Auburndale Senior High School

2015-16 School Improvement Plan

Auburndale Senior High School

1 BLOODHOUND TRL, Auburndale, FL 33823

http://www.auburndalehighschool.com/

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	57%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	43%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	B	B

Preliminary Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Auburndale High School is to prepare our students to become successful in college, careers and citizenship.

Provide the school's vision statement

The vision of Auburndale High School is to create an extraordinary environment that inspires greatness.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The school learns about students' cultures and builds relationships between teachers and students by:
1. Providing a platform for students to participate in developing school functions and decision-making through the Student Government Association (SGA).
2. Holding various parent/student interaction nights with school staff, including Orientation, Advance Placement and Dual Enrollment Informational night, Report Card Open House, Financial Planning for College, monthly School Advisory Council meetings, Pre-Registration Information.
3. Providing a model for open communication between the school and home that includes call-logs, website and Facebook access, and email access.

Describe how the school creates an environment where students feel safe and respected before, during and after school

The school provides a safe environment by:
1. visible and constant supervision by administrators, deans and teachers before school, after school and between all classes throughout all areas of the school.
2. an active, participatory School Resource Officer who interacts with students positively and provides tools for students to feel safe in reporting incidents or areas of concern.
3. provisions for students to be able to express concerns to the administrators, guidance counselors, school resource officer, and teachers without fear of judgment.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The school discipline policy was written and is reviewed annually by a collaborative committee of administrators, deans, teacher leaders and student leaders. It is a progressive plan that starts with the teacher in the classroom, and then includes parental contact by the teacher, silent lunch detention or time-outs in other classrooms, and then referrals to the deans. All faculty and staff are trained on the process during the pre-planning week. The process is posted in the teacher handbook, student handbook and on our school website so that every stakeholder knows the rules and consequences for breaking those rules. On a regular basis the expectations of students and teachers are discussed during morning or afternoon school-wide announcements. Minor discipline issues are dealt with every

morning through a discipline call-out to a central location where the infractions are discussed with the student and paperwork is processed. This reduces the processing of discipline to just the first 15 minutes of the day (TV Announcement time), minimizing the distractions to instructional time throughout the remainder of the school day. Major discipline issues are handled immediately by deans or administrators.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

All students at AHS are assigned to a guidance counselor based on their grade and their last name. All ninth grade students have the same guidance counselor, with her office located in the Freshman Academy building for easy access. The 9th grade counselor conducts small-group meetings where students can discuss the transition to high school or any other issues they may be facing. All students may access their guidance counselors at any time during the day, including before and after school, during lunch, or by being referred by their teachers. All teachers have been trained in recognizing students in crisis, or in looking for signs of abuse, and have written procedures for notifying the appropriate personnel.

There are student peer tutors and mentors available for any student requesting such assistance through our after-school "H.E.L.P." program. Peer tutors receive training before meeting with other students. There are also adult mentors who meet with students on a regular basis. This program is run through our College & Career center.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

AHS uses the Polk County Schools' EARLY WARNING SYSTEM (EWS) to increase the overall, at-risk, and minority graduation rate by identifying and addressing student barriers. The EWS monitors individual students on key indicators of potential dropouts with monthly reports of identified students who are off track and need more intensive supports.

The system will monitor students who are absent more than 10% of the days they are enrolled in school, those who have earned less credits than are required for normal progression from year to year, those with a GPA below 2.0, those who are more than two years over age for their grade level and those who have been assigned more than 3 days of ISS or OSS.

In addition to this system, our school makes parental contact via automated phone messaging for all students currently earning a D or F grade in any subject. The message directs parents to make contact with the guidance office or the teachers directly.

For Level 1 students, the administrative team analyzes their schedules to ensure they are receiving the appropriate placement in remedial classes and assistance with core academic subjects.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level				Total
	9	**10**	**11**	**12**	
Attendance below 90 percent	111	115	99	56	381
One or more suspensions	9	7	0	1	17
Course failure in ELA or Math	74	119	66	39	298
Level 1 on statewide assessment	130	153	119	47	449

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	9	**10**	**11**	**12**	
Students exhibiting two or more indicators	95	125	82	52	354

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

An attendance committee, including the Assistant Principal and attendance social worker, tracks students whose attendance is below 90%. Contact is made with the student and parent/guardian to encourage attendance. After missing 5 school days a letter is sent home. After missing 10 school days an appointment is made with the parents and student and an Attendance Contract is signed. Administrative staff tracks student attendance and follows up with parents/guardians to keep students in attendance.

