Polk County Public Schools

Auburndale Senior High School

2016-17 Schoolwide Improvement Plan

Auburndale Senior High School

1 BLOODHOUND TRL, Auburndale, FL 33823

http://www.auburndalehighschool.com/

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School PK, 9-12	No	63%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	44%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	C*	C	B

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Auburndale Senior High School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. Provide the school's vision statement.

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

2. School Environment

a. 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, and 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.

b. 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.

c. 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, visits to the Choice Room, and 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 including tardies, dress code violations, and

minor classroom disruptions are handled by sending the student to Choice Room for one period. Major discipline issues are handled immediately by deans or administrators.

d. 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 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. There is also a peer counseling program run as a class during six out of seven periods by guidance counselors with students specifically trained in peer counseling available throughout the day. Students in need of peer counseling can self report to the peer counseling program or be referred by a teacher or other faculty members.

3. 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).

a. 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 to those parents who have opted in to the program. 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.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	111	115	99	56	381
One or more suspensions	0	0	0	0	0	0	0	0	0	9	7	0	1	17
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	74	119	66	39	298
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	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
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	95	125	82	52	354

c. 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 for those parents who have opted in to the program, 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.

A Student Success Coach identifies students who are not meeting graduation requirements through collaboration with school administrators, school counselors, and parents. Once students have been identified, the Success Coach works to develop and implement individual intervention strategies and graduation plans to increase the likelihood that identified students will stay in school and graduate on time.

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.

B. Family and Community Engagement
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).

1. 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).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. 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.
- Parents who have opted in to the School Messenger automated telephone system received important announcements, reminders of upcoming events, and notification 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.

2. 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.

C. 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).

1. School Leadership Team

a. Membership

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

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

b. Duties

1. 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. The team also 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 with the Academic Leadership Team to discuss instructional topics and share ideas for strengthening teaching practices.

2. 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.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.:

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
Schnieder Edouard	Student
Gerardo Rosado	Student
John Watkins	Parent
Heather Watkins	Parent
Susan Wasnorowicz	Business/Community
Rebecca Wasnorowicz	Business/Community
Peter Rausch	Teacher
Bree Lambert	Student
Abygayle Rausch	Student
Jazlyn Mazurowski	Student
Karen Pearce	Parent
Johnny Pearce	Parent
Bev Cone	Parent
Jennifer Owens	Parent
Jeanette Nelson	Parent
	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC is given copies of the SIP during the second monthly meeting of the 2016-17 school year. They were also given the results of FCAT and EOC testing, which became available after the end of

the 2015-16 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.

b. 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.

c. 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.

2. 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 $2300.00
Professional Development Opportunities - paid substitutes for teachers $1500.00
Professional Memberships for administrators $400
Supplies for Professional Development programs as needed $400
ACT Tests $4000
Summer Personnel for Strategic Planning $3,671

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Mills, Jenn	Dean
Hill, John	Principal
Dynes, DJ	Assistant Principal
Jasmin, Guerline	Teacher, K-12
Pensyl, Barbara	Teacher, K-12
Portillo, Ismael	Assistant Principal
Wilder, Tyrone	Dean
Parada, Sheryl	School Counselor
Coulter, Zach	Teacher, K-12
Bellwood, Aaron	Teacher, K-12
Giles, Joslyn	Teacher, K-12
Cullen, Joanne	Teacher, K-12
Saenz, Willie	Teacher, ESE
Scott, Tanja	Teacher, K-12
Bohac, Charles	Teacher, K-12
Caggiano, Mae	Teacher, K-12
White, Jacob	Teacher, K-12
Scullin, Courtney	Teacher, K-12
Amato, Grace	Teacher, K-12
Carroll, Nick	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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.

D. 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).

1. 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 utilizes PLCs for weekly collaborative lesson planning, data analysis sessions, job-embedded PD, and a coaching cycle which supports classroom instruction and encourages peer coaching. The Professional Learning Community Teams meet by subject groupings for 90 minutes per week 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.

2. 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.

3. 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. Ismael Portillo, one of our assistant principals, serves as the new teacher mentor and works with all beginning teachers on an as-needed basis. Other members of the leadership team are assigned departments to oversee and provide ongoing assistance to all teachers, with special emphasis on assisting new teachers.

