2013-2014 SCHOOL IMPROVEMENT PLAN

Avon Park High School

700 E MAIN ST

Avon Park, FL 33825

863-452-4311

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

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
High School	No	73%

Alternative/ESE Center	Charter School	Minority Rate
No	No	64%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
PENDING	C	C	D	D

SIP Authority and Template

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

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    ◦ Year 1 – declined to D, or first-time graded schools receiving a D
    ◦ Year 2 – second consecutive D, or F followed by a D
    ◦ Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    ◦ Year 1 – declined to F, or first-time graded schools receiving an F
    ◦ Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Prevent	4	Jim Browder

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Avon Park High School

Principal
Tealy D. Williams

School Advisory Council chair
Jeff Williams

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Jessica Thayer	Assistant Principal
Danielle Erwin	Assistant Principal
Candis Dean	Literacy Curriculum Resource Teacher
Cedric Bullard	Science Coach/Chair
Penny Jahna	Math Coach/Chair
Kim Jahna	Writing Coach/Chair
Reginald Knighten	ESE Chair
Amalia Velazquez	Foreign Language/Guidance Chair
Amy Love	Social Studies Coach/Chair
Joy Loomis	Art/ Music Chair
George Brown	Career Technical Education Chair

District-Level Information

District
Highlands

Superintendent
Mr. Wallace P Cox

Date of school board approval of SIP
2/24/2014

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school.

Involvement of the SAC in the development of the SIP

The SAC works closely with the SBLT to review student achievement data to identify areas of growth and to formulate school improvement goals.

Activities of the SAC for the upcoming school year

APHS SAC meets monthly.
Coordinates/conducts fundraising activities
Provide volunteer support for a variety of school, student, and faculty activities.

Projected use of school improvement funds, including the amount allocated to each project

No state funding was allocated.
Funds generated through SAC fundraising activities is used to support student recognition program and school improvment needs.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
3

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Tealy D. Williams		
Principal	Years as Administrator: 8	Years at Current School: 3

Credentials	Bachelors and Masters Areas of Certification: Business Education 6-12, Educational Leadership School Principal
Performance Record	01/02 C – No on AYP 02/03 C – No on AYP 03/04 C – No on AYP 04/05 D – No on AYP 05/06 C – No on AYP 06/07 C – No on AYP Learning Gains: Reading – 49% Math – 69% Lowest 25% Learning Gains: Reading – 43% Math- 58% 07/08 C – No on AYP Learning Gains: Reading – 51% Math – 74% Lowest 25% Learning Gains: Reading – 45% Math – 60% 08/09 D - No on AYP Learning Gains: Reading - 49% Math - 68% Lowest 25% Learning Gains: Reading - 43% Math - 58% 09/10 C - No on AYP Learning Gains: Reading - 45% Math 68% Lowest 25% Learning Gains: Reading 36% Math 53% 10/11 D - No on AYP Learning Gains: Reading - 38% Math - 65% Lowest 25% Learning Gains: Reading - 39% Math - 60% 11/12 C - Yes on AYP Reading: 37 Math :61 Lowest 25% Learning Gains Reading: 61% Math 65% 12/ 13 (pending) - Yes on AYP Reading: 44% Math :49% Lowest 25% Learning Gains Reading:70% Math 59%

Danielle Erwin		
Asst Principal	Years as Administrator:	Years at Current School:

Credentials	Bachelors Arts Interdisciplinary Studies Master of Science in Educational Leadership Reading Endorsed, Elementary Grade K-6, ESE K-12, Middle Intergraded 5-9 and Educational Leadership
Performance Record	2012-2013 Teacher Sebring Middle School Board of Highlands County Learning Gains: Reading- 65%, Math- 77%, % of Lowest 25%: Reading- 63%, Math- 73% 2011-2012 Teacher Sebring Middle School Board of Highlands County Learning Gains: Reading- 68%, Math- 75%, % of Lowest 25%: Reading- 72%, Math- 67% 2010-2011 Teacher Sebring Middle School Board of Highlands County Learning Gains: Reading- 67%, Math- 79%, % of Lowest 25%: Reading- 67%, Math- 75%

Jessica Thayer		
Asst Principal	Years as Administrator: 1	Years at Current School: 9