Students with one or more suspensions are tracked by the Administrative Staff and are given behavior contracts to encourage positive behavior to avoid future suspensions. Parents/guardians are involved in and sign the behavior contract to provide support for their child to avoid negative behaviors that may lead to suspension.

Teachers track students who are failing any class and meet as a team in their PLC's every 4.5 weeks to identify strategies to support those students. Parent contact is made via an automated telephone and email system, in addition to teachers contacting failing students personally. Students with Ds and Fs are referred to the after school HELP program for additional assistance with peer and/or teacher tutoring.

Level 1 ELA and Mathematics students are identified by the administration and guidance and placed into remedial double block reading and math classes for additional support. Their progress is tracked by the teacher and administrator and students are referred for additional support in the after school HELP program as needed.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Auburndale High School works diligently to build positive relationships with parents and to keep them involved at the school level. Our mission and vision is communicated to the parents consistently through a variety of means. Methods utilized to keep parent involvement high and to keep them informed of their child's progress include:

- School Advisory Council (SAC) includes parent members and is open for any parent to attend. Notices of these meetings appear on the school webpage, are posted on the school marquis, and are announced to students to inform their parents.

- Orientation is held the week before school during which parents and students attend an orientation assembly, meet their teachers, and explore the various clubs and organizations available at school.

- An additional parent night (BITE night) is held during first semester at which parents receive information on school events and activities and have the opportunity to meet with their child's teachers to discuss progress and grades.
- The school webpage includes a variety of school information including events, activities, code of conduct information, college and career preparation, standardized testing information, links to teacher email addresses, and much more.
- The school maintains an active Facebook Account and Twitter Account. There are numerous followers on our social media accounts and updates are done on a regular basis.
- The School Messenger automated telephone system is utilized to make important announcements, remind parents of upcoming events, and notify parents when their child is absent.
- Parent Internet Viewer allows parents to check their child's grades and attendance at any time. Parents may choose to have the system notify them if their child's grades drop below a certain level that the parent chooses.
- Athletic and other events are advertised to parents and are typically well attended by the entire community. These events are also advertised in the local newspaper prior to the event and are typically covered by the media afterward.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Auburndale High School works diligently to build and sustain partnerships within the community.
- The School Advisory Council (SAC) includes business partners and is open for others to attend.
- Members of the administrative team belong to community organizations such as the Rotary Club.
- Career Academies each have sponsors that fund their programs and provide internships to students.
- Athletic teams acquire sponsors who provide financial support for their teams and athletes.
- Community groups such as Ridgepoint Church, Horace Mann, and Herff Jones provide support for faculty functions and staff incentives.
- AHS has developed a strong relationship with the city of Auburndale and works in partnership on a variety of events to promote the school and community.
- Local groups provide a multitude of scholarships for students of Auburndale High School on an annual basis.
- Faculty members are actively involved in a variety of community groups that provide support for the school on an as needed basis.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Hill, John	Principal
Dynes, DJ	Assistant Principal
Mills, Jenn	Dean
Strong, Kenneth	Assistant Principal
Wilder, Tyrone	Dean
Portillo, Ismael	Dean
Lancaster, Pam	Dean

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The principal, two assistant principals and the AP2 are the primary instructional leaders of the school. This administrative team meets every Monday, Wednesday, and Friday morning along with the deans to share observations on the effectiveness of the teachers and the progress of the students. All team members share in the decision making process as it pertains to the safety of the students and staff of the school, the application of discipline procedures in a fair and consistent manner, and identifying the needs of the students.

There is also an additional administrative team that includes the above as well as the instructional coach. Using distributed leadership techniques, this team meets every Wednesday afternoon after school for two hours to share instructional observations and share in the decision making process as it pertains to the coaching of instructional staff.

