Avon Park High School

2022-23 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: 7/20/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (47%) 2018-19: C (49%) 2017-18: C (48%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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.](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)	**2021-22 Title I School**	**2021-22 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	73%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Edsall, Karen	Principal	
Hathaway, Hilary	Assistant Principal	
Velasquez, Kim	Assistant Principal	
Ball, Shelby	Teacher, K-12	
Griffin, Kelly	Graduation Coach	
Meeks, Whitney	Teacher, K-12	
Pollitt, Melinda	Teacher, K-12	
Word, Shelly	Teacher, K-12	
Welch, Erin	Reading Coach	
Wood, Rachel	Teacher, K-12	
Guerrero, Jarelie	Teacher, K-12	
Elder, Lisa	Teacher, ESE	
Ferguson, Kim	Teacher, K-12	

Demographic Information

Principal start date
Wednesday 7/20/2022, Karen Edsall

Number of teachers with a 2022 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 2022 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.*
7

Total number of teacher positions allocated to the school

66

Total number of students enrolled at the school

931

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

8

Identify the number of instructional staff who joined the school during the 2022-23 school year.

12

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	322	235	172	171	900
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	138	104	83	68	393
One or more suspensions	0	0	0	0	0	0	0	0	0	90	50	39	27	206
Course failure in ELA	0	0	0	0	0	0	0	0	0	141	82	63	38	324
Course failure in Math	0	0	0	0	0	0	0	0	0	132	91	82	59	364
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	119	60	42	38	259
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	102	51	36	26	215
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	

Using the table above, complete the table below with the number of students by current grade level who have 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	174	107	87	70	438

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 9/13/2022

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	
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

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	
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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	38%	43%	51%				38%	44%	56%
ELA Learning Gains	43%						41%	46%	51%
ELA Lowest 25th Percentile	38%						30%	35%	42%
Math Achievement	43%	32%	38%				50%	45%	51%
Math Learning Gains	51%						55%	44%	48%
Math Lowest 25th Percentile	39%						53%	44%	45%
Science Achievement	53%	41%	40%				46%	56%	68%
Social Studies Achievement	46%	46%	48%				63%	65%	73%

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

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
2022					
2019	45%	54%	-9%	67%	-22%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	61%	63%	-2%	70%	-9%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	38%	52%	-14%	61%	-23%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	56%	55%	1%	57%	-1%

Subgroup Data Review

Subgroups	2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	23	27	29	32	39	24	14	45		82	16
ELL	21	39	30	14	17		20			82	
BLK	20	25	41	25	43	41	37	31		88	34
HSP	36	43	37	41	51	36	45	43		85	28
MUL										90	
WHT	52	53	40	60	59		75	62		91	47
FRL	34	41	41	40	50	40	49	39		88	30

Subgroups	2021 SCHOOL GRADE COMPONENTS BY 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
FRL	35	47	36	33	48	38	43	55		85	33

Subgroups	2019 SCHOOL GRADE COMPONENTS BY 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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	62
Total Points Earned for the Federal Index	535
Total Components for the Federal Index	11

ESSA Federal Index	
Percent Tested	99%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	36
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

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%	0

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%	0

Black/African American Students	
Federal Index - Black/African American Students	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

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%	0

Multiracial Students	
Federal Index - Multiracial Students	90
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

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%	0
White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
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%	0

Part III: Planning for Improvement

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?

Students are struggling in reading and math across all grade levels.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Reading ELA and Math ELA show the areas for the greatest need for improvement.

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

We believe their are gaps in learning as they move through the school system. There are also gaps from issures resulting from COVID. We are providing supports through tiered intervention and beefing up the core instruction.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Biology EOC showed the most improvement for Avon Park High School.

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

Our PLCs and curriculum mapping have been the most supportive for the increase in Biology EOC. We established the use of a part time Science coach to support Biology and other sciences.

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

Increased support in the core instruction and targeted tutoring for students in need.

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.

Teachers will receive professional development in AVID strategies and best practicesfor classroom instrution to support all learners.

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

We are increasing support in the area of PLCs to provide teachers the opportunity to review data, student work samples, and enchance their instructional practices. We will continue to provide coaching to new and experienced teachers in the areas they struggle with to increase student acheivement.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. -- Select below -- specifically relating to

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Student's academic success helps ensure we are preparing our students to be college, career, and workplace ready.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Increase the achievement in ELA of the bottom quartile by 5%
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Achieve Data, FAST, AimswebPlus
Person responsible for monitoring outcome:	Kim Velasquez (velasqk@highlands.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	PLC's IPG Walkthroughs Peer Coaching AVID strategies/resources/training Exemplar Lessons After school tutoring All lowest quartile students have been placed in Reading advisement classes
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Based on the 21-22 data, 38% of students are in the bottom quartile. Accountability, feedback, coaching cycle, and deep dive into data will support increasing achievement.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Develop a calendar for walkthroughs
2. Identify model teachers
3. Schedule students for reading advisement
4. Develop schedule for PLC's
5. Identify teachers who are in need of PD