All members of the instructional staff are grouped by teaching assignments into PLC groups. Members of the leadership team, including aspiring leaders, are assigned to various departments as an instructional coach. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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 are trained during PLCs 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.

2. 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.

2. Student Transition and Readiness

a. 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).

1. 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.
- All freshmen participate in "Freshmen Success Assembly" during the first 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.

b. College and Career Readiness

1. 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.
- 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.

2. 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

3. 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.

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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. Utilize a team of educators to lead our multi-tiered support system to ensure our instructional system, school operational system, and school culture is consistently maximized to provide optimal learning experiences for every student so they are focused on learning and discipline incidents decrease.

G2. Teachers will meet by content areas for 90 minutes a week during their common planning period. These PLC 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. This time is also utilized for job embedded professional development as needed.

G3. 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.

G4. 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"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Utilize a team of educators to lead our multi-tiered support system to ensure our instructional system, school operational system, and school culture is consistently maximized to provide optimal learning experiences for every student so they are focused on learning and discipline incidents decrease. 1a

🔑 G087122

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	1200.0

Targeted Barriers to Achieving the Goal 3

- There is no multi-tiered support team currently in place.

Resources Available to Help Reduce or Eliminate the Barriers 2

- There are multi-tiered systems in place already that can be utilized to assist and support all students.

- There are several faculty members who are proficient in multi-tiered systems who have the ability to take the lead in forming a team of educators to reduce the barriers.

Plan to Monitor Progress Toward G1. 8

School-wide discipline data

Person Responsible
Tyrone Wilder

Schedule
Quarterly, from 9/9/2016 to 6/9/2017

Evidence of Completion
Discipline data from genesis will be collected and compared from quarter to quarter, as well as from the previous school year. We are looking for a 50% decrease in discipline incidents from last year.

G2. Teachers will meet by content areas for 90 minutes a week during their common planning period. These PLC 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. This time is also utilized for job embedded professional development as needed. 1a

🔑 G087123

Targets Supported 1b

Indicator	Annual Target
Effective+ Teachers (Performance Rating)	98.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 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. Teachers are given the flexibility to meet during planning periods and/or after school with the assistance of a member of the distributive leadership team present to provide support. PLC groups are also given the flexibility to determine their needs in terms of the focus of each PLC session.

Plan to Monitor Progress Toward G2. 8

Review of teacher evaluation Stage 1 results

Person Responsible
DJ Dynes

Schedule
On 6/9/2017

Evidence of Completion
Analysis of Stage 1 results

G3. 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

🔑 G087124

Targets Supported 1b

Indicator	Annual Target
Effective+ Teachers (Performance Rating)	98.0

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.

Resources Available to Help Reduce or Eliminate the Barriers 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.

Plan to Monitor Progress Toward G3. 8

Analysis of the Stage 1 evaluation results

Person Responsible
DJ Dynes

Schedule
On 6/9/2017

Evidence of Completion
Stage 1 evaluation results

G4. 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

🔑 G087125

Targets Supported 1b

Indicator	Annual Target
Effective+ Teachers (Performance Rating)	98.0

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.

Resources Available to Help Reduce or Eliminate the Barriers 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.

Plan to Monitor Progress Toward G4. 8

Stage 1 teacher evaluation results

Person Responsible
DJ Dynes

Schedule
On 6/9/2017

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. Utilize a team of educators to lead our multi-tiered support system to ensure our instructional system, school operational system, and school culture is consistently maximized to provide optimal learning experiences for every student so they are focused on learning and discipline incidents decrease. 1

🔑 G087122

G1.B1 There is no multi-tiered support team currently in place. 2

🔑 B231630

G1.B1.S1 The Assistant Principal II will work with the principal to determine the faculty members who are most proficient in the area of multi-tiered support systems to form the MTSS A-Team. 4

🔑 S244346

Strategy Rationale

This team will lead our school in a consistent approach to informing, educating, and problem solving using the MTSS model.

Action Step 1 5

Form a MTSS A-Team made up of educators who are knowledgeable in MTSS and are able to provide direction and support for other teachers.