The team of Department Chairs meets monthly to discuss instructional topics and share ideas for strengthening teaching practices.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

1. Personnel resources (teachers) are assigned based on student scheduling needs and requests. Prior year data of student achievement is linked to each teacher to determine the best placement based on student needs.
2. The School Advisory Council meets on a monthly basis and reviews school-wide data to determine where financial resourses from Lottery may be allocated to best increase student achievement. Examples would include an after-school extended learning program, and substitutes that would enable teachers to attend professional development sessions.
3. The strategic planning team meets bi-weekly and uses the 8-step problem solving method to determine the proper allocation of resources, instructional and financial, to meet the needs identified by the team.
4. The Budget committee, consisting of the principal, assistant principal, financial secretary and athletic director meet on a weekly basis to discuss the current budget status and needs that must be addressed to assist in raising student achievement.
5. Federal IDEA funds are included in the budget committee meeting discussions, and the LEA facilitator is consulted as needed to determine the needs of the ESE population.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Val Walsh	Business/Community
John Hill	Principal
DJ Dynes	Education Support Employee
Robert Ball	Teacher
Jackie Mulford	Education Support Employee
Janie Meadows	Parent
Cheryl McQuaig	Parent
Susan Allen	Parent
Nancy MacPhee	Parent
Sheree McFarland	Education Support Employee
Penelope McDaniel	Education Support Employee
Ishmael Portillo	Education Support Employee
Pam Lancaster	Teacher
Courney Eelman	Parent
Brenda Perdue	Parent
Sherry Gary	Parent
Andrea Washuta	Student
Payton Gary	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC is given copies of the SIP during the first monthly meeting of the 2015-16 school year. They were also given the results of FCAT and EOC testing, which became available after the end of the 2014-15 school year. A review of each of the SIP goals and the test data was conducted, along with a comparison to prior year results. Input was given by the committee members on goals for the current year.

Development of this school improvement plan

Various members of the SAC collaborated at team meetings to complete the 8-step problem solving process and had direct input in the writing of the school goals. A periodic review by the entire team will be conducted at regularly scheduled SAC meetings.

Preparation of the school's annual budget and plan

The SAC is presented with the projected school budget at the end of the prior school year, and input is solicited concerning the allocation of resources based on feedback from parents, students and staff members. The SAC is also responsible for the allocation of State Lottery Funds, according to state guidelines, and they vote on an annual basis at the beginning of the school year to fund the needs identified by the committee and the administrative team. Periodically throughout the school year the SAC will hear presentations from school stakeholders who are petitioning the committee to allocate funds to an identified area of need that was not originally voted on at the beginning of the school year.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Extended Learning Opportunities - paid teacher tutors after school $5300.00
Professional Development Opportunities - paid substitutes for teachers $1500.00
Professional Memberships for administrators $400
Supplies for Professional Development programs as needed $400

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Mills, Jenn	Instructional Coach
Hill, John	Principal
Dynes, DJ	Assistant Principal
Jasmin, Guerline	Teacher, K-12
Cook, Sarah	Teacher, K-12
Pensyl, Barbara	Teacher, K-12
Portillo, Ismael	Assistant Principal
Strong, Kenneth	Assistant Principal
Wilder, Tyrone	Dean
Thompson, Michael	Other
Parada, Sheryl	Guidance Counselor
Coulter, Zach	Teacher, K-12
Bellwood, Aaron	Teacher, K-12
Giles, Joslyn	Teacher, K-12
Johnston, Bryan	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The function of the Literacy Leadership Team in this school is to:
1. establish and sustain a climate of literacy in this school.
2. ensure that planning for school-wide literacy activities is both initiated and supported.
3. analyze school-wide reading data, looking for trends and implications.
4. stay abreast of current research-based instructional strategies and support the instructional staff with professional development opportunities.
5. Include members of the instructional staff who take an active interest in this area.
The AHS Literacy Leadership Team meets bi-weekly on Wednesday afternoons.

Public and Collaborative Teaching
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The instructional staff and leadership team are united in a collaborative lesson planning process which incorporates three aspects: weekly collaborative lesson planning, PLC data analysis sessions, and a coaching cycle which supports classroom instruction and encourages peer coaching. The Collaborative Lesson Planning Teams meet by subject groupings every Tuesday or Wednesday during their common planning periods.
Teacher leaders join with instructional leadership team members to serve as facilitators for these planning sessions, and Best Practices are shared through collegial conversations and classroom visitation feedback.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Our instructional staff is secured using the On-line hiring system developed by the District. In addition, the Personnel Department at the District level, specifically the Diversity Team, helps us meet our instructional needs while at the same time ensuring that our demographic needs are being met.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

