

The School Board of Highlands County

Avon Park High School



2018-19 Schoolwide Improvement Plan

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Avon Park High School

700 E MAIN ST, Avon Park, FL 33825

<http://www.highlands.k12.fl.us/~aph/>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School PK, 9-12	Yes	80%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	70%

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 Highlands 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.

By uniting stakeholders, we will prepare our students to be college, career, and workplace ready.

Provide the school's vision statement.

APHS Student's Leading, Learning, and Leaving a Legacy.

School Leadership Team

Membership

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

Name	Title
Erwin, Danielle	Principal
Ridenour, Ashley	School Counselor
Henderson, Dawn	Other
Riley, Kim	Assistant Principal
Edsall, Karen	Assistant Principal
Pollitt, Melinda	Instructional Coach
O'Hora, Martin	Teacher, ESE
Scofield, Michael	Instructional Coach
Parketon, Blaine	Teacher, K-12
Love, Amy	Teacher, K-12
Velasquez, Kimberly	Instructional Coach
Farr, Pam	Teacher, K-12

Duties

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

Ashley Ridenour-- Lead Guidance Counselor
Dawn Henderson-- AVID Coordinator/AVID Coach/Fine Arts Department Head
Pam Farr-- CTE Department Head
Melinda Pollitt-- Math Coach
Kim Velasquez--Reading Coach
Michael Scofield--Writing Coach
Amy Love-- Social Studies Department Head
Martin O'Hora--ESE Resource Teacher
Blaine Parketon--Science Department Head

The APHS leadership team is comprised of administration and teacher-leaders from each of the academic disciplines, instructional coaches, and the student services department (guidance). The principal of APHS leads the school's leadership team in the development of policies and procedures that promote the effective operations of the school. The leadership team meets monthly to monitor

status of key school improvement initiatives, review academics, behavioral, and assessment data, and to discuss and provide input to implement changes as needed.

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	88	85	59	82	314
One or more suspensions	0	0	0	0	0	0	0	0	0	94	74	28	0	196
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	163	118	66	59	406
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	148	111	50	24	333

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	116	85	33	10	244

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	17	71	15	26	129
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Thursday 8/2/2018

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	62	0	0	0	62
One or more suspensions	0	0	0	0	0	0	0	0	0	82	88	89	30	289
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	41	270	156	62	529
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	157	142	211	206	716

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	70	0	0	0	70

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	62	0	0	0	62
One or more suspensions	0	0	0	0	0	0	0	0	0	82	88	89	30	289
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	41	270	156	62	529
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	157	142	211	206	716

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	70	0	0	0	70

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?

ELA Lowest 25th Percentile. This is not a trend as this data component went up the year before.

Which data component showed the greatest decline from prior year?

ELA Lowest 25th Percentile

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

ELA Achievement

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

Math Lowest 25th Percentile. This is not a trend yet as it is the first year we have seen substantial increases in this area.

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

We increased the math course offerings and provided opportunities for students to work at a more appropriate level.

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	38%	43%	56%	34%	40%	52%
ELA Learning Gains	47%	47%	53%	37%	39%	46%
ELA Lowest 25th Percentile	29%	34%	44%	29%	31%	38%
Math Achievement	45%	47%	51%	28%	36%	43%
Math Learning Gains	49%	44%	48%	28%	29%	39%
Math Lowest 25th Percentile	56%	41%	45%	33%	30%	38%
Science Achievement	50%	55%	67%	42%	53%	65%
Social Studies Achievement	63%	65%	71%	62%	66%	69%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	88 (62)	85 (0)	59 (0)	82 (0)	314 (62)
One or more suspensions	94 (82)	74 (88)	28 (89)	0 (30)	196 (289)
Course failure in ELA or Math	163 (41)	118 (270)	66 (156)	59 (62)	406 (529)
Level 1 on statewide assessment	148 (157)	111 (142)	50 (211)	24 (206)	333 (716)

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	36%	40%	-4%	53%	-17%
	2017	34%	49%	-15%	52%	-18%
Same Grade Comparison		2%				
Cohort Comparison						
10	2018	42%	50%	-8%	53%	-11%
	2017	38%	40%	-2%	50%	-12%
Same Grade Comparison		4%				
Cohort Comparison		8%				