Person Responsible

Tyrone Wilder

Schedule

On 9/9/2016

Evidence of Completion

Action Step 2 5

One the team is in place, schedule weekly meetings to determine the areas of need at AHS in terms ensuring teachers have an understanding of MTSS and are implementing strategies to support all students.

Person Responsible

Tyrone Wilder

Schedule

On 6/9/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

The Assistant Principal II will identify team members, set the initial meeting date, and develop a meeting calendar for the year.

Person Responsible

Tyrone Wilder

Schedule

On 9/9/2016

Evidence of Completion

List of MTSS A-Team members and scheduled meeting dates.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

The MTSS A-Team will meet according to the developed schedule to assess MTSS needs of the school and determine areas in which they can best support the faculty in implementation of MTSS to support our students.

Person Responsible

Tyrone Wilder

Schedule

On 6/9/2017

Evidence of Completion

Meeting agendas and minutes.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

The Assistant Principal II will identify faculty to participate on the MTSS A-Team and set a schedule for the group to meet to determine areas of need and how to support our teachers in multi-tiered support systems.

Person Responsible

Tyrone Wilder

Schedule

On 8/29/2016

Evidence of Completion

G2. Teachers will meet by content areas for 90 minutes a week during their common planning period. These PLC 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. This time is also utilized for job embedded professional development as needed. 1

🔑 G087123

G2.B3 There is a general lack of knowledge and understanding of the purpose and benefits of PLCs, including collaborative planning, and/or the skills necessary to effectively engage in collaborative planning. 2

🔑 B231635

G2.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

🔑 S244349

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

Ismael Portillo

Schedule

On 9/2/2016

Evidence of Completion

Excel Spreadsheet

Action Step 2 5

The team will provide an article on value of collaborative lesson planning during a collaborative planning session and use it to lead discussion with PLC groups.

Person Responsible

Ismael Portillo

Schedule

On 9/2/2016

Evidence of Completion

Article included in the Instructional Strategies spiral

Action Step 3 `5`

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

Person Responsible

John Hill

Schedule

Weekly, from 9/6/2016 to 6/9/2017

Evidence of Completion

Meeting minutes and observation notes

Action Step 4 `5`

Professional development provided as necessary based on needs observed.

Person Responsible

John Hill

Schedule

Weekly, from 8/15/2016 to 6/9/2017

Evidence of Completion

Meeting minutes and observation notes

Plan to Monitor Fidelity of Implementation of G2.B3.S2 `6`

Feedback given at regularly scheduled distributive leadership meetings

Person Responsible

John Hill

Schedule

Weekly, from 8/25/2016 to 6/9/2017

Evidence of Completion

Meeting minutes

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 `7`

Observation of teachers in collaborative planning setting

Person Responsible

John Hill

Schedule

Weekly, from 8/15/2016 to 6/9/2017

Evidence of Completion

Meeting minutes and observation notes

G3. 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

🔑 G087124

G3.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

🔑 B231636

G3.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

🔑 S244354

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 8/15/2016 to 6/9/2017

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 8/15/2016 to 6/9/2017

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 8/15/2016 to 6/9/2017

Evidence of Completion

Notes on the monitoring schedule

Plan to Monitor Fidelity of Implementation of G3.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 8/15/2016 to 6/9/2017

Evidence of Completion

Electronic copy of the completed schedule

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 `7`

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

Person Responsible

John Hill

Schedule

Weekly, from 8/15/2016 to 6/9/2017

Evidence of Completion

Meeting notes and minutes

G4. 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

🔑 G087125

G4.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

🔑 B231640

G4.B2.S2 Professional Development on Coaching processes is needed for all school based coaches (all teams). 4

🔑 S244356

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 10/7/2016

Evidence of Completion

Survey results

Action Step 2 5

Review survey results

Person Responsible

Ismael Portillo

Schedule

On 10/14/2016

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 10/21/2016

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

Weekly, from 10/24/2016 to 6/9/2017

Evidence of Completion

PLC Notes and Checklists pertaining to job embedded, individualized or group PD as needed throughout the year

Plan to Monitor Fidelity of Implementation of G4.B2.S2 [6]

