

Polk County Public Schools

# Tenoroc High School



## 2021-22 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: 7/24/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: D (37%) 2017-18: C (42%) 2016-17: D (39%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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](https://schools.polk-fl.net/tenoroc)

## School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	60%

## School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		D	D	C

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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	Position Title	Job Duties and Responsibilities
Looney, Jason	Principal	<ul style="list-style-type: none"> <li>• Team Leader</li> <li>• Graduation Rate (School Grade)</li> <li>• AVID</li> <li>• College and Career Acceleration (School Grade)</li> <li>• Math support</li> <li>• ALT Leader</li> <li>• AP's</li> <li>• Deans Resource Officer</li> <li>• Success Coach</li> <li>• Literacy Coach</li> <li>• Principal Secretary Finance Secretary</li> </ul> <p>Observations Evaluations Hiring</p> <ul style="list-style-type: none"> <li>• Master Scheduling</li> <li>• Administrative Meetings</li> <li>• Business partners</li> </ul> <p>Collaborative Planning Meetings Coaching – Non Evaluative Observations SIP Goals</p> <ul style="list-style-type: none"> <li>• LSI</li> <li>• Finance</li> <li>• Budget</li> <li>• Class wallet</li> <li>• Check and Connect</li> </ul> <p>Social Media Updates</p>
Guarasci, Chrystal	Assistant Principal	<ul style="list-style-type: none"> <li>• Curriculum Issues</li> <li>• Graduation Rate (School Grade)</li> <li>• College and Career Acceleration (School Grade)</li> <li>• ELA Support</li> <li>• Teacher certification</li> <li>• PEC program</li> <li>• Supervision of SWD department</li> <li>• Guidance</li> <li>• Testing Coordinator</li> <li>• LEA Facilitator</li> <li>• Guidance Secretary</li> <li>• Terminal Operator</li> <li>• Paras</li> <li>• LEA Facilitator</li> <li>• Media Specialist</li> <li>• Master Scheduling</li> <li>• AP/DE enrollment scheduling</li> <li>• ESOL</li> <li>• Data Generation</li> <li>• Data Dissemination</li> <li>• Testing</li> </ul>



Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> <li>• Credit Recovery</li> <li>• Report Cards/Int</li> <li>• Grad Rate Report</li> <li>• Observations</li> <li>• Collaborative Planning Meetings</li> <li>• Coaching – Non Evaluative Observations</li> <li>• SIP Goals</li> <li>• Performance Matters</li> <li>• LSI</li> <li>• ESE/ELL/At Risk Students (monthly updates) Based on grade level</li> <li>• Lesson Plans</li> <li>• NETCONNECT</li> <li>• TOY/SPARK</li> <li>• Volunteer or the year</li> <li>• Progress Monitoring</li> <li>• FTE</li> <li>• Finance</li> <li>• BOY Schedule</li> <li>• BOY Forms</li> <li>• Check n Connect</li> <li>• Observations</li> <li>• Club &amp; Extra curricular</li> </ul> <p>Social Media Updates  “Top Ten” Board  “5 Signs” Testing</p>
smith, travian	Assistant Principal	<ul style="list-style-type: none"> <li>• School safety</li> <li>• 11th grade parent nights</li> <li>• Facilities</li> <li>• Master School Calendar</li> <li>• Science Support</li> <li>• Discipline</li> <li>• Choice room</li> <li>• Drills</li> <li>• Use of facilities</li> <li>• AP II</li> <li>• Custodians</li> <li>• Food Service</li> <li>• Network Manager</li> <li>• Coaches</li> <li>• Athletic Director</li> <li>• Guidance Secretary</li> <li>• Dean</li> <li>• Choice Room</li> <li>• Graduation</li> <li>• Observations</li> <li>• Instructional Equipment/Sup</li> </ul>

