

Polk County Public Schools

Auburndale Senior High School



2018-19 Schoolwide Improvement Plan

Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	6
Planning for Improvement	9
Title I Requirements	11
Budget to Support Goals	13

Auburndale Senior High School

1 BLOODHOUND TRL, Auburndale, FL 33823

<http://www.auburndalehighschool.com/>

School Demographics

School Type and Grades Served (per MSID File) High School PK, 9-12	2017-18 Title I School Yes	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) 71%
Primary Service Type (per MSID File) K-12 General Education	Charter School No	2018-19 Minority Rate (Reported as Non-white on Survey 2) 50%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	C*

School Board Approval

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

SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Title
Bruno, Tye	Principal
Mills, Jenn	Assistant Principal
Wilder, Tyrone	Assistant Principal
Portillo, Ismael	Assistant Principal
Lancaster, Pam	Dean
Schneider, Carrie	Assistant Principal
Giles, Joslyn	Dean
Johnson, Victoria	Instructional Coach
Marazzi, Alison	Instructional Coach

Duties

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

Leadership Team:

Jenn Mills: curriculum, finance, master scheduling, guidance and social studies department

Ishmael Portillo: academies, AVID, ESOL, science department, discipline

Tyrone Wilder: operations, facilities, MTSS, ESE, mathematics and world languages department, and discipline

Carrie Schneider: attendance, state and district testing, and discipline

Pam Lancaster: athletics and discipline

Joslyn Giles: math department and discipline

Victoria Johnson: school-based reading coach

Alison Marazzi: school-based math coach

Administration meetings are held weekly every Friday morning between the Principal and all Assistant Principals. Leadership meetings are held weekly every Wednesday afternoon between the Principal, Assistant Principals and Academic Coaches to follow up on common planning meetings, PLCs, classroom walkthroughs, data, decision-making process, and additional school information. A Distributive Leadership approach is utilized, where all leadership team members are assigned areas of focus and responsibilities.

Early Warning Systems

Year 2017-18

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	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected

Wednesday 7/18/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

One concern is student attendance. In 2017-2018, 28% of our student population attended school less than 90% of school days.

Which data component showed the greatest decline from prior year?

The data that showed the greatest decline from the prior year is the percentage of U.S. History EOC proficient scores. In 2016-2017, we had a proficiency of 58%, which dropped to 48% in 2017-2018.

Which data component had the biggest gap when compared to the state average?

The data component that had the biggest gap when compared to the state average is U.S. History proficiency, with our school average being 48% proficient, compared to the state average of 71% proficient. The difference between our school average and the state average is 23%.

Which data component showed the most improvement? Is this a trend?

The data that showed the most improvement is Geometry proficiency. In 2016-2017, 22% of our students were proficient, which increased to 34% proficient in 2017-2018.

Describe the actions or changes that led to the improvement in this area.

The actions that led to the improvement in Geometry are a change in our scheduling model. Students that were not proficient in math were placed in Algebra IA and Algebra IB, before being placed in Geometry. This allowed students to build and increase their Algebra skills before being exposed to Geometry concepts. Doing so allowed students to obtain a stronger mathematical foundation before being placed in the next math class.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	37%	46%	56%	34%	44%	52%
ELA Learning Gains	44%	47%	53%	42%	45%	46%
ELA Lowest 25th Percentile	37%	39%	44%	34%	37%	38%
Math Achievement	36%	44%	51%	24%	32%	43%
Math Learning Gains	37%	42%	48%	25%	31%	39%
Math Lowest 25th Percentile	30%	38%	45%	32%	35%	38%
Science Achievement	49%	65%	67%	39%	54%	65%
Social Studies Achievement	48%	63%	71%	55%	64%	69%

EWS Indicators as Input Earlier in the Survey

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

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2018	37%	43%	-6%	53%	-16%
	2017	36%	43%	-7%	52%	-16%
Same Grade Comparison		1%				
Cohort Comparison						
10	2018	34%	42%	-8%	53%	-19%
	2017	37%	40%	-3%	50%	-13%
Same Grade Comparison		-3%				
Cohort Comparison		-2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	47%	59%	-12%	65%	-18%
2017	46%	51%	-5%	63%	-17%
Compare		1%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	45%	57%	-12%	68%	-23%
2017	56%	56%	0%	67%	-11%
Compare		-11%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	35%	60%	-25%	62%	-27%
2017	37%	43%	-6%	60%	-23%
Compare		-2%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	34%	41%	-7%	56%	-22%
2017	23%	34%	-11%	53%	-30%
Compare		11%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	23	36	31	26	47	42	33	33		75	43
ELL	16	48	48	18	26	10	18	19		78	67
ASN	40										
BLK	25	38	34	23	29	33	36	30		84	62