New teacher meetings are held monthly for both new teachers as well as more experienced teachers who are new to our school. At these meetings we assist new teachers with school building logistics, policies and procedures, technology, classroom management strategies, literacy strategies, assessments and grading and other topics pertinent to the group and based on their experiences. Jennifer Mills, our academic dean, serves as the new teacher mentor, and works with all beginning teachers on an as-needed basis.
All members of the instructional staff are grouped by teaching assignments into the collaborative lesson planning teams. This was done so that the teams could build common assessments and analyze the data gleaned from them based on their individual subjects that they teach. Each team has been assigned an academic coach who is a member of the leadership team (including aspiring leaders). The coach acts in a supportive role and helps guide the teams as they learn to work collaboratively. The teachers are further assisted as needed by their individual department chairs when an issue involving curriculum arises.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The core instructional programs and materials are aligned to Florida's standards with the usage of state adopted resources and supplementary materials.
Discussions in the collaborative planning meetings and PLC data chats help guide the teachers in the understanding and implementation of the standards.
Monitoring in the classrooms through administrative walk-throughs and the use of our in-house coaching cycle also add support that the alignment is being met.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Teachers were trained during pre-planning week on the FA standards and continue to be supported through the use of CPalms and collaborative lesson planning and PLC meetings. Teachers are expected to bring collected data from rigorous common assessments to their PLC sessions and through analysis of the data determine the needs of both those requiring additional support as well as those who are ready for enrichment activities.

In addition, teachers will be supported and coached in their use of small group instruction necessitated by the results of the data collection and analysis.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 8,000

Through our No Fear With a Peer tutoring program, students are given multiple opportunities for extended learning through various means. Teacher help and peer tutoring are the mainstays of the programs and the additional help covers homework and testing, content comprehension, test prep, college and career information and assistance, and vocational resources and guides.

Strategy Rationale

A larger segment of our student body can be reached for instructional support and activity assistance if the enrichment program is held after school hours and open to all. Free public transportation increases the after-hours options for our students and makes the extended learning program more easily accessible to our diverse student population.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Dynes, DJ, dj.dynes@polk-fl.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Attendance in this program is tracked and will be used to analyze the effectiveness of the program. High stakes test scores, classroom testing trends, and effectiveness surveys will all be employed to measure the success of the program.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Incoming freshmen arrive at Auburndale High School from several feeder middle schools. The following strategies are implemented to ensure a smooth transition into high school:
- A strong relationship is maintained with the feeder middle schools and middle school students are

encouraged to attend the high school athletic and community events.
- In the Spring of each year, Auburndale High School holds a middle school parent night at which parents and students become acclimated with the school, faculty, and activities available at AHS.
- High school guidance counselors visit the feeder middle schools in the Spring of each year to assist 8th graders with class selection for their freshman year.
- The LEA facilitator attends transitional staffings for ESE students.
- A Freshmen Academy serves as the primary hubb of freshmen classes to provide a transitional year in to high school.
- All freshmen participate in "Freshmen Success Assembly" during the quarter of the school year to become familiar with the school expectations and exciting options open to them for participation in the high school learning culture.

College and Career Readiness

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

From the time a student enters Auburndale High School, he or she has opportunities to access the College and Career Lab to begin thinking about the transition to college or careers after high school, including the following:
- The College and Career facilitator visits classes to discuss options after high school and how to prepare.
- Juniors and Seniors participate in a college and career fair during October of each year.
- Juniors and Seniors have conferences with guidance counselors to ensure their credits and classes are on track for graduation and the transition into college.
- Assistance with part time job placement in the community through the HELP program.
- Dual enrollment classes in partnership with Polk State College.
- Visits with college, career, and military recruiters on campus throughout the year.
Outgoing seniors specifically participate in the following:
- Assistance with college applications and essays through the college and career lab.
- Assistance in identifying scholarship opportunities and submitting applications for scholarships through the college and career labs.
- On the job training through the OJT program.
Career Academies at Auburndale High School partner with community businesses and industries to provide training and internship opportunities.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Auburndale Communications Academy offers the following programs, which include opportunities for industry certification:
- Graphics Design
- Web Design
- Digital Publishing
- Architectural
- TV Broadcast
- CAD Engineering
Auburndale Medical Academy offers the following tracks, which include opportunities for industry certification:
- Electrocardiograph Aide
- Home Health Aide
- First Responder
Auburndale Agriscience Academy offers the following tracks,which include opportunities for industry certification:

