

Polk County Public Schools

Auburndale Senior High School



2019-20 Schoolwide Improvement Plan

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Auburndale Senior High School

1 BLOODHOUND TRL, Auburndale, FL 33823

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

Demographics

Principal: Todd Bennett

Start Date for this Principal: 7/18/2018

| | |
|--|--|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | High School PK, 9-12 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2018-19 Title I School | Yes |
| 2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 100% |
| 2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students* |
| School Grades History | 2018-19: C (52%) 2017-18: C (47%) 2016-17: C (46%) 2015-16: C (42%) 2014-15: C (49%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Southwest |
| Regional Executive Director | |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |

| ESSA Status | TS&I |
|--|------|
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here . | |

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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

School Demographics

| | | |
|---|---|--|
| <p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School PK, 9-12</p> | <p>2018-19 Title I School</p> <p style="text-align: center;">Yes</p> | <p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">71%</p> |
| <p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p> | <p>Charter School</p> <p style="text-align: center;">No</p> | <p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">50%</p> |

School Grades History

| Year | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|-------|---------|---------|---------|---------|
| Grade | C | C | C | C |

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Purpose and Outline of the SIP

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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 | Job Duties and Responsibilities |
|-------------------|---------------------------|---------------------------------|
| Bruno, Tye | Principal | |
| Mills, Jenn | Assistant Principal | |
| Wilder, Tyrone | Assistant Principal | |
| Portillo, Ismael | Assistant Principal | |
| Lancaster, Pam | Dean | |
| Schneider, Carrie | Assistant Principal | |
| Giles, Joslyn | Teacher, Career/Technical | |
| Hilton, Leslie | Instructional Coach | |
| Marazzi, Alison | Instructional Coach | |
| Graham, Lindsey | Dean | Dean and Title I Coordinator |

Early Warning Systems

Current Year

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

| Indicator | Grade Level | | | | | | | | | | | | | Total | |
|---------------------------------|-------------|---|---|---|---|---|---|---|---|---|-----|-----|-----|-------|------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 421 | 432 | 430 | 350 | 1633 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 49 | 57 | 78 | 61 | 245 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 2 | 2 | 7 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 67 | 73 | 49 | 30 | 219 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 191 | 176 | 167 | 142 | 676 |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total | |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|-----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 70 | 72 | 65 | 45 | 252 |

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 | 79 | 91 | 88 | 65 | 323 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 13 | 6 | 5 | 29 |

FTE units allocated to school (total number of teacher units)

81

Date this data was collected or last updated

Tuesday 8/27/2019

Prior Year - 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 | 0 | 0 | 0 | 0 | 0 | 0 |
| One or more suspensions | 0 | 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 | 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 | 0 | 0 |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total | |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Prior Year - 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 | 68 | 67 | 70 | 74 | 279 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 116 | 87 | 70 | 63 | 336 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 85 | 63 | 40 | 31 | 219 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 181 | 173 | 143 | 158 | 655 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|-----|-----|----|-------|-----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 115 | 100 | 83 | 84 | 382 |

Part II: Needs Assessment/Analysis

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 | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| ELA Achievement | 37% | 47% | 56% | 38% | 44% | 53% |
| ELA Learning Gains | 40% | 46% | 51% | 43% | 41% | 49% |
| ELA Lowest 25th Percentile | 26% | 37% | 42% | 39% | 33% | 41% |
| Math Achievement | 44% | 43% | 51% | 29% | 37% | 49% |
| Math Learning Gains | 55% | 45% | 48% | 33% | 33% | 44% |
| Math Lowest 25th Percentile | 58% | 44% | 45% | 36% | 32% | 39% |
| Science Achievement | 46% | 58% | 68% | 50% | 56% | 65% |
| Social Studies Achievement | 62% | 61% | 73% | 58% | 60% | 70% |