Credentials	Masters of Science in Educational Leadership, Bachelors of Science in Business Administration in Computers Informational Systems Reading Endorsed, Math 6-12, Middle Grades Math, Business K-12, and Educational Leadership
Performance Record	12/ 13 (pending) - Yes on AYP Reading: 44% Math :49% Lowest 25% Learning Gains Reading:70% Math 59% 2011-2012 LCRT at Avon Park High School: Grade Pending Learning Gains: Reading – Reading 57% Math – 86% Lowest 25% Learning Gains: Reading – 61% Math – 65% 2010-2011 Literacy Coach Resource Teacher at Avon Park High: Grade D Reading Mastery: Grade 33% Math: 65% Lowest 25% Learning Gains: Reading 39% Math 60% 2009-2010 Geometry teacher, school Grade D. Reading mastery: grade 39%. Math mastery: 69%. Writing mastery: 80%. Science mastery 23%. Our white students met AYP in Math. All other groups did not meet AYP in reading or math. 2008-2009 Math teacher at Avon Park High: Grade D Reading Mastery 31% Math Mastery: 61% Science Mastery: 30%Our black students met AYP in Math. All other groups did not meet AYP in reading or math. 2007-2008: Grade D, Reading Mastery: 33%, Math mastery: 56%, Science Mastery: 34%, All subgroups failed to make AYP.

Instructional Coaches

# of instructional coaches
6

 # receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Candis Dean		
Full-time / School-based	Years as Coach: 6	Years at Current School: 1

Areas	Reading/Literacy
Credentials	Bachelor of Science in Elementary Education; Master of Education in Educational Leadership; Reading Endorsed; Elementary Education k-6
Performance Record	2010/11: Sebring Middle School LCRT 69% Level 3 or higher; 67% making learning gains in reading; 67% of lowest 25% making learning gains in reading 2009/10: Sebring Middle School LCRT 70% Level 3 or higher; 65% making learning gains in reading; 62% of lowest 25% making learning gains in reading

Kim Jahna		
Part-time / School-based	Years as Coach: 1	Years at Current School:

Areas	Other
Credentials	BA English Education English 6-12 CARPD
Performance Record	12/ 13 (pending) - Yes on AYP Reading: 44% Math :49% Lowest 25% Learning Gains Reading:70% Math 59%

Amy Love		
Part-time / School-based	Years as Coach: 1	Years at Current School:

Areas	Other
Credentials	BA Social Studies Secondary Education MS American History Social Studies 6-12
Performance Record	12/ 13 (pending) - Yes on AYP Reading: 44% Math :49% Lowest 25% Learning Gains Reading:70% Math 59%

Penny Jahna		
Part-time / School-based	Years as Coach: 1	Years at Current School:
Areas	Mathematics	
Credentials		
Performance Record	12/ 13 (pending) - Yes on AYP Reading: 44% Math :49% Lowest 25% Learning Gains Reading:70% Math 59%	

Cedric Bullard		
Part-time / School-based	Years as Coach: 1	Years at Current School:
Areas	Science	
Credentials		
Performance Record	12/ 13 (pending) - Yes on AYP Reading: 44% Math :49% Lowest 25% Learning Gains Reading:70% Math 59%	

Dawn Henderson		
Part-time / School-based	Years as Coach: 1	Years at Current School:
Areas	Other	
Credentials	BS Mathematics BS Sociology Math 6-12 ESE K-12	
Performance Record	12/ 13 (pending) - Yes on AYP Reading: 44% Math :49% Lowest 25% Learning Gains Reading:70% Math 59%	

Classroom Teachers

# of classroom teachers
59

 # receiving effective rating or higher
57, 97%

 # Highly Qualified Teachers
61%

 # certified in-field
, 0%

 # ESOL endorsed

13, 22%

 # reading endorsed

8, 14%

 # with advanced degrees

23, 39%

 # National Board Certified

2, 3%

 # first-year teachers

5, 8%

 # with 1-5 years of experience

8, 14%

 # with 6-14 years of experience

26, 44%

 # with 15 or more years of experience

22, 37%

Education Paraprofessionals

# of paraprofessionals

12

 # Highly Qualified

, 0%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

7

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Recruitment efforts are accomplished by the district's human resources office. Instructional vacancies are posted through the six county heartland educational consortium and district website. School-based administrators conduct career-planning and career-enrichment interviews with all instructional staff. Recruitment and retention responsibility are jointly shared by district human resource director and the principal.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Teachers new to the district are assigned a peer evaluator and teachers seeking alternative certification are required to complete the district's professional educator's course. Participating teachers are assigned mentor/peer evaluators who conduct classroom obervations and provide one-on-one coaching. Aspiring administrators and teacher leaders are enrolled in the district's ASAP program.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