- Ag Technology
- Horticulture

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Students involved in academies at Auburndale High School participate in a track of courses that will meet their general education requirements and provide them an opportunity for industry certification. Students not involved in academies have the opportunity to participate academy classes as electives.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Strategies for improving student readiness for the public post-secondary level based on annual analysis of the high school feedback report include:
1. ACT and SAT prep classes
2. Math for College Readiness classes
3. English 4 College Prep classes
4. PERT Testing
5. ASVAB Testing and follow-up
6. Resources and a teacher in the College & Career Lab
7. No Fear With a Peer - after school peer tutoring

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Teachers will meet by content areas for 90 minutes a week during their common planning period. These meetings are designed for collaborative planning, for teachers to unpack and analyze content and literacy standards, to utilize student data to drive their instruction, to create common assessments, and to share best instructional practices through collegial conversations.

G2.   The distributive leadership team, academic leadership team and department chairs will create a sustainable monitoring system of the instructional process with clear expectations, effective strategies, timely feedback, and documentation that supports the standards based instructional system.

G3.   The Distributive Leadership Team, Academic Leadership Team and Department Chairs will create a sustainable coaching system to provide continuous support for and determine the professional development needs of the staff of AHS.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Teachers will meet by content areas for 90 minutes a week during their common planning period. These meetings are designed for collaborative planning, for teachers to unpack and analyze content and literacy standards, to utilize student data to drive their instruction, to create common assessments, and to share best instructional practices through collegial conversations. 1a

🔍 G074516

Targets Supported 1b

Indicator	Annual Target
Effective+ Teachers (Performance Rating)	98.0

Resources Available to Support the Goal 2

- An academic leadership team has been established to help teachers understand the purpose and benefits of collaborative planning.

- The distributive leadership team has a well defined action plan that will increase the effectiveness of the collaborative planning processes.

- An additional assistant principal is available that will increase our ability to monitor our planning teams.

- Department chairs are included in instructional leadership roles to provide additional support and assistance to collaborative planning teams.

- Our master schedule is constructed with common planning for each department, and our bell schedule is designed to enhance our planning time by providing a 90 minute block weekly for each team to meet.

Targeted Barriers to Achieving the Goal 3

- There is a general lack of knowledge and understanding of the purpose and benefits of collaborative planning, and/or the skills necessary to effectively engage in collaborative planning.

Plan to Monitor Progress Toward G1. 8

Review of teacher evaluation Stage 1 results

Person Responsible

DJ Dynes

Schedule

On 6/9/2016

Evidence of Completion

Analysis of Stage 1 results

Plan to Monitor Progress Toward G1. 8

Person Responsible

Schedule

Evidence of Completion

G2. The distributive leadership team, academic leadership team and department chairs will create a sustainable monitoring system of the instructional process with clear expectations, effective strategies, timely feedback, and documentation that supports the standards based instructional system. `1a`

G074517

Targets Supported `1b`

Indicator	Annual Target
Effective+ Teachers (Performance Rating)	98.0

Resources Available to Support the Goal `2`

- The distributive leadership team is fully committed to the need for a sustainable system.

- The Office 365 documentation system makes sharing of documents and plans easier.

- Sharing leadership responsibilities with the Academic Leadership team will assist the Distributive Leadership team.

Targeted Barriers to Achieving the Goal `3`

- The ability of the distributive leadership team to create a sustainable action plan that allows administrators to consistently and effectively monitor the instructional processes of the school.

Plan to Monitor Progress Toward G2. `8`

Analysis of the Stage 1 evaluation results

Person Responsible
DJ Dynes

Schedule
On 6/9/2016

Evidence of Completion
Stage 1 evaluation results

G3. The Distributive Leadership Team, Academic Leadership Team and Department Chairs will create a sustainable coaching system to provide continuous support for and determine the professional development needs of the staff of AHS. `1a`

Targets Supported `1b`

🔍 G074518

Indicator	Annual Target
Effective+ Teachers (Performance Rating)	98.0

Resources Available to Support the Goal `2`

- Lottery funds are available for substitutes for coaches or teachers seeking assistance.

