Avon Park High School

2019-20 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/

Demographics

Principal: Karen Edsall

Start Date for this Principal: 7/1/2016

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 (49%) 2017-18: C (48%) 2016-17: C (41%) 2015-16: C (41%) 2014-15: C (47%)
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 was approved by the Highlands County School Board on 10/8/2019.

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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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	C

School Board Approval

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SIP Authority

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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	Job Duties and Responsibilities
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	
Love, Amy	Teacher, K-12	
Velasquez, Kimberly	Instructional Coach	
Wagner-Texley, Amy	Teacher, K-12	Science Department Chair
Meeks, Whitney	Teacher, K-12	CTE Department Chair

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	306	253	214	234	1007
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	85	66	58	76	285
One or more suspensions	0	0	0	0	0	0	0	0	0	80	49	30	42	201
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	110	88	52	36	286
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	182	184	106	68	540

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	141	84	46	51	322

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	29	24	19	2	74
Students retained two or more times	0	0	0	0	0	0	0	0	0	17	20	11	10	58

FTE units allocated to school (total number of teacher units)
46

Date this data was collected or last updated
Wednesday 8/21/2019

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	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 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	116	85	33	10	244

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	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 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	116	85	33	10	244

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	38%	44%	56%	35%	43%	53%
ELA Learning Gains	41%	46%	51%	44%	42%	49%
ELA Lowest 25th Percentile	30%	35%	42%	41%	33%	41%
Math Achievement	50%	45%	51%	35%	42%	49%
Math Learning Gains	55%	44%	48%	35%	36%	44%
Math Lowest 25th Percentile	53%	44%	45%	33%	31%	39%
Science Achievement	46%	56%	68%	33%	48%	65%
Social Studies Achievement	63%	65%	73%	54%	61%	70%

EWS Indicators as Input Earlier in the Survey					
Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	306 (0)	253 (0)	214 (0)	234 (0)	1007 (0)
Attendance below 90 percent	85 (88)	66 (85)	58 (59)	76 (82)	285 (314)
One or more suspensions	80 (94)	49 (74)	30 (28)	42 (0)	201 (196)
Course failure in ELA or Math	110 (163)	88 (118)	52 (66)	36 (59)	286 (406)
Level 1 on statewide assessment	182 (148)	184 (111)	106 (50)	68 (24)	540 (333)

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	38%	46%	-8%	55%	-17%
	2018	36%	40%	-4%	53%	-17%
Same Grade Comparison		2%				
Cohort Comparison						
10	2019	35%	43%	-8%	53%	-18%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	42%	50%	-8%	53%	-11%
Same Grade Comparison		-7%				
Cohort Comparison		-1%				

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	45%	54%	-9%	67%	-22%
2018	48%	54%	-6%	65%	-17%
Compare		-3%			

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%	63%	-2%	70%	-9%
2018	62%	63%	-1%	68%	-6%
Compare		-1%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	38%	52%	-14%	61%	-23%
2018	31%	53%	-22%	62%	-31%
Compare		7%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	56%	55%	1%	57%	-1%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	48%	56%	-8%	56%	-8%
Compare		8%			

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	13	26	28	32	44		16	56		70	18
ELL	5	40	38	20						62	
BLK	29	37	23	41	49	55	36	56		69	19
HSP	31	37	27	43	54	57	41	59		78	30
MUL	53	42		70							
WHT	55	52	56	63	57	40	61	71		78	58
FRL	35	40	28	47	53	50	44	58		74	31
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
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

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
OVERALL Federal Index – All Students	50

ESSA Federal Index	
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	56
Total Points Earned for the Federal Index	548
Total Components for the Federal Index	11
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	37
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	41
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	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	55
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	59
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	47
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.

ELA Lowest 25th Percentile. Due to the increase of student skill deficits in ELA of our incoming 9th graders, the language barrier of students that receive ELL services and the expressive and receptive cognitive delays of our students with disabilities, we are finding a trend in this area.