Completion of the survey and analysis of results

Person Responsible

Ismael Portillo

Schedule

On 10/14/2016

Evidence of Completion

Survey results and analysis

Plan to Monitor Effectiveness of Implementation of G4.B2.S2 `7`

Professional development plan based on perceptions

Person Responsible

John Hill

Schedule

On 6/9/2017

Evidence of Completion

Professional development agenda, handouts, sign in sheets and/or PLC Notes logs

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.MA1 🔍 M328379	The Assistant Principal II will identify faculty to participate on the MTSS A-Team and set a...	Wilder, Tyrone	8/29/2016		8/29/2016 one-time
G2.B3.S2.A1 🔍 A316403	A specific list of team members on each team will be delivered to the entire staff.	Portillo, Ismael	8/22/2016	Excel Spreadsheet	9/2/2016 one-time
G2.B3.S2.A2 🔍 A316404	The team will provide an article on value of collaborative lesson planning during a collaborative...	Portillo, Ismael	8/22/2016	Article included in the Instructional Strategies spiral	9/2/2016 one-time
G1.B1.S1.MA1 🔍 M328380	The Assistant Principal II will identify team members, set the initial meeting date, and develop a...	Wilder, Tyrone	8/29/2016	List of MTSS A-Team members and scheduled meeting dates.	9/9/2016 one-time
G1.B1.S1.A1 🔍 A316401	Form a MTSS A-Team made up of educators who are knowledgeable in MTSS and are able to provide...	Wilder, Tyrone	8/29/2016		9/9/2016 one-time
G4.B2.S2.A1 🔍 A316415	Analyze current teacher and teacher leader perceptions on instructional coaching by survey	Portillo, Ismael	8/29/2016	Survey results	10/7/2016 one-time
G4.B2.S2.MA1 🔍 M328392	Completion of the survey and analysis of results	Portillo, Ismael	8/29/2016	Survey results and analysis	10/14/2016 one-time
G4.B2.S2.A2 🔍 A316416	Review survey results	Portillo, Ismael	10/10/2016	Survey results	10/14/2016 one-time
G4.B2.S2.A3 🔍 A316417	Create a professional development plan based on the survey results for teachers and for teacher...	Mills, Jenn	10/10/2016	Electronic copy of the professional development plan	10/21/2016 one-time
G1.MA1 🔍 M328382	School-wide discipline data	Wilder, Tyrone	9/9/2016	Discipline data from genesis will be collected and compared from quarter to quarter, as well as from the previous school year. We are looking for a 50% decrease in discipline incidents from last year.	6/9/2017 quarterly
G2.MA1 🔍 M328387	Review of teacher evaluation Stage 1 results	Dynes, DJ	5/8/2017	Analysis of Stage 1 results	6/9/2017 one-time
G3.MA1 🔍 M328390	Analysis of the Stage 1 evaluation results	Dynes, DJ	5/8/2017	Stage 1 evaluation results	6/9/2017 one-time
G4.MA1 🔍 M328393	Stage 1 teacher evaluation results	Dynes, DJ	5/8/2017	Analysis of Stage 1 evaluation results	6/9/2017 one-time
G1.B1.S1.MA2 🔍 M328381	The MTSS A-Team will meet according to the developed schedule to assess MTSS needs of the school...	Wilder, Tyrone	9/12/2016	Meeting agendas and minutes.	6/9/2017 one-time
G1.B1.S1.A2 🔍 A316402	One the team is in place, schedule weekly meetings to determine the areas of need at AHS in terms...	Wilder, Tyrone	9/12/2016		6/9/2017 one-time
G2.B3.S2.MA1 🔍 M328383	Observation of teachers in collaborative planning setting	Hill, John	8/15/2016	Meeting minutes and observation notes	6/9/2017 weekly
G2.B3.S2.MA1 🔍 M328384	Feedback given at regularly scheduled distributive leadership meetings	Hill, John	8/25/2016	Meeting minutes	6/9/2017 weekly
G2.B3.S2.A3 🔍 A316405	Continuous monitoring by the distributive leadership team during weekly common planning times.	Hill, John	9/6/2016	Meeting minutes and observation notes	6/9/2017 weekly
G2.B3.S2.A4 🔍 A316406	Professional development provided as necessary based on needs observed.	Hill, John	8/15/2016	Meeting minutes and observation notes	6/9/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B2.S2.MA1 🔑 M328391	Professional development plan based on perceptions	Hill, John	10/24/2016	Professional development agenda, handouts, sign in sheets and/or PLC Notes logs	6/9/2017 one-time
G4.B2.S2.A4 🔑 A316418	Implement the professional development plan during common planning PLC for teachers and during...	Mills, Jenn	10/24/2016	PLC Notes and Checklists pertaining to job embedded, individualized or group PD as needed throughout the year	6/9/2017 weekly
G3.B1.S3.MA1 🔑 M328388	Analyze whether the team is meeting their weekly targets for classroom visits	Hill, John	8/15/2016	Meeting notes and minutes	6/9/2017 weekly
G3.B1.S3.MA1 🔑 M328389	The schedule is submitted to the district weekly by all members of the distributive leadership team	Hill, John	8/15/2016	Electronic copy of the completed schedule	6/9/2017 weekly
G3.B1.S3.A1 🔑 A316412	Create a schedule of classroom visits for each member of the distributive leadership team	Hill, John	8/15/2016	Schedule of classroom visits and notes on schedule	6/9/2017 weekly
G3.B1.S3.A2 🔑 A316413	Monitor instruction based on the schedule	Hill, John	8/15/2016	Notes on the monitoring schedule	6/9/2017 weekly
G3.B1.S3.A3 🔑 A316414	Provide feedback to teachers within 48 hours	Hill, John	8/15/2016	Notes on the monitoring schedule	6/9/2017 weekly