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> <li>• Textbooks</li> <li>• Dropout prevention Safety Nets</li> <li>• ESE/ELL/At Risk Students (monthly updates) Based on grade level</li> <li>• Inventory</li> <li>• Decal Checks Schedule</li> <li>• Observations</li> <li>• Collaborative Planning Meetings</li> <li>• Coaching - Non Evaluative Observations</li> <li>• Performance Matters</li> <li>• Work Orders</li> <li>• Building Usage</li> <li>• LSI</li> <li>• Lesson Plans</li> <li>• School Calendar</li> <li>• Facilities</li> <li>• Furniture</li> <li>• Safety/Disaster</li> <li>• Supervision Plan</li> <li>• Medical Emergencies</li> <li>• ERIP-Disaster Preparedness</li> <li>• Work Orders- Building Non-athletic</li> <li>• Decal Checks</li> </ul>
Hafer, Fatmeh	Assistant Principal	<ul style="list-style-type: none"> <li>• Cambridge Administrator</li> <li>• Reading Support</li> <li>• World History support</li> <li>• 12th grade discipline</li> <li>• Lesson Plans</li> <li>• Discipline Data</li> <li>• Observations</li> <li>• Collaborative Planning Meetings</li> <li>• Coaching – non evaluative Observations</li> <li>• SIP Goals</li> <li>• Performance Matters</li> <li>• LSI</li> <li>• ESE/ELL/At Risk Students (monthly updates) Based on grade level</li> <li>• Social Media</li> </ul>
Morgan, Shaquan	Assistant Principal	<ul style="list-style-type: none"> <li>• COVID Liaison</li> <li>• Discipline 9th</li> <li>• Feeder school outreach</li> <li>• Career Academy support</li> <li>• Transportation</li> <li>• After school tutoring and planning schedule</li> <li>• Net Connect</li> <li>• New Teacher Program</li> </ul>

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> <li>• Observations</li> <li>• Coaching Non – Evaluative Observations</li> <li>• SIP Goals</li> <li>• Performance Matters</li> <li>• LSI</li> </ul>
Slifer, Kimberly	Science Coach	Science Department Support and Department Chair PBIS
Windamaker, Courtney	Dean	<ul style="list-style-type: none"> <li>• Athletics</li> <li>• Athletic Supervision</li> <li>• 9th and 11th grade discipline</li> <li>• Coaching certification</li> <li>• Scheduling</li> <li>• Kona Ice</li> <li>• Coaches</li> <li>• OJT</li> </ul>

## Demographic Information

### Principal start date

Saturday 7/24/2021, 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**

67

**Total number of students enrolled at the school**

1,099

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

11

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

10

### Demographic Data

## Early Warning Systems

**2021-22****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	366	290	244	191	1091	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	65	54	52	47	218	
One or more suspensions	0	0	0	0	0	0	0	0	0	58	44	22	20	144	
Course failure in ELA	0	0	0	0	0	0	0	0	0	105	50	80	20	255	
Course failure in Math	0	0	0	0	0	0	0	0	0	82	76	54	12	224	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	94	133	114	84	425	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	95	84	0	0	179	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	94	133	114	84	425	

**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	120	54	30	20	224	

**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	65	40	32	27	164	
Students retained two or more times	0	0	0	0	0	0	0	0	0	102	86	82	82	352	

**Date this data was collected or last updated**

Thursday 6/24/2021

**2020-21 - 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	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	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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	23	22	15	26	86

**2020-21 - 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	299	264	238	244	1045
Attendance below 90 percent	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	81	61	32	32	206
Course failure in ELA	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	80	41	21	10	152
Level 1 on 2019 statewide ELA assessment	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	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	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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	23	22	15	26	86

**Part II: Needs Assessment/Analysis****School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				26%	47%	56%	32%	46%	56%
ELA Learning Gains				32%	46%	51%	42%	47%	53%
ELA Lowest 25th Percentile				27%	37%	42%	36%	39%	44%
Math Achievement				25%	43%	51%	39%	44%	51%
Math Learning Gains				30%	45%	48%	39%	42%	48%
Math Lowest 25th Percentile				31%	44%	45%	28%	38%	45%
Science Achievement				31%	58%	68%	51%	65%	67%
Social Studies Achievement				53%	61%	73%	52%	63%	71%

**Grade Level Data Review - State Assessments**

**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	2021					
	2019	23%	45%	-22%	55%	-32%
Cohort Comparison						
10	2021					
	2019	27%	42%	-15%	53%	-26%
Cohort Comparison		-23%				

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
2021					
2019	31%	54%	-23%	67%	-36%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	52%	57%	-5%	70%	-18%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	22%	50%	-28%	61%	-39%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	22%	53%	-31%	57%	-35%

### Grade Level Data Review - Progress Monitoring Assessments

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

Write Score will be used for 9th and 10th grade ELA. Quarterly assessments in Math, Science and Social Studies will be used for other grade levels.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			



Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

### Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	12	32	43	7	24	47	16	23		74	26
ELL	8	44	57	3	15		25	27		90	49
BLK	17	19	29	9	31	60	22	24		79	29
HSP	22	42	48	10	21	42	37	55		88	44
MUL	38	36		9						64	