APHS MTSS works with the APHS curriculum leadership team to review and develop the school's improvement goals and strategies. Additionally the APHS MTSS team coordinated delivery of remediation and supplemental instructional interventions for identified students and monitors their progress.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

APHS MTSS team meets on a monthly basis to review student academic and behavioral data to identify students who meet the district and school criteria for an MTSS assessment. Selected members of the APHS MTSS team conduct transitional meetings with both feeder middle schools to review the records of any students previously identified by the our feeder middle schools.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

APHs MTSS and SBLT developed and utilizes and early warning system to facilitate the timely identification of off track students and students needing additional behavioral and instructional supports.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.
Reading, Math , Science, and Writing
Tier 1 - FCAT Reading and Writing; Performance Matters Science and Math; FAIR; EOC Algebra, Geometry and Biology results are used to screen and monitor students.
Tier 2- FCAT Reading and Writing; Performance Matters Science and Math; FAIR; EOC Algebra, Geometry and Biology; MAZE; Fast ForWord results are used to screen and monitor students.
Tier 3- FCAT Reading and Writing; Performance Matters Science and Math; FAIR; EOC Algebra, Geometry and Biology; MAZE; Fast ForWord; AIMS Web; fluency passages results are used to screen and monitor students by the APHS MTSS monitoring form.
Early Warning Report (attendance, discipline referrals, and g.p.a.) is used to monitor and identify student's exhibiting unacceptable behavior for which traditional interventions have proven unsuccessful.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

APHS SBLT will review our school's early warning data report and failing students' report. Additionally SBLT will work closesly with our school's MTSS action group and district MTSS specialist to develop faculty/parent professional development offferings to increase our school's problem-solving capacity.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 0

Utilize college tutors to provide instructional support and extended learning opportunities during the school twice weekly.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Data collection is accomplished using school's early warning system report, weeking missing assignment reports, and weekly sign-in sheets

Who is responsible for monitoring implementation of this strategy?

Assistant principal

Strategy: Extended Day for All Students

Minutes added to school year: 30

Every student will attend guidance advisement period. Students will recieve instruction in the 7 Habits of Highly Effective Teens and 6 Big Decsions. Additionally instructional staff will monitor students grades and review academic histories with each assigned student.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Attendance sheets, missing assignment reports, pinnancle gradebook checks.

Who is responsible for monitoring implementation of this strategy?

Administration

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Tealy Williams	Prinicpal
Danielle Erwin	Assistant Principal
Jessica Thayer	Assistant Prinicpal
Candis Dean	Literacy Curriculum Resource Teacher

How the school-based LLT functions

The LLT meets monthly to evaluate the literacy needs of Avon Park High School, develop intervention strategies and implement these strategies across campus. The LCRT functions as the head of the LLT and implements and organizes the plans of the LLT. The content area teachers were chosen to participate based on their previous interest in literacy as evidenced by their completion of Content Area Reading Professional Development (CAR-PD).

Major initiatives of the LLT

1. "Read Like A Rock Star:" - A month long literacy emphasis when every student chooses a book. At various times during the day an administrator announces to the school that it is time to read like a rock star. Students who have their books and who read for the 15-20 minute period receive rewards and their names are placed in a drawing for prizes.
2. The LLT will assist, implement and provide professional development for campus wide reading strategies
a. Florida Reading Initiatives strategies
b. UNRaaVEL
c. THIEVES
3. Summer reading program - The English have a required summer reading list. The LLT will investigate bringing in other departments to participate.
4. The LLT will research reading instruction strategies to use in content area classroom and make recommendations for training the faculty.
5. The LLT will promote and model Literacy Rich Classrooms
6. The LLT will implement Reading Pullouts for seniors that have not passed FCAT and lowest quartile students
7. The LLT will support and promote creative literacy awareness activities for Literacy Week