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

ELA-- Due in part to the increase of student skill deficits in ELA of our incoming 9th graders, the language barrier of students that receive ELL services and the expressive and receptive cognitive delays of our students with disabilities.

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.

Science Achievement: Due in part to the increase of student skill deficits of our incoming 9th graders, the language barrier of students that receive ELL services and the expressive and receptive cognitive delays of our students with disabilities

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

Math Learning Gains- Due in part to flexible scheduling by looking at their strength and weaknesses and placing them in the appropriate math course; tier 2 and 3 math advisement support classes; and afterschool tutoring by certified math teachers.

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

One-third of the student population has attendance below 90%.

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

1. Increasing student attendance
2. Increase learning gains in Math and ELA
3. Improve graduation rate
4. Improve college and career readiness

Part III: Planning for Improvement

Areas of Focus:

#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).

State the measurable outcome the school plans to achieve	Increase the % of students taking and passing an advanced placement, dual enrollment and/or industry certification exam by 3%
Person responsible for monitoring outcome	Danielle Erwin (erwind@highlands.k12.fl.us)
Evidence-based Strategy	Addition of Pre-AP Alg 1, English 1, Music and Theater Curriculum for all 9th grade students and those seeking elective credits Increasing course offerings Real-world application of curriculum Career /College Cafes Peer Leadership Program College Bound Male Initiative AP Capstone Program Guidance Nights--Family Involvement AVID Program AP Exam Prep Professional development for teachers Recruitment/Marketing of AP Programs
Rationale for Evidence-based Strategy	Based on our 2018-19 data, 40% of our students have obtained college and/or career acceleration points. With this in mind, we looked at our offerings and decided to increase the variety of opportunities/initiatives so that students have a better chance of accessing mastery in college/career acceleration areas.

Action Step	
Description	1. AP Summer Institute through College Board and AVID trainings (Professional Development) including training with the AP Data Analysis tools 2. Use of AP Insight as a resource in AP classes Increase offerings and sections of AP and industry certification courses (Vet-Tech, Ag Foundations, etc.) 3. Industry Certification Testing Training 4. Established partnerships with business, colleges, industry and community

organizations help provide our students with opportunities to hear from individuals (Guest Speakers) about a variety of post-secondary opportunities
5. Farm to Table Initiative across multiple CTE content areas
6. PEER Leader program to promote advanced coursework through peer interactions and encouragement from peers
7. 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.
8. Tutoring sessions held for AP courses, based on content, prior to assessment date to help students best prepare for the exams
9. AP Capstone Night
10. Use of PSAT results to determine AP Potential and send out parent letters to encourage AP course enrollment
11. Use of Khan Academy for support in AP classes

Person Responsible   Karen Edsall (edsallk@highlands.k12.fl.us)

#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.

State the measurable outcome the school plans to achieve	Increase our high school graduation rate by 3%.
Person responsible for monitoring outcome	Danielle Erwin (erwind@highlands.k12.fl.us)
Evidence-based Strategy	The following is a list of activities/supports we have implemented in order to increase graduation rate: • Guidance Nights--quarterly / AVID Family Nights • 2nd Day PowerPoint • Admin / Peer visits to classrooms (behavior and expectations) • College Room and Peer Leader taskforce • Freshman Focus • SARC (Attendance) • PBIS (Development of School-wide expectations) • AVID Trainings: Summer Institutes, VCC, VFT • 1 to 1 Mentoring Program • Peer Mentors • MTSS • Khan Academy • After School Tutoring • Graduation Coach
Rationale for Evidence-based Strategy	Based on our 2018-19 data, 76% of our students graduated on time. With this in mind, we looked at at risk-student data and developed a plan and supported initiatives that would provide supports and needed remediation to keep these students on track.
Action Step	
Description	1. Guidance Nights--quarterly / AVID Family Nights held to inform parents of graduation requirements and supports available for students 2. 2nd Day PowerPoint presentation given to all students at the beginning of the school year that includes guidance information regarding courses and graduation requirements 3. Admin / Peer visits to classrooms to discuss with all 9th and 10th grade students the impact that behavior and academic engagement have on their success in high school. 4. The College Room is open during lunches and provides information about FAFSA, Career and college opportunities 5. Peer leaders-mentor incoming 9th and 10th graders, assist with FASFA Night and work with administration on PBIS 6. Guidance department and Peer leaders hold a workshop for Freshman parents on what to expect for their 4-years of high school