V. Professional Development Opportunities

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

G2. Teachers will meet by content areas for 90 minutes a week during their common planning period. These PLC 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. This time is also utilized for job embedded professional development as needed.

G2.B3 There is a general lack of knowledge and understanding of the purpose and benefits of PLCs, including collaborative planning, and/or the skills necessary to effectively engage in collaborative planning.

G2.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 provide an article on value of collaborative lesson planning during a collaborative planning session and use it to lead discussion with PLC groups.

Facilitator

Ismael Portillo and Jenn Mills

Participants

all teachers

Schedule

On 9/2/2016

PD Opportunity 2

Professional development provided as necessary based on needs observed.

Facilitator

Ismael Portillo and Jenn Mills

Participants

all teachers as necessary

Schedule

Weekly, from 8/15/2016 to 6/9/2017

G4. 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.

G4.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.

G4.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

Ismael Portillo and Jenn Mills

Participants

all teachers and teacher leaders/coaches

Schedule

Weekly, from 10/24/2016 to 6/9/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Form a MTSS A-Team made up of educators who are knowledgeable in MTSS and are able to provide direction and support for other teachers.	$0.00
2	G1.B1.S1.A2	One the team is in place, schedule weekly meetings to determine the areas of need at AHS in terms ensuring teachers have an understanding of MTSS and are implementing strategies to support all students.	$0.00
3	G2.B3.S2.A1	A specific list of team members on each team will be delivered to the entire staff.	$0.00
4	G2.B3.S2.A2	The team will provide an article on value of collaborative lesson planning during a collaborative planning session and use it to lead discussion with PLC groups.	$0.00
5	G2.B3.S2.A3	Continuous monitoring by the distributive leadership team during weekly common planning times.	$0.00
6	G2.B3.S2.A4	Professional development provided as necessary based on needs observed.	$0.00
7	G3.B1.S3.A1	Create a schedule of classroom visits for each member of the distributive leadership team	$0.00
8	G3.B1.S3.A2	Monitor instruction based on the schedule	$0.00
9	G3.B1.S3.A3	Provide feedback to teachers within 48 hours	$0.00
10	G4.B2.S2.A1	Analyze current teacher and teacher leader perceptions on instructional coaching by survey	$0.00
11	G4.B2.S2.A2	Review survey results	$0.00
12	G4.B2.S2.A3	Create a professional development plan based on the survey results for teachers and for teacher leaders/coaches	$0.00
13	G4.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