2021 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 2019-20	C & C Accel 2019-20
WHT	29	31	33	15	14	29	34	53		77	58
FRL	22	32	33	11	22	48	31	42		77	48
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

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	37
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	7
Progress of English Language Learners in Achieving English Language Proficiency	33
Total Points Earned for the Federal Index	412
Total Components for the Federal Index	11
Percent Tested	85%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30

Students With Disabilities	
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	35
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	32
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	40
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	37
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	37
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	35
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

All but one of our subgroups are performing below ESSA level of 41%. We have more than 70% of our 9th and 10th grade students performing below grade level in English and Math.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

When comparing 2019 Assessments to progress monitoring prior to COVID, all data components were showing improvement. The biggest concern was ELA because we were not confident the STAR data isn't reliable.

#### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Students reading below grade level. Assessment, feedback and modification to instruction based on student performance data.

#### What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

When comparing progress monitoring to 2019 state assessments, Biology and Math showed the most improvement prior to COVID.

#### What were the contributing factors to this improvement? What new actions did your school take in this area?

The consistent practice of assessments, data chats, feedback and reteaching.

#### What strategies will need to be implemented in order to accelerate learning?

Reincorporating Collaborative practices using rigorous tasks. Using Formative Assessments more frequently to provide real-time.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

How to effectively use Formative and Summative Assessments.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Using our Interventionist and Building subs to assist in classrooms. Doing look and learns for our teachers needing to observe model teaching. Weekly common planning/PLCS.

### **Part III: Planning for Improvement**

#### **Areas of Focus:**

**#1. Instructional Practice specifically relating to ELA****Area of Focus**

**Description and Rationale:** We did not meet our proficiency and learning gain goals during 2020-21 school year.

**Measurable Outcome:** Increase to 30% proficiency rate. Increase learning gains to 45%. Increase learning gains for bottom 25% to 45%.

**Monitoring:** The area of focus will be monitored through weekly common planning, classroom observations, and feedback.

**Person responsible for monitoring outcome:**

Chrystal Guarasci (chrystal.guarasci@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:**

In the 2021 school year the proficiency rate was 26%, learning gains were 32% and learning gains for bottom 25% was 27%.

**Action Steps to Implement**

In the area of Language Arts, Chrystal Guarasci and our Literacy coach will be actively involved with collaborative planning, monitoring, supporting and providing feedback.

Collaborative planning groups will occur weekly with each ELA grade level to plan.

- 9th grade Tuesday 1st period (Chrystal Guarasci and Literacy Coach)
- 10th grade Wednesday 1st period (Chrystal Guarasci and Literacy Coach)
- 11th grade Thursday 1st period (Chrystal Guarasci and Literacy Coach)
- 12th grade Friday 1st period (Chrystal Guarasci and Literacy Coach)

Each of the collaborative sessions will focus on the information below.

- Target Task alignment (Literacy Coach)
- Acceleration Instructions/ WICOR Strategies (Literacy Coach)
- Data tracking through formative and summative assessments (Chrystal Guarasci)
- Student work samples (Chrystal Guarasci)
- Admin data chats with teachers (Chrystal Guarasci)

Additional strategies to support targeted growth.

- Administrative meetings to prepare for each week of support (Jason Looney)
- Weekly monitoring and feedback. (Chrystal Guarasci)
- PLCs (Chrystal Guarasci)
- Department Meetings (Chrystal Guarasci)
- Quarterly professional development days in which we will use building subs and/or substitutes paid for with Title 1 funds (Chrystal Guarasci and Literacy Coach)
- Teacher data chats with students (Chrystal Guarasci and Literacy Coach)



- Write Score (Chrystal Guarasci and Literacy Coach)
- After school tutoring (Chrystal Guarasci and Literacy Coach)
- Quarterly parent nights for each grade level (Chrystal Guarasci and Literacy Coach)
- Admin Walks and Instructional Reviews (Administration and School Improvement Team)
- Behavior Interventionist to support student engagement, management, and assist new teachers with student supports/interventions (Kristen Hathcock)
- Reading Interventionist to provide small-group reading support to students struggling with comprehension (Rebecca Timmons)

**Person**  
**Responsible** [no one identified]

**#2. 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.

**Monitoring:** The area of focus will be monitored through weekly common planning, classroom observations, and feedback. Feedback will be specific to what was planned (target/task) and what was observed. Feedback is one on one with Mr. Looney and the teacher. The conversation begins with Mr. Looney asking teacher, how do you feel

**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 Steps to Implement**

In the area of Math, Jason Looney and District Math coach will be actively involved with collaborative planning, monitoring, supporting and providing feedback.