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	48%	54%	-6%	65%	-17%
2017	32%	47%	-15%	63%	-31%
Compare		16%			

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	62%	63%	-1%	68%	-6%
2017	54%	60%	-6%	67%	-13%
Compare		8%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	31%	53%	-22%	62%	-31%
2017	37%	67%	-30%	60%	-23%
Compare		-6%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	48%	56%	-8%	56%	-8%
2017	38%	45%	-7%	53%	-15%
Compare		10%			

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	33	28	41	45		40	31		26	10
ELL		17	11	24			9			50	
BLK	25	42	35	30	39	59	40	50		64	24
HSP	32	41	27	43	47	52	54	65		71	37

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
MUL	54	54		63	53		70	60		50	
WHT	53	57	28	57	58	50	51	73		62	51
FRL	35	46	29	43	48	58	47	62		64	33
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	13	28	28	15	25	26	16	23		47	14
ELL		45	50	35	56	50					
BLK	18	35	36	19	28	26	11	45		55	18
HSP	32	44	45	32	30	33	38	43		70	39
MUL	60	67		58	56						
WHT	48	47	42	47	42	43	40	69		69	34
FRL	28	40	41	32	34	33	32	47		65	30

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	College and Career Acceleration
Rationale	Ensuring students take at least one AP, Dual Enrollment or pass an industry certification is necessary to ensure we are preparing our students to be college, career and workplace ready.(Our APHS Mission)
Intended Outcome	Increase the % of students passing an advanced placement, dual enrollment and/or industry certification exam by 3%
Point Person	Karen Edsall (edsallk@highlands.k12.fl.us)
Action Step	
	<p>Teacher/Administrator training is important to ensure students see success in this area. Training scheduled/planned for this year includes:</p> <ul style="list-style-type: none"> • AP Summer Institute through College Board/AP Peer Mentoring • Stem training for Robotics • Industry Certification Testing Training • Use of AP Insight as a resource in AP classes • AVID Trainings: Summer Institutes, VCC, VFT
Description	<p>As well, events to increase family involvement are also necessary to inform families and will be held this year. These include guidance nights and AVID family nights.</p> <p>We also use PEER leaders and have a PEER Leader program to promote advanced coursework through peer interactions and encouragement from this group of student leaders. We also hold Career Cafe's and have guest speakers from college/trade/ businesses come in and work with students.</p> <p>In addition, this summer we held a 2-week AP Summer Camp for incoming 9th and 10th grade students to introduce skills and knowledge students will use to prepare them to to take and be successful in AP courses.</p>
Person Responsible	Karen Edsall (edsallk@highlands.k12.fl.us)
Plan to Monitor Effectiveness	
Description	<p>Data will be collected in these areas and analyzed to assess progress towards this goal. New EDIS program will now enable quick and accurate retrieval of this data at multiple points throughout the year.</p>
Person Responsible	Danielle Erwin (erwind@highlands.k12.fl.us)

Activity #2	
Title	Graduation Rate
Rationale	In order for all students to be college and career ready, they need to (at minimum) graduate from high school.
Intended Outcome	Increase our high school graduation rate by 3%.
Point Person	Sherri Crow (crows1@highlands.k12.fl.us)
Action Step	
Description	<p>The following is a list of activities/supports we have implemented in order to increase graduation rate:</p> <ul style="list-style-type: none"> • Guidance Nights--quarterly / AVID Family Nights • College Room and College Summit Initiative with Peer Leaders • Freshman Focus • SARC (Attendance) • PBIS (Development of School-wide expectations) • AVID Trainings: Summer Institutes, VCC, VFT • 1 to 1 Mentoring Program that provides additional support to at-risk students • MTSS Interventions in reading, math and behavior • School-wide of Khan Academy resources during Advisement • After School Tutoring
Person Responsible	Sherri Crow (crows1@highlands.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Data will be collected and analyzed from various supporting activities, progress monitoring and a weekly google form is submitted by mentors that monitors student's grades/ attendance/behavior and contains parent/student contact and feedback information. As well, data is monitored for students who attend tutoring and through MTSS.
Person Responsible	Danielle Erwin (erwind@highlands.k12.fl.us)

