Avon Park High School

2021-22 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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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 Highlands 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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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School PK, 9-12	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	71%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

School Board Approval

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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.

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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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Erwin, Danielle	Principal	
Pollitt, Melinda	Instructional Coach	
Edsall, Karen	Assistant Principal	
O'Hora, Martin	Teacher, ESE	
Velasquez, Kimberly	Instructional Coach	
Griffin, Kelly	School Counselor	
Ball, Shelby	Instructional Coach	Science
Meeks, Whitney	Teacher, K-12	CTE
Hathaway, Hilary	Assistant Principal	
Farless, Randy	Instructional Coach	
Word, Shelly	Teacher, K-12	Social Science

Demographic Information

Principal start date
Friday 7/1/2016, Karen Edsall

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
10

Total number of teacher positions allocated to the school

61

Total number of students enrolled at the school

902

Identify the number of instructional staff who left the school during the 2020-21 school year.

9

Identify the number of instructional staff who joined the school during the 2021-22 school year.

7

Demographic Data

Early Warning Systems

2021-22

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	277	199	198	195	869
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	84	70	69	77	300
One or more suspensions	0	0	0	0	0	0	0	0	0	19	10	3	5	37
Course failure in ELA	0	0	0	0	0	0	0	0	0	127	33	28	23	211
Course failure in Math	0	0	0	0	0	0	0	0	0	139	88	58	46	331
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	100	134	37	19	290
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	47	81	51	15	194
Number of students with a substantial reading deficiency	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	32	91	81	72	276

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	40	16	19	7	82
Students retained two or more times	0	0	0	0	0	0	0	0	0	10	10	5	5	30

Date this data was collected or last updated

Tuesday 8/24/2021

2020-21 - As Reported

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	0	0	0	273	248	204	206	931
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	98	92	59	54	303
One or more suspensions	0	0	0	0	0	0	0	0	0	46	44	25	14	129
Course failure in ELA	0	0	0	0	0	0	0	0	0	123	107	67	51	348
Course failure in Math	0	0	0	0	0	0	0	0	0	135	128	88	61	412
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	90	87	52	49	278
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	65	71	38	27	201

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	0	0	0	129	125	83	63	400

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	66	47	21	3	137
Students retained two or more times	0	0	0	0	0	0	0	0	0	10	13	3	15	41

2020-21 - Updated

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	0	0	0	273	248	204	206	931
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	98	92	59	54	303
One or more suspensions	0	0	0	0	0	0	0	0	0	46	44	25	14	129
Course failure in ELA	0	0	0	0	0	0	0	0	0	123	107	67	51	348
Course failure in Math	0	0	0	0	0	0	0	0	0	135	128	88	61	412
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	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	66	47	21	3	137
Students retained two or more times	0	0	0	0	0	0	0	0	0	10	13	3	15	41

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				38%	44%	56%	38%	43%	56%
ELA Learning Gains				41%	46%	51%	47%	47%	53%
ELA Lowest 25th Percentile				30%	35%	42%	29%	34%	44%
Math Achievement				50%	45%	51%	45%	47%	51%
Math Learning Gains				55%	44%	48%	49%	44%	48%
Math Lowest 25th Percentile				53%	44%	45%	56%	41%	45%
Science Achievement				46%	56%	68%	50%	55%	67%
Social Studies Achievement				63%	65%	73%	63%	65%	71%

Grade Level Data Review - State Assessments
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	2021					
	2019	38%	46%	-8%	55%	-17%
Cohort Comparison						
10	2021					
	2019	35%	43%	-8%	53%	-18%
Cohort Comparison		-38%				

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
2021					
2019	45%	54%	-9%	67%	-22%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	61%	63%	-2%	70%	-9%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	38%	52%	-14%	61%	-23%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	56%	55%	1%	57%	-1%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

9th and 10th grade - ELA Common Lit
Algebra 1 - iReady
Biology - Performace Matters

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	41	39	
	Economically Disadvantaged		22	
	Students With Disabilities	6	16	
	English Language Learners	2	0	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20	20	
	Economically Disadvantaged	6	19	
	Students With Disabilities	10	3	
	English Language Learners	0	0	6
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	24	46	
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	44	50	
	Economically Disadvantaged	0	37	
	Students With Disabilities	0	18	
	English Language Learners	0	0	
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	20	20	
	Economically Disadvantaged	6	19	
	Students With Disabilities	10	3	
	English Language Learners	0	0	
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	24	46	
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 11				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	59	54	
	Economically Disadvantaged		40	
	Students With Disabilities	5	19	
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	16	33	42	12	37		34	18		79	15
ELL	14	25		20	50					85	41
BLK	31	40	12	26	37	33	40	54		86	23
HSP	38	49	44	28	46	43	43	58		88	38
WHT	47	50	63	54	58	50	58	76		80	53