Collaborative planning groups will occur weekly with each tested subject.

- Algebra 1 Tuesday 4th (Jason Looney and District Math Coach)
- Geometry Wednesday 5th (Jason Looney and District Math Coach)

Each of the collaborative sessions will focus on the information below.

- Target Task alignment (District Math Coach)
- Acceleration Instructions/WICOR Strategies (Jason Looney and District Math Coach)
- Data tracking through formative and summative assessments (Jason Looney)
- Student work samples (Jason Looney)
- Admin data chats with teachers (Jason Looney)

Additional strategies to support targeted growth.

- Administrative meetings to prepare for each week of support (Jason Looney)
- Weekly monitoring and feedback. (Jason Looney)
- PLCs (Jason Looney)
- Department Meetings (Jason Looney)
- Quarterly professional development days in which we will use building subs and/or substitutes paid for with Title 1 funds (Jason Looney and District Math Coach)
- Teacher data chats with students (Jason Looney and District Math Coach)
- After school tutoring (Jason Looney and District Math Coach)

- Quarterly parent nights for each grade level (Jason Looney and District Math Coach)
- Admin Walks and Instructional Reviews (Administration and School Improvement Team)
- Behavior Interventionist to support student engagement, management, and assist new teachers with student supports/interventions (Kristen Hathcock)
- WICOR strategies in each content area (Jason Looney)

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

**#3. Instructional Practice specifically relating to Science**

<b>Area of Focus</b>	Increase Proficiency in Biology
<b>Description and Rationale:</b>	Our Biology score dropped 21% between SY18 and SY19. It is also lower than the district and state averages comparatively.
<b>Measurable Outcome:</b>	We plan to increase the Biology Achievement by a minimum of 15-20%.
<b>Monitoring:</b>	The area of focus will be monitored through weekly common planning, classroom observations, and feedback.
<b>Person responsible for monitoring outcome:</b>	travian smith (travian.smith@polk-fl.net)
<b>Evidence-based Strategy:</b>	Collaborative Planning with Data tracking and reflection to drive instruction (Data Chats)
<b>Rationale for Evidence-based Strategy:</b>	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**

In the area of Science, Travian Smith, Kimberly Slifer and District Science coach will be actively involved with collaborative planning, monitoring, supporting and providing feedback.

Collaborative planning groups will occur weekly with each tested subject.

- Biology Tuesday 2nd period (Travian Smith, Kimberly Slifer and District Science Coach)

Each of the collaborative sessions will focus on the information below.

- Target Task alignment (Kimberly Slifer)
- Acceleration Instructions/WICOR Strategies (Travian Smith and Kimberly Slifer)
- Data tracking through formative and summative assessments (Travian Smith)
- Student work samples (Travian Smith)
- Admin data chats with teachers (Travian Smith)

Additional strategies to support targeted growth.

- Administrative meetings to prepare for each week of support (Travian Smith)
- Weekly monitoring and feedback. (Travian Smith)
- PLCs (Travian Smith)
- Department Meetings (Travian Smith)
- Quarterly professional development days in which we will use building subs and/or substitutes paid for with Title 1 funds (Travian Smith and Kimberly Slifer)
- Teacher data chats with students (Travian Smith and Kimberly Slifer)
- After school tutoring (Travian Smith and Kimberly Slifer)
- Quarterly parent nights for each grade level (Travian Smith and Kimberly Slifer)
- Admin Walks and Instructional Reviews (Administration and School Improvement Team)
- Behavior Interventionist to support student engagement, management, and assist new teachers with

student supports/interventions (Kristen Hathcock)

- WICOR strategies in each content area (Jason Looney)

**Person Responsible** travian smith (travian.smith@polk-fl.net)

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

<b>Area of Focus Description and Rationale:</b>	Increase number of students that graduate in four years with the skills to be successful in a college or university and/or career.
<b>Measurable Outcome:</b>	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.
<b>Monitoring:</b>	The area of focus will be monitored through weekly common planning, classroom observations, and feedback.
<b>Person responsible for monitoring outcome:</b>	[no one identified]
<b>Evidence-based Strategy:</b>	Providing more access to all students.
<b>Rationale for Evidence-based Strategy:</b>	Student discipline incidents, attendance rates, and graduation rate reflect the need for improvement. Plus the number of students retained in the 2020-21 school year.