7. SARC committee meets bi weekly to ensure students with attendance concerns are put on attendance plans (Attendance)
8. PBIS (Development of School-wide expectations)- Be Red Campaign
9. AVID training provided to all teachers via: Summer Institutes, VCC, VFT and school PD plan
10. 1 to 1 Mentoring Program that provides additional support to at-risk students
11. MTSS Interventions in reading, math and behavior to provide remediation so that students can meet graduation requirements
12. School-wide use of Khan Academy resources during Advisement
13. After School Tutoring provided for all students by certified teachers (4 days a week)
14. Graduation Coach's responsibilities range from managing mentors to working with at-risk students and families to grant writing to support school-wide initiatives

Person Responsible	Sherri Crow (crows1@highlands.k12.fl.us)

#3	
Title	Attendance
Rationale	Regular school attendance is important for a student's academic success.
State the measurable outcome the school plans to achieve	Increase school-wide attendance rate by 3%
Person responsible for monitoring outcome	Danielle Erwin (erwind@highlands.k12.fl.us)
Evidence-based Strategy	The following activities will help to improve our attendance rate: • SARC • PBIS • Mentoring • Daily attendance monitoring • Skyward •Relationships with discretionary agencies (Youth and Family Services, USF, Project 10)
Rationale for Evidence-based Strategy	In order for students to be engaged and involved in their academics and school community, they must be in attendance regularly. We have implemented strategies that take into consideration the whole child and parent involvement
Action Step	
Description	1. Updated procedures for SARC (School Attendance Review Committee) 2. Incentives/reward for good attendance 3. 1 to 1 Mentoring Program that provides additional support to at-risk students 4. Peer mentoring training 5. Calls home in the morning when student is absent from school 6. Encourage use of Skyward Parent Portal to check real time attendance 7. Work in partnership with discretionary agencies to best meet the needs of our the whole child
Person Responsible	Kim Riley (rileyk@highlands.k12.fl.us)

#4	
Title	Social Studies
Rationale	Student's academic success help ensure we are preparing our students to be college, career, and workplace ready.

State the measurable outcome the school plans to achieve	Increase the number of students scoring proficient on US History EOC by 3%
Person responsible for monitoring outcome	Danielle Erwin (erwind@highlands.k12.fl.us)
Evidence-based Strategy	School-Wide AVID Initiative • WICOR • Critical Reading Strategies • Focused Notes/Note-taking strategies • Binder/Organization PLC by content area (teachers meet weekly) Support Facilitation in Inclusion classes Use of Instructional Coach for both Writing and Reading (Literacy focus across all content areas) Use of Instructional Practice Guides to provide feedback to teachers and to identify areas of instructional and curriculum needs Use of district adopted curriculum MTSS- Tier 2 and 3 remediation Mentoring Tutoring (Afterschool)
Rationale for Evidence-based Strategy	The strategies listed above are based on an analysis of students needs identified from their performance on the US History EOC--61 % of students received a proficient score (3 of higher) for 2018-19 and the identified needs of our teachers based on evaluation.

Action Step	
Description	1. Use of district-developed curriculum maps and progress monitoring 2. Data-driven chats during PLCs with lesson revisions 3. Tutoring with certified teachers 4 days a week (afterschool) 4. Professional development such as AVID Trainings, Summer Institutes, VCC, VFT, College Board AP, school-wide professional development plan, and support facilitation 5. Work in PLCs will allow for the Development/implementation of common formative

and summative assessments
6. Bi-weekly MTSS meetings, weekly data collection via AIMS web Plus

**Person
Responsible**   Amy Love (lovea@highlands.k12.fl.us)

#5	
Title	ELA
Rationale	Student's academic success help ensure we are preparing our students to be college, career, and workplace ready.