Activity #3	
Title	Attendance
Rationale	Regular school attendance is important for a student's academic success.
Intended Outcome	Increase school-wide attendance rate by 3%
Point Person	Kim Riley (rileyk@highlands.k12.fl.us)
Action Step	
Description	<p>The following activities will help to improve our attendance rate:</p> <ul style="list-style-type: none"> • Updated procedures for SARC(School Attendance Review Committee) • PBIS Initiative (Incentives/reward for good attendance) • SARC (involves parent contact/involvement) • 1 to 1 Mentoring Program that provides additional support to at-risk students • College Summit Initiative with Peer Leaders • Calls home in the morning when student is absent from school • Encourage use of Skyward Parent Portal to check real time attendance
Person Responsible	Kim Riley (rileyk@highlands.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Weekly analysis of attendance data (SARC) and analysis of attendance data quarterly to support initiatives above.
Person Responsible	Danielle Erwin (erwind@highlands.k12.fl.us)
Activity #4	
Title	Social Studies (US History)
Rationale	Student's academic success help ensure we are preparing our students to be college, career, and workplace ready.
Intended Outcome	Increase the number of students scoring proficient on US History EOC by 3%
Point Person	Amy Love (lovea@highlands.k12.fl.us)
Action Step	
Description	<p>The following activities will help us achieve an increase in this area:</p> <ul style="list-style-type: none"> • Professional development for teachers/instructional coaching • AVID Trainings: Summer Institutes, VCC, VFT • New standards-aligned textbook/resources--County curriculum maps/pacing guides • Progress monitoring of students 2X a year • Support Facilitation provided in inclusion classes • Teachers will work collaboratively in Professional Learning communities (PLC's) • Afterschool tutoring
Person Responsible	Amy Love (lovea@highlands.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Data Analysis (Baseline tests), classroom walk throughs, PLCs
Person Responsible	Danielle Erwin (erwind@highlands.k12.fl.us)

Activity #5	
Title	ELA
Rationale	Student's academic success help ensure we are preparing our students to be college, career, and workplace ready.
Intended Outcome	Increase the number of students scoring proficient on FSA ELA by 3%.
Point Person	Kimberly Velasquez (velasquk@highlands.k12.fl.us)
Action Step	
Description	<p>The following activities will help us achieve an increase in this area:</p> <ul style="list-style-type: none"> •Teachers are provided one-on-one professional development by school/district coaches and resource specialists. Professional development such as AVID Trainings: Summer Institutes, VCC, VFT • Afterschool tutoring •Development/implementation of common formative and summative assessments •Data-driven chats with reading/writing coach with lesson revisions •Use of district-developed curriculum maps and progress monitoring •Support Facilitation provided in inclusion classes •Tier 2/3 Remedial Advisement • Teachers will work collaboratively in Professional Learning communities (PLC's) •1 to 1 mentoring for at-risk students •Use of Achieve 3000/Khan Academy
Person Responsible	Michael Scofield (scofielm@highlands.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Data review of progress monitoring data and common assessments, walk throughs using IPG's
Person Responsible	Danielle Erwin (erwind@highlands.k12.fl.us)

Activity #6	
Title	Math (Algebra 1 and Geometry)
Rationale	Student's academic success help ensure we are preparing our students to be college, career, and workplace ready.
Intended Outcome	Increase the number of students scoring satisfactory or higher on Algebra 1, Geometry by 3% for each.
Point Person	Melinda Pollitt (pollitt@highlands.k12.fl.us)
Action Step	
Description	<p>The following activities will help us achieve an increase in this area:</p> <ul style="list-style-type: none"> • Part time math instructional coach • District-level support in the implementation of common formative and summative assessments. • Tier 2/3 Remedial Advisement • Support Facilitation provided in inclusion classes • Teachers will work together collaboratively in Professional Learning communities (PLC's) • AVID Trainings for teachers: Summer Institutes, VCC, VFT • Afterschool tutoring
Person Responsible	Melinda Pollitt (pollitt@highlands.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Evaluate student learning via i-ready diagnostic and common summative assessments, Use of IPGs during walkthroughs
Person Responsible	Danielle Erwin (erwind@highlands.k12.fl.us)