2021 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 2019-20	C & C Accel 2019-20
FRL	35	47	36	33	48	38	43	55		85	33

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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	51
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	67
Total Points Earned for the Federal Index	561
Total Components for the Federal Index	11
Percent Tested	93%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	32

Students With Disabilities	
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	43
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	48
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Increase in the graduation rate over the past five years
ELA achievement increased by 10% in our lowest quartile
School grade increased 88 points over the past five years
Science data has remained consistent over the past 2 years
Social Sciences has remained consistent over the past 3 years

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

FSA ELA Grades 9 & 10
ELA and Math achievement of African American subpopulation
College and Career Readiness

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Gaps in prior knowledge
Teacher capacity
Attendance
Discipline
Changes to industry certification exams

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

ELA learning gains for our lowest quartile

What were the contributing factors to this improvement? What new actions did your school take in this area?

Pre AP Eng curriculum
MTSS
Teacher capacity

What strategies will need to be implemented in order to accelerate learning?

MTSS
PLC
Common planning
Pre AP curriculum

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development such as AVID Trainings, Summer Institutes, VCC, VFT, College Board AP, District SCC meetings, school-wide professional development plan, and support facilitation

Use of Instructional Coaches to provide curriculum support and materials

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Revised focus on PLC data chats
Stocktake process to monitor data

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Career & Technical Education	
Area of Focus Description and Rationale:	Ensuring all students take at least one Advanced Placement or Dual Enrollment course or pass an industry certification is necessary to ensure we are preparing our students to be college, career and workplace ready (Our APHS Mission)
Measurable Outcome:	Increase the percentage of students taking and passing an advanced placement, dual enrollment and/or industry certification exam by 3%.
	Enrollment in advanced placement, dual enrollment, and career & technical education courses
Monitoring:	AP common assessments
	Industry certification exams
	Stocktake
Person responsible for monitoring outcome:	Karen Edsall (edsallk@highlands.k12.fl.us)
Evidence-based Strategy:	Addition of Pre-AP Algebra 1, English 1 and English 2, World History
	Real-world application of curriculum
	Career/College cafes
	Peer Leadership Program
	AP Capstone Program
	Guidance Nights-Family Involvement
	AVID Site of Distinction
	AP Exam Prep - Bootcamps
	PD for teachers provided by College Board
	Recruitment/Marketing of AP Programs
	AP Potential Report to recognize underrepresented students.
Rationale for Evidence-based Strategy:	Based on our 2020-21 data, 41% 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 Steps to Implement	

1. AP Summer Institute through College Board and AVID trainings (Professional Development)

2. Use of AP Insight as a resource in AP classes

3. Increase offerings and sections of AP and industry certification courses (VetTech, Ag Foundations, Ag Communications, Accounting, etc.)

4. Industry Certification Testing Training for teachers

5. Established partnerships with business, colleges, industry and community organizations help provide our students with opportunities

6. PEER Leader program to promote advanced coursework through peer interactions

7. As well, events to increase family involvement are also necessary to inform families and will be held this year virtually.

8. Tutoring sessions/Boot Camps held for AP courses and Industry Certification 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

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

#2. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	Regular school attendance is important for a student's academic success.
Measurable Outcome:	Decrease the number of students by 5% that have attendance below 90%
Monitoring:	Daily attendance reports Weekly SARC attendance reports Monthly PBIS meetings and data chats Stocktake
Person responsible for monitoring outcome:	Hilary Hathaway (hathawah@highlands.k12.fl.us)
Evidence-based Strategy:	The following activities will help to improve our attendance rate: • SARC • PBIS • Mentoring • Daily attendance monitoring • Skyward reporting • MTSS •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 Steps to Implement

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
8. Addition of SARC resource teacher to assist proactively with SARC.

Person Responsible	Hilary Hathaway (hathawah@highlands.k12.fl.us)
No description entered	
Person Responsible	[no one identified]

#3. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Student's academic success help ensure we are preparing our students to be college, career, and workplace ready.
Measurable Outcome:	Increase the number of students scoring proficient on FSA ELA by 5%.
Monitoring:	Progress monitoring tools MTSS PLC data chats
Person responsible for monitoring outcome:	Kimberly Velasquez (velasquk@highlands.k12.fl.us)
Evidence-based Strategy:	School-Wide AVID Initiatives • WICOR • Critical Reading Strategies • Focused Notes/Note-taking strategies • Binder/Organization Pre-AP Curriculum for all 9th and 10th graders in ELA PLC by sub-content area (teachers meet weekly)--common planning for collaboration Support Facilitation in Inclusion classes in all core academic subjects Use of Instructional Coach for Reading and English 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, and 2, Khan Academy, Achieve 3000) MTSS- Tier 2 and 3 remediation Peer Mentoring and Adult 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 --40 % of 9th graders and 40% of 10th graders received a proficient score (3 of higher) for 2020-21 and the identified needs of our teachers based on evaluation.