Person Responsible	Kim Velasquez (velasqk@highlands.k12.fl.us)

#3. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Student's academic success to help ensure we are preparing our students to be college, career, and workplace ready.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	From the lowest quartile within Alg 1, increase the students' learning gains by 6%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Progress Monitoring Tools (FAST, MSDA Diagnostic) PLC Data Chats MTSS (AIMSweb Plus) Stocktake
Person responsible for monitoring outcome:	Melinda Pollitt (pollitt@highlands.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	School-Wide AVID Initiatives WICOR Critical Reading Strategies Focused Note Taking Binder/Organization PLC by sub-content area Specialized Math Advisement Common collaborative planning time Support facilitation in inclusion classes Use of Instructional Math 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 Tutoring (Afterschool) Boot Camps
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Based on 2021 - 2022 data, 39% of the lowest quartile achieved Math learning gains. The strategies listed above are based on analysis of the lowest quartile students identified from their performance on the Alg & Geo EOC.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#4. Instructional Practice specifically relating to Career & Technical Education	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Ensuring all students pass at least one Advanced Placement exam, industry certification exam, or Dual Enrollment course is necessary to ensure we are preparing students to be college, career and workplace ready.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Increase the percentage of students taking and passing an advanced placement, dual enrollment, and/or industry certification exam by 3%
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	AP common assessments and progress monitoring tools Industry certification exams and progress monitoring tools Stocktake
Person responsible for monitoring outcome:	Whitney Meeks (meeksw1@highlands.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Adding specialized Advisement for AP Spanish Career/College cafe Peer Leadership Program AP Capstone Program Guidance Nights-Family Involvement AVID Site of Distinction AP Exam Prep - Bootcamps Industry Certification Bootcamps PD for teachers provided by College Board Recruitment/Marketing of AP Programs by Guidance & Advisement AP Potential Report to recognize underrepresented students
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Based on our 2021-22 data, 34% of our students have obtained college and/or career acceleration points. With this in mind, we looked at our offerings and decided to increase recruiting efforts so that students are more aware of opportunities.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. AP Summer Institute through College Board and AVID trainings (Professional Development)
2. Use of AP progress monitoring tools as a resource in AP classes
3. Maintain offerings and sections of AP and industry certification courses (VetTech, Ag Foundations, Ag Communications, 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. Events to increase family involvement to inform families of opportunities.
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

11. Monthly district PLC's for CTE teachers
12. AP PLC's

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

#5. Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Student's academic success to help ensure we are preparing our students to be college, career, and workplace ready.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Increase the student achievement scores on US History EOC by 3%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Team will review the lagging data from SS EOCs and district assessments to determine specific areas of weakness for individual teachers. Review the PLC data which includes common assessment data. preAP World History progress monitoring data, and other common data. Review walkthrough data to determine areas of teacher capacity and concerns.
Person responsible for monitoring outcome:	Shelly Word (words@highlands.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	1. Coaching cycle with new teachers. 2. Review student work samples to emphasize rigor. 3. Build the master schedule to create a true Social Studies/USH/WLD/Econ/Govt PLC and common planning time using the PLC framework 4. PD opportunities that align with identified teacher needs
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Based on our 2021-22 data, 46% of students scores proficient on the US History EOC assessment.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- Develop schedule for coaching for new teachers. Begin implementation.
- Develop schedule for PLCs related to specific content not just SS.
- Ensure that PLC process is taught, modeled and monitored.

Person Responsible   Shelly Word (words@highlands.k12.fl.us)

#6. ESSA Subgroup specifically relating to Black/African-American	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	We are focusing on our Black/African-American students to ensure that we are meeting the needs of all of our students
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Students that are African American will decrease their achievement gap in ELA and Math by 5%
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	We will monitor progress in all core academic areas 3 times per year through our regular progress monitoring. We will provide supports based on the needs of the progress monitoring data.
Person responsible for monitoring outcome:	Karen Edsall (edsallk@highlands.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	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: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Based on our 2021-22 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
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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 (3-4 days a week)
8. 1 to 1 Mentoring Program that provides additional support to at risk students

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

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

The school has a Positive Behavior Intervention System to support positive behavior and culture on our campus. We regularly recognize students who do the right thing on our campus. We work hard to promote a positive culture with teachers and staff by recognizing them throughout the year. We have a special period 4 days per week called a W.I.N. period to address for all studnets for What I Need. We promote the 3 Es at our school beyond high school which include Education, Enlistment or Employment so each student has a plan after high school.

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

At Avon Park High School, our teachers, staff, students, families and community members are an inmportant part of what makes us a great community school. Stakeholders provide input on how we support students and staff at our school through SAC meetings, Title One meetings and through various booster organizations.