- Teacher leaders at our school are very strong and supportive of this initiative.

- District resources are readily available to assist with coaching and mentoring.

Targeted Barriers to Achieving the Goal `3`

- Teachers have the misconception that we are coaching them for deficiencies as a person rather than improving the quality of teaching strategies being utilized.

Plan to Monitor Progress Toward G3. `8`

Stage 1 teacher evaluation results

Person Responsible
DJ Dynes

Schedule
On 6/9/2016

Evidence of Completion
Analysis of Stage 1 evaluation results

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B =** Barrier **S** = Strategy

`1` = Problem Solving Step `🔍 S123456` = Quick Key

G1. Teachers will meet by content areas for 90 minutes a week during their common planning period. These meetings are designed for collaborative planning, for teachers to unpack and analyze content and literacy standards, to utilize student data to drive their instruction, to create common assessments, and to share best instructional practices through collegial conversations. `1`

🔍 G074516

G1.B3 There is a general lack of knowledge and understanding of the purpose and benefits of collaborative planning, and/or the skills necessary to effectively engage in collaborative planning. `2`

🔍 B194623

G1.B3.S2 Each specific content area will have a team leader and an administrator who will guide and support the team in meeting the expectations laid out. `4`

🔍 S206167

Strategy Rationale

The support will be content specific and more timely with a small group setting.

Action Step 1 `5`

A specific list of team members on each team will be delivered to the entire staff.

Person Responsible

DJ Dynes

Schedule

On 8/21/2015

Evidence of Completion

Excel Spreadsheet

Action Step 2 `5`

Select a point person for each team.

Person Responsible

DJ Dynes

Schedule

On 8/21/2015

Evidence of Completion

Excel spreadsheet

Action Step 3 `5`

The team will present a "TED Talk" video of the value of lesson planning during a collaborative planning session.

Person Responsible

Jenn Mills

Schedule

On 10/7/2015

Evidence of Completion

Video given to Mills by McFarland by October 1, 2015.

Action Step 4 `5`

Continuous monitoring by the distributive leadership team during weekly common planning times.

Person Responsible

John Hill

Schedule

Weekly, from 8/25/2015 to 6/9/2016

Evidence of Completion

Meeting minutes and observation notes

Action Step 5 5

Professional development provided as necessary based on needs observed.

Person Responsible

John Hill

Schedule

Weekly, from 8/25/2015 to 6/9/2016

Evidence of Completion

Meeting minutes and observation notes

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Feedback given at regularly scheduled distributive leadership meetings

Person Responsible

John Hill

Schedule

Weekly, from 8/25/2015 to 6/9/2016

Evidence of Completion

Meeting minutes

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Observation of teachers in collaborative planning setting

Person Responsible

John Hill

Schedule

Weekly, from 8/25/2015 to 6/9/2016

Evidence of Completion

Meeting minutes and observation notes

G2. The distributive leadership team, academic leadership team and department chairs will create a sustainable monitoring system of the instructional process with clear expectations, effective strategies, timely feedback, and documentation that supports the standards based instructional system. 1

🔍 G074517

G2.B1 The ability of the distributive leadership team to create a sustainable action plan that allows administrators to consistently and effectively monitor the instructional processes of the school. 2

🔍 B194624

G2.B1.S3 We will distribute our leadership responsibilities at all levels of the school in order to ensure we provide timely feedback to our teachers. 4

🔍 S206172

Strategy Rationale

More timely feedback will lead to improved teacher effectiveness, and therefore higher student achievement.

Action Step 1 5

Create a schedule of classroom visits for each member of the distributive leadership team

Person Responsible

John Hill

Schedule

Weekly, from 8/25/2015 to 6/9/2016

Evidence of Completion

Schedule of classroom visits and notes on schedule

Action Step 2 5

Monitor instruction based on the schedule

Person Responsible

John Hill

Schedule

Weekly, from 8/25/2015 to 6/9/2016

Evidence of Completion

Notes on the monitoring schedule

Action Step 3 `5`

Provide feedback to teachers within 48 hours

Person Responsible

John Hill

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Notes on the monitoring schedule

Plan to Monitor Fidelity of Implementation of G2.B1.S3 `6`

The schedule is submitted to the district weekly by all members of the distributive leadership team

Person Responsible

John Hill

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Electronic copy of the completed schedule