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Teachers will utilize benchmark aligned reading strategies into their classroom instruction.
Teachers will use higher order instruction (Bloom's Taxonomy and/or Webb's Depth of Knowledge) questions and activities to increase cognitive thinking.
Teachers will use grade level qualitative text to increase the text complexity in classroom instruction
Intensive Reading teachers will practice fluency on a daily basis.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Implemented the AVID for selecrt 9th and 10th 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.
Instiued a guidance advisement period for all students. The objective of the guidance advisement period is to connect each student with an adult mentor on campus to review academic histories, monitor academic progress, provide career planning support, and to assist student's in thier development of critical self management skills.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Each student is assigned a guidance counselor. Guidance counselors advise students on course selections, college and career planning.
Instiued a guidance advisement period connects each student with an adult mentor on campus to review academic histories, monitor academic progress, provide career planning support, and to assist student's in thier development of critical self management skills.

Strategies for improving student readiness for the public postsecondary level

Increase % of 9th and 11th graders taking the PSAT
increase % of 10th graders taking the PLAN test
Increase number of AP and dual-enrollment course offerings.
Increase % of students completing AP, dual-enrollment, and career themed courses
Increase % of students earning Bright Futures Gold Seal Scholarships

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	48%		No	53%
American Indian				
Asian				
Black/African American	30%	22%	No	37%
Hispanic	54%	43%	No	59%
White	56%	63%	Yes	60%
English language learners	38%	18%	No	44%
Students with disabilities	28%	14%	No	36%
Economically disadvantaged	46%	39%	No	51%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	81	36%	42%
Students scoring at or above Achievement Level 4	32	14%	16%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		54%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		54%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	129	63%	65%
Students in lowest 25% making learning gains (FCAT 2.0)	137	70%	72%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	11	44%	47%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		13%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		22%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		51%	55%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5		53%	60%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	67%		No	70%
American Indian				
Asian				
Black/African American	48%		No	53%
Hispanic	74%	59%	No	77%
White	74%	63%	No	77%
English language learners				
Students with disabilities	57%	17%	No	61%
Economically disadvantaged	63%	46%	No	67%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		78%	80%
Students scoring at or above Level 7		11%	15%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		58%	61%
Students in lowest 25% making learning gains (EOC)		59%	62%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		51%	55%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	97	29%	57%
Students scoring at or above Achievement Level 4	27	8%	25%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	203	57%	63%
Students scoring at or above Achievement Level 4	37	18%	23%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		75%	80%
Students scoring at or above Level 7		25%	30%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	140	39%	44%
Students scoring at or above Achievement Level 4	101	28%	32%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		7
Participation in STEM-related experiences provided for students	29	15%	30%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses	221	25%	40%
Completion rate (%) for students enrolled in *accelerated* STEM-related courses		25%	40%
Students taking one or more advanced placement exams for STEM-related courses	73	8%	15%
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams	34	4%	50%
Passing rate (%) for students who take CTE-STEM industry certification exams		59%	70%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	200	23%	40%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses			
Completion rate (%) for CTE students enrolled in *accelerated* courses		68%	75%
Students taking CTE industry certification exams	34	17%	45%
Passing rate (%) for students who take CTE industry certification exams		59%	70%
CTE program concentrators			
CTE teachers holding appropriate industry certifications	4	66%	100%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	89	10%	7%
Students in ninth grade with one or more absences within the first 20 days	15	7%	3%
Students in ninth grade who fail two or more courses in any subject	115	40%	30%
Students with grade point average less than 2.0	412	38%	32%
Students who fail to progress on-time to tenth grade			
Students who receive two or more behavior referrals	181	17%	13%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	108	10%	6%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.		63%	66%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)		63%	66%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.		37%	40%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)		63%	66%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Increase parental involvement in academic recognition and awards ceremonies.
Increase parental inolvement on our school advisory committee.
Increase attendance at school's annual night of stars program

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase % of parents participating in student recognition and awards programs by 10%	150	50%	60%
Increase parents participating in our night of stars by 10%	250	40%	50%
Increase parent involvement on school advisory cmte by 10%	12	2%	5%

Goals Summary

G1. Increase the number of students scoring level 3 or higher on FCAT 2.0 Reading from 36% to 42%

G2. Increase the number of students scoring satisfactory or higher on Algebra, Geometry, and FAA for Math by 6%

G3. Percentage of Avon Park High School students achieving Adequate yearly Progress (FCAT Writes level 4.0 and higher) will increase by 5%.