| EWS Indicators as Input Earlier in the Survey | | | | | |
|---|-----------------------------------|---------|---------|---------|----------|
| Indicator | Grade Level (prior year reported) | | | | Total |
| | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 421 (0) | 432 (0) | 430 (0) | 350 (0) | 1633 (0) |
| Attendance below 90 percent | 49 (0) | 57 (0) | 78 (0) | 61 (0) | 245 (0) |
| One or more suspensions | 2 (0) | 1 (0) | 2 (0) | 2 (0) | 7 (0) |
| Course failure in ELA or Math | 67 (0) | 73 (0) | 49 (0) | 30 (0) | 219 (0) |
| Level 1 on statewide assessment | 191 (0) | 176 (0) | 167 (0) | 142 (0) | 676 (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.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

| ELA | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 09 | 2019 | 39% | 45% | -6% | 55% | -16% |
| | 2018 | 37% | 43% | -6% | 53% | -16% |
| Same Grade Comparison | | 2% | | | | |
| Cohort Comparison | | | | | | |
| 10 | 2019 | 34% | 42% | -8% | 53% | -19% |

| ELA | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| | 2018 | 34% | 42% | -8% | 53% | -19% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | -3% | | | | |

| 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 |
| 2019 | 43% | 54% | -11% | 67% | -24% |
| 2018 | 47% | 59% | -12% | 65% | -18% |
| Compare | | -4% | | | |

| CIVICS EOC | | | | | |
|------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | | | | | |
| 2018 | | | | | |

| HISTORY EOC | | | | | |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 61% | 57% | 4% | 70% | -9% |
| 2018 | 45% | 57% | -12% | 68% | -23% |
| Compare | | 16% | | | |

| ALGEBRA EOC | | | | | |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 31% | 50% | -19% | 61% | -30% |
| 2018 | 35% | 60% | -25% | 62% | -27% |
| Compare | | -4% | | | |

| GEOMETRY EOC | | | | | |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 51% | 53% | -2% | 57% | -6% |

| GEOMETRY EOC | | | | | |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | 34% | 41% | -7% | 56% | -22% |
| Compare | | 17% | | | |

Subgroup Data

| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2017-18 | C & C Accel 2017-18 |
| SWD | 18 | 28 | 23 | 36 | 69 | 67 | 26 | 55 | | 78 | 11 |
| ELL | 9 | 26 | 35 | 7 | | | 25 | 25 | | 73 | 50 |
| BLK | 23 | 32 | 30 | 31 | 47 | 40 | 29 | 55 | | 89 | 57 |
| HSP | 34 | 40 | 29 | 38 | 64 | 58 | 40 | 56 | | 84 | 60 |
| MUL | 39 | 41 | | 73 | 54 | | 69 | 67 | | | |
| WHT | 45 | 43 | 19 | 51 | 56 | 67 | 54 | 67 | | 86 | 62 |
| FRL | 25 | 32 | 24 | 35 | 51 | 50 | 39 | 55 | | 83 | 54 |
| 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 |
| 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 |

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

| ESSA Federal Index | |
|------------------------------|------|
| ESSA Category (TS&I or CS&I) | TS&I |

| ESSA Federal Index | |
|---|-----|
| OVERALL Federal Index – All Students | 50 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 1 |
| Progress of English Language Learners in Achieving English Language Proficiency | 36 |
| Total Points Earned for the Federal Index | 551 |
| Total Components for the Federal Index | 11 |
| Percent Tested | 98% |

| Subgroup Data | |
|----------------------|--|
|----------------------|--|

| Students With Disabilities | |
|-----------------------------------|--|
|-----------------------------------|--|

| | |
|---|----|
| Federal Index - Students With Disabilities | 41 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |

| English Language Learners | |
|----------------------------------|--|
|----------------------------------|--|

| | |
|--|-----|
| Federal Index - English Language Learners | 32 |
| English Language Learners Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | |

| Native American Students | |
|---------------------------------|--|
|---------------------------------|--|

| | |
|---|-----|
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | |

| Asian Students | |
|-----------------------|--|
|-----------------------|--|

| | |
|---|-----|
| Federal Index - Asian Students | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | |

| Black/African American Students | |
|--|--|
|--|--|

| | |
|--|----|
| Federal Index - Black/African American Students | 42 |
| Black/African American Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |

| Hispanic Students | |
|--------------------------|--|
|--------------------------|--|

| | |
|---|----|
| Federal Index - Hispanic Students | 49 |
| Hispanic Students Subgroup Below 41% in the Current Year? | NO |

| Hispanic Students | |
|--|-----|
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | |
| Multiracial Students | |
| Federal Index - Multiracial Students | 57 |
| Multiracial Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | |
| Pacific Islander Students | |
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | |
| White Students | |
| Federal Index - White Students | 55 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 43 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component that showed the lowest performance is ELA, with 37% of our students being proficient in ELA compared to 44% of students in Algebra, 46% of in students Biology, and 62% of students in US History being proficient.

