

Hillsborough County Public Schools

Lennard High School



2022-23 Schoolwide Improvement Plan

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Lennard High School

2002 E SHELL POINT RD, Ruskin, FL 33570

www.sdhc.k12.fl.us

Demographics

Principal: Denise Savino

Start Date for this Principal: 7/1/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	58%
2021-22 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* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (53%) 2020-21: (44%) 2018-19: C (50%) 2017-18: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&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 Hillsborough 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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

As a united and diverse community, we will provide all students with modern skills that will prepare them for success.

Provide the school's vision statement.

Guiding graduates to a life of learning.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Savino, Denise	Principal	Principal - Active participant in the decisions of the SIP team.
Santacruz, Priscilla	SAC Member	Chair - Chemistry Teacher
Greene, Talana	Assistant Principal	SIP Team Member
Wohlgamuth, Diana	Instructional Coach	Math - Liaison for each grade level and/or content area.
Stanley, Tracy	Instructional Coach	Reading - Liaison for each grade level and/or content area.
Steele, Nikol	Assistant Principal	SIP Team Member
Lawson, Denise	Curriculum Resource Teacher	SIP Team Member
Lane, Sharon	Teacher, Career/Technical	SIP Team Member
Callaway, Brooklyn	Assistant Principal	SIP team member

Demographic Information

Principal start date

Friday 7/1/2022, Denise Savino

Number of teachers with a 2022 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 2022 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.*

17

Total number of teacher positions allocated to the school

Total number of students enrolled at the school

2,412

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

Identify the number of instructional staff who joined the school during the 2022-23 school year.

14

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	663	649	557	501	2370	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	227	170	156	134	687	
One or more suspensions	0	0	0	0	0	0	0	0	0	121	163	119	87	490	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	86	2	88	
Course failure in Math	0	0	0	0	0	0	0	0	0	12	42	78	2	134	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	143	124	82	0	349	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	18	93	79	0	190	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	143	124	82	0	349	

Using the table above, complete the table below with the number of students by current grade level who have 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	76	70	67	92	305

Using current year data, complete the table below with the number of students identified as being "retained.":

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	2	0	0	2	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Friday 8/26/2022

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	612	589	571	504	2276
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	6	7	11	8	32
One or more suspensions	0	0	0	0	0	0	0	0	0	48	56	53	37	194
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	158	145	159	84	546
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	21	28	105	86	240
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	162	147	161	87	557

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	24	38	32	59	153

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	612	589	571	504	2276
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	6	7	11	8	32
One or more suspensions	0	0	0	0	0	0	0	0	0	48	56	53	37	194
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	158	145	159	84	546
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	21	28	105	86	240
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	162	147	161	87	557

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Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	48%			47%			42%	56%	56%
ELA Learning Gains	52%			46%			44%	54%	51%
ELA Lowest 25th Percentile	44%			36%			26%	41%	42%
Math Achievement	42%			30%			44%	49%	51%
Math Learning Gains	57%			27%			50%	48%	48%
Math Lowest 25th Percentile	48%			32%			44%	45%	45%
Science Achievement	50%			46%			59%	69%	68%
Social Studies Achievement	58%			46%			68%	75%	73%

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

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
2022					
2019	59%	66%	-7%	67%	-8%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	68%	73%	-5%	70%	-2%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	29%	63%	-34%	61%	-32%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	51%	57%	-6%	57%	-6%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	17	45	47	22	44	36	20	35		85	15
ELL	15	39	40	19	34	42	19	27		78	20
ASN	77	55								100	57
BLK	43	52	41	39	60	50	37	47		93	32
HSP	37	46	44	34	47	44	38	50		83	34
MUL	49	52		52	64		63	71		96	25
WHT	69	61	45	62	73	69	78	75		93	59
FRL	37	48	45	39	54	45	40	53		86	35
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	13	22	23	15	33	41	14	32		77	13
ELL	18	32	34	18	27	42	26	19		73	18
ASN	94	87								86	67
BLK	39	46	33	17	19	24	26	37		95	35
HSP	34	38	36	25	27	34	40	41		81	36
MUL	66	66		52	43		69	50		96	48
WHT	65	54	33	48	31	30	66	70		94	51
FRL	38	43	38	24	25	34	39	38		85	35
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	14	24	19	25	46	45	29	36		78	10
ELL	8	26	26	24	37	27	16	41		63	15
ASN	95	50		92	64		100			100	30
BLK	35	43	28	39	47	47	55	64		95	43
HSP	33	37	25	39	50	41	50	60		79	28
MUL	52	58		58	36		47	83		89	47
WHT	60	55	25	56	55	56	79	82		88	50
FRL	34	38	26	38	48	45	52	61		82	31