#### Action Steps to Implement

Positive Behavior Intervention and Support team meets monthly (Kristen Hathcock and Travian Smith)  
 Teachers use PBIS in their classroom (Kristen Hathcock and Travian Smith)  
 Student Success coach working with off track seniors (Robert Goff)  
 Student Success coach working with off track underclassmen (Robert Goff)

**Person Responsible** travian smith (travian.smith@polk-fl.net)

#### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**While reviewing the discipline data it is very concerning the percentage of reported incidents. The report doesn't give a true representation of Tenoroc's campus. It does make us reevaluate how we handle and document discipline incidents.**

**We will continue our training and focus on Positive Behavior Supports. Starting the school year with effectively communicating expectations will be one of our first steps to improve school culture and environment.**

#### 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.

Tenoroc's positive culture begins with building relationships with stakeholders. We know the importance of continuing and improving our relationship building. As we focus on campus behavior.

We are planning opportunities to support

#### Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Business Partners:

Cindy Marsh (City of Lakeland)

Tranice McGriff (City of Lakeland)

Justin Kranitz (Davenport Chick-fil-a)

#### Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$317,022.16
	Function	Object	Budget Focus	Funding Source	FTE	2021-22

	5100	510-Supplies	1051 - Tenoroc High School	UniSIG		\$10,000.00
			<i>Notes: Classroom Libraries and/or Guided Reading Books for 40 Classrooms</i>			
	5100	510-Supplies	1051 - Tenoroc High School	UniSIG		\$23,046.34
			<i>Notes: Supplies - Instructional (copy paper, folders, poster printer paper, envelopes, binders)</i>			
	6200	610-Library Books	1051 - Tenoroc High School	UniSIG		\$10,000.00
			<i>Notes: Library Books - Supplemental media materials and books - Level books, science books, etc.</i>			
	7800	330-Travel	1051 - Tenoroc High School	UniSIG		\$16,000.00
			<i>Notes: Extended Learning Transportation - 32 weeks @ \$500/week</i>			
	5100	130-Other Certified Instructional Personnel	1051 - Tenoroc High School	UniSIG	2.0	\$111,198.24
			<i>Notes: Other Certified Instructional Personnel - School based/District paid Interventionist who work with small groups of students in need of remediation - 2 reading interventionists</i>			
	5100	210-Retirement	1051 - Tenoroc High School	UniSIG		\$13,752.03
			<i>Notes: Retirement - 10.82% - Instructional Personnel</i>			
	5100	220-Social Security	1051 - Tenoroc High School	UniSIG		\$9,723.02
			<i>Notes: Social Security - 7.65% -Instructional personnel</i>			
	5100	231-Health and Hospitalization	1051 - Tenoroc High School	UniSIG		\$27,864.00
			<i>Notes: Health and Hospitalization - Instructional Personnel</i>			
	5100	232-Life Insurance	1051 - Tenoroc High School	UniSIG		\$64.80
			<i>Notes: Life Insurance - Instructional personnel</i>			
	5100	240-Workers Compensation	1051 - Tenoroc High School	UniSIG		\$241.49
			<i>Notes: Workers Compensation - .19% - Instructional Personnel</i>			
	5900	120-Classroom Teachers	1051 - Tenoroc High School	UniSIG		\$31,072.00
			<i>Notes: Classroom Teachers - Provide stipends to Teachers to provide supplemental after school, before school or Saturday tutoring 10 teachers, 5 hours per week for 32 weeks at \$19.42 per hour</i>			
	5900	130-Other Certified Instructional Personnel	1051 - Tenoroc High School	UniSIG		\$6,214.40
			<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 2 coaches/interventionist for 5 hours per week for 32 weeks at \$19.42 per hour</i>			
	5900	140-Substitute Teachers	1051 - Tenoroc High School	UniSIG		\$9,600.00
			<i>Notes: Substitute Teachers - Stipend - sub-teachers to provide supplemental after school, before school or Saturday tutoring 4 provisional teachers for 5 hours for 32 weeks at \$15 per hour.</i>			
	5900	210-Retirement	1051 - Tenoroc High School	UniSIG		\$5,073.12
			<i>Notes: Retirement - 10.82% - Instructional personnel for extended learning</i>			
	5900	220-Social Security	1051 - Tenoroc High School	UniSIG		\$3,586.82
			<i>Notes: Social Security - 7.65% - Instructional personnel for extended learning</i>			
	5900	240-Workers Compensation	1051 - Tenoroc High School	UniSIG		\$89.08

