instructional personnel for extended learning</i>			
	5900	240-Workers Compensation	1051 - Tenoroc High School	UniSIG		\$41.25
			<i>Notes: Workers Compensation -.19% - Instructional personnel for extended learning</i>			
3	III.A.	Areas of Focus: Instructional Practice: Math				\$84,892.02
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	150-Aides	1051 - Tenoroc High School	UniSIG	1.0	\$15,450.00

			<i>Notes: Aides Paraprofessionals - Salaries - Classroom Paraprofessionals - who work under the direct supervision of a teacher to work with small groups of students in need of remediation</i>			
	5100	210-Retirement	1051 - Tenoroc High School	UniSIG		\$1,545.00
			<i>Notes: Retirement - 10% - Instructional Personnel</i>			
	5100	220-Social Security	1051 - Tenoroc High School	UniSIG		\$1,181.93
			<i>Notes: Social Security -7.65% -Instructional personnel</i>			
	5100	231-Health and Hospitalization	1051 - Tenoroc High School	UniSIG		\$9,288.00
			<i>Notes: Health and Hospitalization - Instructional Personnel</i>			
	5100	232-Life Insurance	1051 - Tenoroc High School	UniSIG		\$21.60
			<i>Notes: Life Insurance - Instructional personnel</i>			
	5100	240-Workers Compensation	1051 - Tenoroc High School	UniSIG		\$29.36
			<i>Notes: Workers Compensation - .19% - Instructional Personnel</i>			
	5100	644-Computer Hardware Non-Capitalized	1051 - Tenoroc High School	UniSIG		\$30,820.84
			<i>Notes: Computer Hardware Non-Capitalized - \$250.00 to \$999.99 - Student laptops to support technology integration in classrooms (40 laptops/\$766 each)</i>			
	5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	1051 - Tenoroc High School	UniSIG		\$2,526.54
			<i>Notes: Technology-Related Capitalized Furniture, Fixtures and Equipment -greater than or equal to \$1,000 - Laptop cart to support technology integration in classrooms (2 carts/\$1,263.27 each)</i>			
	6300	120-Classroom Teachers	1051 - Tenoroc High School	UniSIG		\$18,449.00
			<i>Notes: Classroom Teachers - Stipends for Classroom Teachers participating in curriculum planning after contact hours; 10 teachers @ 5 hours/week for 19 weeks (950 hours total)</i>			
	6300	130-Other Certified Instructional Personnel	1051 - Tenoroc High School	UniSIG		\$1,942.00
			<i>Notes: Other Certified Instructional Personnel - Stipends- participating in curriculum planning after contact hours - Guidance Counselor, Network Mgr., and Interventionists; 1 staff member @ 5 hours/week for 20 weeks (100 hours total)</i>			
	6300	210-Retirement	1051 - Tenoroc High School	UniSIG		\$2,039.10
			<i>Notes: Retirement - 10%- Curriculum Planning</i>			
	6300	220-Social Security	1051 - Tenoroc High School	UniSIG		\$1,559.91
			<i>Notes: Social Security - 7.65% - Curriculum Planning</i>			
	6300	240-Workers Compensation	1051 - Tenoroc High School	UniSIG		\$38.74
			<i>Notes: Workers Compensation - .19% - Curriculum Planning</i>			
4	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports				\$65,326.69
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	130-Other Certified Instructional Personnel	1051 - Tenoroc High School	UniSIG	1.0	\$47,536.56
			<i>Notes: Other Certified Instructional - School based/District paid Behavioral Interventionist who work with small groups of students in need of remediation</i>			

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5100	210-Retirement	1051 - Tenoroc High School	UniSIG		\$4,753.66
<i>Notes: Retirement - 10% - Instructional Personnel</i>					
5100	220-Social Security	1051 - Tenoroc High School	UniSIG		\$3,636.55
<i>Notes: Social Security -7.65% -Instructional personnel</i>					
5100	231-Health and Hospitalization	1051 - Tenoroc High School	UniSIG		\$9,288.00
<i>Notes: Health and Hospitalization - Instructional Personnel</i>					
5100	232-Life Insurance	1051 - Tenoroc High School	UniSIG		\$21.60
<i>Notes: Life Insurance - Instructional personnel</i>					
5100	240-Workers Compensation	1051 - Tenoroc High School	UniSIG		\$90.32
<i>Notes: Workers Compensation - .19% - Instructional Personnel</i>					
Total:					\$333,473.75