G4. Reduce total number of students suspended in or out of school by 15%

G5. Students scoring proficient (Level 3) in Biology EOC will improve by 7%.

G6. Increase the number of students enrolled in advance placement courses by 8%

Goals Detail

G1. Increase the number of students scoring level 3 or higher on FCAT 2.0 Reading from 36% to 42%

Targets Supported

- All Areas

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - All Levels

- STEM - High School

- CTE

- Parental Involvement

- EWS

- EWS - Elementary School

- EWS - Middle School

- EWS - High School

- EWS - Graduation

- Additional Targets

Resources Available to Support the Goal

- Teachers were trained to use grade level qualitative text to increase the text complexity in classroom instruction

Targeted Barriers to Achieving the Goal

- Core classroom instruction does not provide with fidelity appropriate levels of text complexity.

Plan to Monitor Progress Toward the Goal

Common formative assessments, FAIR data, and walkthrough observatio

Person or Persons Responsible
Core instructional staff, literacy resource teacher, and administrators.

Target Dates or Schedule:
During quarterly data days and random walkthroughs

Evidence of Completion:
Data day schedule, performance matters reports, and powerpoints.

G2. Increase the number of students scoring satisfactory or higher on Algebra, Geometry, and FAA for Math by 6%

Targets Supported
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal
- Newly assigned part time math instructional coach
- District-level support in the developement of common formative and summative assessments.

Targeted Barriers to Achieving the Goal
- Students lack understanding of slope, finding intercepts, writing/solving systems of equations, quadratic equations, and concepts in discrete math.
- Teachers presenting material that do not meet a variety of learning styles

Plan to Monitor Progress Toward the Goal

Evaluate student learning via baseline assessments and common summative assessements

Person or Persons Responsible
Classroom Teacher, Math Instructional Coach, and Administration

Target Dates or Schedule:
Baseline assessmenst will be adminsitered quarterly and common summative assessments will be given at the end of each semester.

Evidence of Completion:
Performance matters reports and summative assessment results.

G3. Percentage of Avon Park High School students achieving Adequate yearly Progress (FCAT Writes level 4.0 and higher) will increase by 5%.

Targets Supported
- Writing

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G4. Reduce total number of students suspended in or out of school by 15%

Targets Supported
- EWS - High School

Resources Available to Support the Goal
- positive behavioral support e.g. student recognition and awards program.

Targeted Barriers to Achieving the Goal
- Lack of clearly stated school-wide PBS goals.

Plan to Monitor Progress Toward the Goal

Conduct focus group to develop recommendations to determine action plan for 2013/14 school year

Person or Persons Responsible
Administration

Target Dates or Schedule:
Oct 2013: Principal/Student Government Meeting Oct 2013: School Advisory Committee Meeting

Evidence of Completion:
Agenda/Meeting Minutes

G5. Students scoring proficient (Level 3) in Biology EOC will improve by 7%.

Targets Supported
- Science - Biology 1 EOC

Resources Available to Support the Goal
- Part time Science Instructional Coach

Targeted Barriers to Achieving the Goal
- Biology teachers and students adjusting to content being taught using digital textbook

Plan to Monitor Progress Toward the Goal

Science Department meeting bi-monthly to align and concentrate on instructional materials to ensure the standards are met. Increase extended learning opportunities to provide students with access to online resources

Person or Persons Responsible
Administration, Science instructional coach, and science teachers

Target Dates or Schedule:
Collaborative planning bi-monthly. Bi-weekly extended learning time for students

Evidence of Completion:
Meeting minutes Attendance logs

G6. Increase the number of students enrolled in advance placement courses by 8%

Targets Supported
- STEM - High School

Resources Available to Support the Goal
- Professional development, funded PSAT exams for 9th and 11th graders, and scoring services provided via College Board Partnership.

Targeted Barriers to Achieving the Goal
- Limited number of certified faculty to expand current advance placement offerings.