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 `7`

Analyze whether the team is meeting their weekly targets for classroom visits

Person Responsible

John Hill

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Meeting notes and minutes

G3. The Distributive Leadership Team, Academic Leadership Team and Department Chairs will create a sustainable coaching system to provide continuous support for and determine the professional development needs of the staff of AHS. 1

🔍 G074518

G3.B2 Teachers have the misconception that we are coaching them for deficiencies as a person rather than improving the quality of teaching strategies being utilized. 2

🔍 B194628

G3.B2.S2 Professional Development on Coaching processes is needed for all school based coaches (all teams). 4

🔍 S206174

Strategy Rationale

To increase the knowledge of coaching strategies and to ensure consistency and fidelity of the practice.

Action Step 1 5

Analyze current teacher and teacher leader perceptions on instructional coaching by survey

Person Responsible

Ismael Portillo

Schedule

On 10/2/2015

Evidence of Completion

Survey results

Action Step 2 5

Review survey results

Person Responsible

Ismael Portillo

Schedule

On 10/7/2015

Evidence of Completion

Survey results

Action Step 3 5

Create a professional development plan based on the survey results for teachers and for teacher leaders/coaches

Person Responsible

Jenn Mills

Schedule

On 11/4/2015

Evidence of Completion

Electronic copy of the professional development plan

Action Step 4 5

Implement the professional development plan during common planning PLC for teachers and during Academic Leadership Team meetings for teacher leaders/coaches

Person Responsible

Jenn Mills

Schedule

On 11/4/2015

Evidence of Completion

Professional development agenda and sign in sheets

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

Completion of the survey and analysis of results

Person Responsible

Ismael Portillo

Schedule

On 10/9/2015

Evidence of Completion

Survey results and analysis

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 `7`

Professional development plan based on perceptions

Person Responsible

John Hill

Schedule

On 11/4/2015

Evidence of Completion

Professional development agenda, handouts, and sign in sheets

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S2.A1	A specific list of team members on each team will be delivered to the entire staff.	Dynes, DJ	8/3/2015	Excel Spreadsheet	8/21/2015 one-time
G2.B1.S3.A1	Create a schedule of classroom visits for each member of the distributive leadership team	Hill, John	8/25/2015	Schedule of classroom visits and notes on schedule	6/9/2016 weekly
G3.B2.S2.A1	Analyze current teacher and teacher leader perceptions on instructional coaching by survey	Portillo, Ismael	9/28/2015	Survey results	10/2/2015 one-time
G1.B3.S2.A2	Select a point person for each team.	Dynes, DJ	8/3/2015	Excel spreadsheet	8/21/2015 one-time
G2.B1.S3.A2	Monitor instruction based on the schedule	Hill, John	8/25/2015	Notes on the monitoring schedule	6/9/2016 weekly
G3.B2.S2.A2	Review survey results	Portillo, Ismael	10/7/2015	Survey results	10/7/2015 one-time
G1.B3.S2.A3	The team will present a "TED Talk" video of the value of lesson planning during a collaborative planning session.	Mills, Jenn	10/6/2015	Video given to Mills by McFarland by October 1, 2015.	10/7/2015 one-time
G2.B1.S3.A3	Provide feedback to teachers within 48 hours	Hill, John	8/24/2015	Notes on the monitoring schedule	6/9/2016 weekly
G3.B2.S2.A3	Create a professional development plan based on the survey results for teachers and for teacher leaders/coaches	Mills, Jenn	10/7/2015	Electronic copy of the professional development plan	11/4/2015 one-time
G1.B3.S2.A4	Continuous monitoring by the distributive leadership team during weekly common planning times.	Hill, John	8/25/2015	Meeting minutes and observation notes	6/9/2016 weekly
G3.B2.S2.A4	Implement the professional development plan during common planning PLC for teachers and during Academic Leadership Team meetings for teacher leaders/coaches	Mills, Jenn	10/28/2015	Professional development agenda and sign in sheets	11/4/2015 one-time
G1.B3.S2.A5	Professional development provided as necessary based on needs observed.	Hill, John	8/25/2015	Meeting minutes and observation notes	6/9/2016 weekly
G1.MA1	Review of teacher evaluation Stage 1 results	Dynes, DJ	5/10/2016	Analysis of Stage 1 results	6/9/2016 one-time
G1.MA1	[no content entered]			one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S2.MA1	Observation of teachers in collaborative planning setting	Hill, John	8/25/2015	Meeting minutes and observation notes	6/9/2016 weekly
G1.B3.S2.MA1	Feedback given at regularly scheduled distributive leadership meetings	Hill, John	8/25/2015	Meeting minutes	6/9/2016 weekly
G2.MA1	Analysis of the Stage 1 evaluation results	Dynes, DJ	5/10/2016	Stage 1 evaluation results	6/9/2016 one-time
G2.B1.S3.MA1	Analyze whether the team is meeting their weekly targets for classroom visits	Hill, John	8/24/2015	Meeting notes and minutes	6/9/2016 weekly
G2.B1.S3.MA1	The schedule is submitted to the district weekly by all members of the distributive leadership team	Hill, John	8/24/2015	Electronic copy of the completed schedule	6/9/2016 weekly
G3.MA1	Stage 1 teacher evaluation results	Dynes, DJ	5/10/2016	Analysis of Stage 1 evaluation results	6/9/2016 one-time
G3.B2.S2.MA1	Professional development plan based on perceptions	Hill, John	10/28/2015	Professional development agenda, handouts, and sign in sheets	11/4/2015 one-time
G3.B2.S2.MA1	Completion of the survey and analysis of results	Portillo, Ismael	9/28/2015	Survey results and analysis	10/9/2015 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Teachers will meet by content areas for 90 minutes a week during their common planning period. These meetings are designed for collaborative planning, for teachers to unpack and analyze content and literacy standards, to utilize student data to drive their instruction, to create common assessments, and to share best instructional practices through collegial conversations.