			<i>Notes: Workers Compensation - .19% - Instructional personnel for extended learning</i>			
	6300	120-Classroom Teachers	1051 - Tenoroc High School	UniSIG		\$12,428.80
			<i>Notes: Classroom Teachers - Stipends for Classroom Teachers participating in curriculum planning after contact hours 10 teachers for 2 hours per week for 32 weeks at \$19.42 per hour</i>			
	6300	130-Other Certified Instructional Personnel	1051 - Tenoroc High School	UniSIG		\$2,485.76
			<i>Notes: Other Certified Instructional Personnel - Stipends- participating in curriculum planning after contact hours - Guidance Counselor, Network Mgr., and Interventionists 2 coach for 2 hours per week for 32 weeks at \$19.42 per hour</i>			
	6300	140-Substitute Teachers	1051 - Tenoroc High School	UniSIG		\$4,971.52
			<i>Notes: Substitute Teachers - Stipends for Provisional Substitutes Teachers participating in curriculum planning after contract hours. (Working on certification) 4 provisional teachers for 2 hours per week for 32 weeks at \$19.42 per hour</i>			
	6300	210-Retirement	1051 - Tenoroc High School	UniSIG		\$2,151.67
			<i>Notes: Retirement - 10.82%- Curriculum Planning</i>			
	6300	220-Social Security	1051 - Tenoroc High School	UniSIG		\$1,521.29
			<i>Notes: Social Security - 7.65% - Curriculum Planning</i>			
	6300	240-Workers Compensation	1051 - Tenoroc High School	UniSIG		\$37.78
			<i>Notes: Workers Compensation - .19% - Curriculum Planning</i>			
	5100	150-Aides	1051 - Tenoroc High School	UniSIG	1.0	\$15,900.00
			<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>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Math</b>				<b>\$151,706.83</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	644-Computer Hardware Non-Capitalized	1051 - Tenoroc High School	UniSIG		\$45,960.00
			<i>Notes: 60 Laptops</i>			
	5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	1051 - Tenoroc High School	UniSIG		\$2,549.38
			<i>Notes: 2 Laptop Carts</i>			
	7800	360-Rentals	1051 - Tenoroc High School	UniSIG		\$12,000.00
			<i>Notes: Transportation for 4 college visits @ \$3,000/visit FSU, UF, USF, UM, FIU, FAMU, UCF, UNF</i>			
	5100	130-Other Certified Instructional Personnel	1051 - Tenoroc High School	UniSIG	1.0	\$53,000.00
			<i>Notes: Other Certified Instructional Personnel Other Certified Instructional - School based/ District paid Interventionist who work with small groups of students in need of remediation - Math Interventionist</i>			
	5100	210-Retirement	1051 - Tenoroc High School	UniSIG		\$5,734.60
			<i>Notes: Retirement - 10.82% - Instructional Personnel</i>			
	5100	220-Social Security	1051 - Tenoroc High School	UniSIG		\$4,054.50
			<i>Notes: Social Security y -7.65% -Instructional personnel</i>			



	5100	231-Health and Hospitalization	1051 - Tenoroc High School	UniSIG		\$9,288.00
			Notes: Health and Hospitalization - Instructional Personnel			
	5100	232-Life Insurance	1051 - Tenoroc High School	UniSIG		\$21.60
			Notes: Life Insurance - Instructional personnel			
	5100	240-Workers Compensation	1051 - Tenoroc High School	UniSIG		\$100.70
			Notes: Workers Compensation - .19% - Instructional Personnel			
	5100	510-Supplies	1051 - Tenoroc High School	UniSIG		\$3,862.04
			Notes: Career Academy Supplies - instructional supplies to assist with classroom projects for Ag, Vet Tech, Construction, Culinary, Digital Infoteach and Lakeland Elelctric career academy students			
	5100	369-Technology-Related Rentals	1051 - Tenoroc High School	UniSIG		\$2,625.00
			Notes: Technology Rental Subscription - Gizmos			
	5100	510-Supplies	1051 - Tenoroc High School	UniSIG		\$9,375.00
			Notes: Math supplies - graphing calculators (52) - \$7124 and protractors/compasses - \$2251			
	5900	310-Professional and Technical Services	1051 - Tenoroc High School	UniSIG		\$3,136.01
			Notes: LRC Tutoring Contract			
3	III.A.	Areas of Focus: Instructional Practice: Science				\$0.00
4	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports				\$0.00
					Total:	\$485,093.75