Contributing factors contributing to last year's low performance are: poor student attendance, high number of discipline referrals, insufficient progress monitoring as STAR was only administered in Reading classes to juniors and seniors that scored a level 1 or 2 on FSA ELA.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data which showed the greatest decline from the prior year is the proficiency of biology students, as their achievement level decreased from 49% to 46%.

Factors that contributed to this decline was the loss of one of our biology teachers at the end of first semester. Students had a substitute for the remainder of the school year.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that had the greatest gap when compared to the state average is the proficiency of our biology students. The state average was 68% and our school average was 46% (difference of 22%). Factors that contributed to this gap are the loss of one of our biology teachers at the end of first semester. Students had a substitute for the remainder of the school year.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement is the US History component. Student proficiency increased from 48% to 62%. Actions that our school took in this area is that the US History was a part of our SIP plan for 2018-2019. We utilized progress monitoring and quarterly assessments in a simulated EOC testing environment, conducted frequent rigor walks, common planning, PLCs and WICOR strategies.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

LY students, student attendance and low FSA/EOC scores

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Improve ELA proficiency for all students
2. Improve proficiency for biology students
3. Increase student acceleration
4. Increase learning gains for LY students

Part III: Planning for Improvement

Areas of Focus:

| | |
|---|---|
| #1 | |
| Title | Biology Proficiency |
| Rationale | In 2018-2019, our greatest decline from the prior year is the proficiency of biology students, as their achievement level decreased from 49% to 46%. Biology proficiency was also the data component that had the greatest gap when compared to the state average. The state average was 68% and our school average was 46% (difference of -22%). |
| State the measurable outcome the school plans to achieve | In 2019-2020, we will increase Biology proficiency from 46% to 49%. |
| Person responsible for monitoring outcome | Ismael Portillo (ismael.portillo@polk-fl.net) |
| Evidence-based Strategy | Utilization of LSI framework, AVID strategies, WICOR strategies, and progress monitoring |
| Rationale for Evidence-based Strategy | The evidence-based strategies were selected because they are aligned with our district goals. The resources used to make this determination are our 2018-2019 school data. |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Provide reading support for Biology teachers, focused on non-fiction text. 2. Collaboration with district science coach to assist teachers in lesson pacing as determined by needs analysis 3. Common planning to create target instruction lessons and activities to meet the needs of all students at all levels 4. Utilization of district learning maps and pacing guides 5. WICOR and LSI strategies will be used across content in all classes. 6. Our ELL teacher will collaborate with the Biology teachers to monitor the progress of ELL students and provide support to those students through ELL strategies, which will be documented in teacher lesson plans 7. Administration will complete classroom walk-throughs, lesson plan checks, and review |
| Person Responsible | Ismael Portillo (ismael.portillo@polk-fl.net) |

| | |
|------------------|--|
| #2 | |
| Title | ELA Proficiency |
| Rationale | The data component that showed the lowest performance in 2018-2019 is ELA, with 37% of our students being proficient in ELA (we also earned 37% the previous year). The federal index for our ELL students was 32, which needs to be increased to 41. ESSA reports indicate ELL as a high needs subcategory at the percentage of 36% of our ELL learners in achieving proficiency. |

| | |
|---|---|
| State the measurable outcome the school plans to achieve | In 2019-2020, we will increase ELA proficiency from 37% to 40% for all students and increase our ELL learners subgroup from 32% to 41%. |
| Person responsible for monitoring outcome | Leslie Hilton (leslie.hilton@polk-fl.net) |
| Evidence-based Strategy | STAR assessments, LSI, WICOR strategies, and writing progress monitoring |
| Rationale for Evidence-based Strategy | The evidence-based strategies were selected because they are aligned with our district goals. |