G1.B3 There is a general lack of knowledge and understanding of the purpose and benefits of collaborative planning, and/or the skills necessary to effectively engage in collaborative planning.

G1.B3.S2 Each specific content area will have a team leader and an administrator who will guide and support the team in meeting the expectations laid out.

PD Opportunity 1

The team will present a "TED Talk" video of the value of lesson planning during a collaborative planning session.

Facilitator

Mills, Jenn

Participants

all teachers

Schedule

On 10/7/2015

PD Opportunity 2

Professional development provided as necessary based on needs observed.

Facilitator

Mills, Jenn

Participants

all teachers as necessary

Schedule

Weekly, from 8/25/2015 to 6/9/2016

G3. The Distributive Leadership Team, Academic Leadership Team and Department Chairs will create a sustainable coaching system to provide continuous support for and determine the professional development needs of the staff of AHS.

G3.B2 Teachers have the misconception that we are coaching them for deficiencies as a person rather than improving the quality of teaching strategies being utilized.

G3.B2.S2 Professional Development on Coaching processes is needed for all school based coaches (all teams).

PD Opportunity 1

Implement the professional development plan during common planning PLC for teachers and during Academic Leadership Team meetings for teacher leaders/coaches

Facilitator

Mills, Jenn

Participants

all teachers and teacher leaders/coaches

Schedule

On 11/4/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B3.S2.A1	A specific list of team members on each team will be delivered to the entire staff.	$0.00
2	G1.B3.S2.A2	Select a point person for each team.	$0.00
3	G1.B3.S2.A3	The team will present a "TED Talk" video of the value of lesson planning during a collaborative planning session.	$0.00
4	G1.B3.S2.A4	Continuous monitoring by the distributive leadership team during weekly common planning times.	$0.00
5	G1.B3.S2.A5	Professional development provided as necessary based on needs observed.	$0.00
6	G2.B1.S3.A1	Create a schedule of classroom visits for each member of the distributive leadership team	$0.00
7	G2.B1.S3.A2	Monitor instruction based on the schedule	$0.00
8	G2.B1.S3.A3	Provide feedback to teachers within 48 hours	$0.00
9	G3.B2.S2.A1	Analyze current teacher and teacher leader perceptions on instructional coaching by survey	$0.00
10	G3.B2.S2.A2	Review survey results	$0.00
11	G3.B2.S2.A3	Create a professional development plan based on the survey results for teachers and for teacher leaders/coaches	$0.00
12	G3.B2.S2.A4	Implement the professional development plan during common planning PLC for teachers and during Academic Leadership Team meetings for teacher leaders/coaches	$0.00
		Total:	$0.00