Activity #7	
Title	Discipline
Rationale	Reducing behavioral incidents will minimize the loss of instructional time
Intended Outcome	Reduce total number of students with 6 or more referrals by 1%
Point Person	Kim Riley (rileyk@highlands.k12.fl.us)
Action Step	
Description	<p>The following activities will help us achieve an increase in this area:</p> <ul style="list-style-type: none"> • Implementation of PBIS e.g. student rewards/incentives for good behavior and School-wide Expectations • 9th and 10th grade class visits to go over discipline • 2nd day of school PowerPoint presentation to whole school • PBIS Team • 1 to 1 Mentoring to at risk students • MTSS Interventions Tier 2/3
Person Responsible	Kim Riley (rileyk@highlands.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Data analysis via PBIS , MTSS, SARC, EDIS and Skyward
Person Responsible	Danielle Erwin (erwind@highlands.k12.fl.us)
Activity #8	
Title	Science (Biology)
Rationale	Student's academic success help ensure we are preparing our students to be college, career, and workplace ready.
Intended Outcome	Students scoring proficient (Level 3) in Biology EOC will improve by 3%.
Point Person	Kim Riley (rileyk@highlands.k12.fl.us)
Action Step	
Description	<p>The following activities will help us achieve an increase in this area:</p> <ul style="list-style-type: none"> • AVID/AP Training for teachers: Summer Institutes, VCC, VFT • Kagan training and various other professional development opportunities for teachers • District developed pacing guides • New/y adopted standards-aligned textbook/resources • Support Facilitation provided in inclusion classes • Teachers will work collaboratively in Professional Learning communities (PLC's) • 1 to 1 mentoring for at-risk students • Afterschool tutoring
Person Responsible	Blaine Parketon (parketb@highlands.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Data Analysis from baseline tests and common formative assessment, classroom walk throughs, PLCs
Person Responsible	Danielle Erwin (erwind@highlands.k12.fl.us)

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.

Increase parental involvement in academic recognition and awards ceremonies and other school related activities (AVID family nights, guidance nights).

Increase parental involvement on our school advisory committee.

Increase attendance at school's annual Night of Stars program

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.

During our advisement period, mentors advocate on their assigned students' behalf. During advisement students and teachers review grades, build relationships and discuss academic issues. Students in 9th grade Leadership class engage in character building discussions using Covey's 7 Habits of Highly Effective Teens and 6 Most Important Decisions curriculum. The APHS MTSS committee works with the school-based leadership team to identify students who meet criteria for MTSS evaluation. MTSS team members coordinate delivery of remedial/supplemental instructional/behavioral interventions, and progress monitor students identified as at risk using our school's early warning system. APHS also has 1:1 mentoring that focus on our at-risk students. Guidance Counselors and outside agencies such as New Horizons and Youth and Family Services provide individual/family counseling to assist students and their families with their individual needs. After school tutoring is available (4 days a week) to all students to get extra support.

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

9th graders transitioning from the middle school are enrolled in a Leadership Class. Instructional objectives for this course include improving students with organizational skills, providing instruction in self advocacy strategies, and to increase student's post-secondary preparedness.

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.

Prior to the start of each school year the APHS leadership team meets to analyze student achievement results and to establish achievement/performance goals for the upcoming school year. Additionally the leadership team, working with faculty and staff as whole will establish the master schedule, finalize instructional teaching assignments and compile a list of instructional resources needed to support

teaching and learning. Many of the members of the CLT also help to develop and deliver targeted professional development to help increase student achievement.

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

Each student is assigned a guidance counselor. Guidance counselors advise students on course selections, college and career planning. Instituted a guidance advisement period that connects each student with an adult mentor on campus to review academic histories, monitor academic progress, provide college and career planning support via Peer Forward Peer Leaders. Implemented AVID program for select 9th through 12th graders. The AVID College Readiness System (ACRS) accelerates student learning, uses research based methods of effective instruction, provides meaningful and motivational professional learning, and acts as a catalyst for systemic reform and change.

Part V: Budget	
Total:	\$50,000.00