Plan to Monitor Progress Toward the Goal

Recruitment of potential AP faculty and arranging certfication via College Board Board Partnership.

Person or Persons Responsible
Administration

Target Dates or Schedule:
On-going throughout 2013/14 academic year.

Evidence of Completion:
Master schedule and individual teacher professional development plans.

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. Increase the number of students scoring level 3 or higher on FCAT 2.0 Reading from 36% to 42%

G1.B1 Core classroom instruction does not provide with fidelity appropriate levels of text complexity.

G1.B1.S1 Teachers will use grade level qualitative text to increase the text complexity in classroom instruction

Action Step 1

Teachers will recieve additional professional development from literacy resource teacher in the use of the school's BABY instructional strategies resource binders

Person or Persons Responsible

Literacy Resource Teacher

Target Dates or Schedule

During pre-week and during quarterly 2-hour early release professionanl development sessions.

Evidence of Completion

Powerpoint slides and BABY instructional strategies binder

Facilitator:

Literacy resource teacher

Participants:

Assigned instructional faculty

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Common formative assessments, FAIR data, and walkthrough observations

Person or Persons Responsible

Core instructional staff, literacy resource teacher, and administrators,

Target Dates or Schedule

During quarterly data days.

Evidence of Completion

Data day schedule, performance matters reports, and powerpoints.

Plan to Monitor Effectiveness of G1.B1.S1

Common formative assessments, FAIR data, and walkthrough observations

Person or Persons Responsible

Core instructional staff, literacy resource teacher, and administrators.

Target Dates or Schedule

During quarterly data days and random walkthroughs.

Evidence of Completion

Data day schedule, performance matters reports, and powerpoints.

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. Increase the number of students scoring satisfactory or higher on Algebra, Geometry, and FAA for Math by 6%

G2.B1 Students lack understanding of slope, finding intercepts, writing/solving systems of equations, quadratic equations, and concepts in discrete math.

G2.B1.S1 Instruction and assessments will target on areas MAA.3.10, 3.12, 3.14, 7.2, and 7.1

Action Step 1

Monthly MCC meetings will focus on developing district wide macro plans for Algebra !

Person or Persons Responsible

DIstrict Math Resource Teacher, school math coach, and Algebra 1 teachers.

Target Dates or Schedule

Monthly MCC meetings and school math department meetings

Evidence of Completion

meeting minutes, macro plan, and common assessments

Facilitator:

District Math Resource Teacher, School math coach, and selected Algerba 1 teachers.

Participants:

District Math Resource Teacher, School math coach, and selected Algerba 1 teachers.

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Timely completion of district-wide macro plan and common assessments

Person or Persons Responsible

District Math Resource Teacher, School math coach, and administration

Target Dates or Schedule

Mid-term assessment (Dec 2013) Final Assessment (Apr 2014) District Algebra 1 Macro plan (Jun 2014)

Evidence of Completion

Meeting minutes/artifacts

Plan to Monitor Effectiveness of G2.B1.S1

Timely completion of district-wide macro plan and common assessments

Person or Persons Responsible

District Math Resource Teacher, School math coach, and administration

Target Dates or Schedule

Mid-term assessment (Dec 2013) Final Assessment (Apr 2014) District Algebra 1 Macro plan (Jun 2014)

Evidence of Completion

Meeting minutes/artifacts

Plan to Monitor Fidelity of Implementation of G2.B2.S1

During common planning periods teachers will actively share differentiated instructional startegies to promote student learning.

Person or Persons Responsible

Classroom teachers, instructional coach, and administration

Target Dates or Schedule

During quarterly data, MCC meetings, and common planning.

Evidence of Completion

Data day schedule, department minutes, and powerpoints

Plan to Monitor Effectiveness of G2.B2.S1

During common planning periods teachers will actively share differentiated instructional startegies to promote student learning.

Person or Persons Responsible

Classroom teachers, instructional coach, and administration

Target Dates or Schedule

During quarterly data meetings, MCC meetings, and common planning.

Evidence of Completion

Data day schedule, department minutes, and powerpoints

G5. Students scoring proficient (Level 3) in Biology EOC will improve by 7%.

G5.B1 Biology teachers and students adjusting to content being taught using digital textbook

G5.B1.S1 Bi-monthly collaborative meetings to assist teachers in delveloping skill need to access online curriculum.