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	38
Total Points Earned for the Federal Index	566
Total Components for the Federal Index	11
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	34
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	72
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	49
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	45
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	59
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students 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
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	68
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	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Due to the fact that 2020-2021 was the year where half of the students were present brick and mortar while others were eLearning, and the 2022-2023 school year has all of the students present brick and mortar, the trends cannot be determined proportionally.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

48% of students showed proficiency on the FSA ELA with 52% in Learning Gains and 44% in the Low 25% Learning Gains.

42% of students are proficient in Math with 57% in Learning Gains and 48% points in the Low 25% Learning Gains.

50% of students showed proficiency on the Biology EOC.

58% of students showed proficiency on the US History EOC.

ELA is the greatest need.

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

The 2022-2023 school was the first full year where all students were brick and mortar since the pandemic, and having to acclimate to a full academic schedule was an adjustment. This year, students will engage in higher order thinking skills across all content areas to master the standards.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Math learning gains was 57% for 2022 compared to 27% in 2021.

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

Our teachers promoted and provided small group instructions. Our Instructors specialized in their subject areas and Professional Development was provided for our teachers to enhance reading skills for our students. Data driven instructions were promoted.

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

Reteaching standards and small group instruction will be implemented in the classroom along with rigorous content.

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.

Teachers will have the opportunity to participate in multiple professional developmental trainings to increase rigor in their content areas, such as professional book studies, Lunch and Learns, and Super Bowl of Best Practices.

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

Extended Learning Programs such as after-school tutoring and lunch tutoring.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to B.E.S.T. Standards

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Instructional priority specifically related to rigorous content. Students will be able to engage in higher order thinking skills across all content areas to master the standards.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

55% of the students in the 10th grade will show proficiency on the Progress Monitoring F.A.S.T. in ELA by the end of the 2022-2023 school year.
50% of the students will show proficiency in Math.
60% of the students will show proficiency in Biology
65% of the students will show proficiency in U.S. History.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Progress Monitoring will be used to assess growth.

Person responsible for monitoring outcome:

Talana Greene (talana.greene@sdhc.k12.fl.us)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Students will learn from grade-level texts and cooperative learning groups.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Grade-level texts and cooperative learning groups will engage students in higher-order thinking skills in order to master grade-level standards.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will have the opportunity to participate in multiple professional developmental trainings to increase rigor in their content areas. These trainings will not be mandatory. In addition to the Tuesday Morning Meetings held, these additional professional development opportunities are optional for all teachers.

Due to the Students with Disabilities subgroup scoring at 37% according to the Federal Index, these students will receive specialized classes (self-contained), and Lennard provides life skills classes and opportunities, such as The Purple Cow, which is an in-school cafe that is ran by students with varying exceptionalities.

Due to the English Language Learners subgroup scoring at 34% according to the Federal Index, these students will have the opportunity to receive tutoring sessions that will accommodate language barriers.

Person Responsible

Talana Greene (talana.greene@sdhc.k12.fl.us)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Lennard High School's stakeholders build a positive culture and environment by...

1. Promoting Systems- PBIS, Principals' (Mrs. Savino's) weekly celebrations both staff and students, etc...
2. Displaying visual promotions- Lennard Ps, positive graffiti, take or give a smile sheets, etc.
3. Giving verbal promotions- greeting students at the door, daily announcements, positive mottos (You are never alone), etc...
4. Conducting a Student of the Month (monthly) nominated by teachers.
5. Conducting a Teacher of the Month nominated by teachers and students.
6. Structuring the student council volunteers group that work in the community.
7. Organizing an "L-Block" which is a school spirit activity for all of the sports/athletes and other activities.

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

PTSA - bring events and clubs to Lennard to build positive relationships with all stakeholders

SAC - Keep stakeholders involved with improving the school culture and environment