Action Step

| | |
|---------------------------|--|
| Description | <ol style="list-style-type: none"> 1. School-based reading coach will provide reading support for all staff based on determined needs through common planning and PLC 2. Students will be complete quarterly assessments to guide instruction 3. Common planing will be utilized to create target instruction lessons and in ELA and Reading to meet the needs of all students at all levels 4. Utilization of district learning maps and pacing guides and resources 5. Common board configurations for all classrooms 6. Administration will complete classroom walk-throughs, lesson plan checks, and review student test data to ensure students are making adequate progress 7. LY students will be placed in a sheltered Reading class 8. WICOR and LSI strategies will be used across content in all classes 9. Student data chats and tracking sheets will be utilized 10. Common writing creation 11. District PD for ELA teachers on scoring callibration |
| Person Responsible | Leslie Hilton (leslie.hilton@polk-fl.net) |

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|---|---|
| #3 | |
| Title | Acceleration |
| Rationale | In 2018-2019, our acceleration decreased to 61% from 68% in 2017-2018. |
| State the measurable outcome the school plans to achieve | The percentage of all students earning credit for acceleration coursework will increase from 61% to 64%, as measured by qualifying exam scores, course credit scores, and/or earned industry certifications. |
| Person responsible for monitoring outcome | Ismael Portillo (ismael.portillo@polk-fl.net) |
| Evidence-based Strategy | AP/Dual Enrollment courses for acceleration, and industry certifications for career and technical education students. |
| Rationale for Evidence-based Strategy | Students should be encouraged to take rigorous course work and seek acceleration opportunities and experiences in order to be college and career ready. |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Increase the number of students enrolled in College Success 2. CTE teachers will promote their program through participating in school based parent nights, HDTV, posters, school social media, and other methods 3. Administrators and guidance counselors will collaborate with AVID and Honors teachers to identify students ready to be placed in AP/Dual enrollment course 4. Create criteria that requires students to have earned an acceleration point before being placed in an executive intern (student aide) class 5. Our College and Career Specialist/Student Success Coach will meet with students and assist them as needed to be college and career ready 6. ELL students will participate in college and career exploration while in their ELL class 7. Students will participate in college and career field trips 8. School-based coaches will assist Student Success Coach in identifying EWS students and create a graduation plan for those students |
| Person Responsible | Ismael Portillo (ismael.portillo@polk-fl.net) |

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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 Schoolwide Improvement Plan 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.

Please see attached Parent and Family Engagement Plan for full details on how we plan to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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.

Students identified as having social-emotional needs are given the opportunity to meet with the guidance counselor individually or in small groups or if applicable can be met through the classroom staff on a one-to-one basis. Severe cases may be handled with a contracted mental health counselor. The IEP also identifies and addresses social emotional goals for all of our students. Our school also utilizes the following resources:

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.
- The ELL teacher holds monthly meetings with her students and their families.

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

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 biweekly 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 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.

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.

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

- Through our Career and Technical Education (CTE) programs and our career academies, work-based learning opportunities are being implemented within the experiential learning domains and standards of practice. Partnerships continue being developed assuring those opportunities for students and the bridges to post-secondary educational institutions remain a priority. Articulation agreements are continually being developed with technical colleges and state colleges in response to higher attainment levels of high school industry certifications. Dual enrollment courses within the CTE field are consistently evaluated and provided to students as often as possible.
- Accelerated programs, such as Dual enrollment and Advanced Placement, in addition to high school courses being offered at middle schools, will be available to students to provide academic rigor and to earn college credit while in high school.
- Student Success Coaches will work with targeted students to ensure that high school graduation and post-secondary education is achieved in a timely manner.
- AVID will be implemented in sixteen secondary schools to support targeted students in participating in accelerated programs and enrolling in college.
- Students will create academic plans for high school and graduation, and will also track planning for post-secondary education and training.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

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| 1 | III.A. | Areas of Focus: Biology Proficiency | \$0.00 |
| 2 | III.A. | Areas of Focus: ELA Proficiency | \$0.00 |
| 3 | III.A. | Areas of Focus: Acceleration | \$0.00 |
| Total: | | | \$334,102.37 |