State the measurable outcome the school plans to achieve	Increase the number of students scoring proficient on FSA ELA by 3%.
Person responsible for monitoring outcome	Danielle Erwin (erwind@highlands.k12.fl.us)
Evidence-based Strategy	School-Wide AVID Initiative • WICOR • Critical Reading Strategies • Focused Notes/Note-taking strategies • Binder/Organization Pre-AP Curriculum for all 9th graders in ELA PLC by sub-content area (teachers meet weekly) Support Facilitation in Inclusion classes Use of Instructional Coach for both Writing and Reading Use of Instructional Practice Guides to provide feedback to teachers and to identify areas of instructional and curriculum needs Use of district approved vetted curriculum (Collections, Pre-AP College Board for English 1, Khan Academy, Achieve 3000) MTSS- Tier 2 and 3 remediation Mentoring Tutoring (Afterschool)
Rationale for Evidence-based Strategy	The strategies listed above are based on an analysis of students needs identified from their performance on the FSA ELA --38 % of 9th graders and 35% of 10th graders received a proficient score (3 of higher) for 2018-19 and the identified needs of our teachers based on evaluation.

Action Step	
Description	1. Use of district-developed curriculum maps and progress monitoring 2. Data-driven chats with reading/writing coach with lesson revisions 3. Tutoring with certified teachers 4 days a week (afterschool) 4. Professional development such as AVID Trainings, Summer Institutes, VCC, VFT, College Board AP and Pre-AP, district coaches meetings, school-wide professional development plan, support facilitation and national literacy professional development (Achieve 3000)

5. Work in PLCs will allow for the Development/implementation of common formative and summative assessments

6. Bi-weekly MTSS meetings, weekly data collection via AIMS web Plus

7. Completing classroom walk throughs using the IPG tool

Person Responsible   Kimberly Velasquez (velasquk@highlands.k12.fl.us)

#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.

State the measurable outcome the school plans to achieve	Increase the number of students scoring satisfactory or higher on Algebra 1, Geometry by 3% for each.
Person responsible for monitoring outcome	Danielle Erwin (erwind@highlands.k12.fl.us)
Evidence-based Strategy	School-Wide AVID Initiative • WICOR • Critical Reading Strategies • Focused Notes/Note-taking strategies • Binder/Organization Pre-AP Curriculum for all 9th graders in ELA PLC by sub-content area (teachers meet weekly) Support Facilitation in Inclusion classes Use of Instructional Coach for both Writing and Reading Use of Instructional Practice Guides to provide feedback to teachers and to identify areas of instructional and curriculum needs Use of district approved vetted curriculum (Collections, Pre-AP College Board for English 1, Khan Academy, Achieve 3000) MTSS- Tier 2 and 3 remediation Mentoring Tutoring (Afterschool)
Rationale for Evidence-based Strategy	The strategies listed above are based on an analysis of students' needs identified from their performance on the Alg 1 EOC --37 % and Geometry EOC 56% of students who received a proficient score (3 of higher) for 2018-19 and the identified needs of our teachers based on evaluation.