Action Step 1

Collaborative planning session to strengthen teachers skills needed to intergrate online resources into their instructional practice.

Person or Persons Responsible

Science teachers, science instructional coach, and administration.

Target Dates or Schedule

bi-monthly

Evidence of Completion

department and SCC meeting minutes.

Facilitator:

Science coach and District Science Resource Teacher

Participants:

Science teachers and instructional coaches.

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Teachers and students continue familiarity and use of online instructional resources.

Person or Persons Responsible

Science coach, District Science Resource Teacher, and Administration

Target Dates or Schedule

Daily

Evidence of Completion

Meeting minutes, formal and informal observation forms.

Plan to Monitor Effectiveness of G5.B1.S1

Monitor science baseline results, student grades, and survey results.

Person or Persons Responsible

Science teachers, instructional coach, District Science Resource, and Administration

Target Dates or Schedule

bi-monthly

Evidence of Completion

test results, walkthroughs, and survey results.

G6. Increase the number of students enrolled in advance placement courses by 8%

G6.B1 Limited number of certified faculty to expand current advance placement offerings.

G6.B1.S1 Increase number of teachers attending College Board sponsored professional development offerings

Action Step 1

Identify select teachers to attend College Board regional workshops.

Person or Persons Responsible

Administration

Target Dates or Schedule

Oct 2013 thru June 2014

Evidence of Completion

Completion certificates

Facilitator:

Regional college board facilitators

Participants:

Teachers targeted to teach new AP courses.

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Completion rates of new AP teachers

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Completion certficates and ERO transcripts.

Plan to Monitor Effectiveness of G6.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Increase the number of students scoring level 3 or higher on FCAT 2.0 Reading from 36% to 42%

G1.B1 Core classroom instruction does not provide with fidelity appropriate levels of text complexity.

G1.B1.S1 Teachers will use grade level qualitative text to increase the text complexity in classroom instruction

PD Opportunity 1

Teachers will recieve additional professional development from literacy resource teacher in the use of the school's BABY instructional strategies resource binders

Facilitator

Literacy resource teacher

Participants

Assigned instructional faculty

Target Dates or Schedule

During pre-week and during quarterly 2-hour early release professionanl development sessions.

Evidence of Completion

Powerpoint slides and BABY instructional strategies binder

G2. Increase the number of students scoring satisfactory or higher on Algebra, Geometry, and FAA for Math by 6%

G2.B1 Students lack understanding of slope, finding intercepts, writing/solving systems of equations, quadratic equations, and concepts in discrete math.

G2.B1.S1 Instruction and assessments will target on areas MAA.3.10, 3.12, 3.14, 7.2, and 7.1

PD Opportunity 1

Monthly MCC meetings will focus on developing district wide macro plans for Algebra !

Facilitator

District Math Resource Teacher, School math coach, and selected Algerba 1 teachers.

Participants

District Math Resource Teacher, School math coach, and selected Algerba 1 teachers.

Target Dates or Schedule

Monthly MCC meetings and school math department meetings

Evidence of Completion

meeting minutes, macro plan, and common assessments

G5. Students scoring proficient (Level 3) in Biology EOC will improve by 7%.

G5.B1 Biology teachers and students adjusting to content being taught using digital textbook

G5.B1.S1 Bi-monthly collaborative meetings to assist teachers in delveloping skill need to access online curriculum.

PD Opportunity 1

Collaborative planning session to strengthen teachers skills needed to intergrate online resources into their instructional practice.

Facilitator

Science coach and District Science Resource Teacher

Participants

Science teachers and instructional coaches.

Target Dates or Schedule

bi-monthly

Evidence of Completion

department and SCC meeting minutes.

G6. Increase the number of students enrolled in advance placement courses by 8%

G6.B1 Limited number of certified faculty to expand current advance placement offerings.

G6.B1.S1 Increase number of teachers attending College Board sponsored professional development offerings

PD Opportunity 1

Identify select teachers to attend College Board regional workshops.

Facilitator

Regional college board facilitators

Participants

Teachers targeted to teach new AP courses.

Target Dates or Schedule

Oct 2013 thru June 2014

Evidence of Completion

Completion certificates

Appendix 2: Budget to Support School Improvement Goals