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
HSP	37	42	32	39	35	17	45	49		80	69
MUL	31	42		23	33		40				
WHT	42	47	42	41	41	38	56	55		85	69
FRL	32	40	36	33	36	32	41	44		80	65
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	10	29	22	8	33	33	24	28		63	21
ELL	6	19	26	7	38	43	14	25		79	45
BLK	22	35	33	15	28	34	35	46		75	41
HSP	35	38	38	24	29	39	48	56		83	67
MUL	44	40		20	37		40	67			
WHT	44	49	43	36	35	34	56	63		79	61
FRL	29	39	38	22	31	37	38	50		74	47

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Student Attendance
Rationale	In 2017-2018, 60% of our students attended school at least 90% of the time.
Intended Outcome	Increase the number of our students that attend school at least 90% of the time to 65% of the student population.
Point Person	Carrie Schneider (carrie.schneider@polk-fl.net)

Action Step	
Description	Weekly running of attendance reports and contacting guardians of students that are of habitually absent. Correct labeling of attendance codes for students that are absent due to "School Business" (SB). Monthly attendance meetings with the district social worker. Parental awareness of attendance policy (orientation, social media, student handbook).
Person Responsible	Carrie Schneider (carrie.schneider@polk-fl.net)

Plan to Monitor Effectiveness	
Description	Comparison of quarterly attendance reports from 2017-2018 school year to current school year
Person Responsible	Carrie Schneider (carrie.schneider@polk-fl.net)

Activity #2	
Title	U.S. History Proficiency
Rationale	In 2016-2017, 58% of our students were proficient in U.S. History. In 2017-2018, 48% of our students were proficient in U.S. History.
Intended Outcome	Increase student proficiency by 3%.
Point Person	Jenn Mills (jennifer.mills@polk-fl.net)

Action Step	
Description	Common planning, with monitoring and support by administration. Utilize formative assessments and analyze data to drive instruction (re-teaching). Provide reading support for U.S. History teachers, focused on non-fiction text. Utilization of LSI framework for instruction.
Person Responsible	Jenn Mills (jennifer.mills@polk-fl.net)

Plan to Monitor Effectiveness	
Description	Lesson plan checks to ensure teachers are teaching to the depth of the standards. Classroom walk-throughs and observations. Quarterly assessments. Student work samples.
Person Responsible	Jenn Mills (jennifer.mills@polk-fl.net)

Activity #3	
Title	Lesson Pacing
Rationale	To increase teacher knowledge and delivery of content, aligned with state standards and district learning maps.
Intended Outcome	In 2017-2018, 2% of our teachers were ahead of pace, 48% were on pace, and 50% were 1-3+ weeks behind learning maps. In 2018-2019, our intended outcome is that 75% of lessons will be on pace with learning maps.
Point Person	Victoria Johnson (johnson.victoria@polk-fl.net)
Action Step	
Description	Common planning to create target instruction lessons and activities to meet the needs of all levels of students. Conduct Learning Walks to collect data. Utilization of LSI framework for instruction. Utilize district and school-based instructional coaches to assist teachers in pacing as determined by needs analysis. District Learning Maps/Pacing Guides.
Person Responsible	Victoria Johnson (johnson.victoria@polk-fl.net)
Plan to Monitor Effectiveness	
Description	Classroom walk-throughs to monitor lesson delivery and provide support. Analysis of student performance data. Review of lesson plans and learning maps.
Person Responsible	Victoria Johnson (johnson.victoria@polk-fl.net)

Part IV: Title I Requirements

Additional Title I Requirements
 This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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/organizations available at school.
- Beginning of the year grade level assemblies are conducted to provide inspiration, motivation, and build relationships.

- An additional parent night is held during first semester. Parents receive information on school events, 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, and links to teacher email addresses.
- The school maintains an active Facebook, Instagram, and Twitter Account. Updates are done on a regular basis.
- Parents who have opted in to the School Messenger automated telephone system receive 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.
- 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.

PFEP Link

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

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. 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. Grade level specific assemblies are conducted at various times throughout the school year to provide inspiration, motivation, and to reinforce the expectations for ALL. The staff also participates in "Respect and Dignity for All" training to ensure that each member of our school community (students, staff, parents, etc.) feels valued and is welcomed as a positively contributing member of our school.

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.

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 resources 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 (Academic Leadership 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.

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 are offered 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.

Part V: Budget

Total:	\$0.00
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