Action Step	
Description	1. Use of district-developed curriculum maps and progress monitoring 2. Data-driven chats with math coach with lesson revisions 3. Tutoring with certified teachers 4 days a week (afterschool) 4. Professional development such as AVID Trainings, Summer Institutes, VCC, VFT, College Board AP and Pre-AP, district coaches meetings, school-wide professional development plan, and support facilitation 5. Work in PLCs will allow for the Development/implementation of common formative

and summative assessments
6. Bi-weekly MTSS meetings, weekly data collection via AIMS web Plus

Person Responsible   Melinda Pollitt (pollitt@highlands.k12.fl.us)

#7	
Title	Science (Biology)
Rationale	Student's academic success help ensure we are preparing our students to be college, career, and workplace ready.
State the measurable outcome the school plans to achieve	Students scoring proficient (Level 3) in Biology EOC will improve by 3%.
Person responsible for monitoring outcome	Kim Riley (rileyk@highlands.k12.fl.us)
Evidence-based Strategy	School-Wide AVID Initiative • WICOR • Critical Reading Strategies • Focused Notes/Note-taking strategies • Binder/Organization/ •Interactive Notebooks PLC by sub-content area (teachers meet weekly) Support Facilitation in Inclusion classes Use of Instructional Coach for both Writing and Reading (Literacy Focus across all content areas) Use of Instructional Practice Guides to provide feedback to teachers and to identify areas of instructional and curriculum needs Use of district approved adopted curriculum MTSS- Tier 2 and 3 remediation Mentoring Tutoring (Afterschool)
Rationale for Evidence-based Strategy	The strategies listed above are based on an analysis of students needs identified from their performance on the Biology EOC --45 % of students received a proficient score (3 of higher) for 2018-19 and the identified needs of our teachers based on evaluation.
Action Step	
Description	1. Use of district-developed curriculum maps and progress monitoring 2. Data-driven chats within PLCs with lesson revisions 3. Tutoring with certified teachers 4 days a week (afterschool) 4. Professional development such as AVID Trainings, Summer Institutes, VCC, VFT, College Board AP, district SCC meetings, school-wide professional development plan, and support facilitation

	5. Work in PLCs will allow for the Development/implementation of common formative and summative assessments
Person Responsible	Amy Wagner-Texley (wagnerta@highlands.k12.fl.us)

#8	
Title	Discipline
Rationale	Reducing behavioral incidents will minimize the loss of instructional time
State the measurable outcome the school plans to achieve	Reduce total number of students with 6 or more referrals by 1%
Person responsible for monitoring outcome	Danielle Erwin (erwind@highlands.k12.fl.us)
Evidence-based Strategy	The following strategies will help us achieve an increase in this area: • PBIS School-wide (Model School status) • Development of Teacher-Student Relationship Agreements • 9th and 10th grade class visits to go over discipline with administration and Peer Leaders (students) • 2nd day of school PowerPoint presentation to whole school • Mentoring
Rationale for Evidence-based Strategy	The strategies listed above are based on an analysis of students needs identified from the 2018-19 Behavior data (4% of students received 6 or more referrals) and in response to full implementation of the PBIS Initiative.
Action Step	
Description	1. Implementation of PBIS e.g. student rewards/incentives for good behavior 2. Implementation of School-Wide Expectations (PBIS) 3. Tier 1, 2 and 3 implementation of PBIS 4. Tier 2 MTSS for behavior specialized advisement and check-in system 5. 1:1 Mentoring to at-risk students 6. PBIS School-wide training for all 7. Monthly review of data with all stakeholders
Person Responsible	Kim Riley (rileyk@highlands.k12.fl.us)

#9	
Title	ESSA-Subgroup Students with Disabilities
Rationale	We are focusing on students with disabilities to ensure that we are meeting the needs of all of our students

State the measurable outcome the school plans to achieve	Students with disabilities will increase their Federal Index from 34% to 41%
Person responsible for monitoring outcome	Danielle Erwin (erwind@highlands.k12.fl.us)
Evidence-based Strategy	Use of Best Practices with students with disabilities Use of Pre-AP Curriculum PLC's Support Facilitation Changes to Master Schedule Flexible Scheduling Use of Instructional Coaches MTSS Mentoring Tutoring (Afterschool)
Rationale for Evidence-based Strategy	Based on our 2018-19 data, only 34% of our students with disabilities met the state assessment goal . With this in mind, we focused on initiatives that would provide supports and needed remediation for this group of students.