Action Steps to Implement

1. Use of district-developed curriculum maps and progress monitoring
2. Data-driven chats with LCRT with lesson revisions
3. Tutoring with certified teachers 2-3 days a week (afterschool)
4. Professional development such as AVID Trainings, Summer Institutes, VCC, VFT, College Board AP and Pre-AP, CommonLit training, district coaches meetings, schoolwide 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 walkthroughs using the IPG tool

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

#4. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Student's academic success help ensure we are preparing our students to be college, career, and workplace ready.
Measurable Outcome:	Increase the number of students scoring proficient on Math (which includes Algebra and Geometry) by a total of 5%
Monitoring:	Progress monitoring tools MTSS PLC data chats Stocktake
Person responsible for monitoring outcome:	Melinda Pollitt (pollitt@highlands.k12.fl.us)
Evidence-based Strategy:	School-Wide AVID Initiatives • WICOR • Critical Reading Strategies • Focused Notes/Note-taking strategies • Binder/Organization Pre-AP Curriculum for all students in Alg 1 PLC by sub-content area (teachers meet weekly) Common collaborative planning time Support Facilitation in Inclusion classes Use of Instructional Math Coach and MTSS Coach Use of Instructional Practice Guides to provide feedback to teachers and to identify areas of instructional and curriculum needs Use of district-approved vetted math curriculum MTSS- Tier 2 and 3 remediation Peer Mentoring and Adult Mentoring available Tutoring (Afterschool) Boot camps
Rationale for Evidence-	The strategies listed above are based on an analysis of students' needs identified from their performance on the Alg 1 EOC --10 % and Geometry EOC 31% of students who

based Strategy:	received a proficient score (3 of higher) for 2020-21 and the identified needs of our teachers based on evaluation.

Action Steps to Implement

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 2-3 days a week (afterschool)
4. Professional development such as AVID Trainings, Summer Institutes, VCC, VFT, College Board AP and Pre-AP, district coaches meetings, district Math Content Connections, schoolwide professional development plan, and support facilitation
5. Work in PLCs will allow for the Development/implementation of common formative and summative assessments and review of data to remediate/enrich instruction
6. Bi-weekly MTSS meetings, weekly data collection via AIMS web Plus

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

#5. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Student's academic success help ensure we are preparing our students to be college, career, and workplace ready.
Measurable Outcome:	Students scoring proficient (Level 3) in Biology EOC will improve by 3%.
Monitoring:	Progress monitoring tools MTSS PLC data chats Stocktake
Person responsible for monitoring outcome:	Shelby Ball (balls@highlands.k12.fl.us)
Evidence-based Strategy:	School-Wide AVID Initiatives • WICOR • Critical Reading Strategies • Focused Notes/Note-taking strategies • Binder/Organization/ •Interactive Notebooks PLC by sub-content area (teachers meet weekly) Common Collaborative Planning Support Facilitation in Inclusion classes Use of Instructional Coach LCRT and Science (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 Baseline testing 2X a year 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 --49 % of students received a proficient score (3 of higher) for 2020-21 and the identified needs of our teachers based on evaluation.
Action Steps to Implement	

1. Use of district-developed curriculum maps and progress monitoring
2. Data-driven chats within PLCs with lesson revisions
3. Tutoring with certified teachers 2-3 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 and review of data to remediate/enrich as needed.

Person Responsible   Shelby Ball (balls@highlands.k12.fl.us)

#6. ESSA Subgroup specifically relating to Black/African-American	
Area of Focus Description and Rationale:	We are focusing on our African American students to ensure that we are meeting the needs of all of our students
Measurable Outcome:	Students that are African American will decrease their achievement gap in ELA and Math by 5%
Monitoring:	Progress monitoring tools MTSS PLC data chats Stocktake
Person responsible for monitoring outcome:	Dawn Henderson (hendersd@highlands.k12.fl.us)
Evidence-based Strategy:	Pre-AP English 1 & 2 and Alg 1 offerings PLC's Changes to Master Schedule Use of Instructional Coaches Use data to offer advanced academic opportunities for our underrepresented students AP Potential report to identify underrepresented students MTSS Mentoring Tutoring (Afterschool)
Rationale for Evidence-based Strategy:	Based on our 2020-21 data, our African American students scored an average of 9% lower than the school average in ELA and 10% lower than the school average in Math. With this in mind, we focused on initiatives that would provide supports and needed remediation for this group of students.