Action Step	
Description	1. Support Facilitation in core and elective classes 2. Support Facilitators in ELA Inclusion classes that are ESE certified and Reading endorsed 3. PLC by sub-content area (teachers meet weekly with support facilitators) 4. Professional development in the area of Best Practices for students with disabilities 5. Professional development so that teachers can implement the Pre-AP Curriculum (College Board) 6. All 9th grade students enrolled in Pre-AP English 1 and Algebra 1 7. Additional offering in the areas of Ag Science, Vet Assisting, Robotics and Culinary Arts and increased AP offerings in which consultation and support facilitation is provided to students with disabilities 8. Use of Instructional Coach that is certified in ESE and is Reading Endorsed to vet and review curriculum supports 9. MTSS- Tier 2 and 3 remediation in Learning Strategies Class and specialized advisements

10. After School Tutoring provided for all students by certified teachers (4 days a week)
11. 1 to 1 Mentoring Program that provides additional support to at-risk students

Person Responsible Martin O'Hora (ohoram@highlands.k12.fl.us)

#10	
Title	ESSA-Subgroup English Language Learners
Rationale	We are focusing on ELL students to ensure that we are meeting the needs of all of our students

State the measurable outcome the school plans to achieve	Students that are ELL will increase their Federal Index from 37% to 41%
Person responsible for monitoring outcome	Danielle Erwin (erwind@highlands.k12.fl.us)
Evidence-based Strategy	Pre-AP English and Math offerings

Use of ELL strategies and accommodations

PLC's

Use of ESOL Para

Changes to Master Schedule

Flexible Scheduling

Use of Instructional Coaches

MTSS

Mentoring

Tutoring (Afterschool) |
| **Rationale for Evidence-based Strategy** | Based on our 2018-19 data, only 37% of our ELL students met the state assessment goal . With this in mind, we focused on initiatives that would provide supports and needed remediation for this group of students. |
| Action Step | |
| **Description** | 1. ESOL Para assists ELL students in all classes
2. Support in ELA classes that is provided by a ESOL and Reading endorsed teacher
3. PLC by ELA content area (teachers meet weekly with ESOL English Language Development Teacher)
4. Professional development in the use of ELL strategies and ELL Endorsement
5. Professional development so that teachers can implement the Pre-AP Curriculum (College Board)
6. All 9th grade students enrolled in Pre-AP English 1 and Algebra 1
7. Additional offering in Developmental Language Arts ESOL (Reading)
8. Use of Instructional Coaches to provide curriculum support and materials
9. MTSS- Tier 2 and 3 remediation in Language Development Courses and specialized advisement
10. After School Tutoring provided for all students by certified teachers (4 days a week)
11. 1 to 1 Mentoring Program that provides additional support to at-risk students |

Person Responsible   Karen Edsall (edsallk@highlands.k12.fl.us)

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.

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 involvement and attendance of all stakeholders 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. Lastly, all students will be receiving a minimum of 5 hours of instruction on the topics that were identified in the law.

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. In addition, established partnerships with business, colleges, industry and community organizations help provide our students with opportunities to hear from individuals (Guest Speakers) about a variety of post-secondary opportunities in our Career/College Cafes.

Part V: Budget

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

1	III.A.	Areas of Focus: College and Career Acceleration	$0.00
2	III.A.	Areas of Focus: Graduation Rate	$0.00
3	III.A.	Areas of Focus: Attendance	$0.00
4	III.A.	Areas of Focus: Social Studies	$0.00
5	III.A.	Areas of Focus: ELA	$0.00
6	III.A.	Areas of Focus: Math (Algebra 1 and Geometry)	$0.00
7	III.A.	Areas of Focus: Science (Biology)	$0.00
8	III.A.	Areas of Focus: Discipline	$0.00
9	III.A.	Areas of Focus: ESSA-Subgroup Students with Disabilities	$0.00
10	III.A.	Areas of Focus: ESSA-Subgroup English Language Learners	$0.00
		Total:	**$0.00**