Action Steps to Implement

1. Support in ELA classes that is provided by a Reading endorsed teacher and Support Facilitators
2. PLCs in ELA and Math content areas
3. Professional development so that teachers can implement the Pre-AP Curriculum (College Board)
4. All 9th grade and 10th grade students enrolled in Pre-AP English 1, English 2 and Algebra 1
5. Use of Instructional Coaches to provide curriculum support and materials
6. MTSS- Tier 2 and 3 remediation advisement
7. After School Tutoring provided for all students by certified teachers (2-3 days a week)
8. 1 to 1 Mentoring Program that provides additional support to at-risk students

Person Responsible	Dawn Henderson (hendersd@highlands.k12.fl.us)

#7. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

Measurable Outcome:

Monitoring:

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:

Rationale for Evidence-based Strategy:

Action Steps to Implement

1. Support in ELA classes that is provided by a Reading endorsed teacher and Support Facilitators
2. PLCs in ELA and Math content areas
3. Professional development so that teachers can implement the Pre-AP Curriculum (College Board)
4. All 9th grade and 10th grade students enrolled in Pre-AP English 1, English 2 and Algebra 1
5. Use of Instructional Coaches to provide curriculum support and materials
6. MTSS- Tier 2 and 3 remediation advisement
7. After School Tutoring provided for all students by certified teachers (2-3 days a week)
8. 1 to 1 Mentoring Program that provides additional support to at risk students

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

#8. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale:

Measurable Outcome:

Monitoring:

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:

Rationale for Evidence-based Strategy:

Action Steps to Implement

1. Support in ELA classes that is provided by a Reading endorsed teacher and Support Facilitators
2. PLCs in ELA and Math content areas
3. Professional development so that teachers can implement the Pre-AP Curriculum (College Board)
4. All 9th grade and 10th grade students enrolled in Pre-AP English 1, English 2 and Algebra 1
5. Use of Instructional Coaches to provide curriculum support and materials
6. MTSS- Tier 2 and 3 remediation advisement
7. After School Tutoring provided for all students by certified teachers (2-3 days a week)
8. 1 to 1 Mentoring Program that provides additional support to at risk students

Person Responsible   Hilary Hathaway (hathawah@highlands.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Avon Park is ranked 229 out of 505 schools statewide. When compared to all high schools in the state, Avon Park High School falls into the moderate category according to SafeSchoolsforAlex.org. We have revised our PBIS focus for the 20-22 school year and will review discipline data at monthly PBIS meetings and share data at our monthly MTSS meeting to identify students in need of Tier 2 and 3 behavior supports. Our PBIS team has developed a system to reward students for good behavior and provides targeted lessons to teachers through our peer counseling course to help build relationships with students and create a positive culture that extends beyond the classrooms.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Avon Park High School is a PBIS school. As a PBIS school, we use a set of strategies based on behavioral and biomedical science that enhance students' quality of life and reduce problem behaviors. National research shows that full implementation of this framework leads to improved student outcomes. By establishing this framework, we are developing skills, making changes to the school environment, acknowledging appropriate behavior, and using data to identify supports for our students. As a part of these efforts, time and resources are dedicated to building student, family, and community relationships. Close participation of family and community members is crucial to success for our students.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Danielle Erwin, Principal
Karen Edsall, Assistant Principal
Hilary Hathaway, Assistant Principal
Kyle Jackson, Dean of Students
Bo Jackson, PBIS Resource Dean
Allison Rapp, SEL Resource Dean
Chris Priest, SARC
Kim Velasquez, LCRT
Melinda Pollitt, Math MTSS

Ashley Ridenour, Guidance
Christi Hipps, Teacher
Sherry McCall-Villone, Teacher

Part V: Budget

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

1	III.A.	**Areas of Focus: Instructional Practice: Career & Technical Education**	$0.00
2	III.A.	**Areas of Focus: Culture & Environment: Student Attendance**	$0.00
3	III.A.	**Areas of Focus: Instructional Practice: ELA**	$0.00
4	III.A.	**Areas of Focus: Instructional Practice: Math**	$0.00
5	III.A.	**Areas of Focus: Instructional Practice: Science**	$0.00
6	III.A.	**Areas of Focus: ESSA Subgroup: Black/African-American**	$0.00
7	III.A.	**Areas of Focus: ESSA Subgroup: Students with Disabilities**	$0.00
8	III.A.	**Areas of Focus: ESSA Subgroup: English Language Learners**	$0.00
		Total:	**$0.00**