Polk County Public Schools

Auburndale Senior High School

2023-24

Schoolwide Improvement Plan (SIP)

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Auburndale Senior High School

1 BLOODHOUND TRL, Auburndale, FL 33823

http://www.auburndalehighschool.com/

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Every bloodhound will experience exceptional education through diverse academic paths, tradition, extra-curricular activities, and community involvement for success in our ever-evolving global community.

Provide the school's vision statement.

The vision of Auburndale High School is to create an extraordinary environment that inspires greatness.

Core Values:

As Hounds We…
B – Build Boldness
I – Inspire Integrity
T – Trust Tradition
E – Exhibit Effort
(We don't bark, we BITE)

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Bennett, Todd	Principal	Provides leadership and management of programs and processes related to instruction, school operations, personnel management, business management, student support services, student activities and community involvement. Assigns, coordinates, and evaluates responsibilities for all leadership team leaders.
Graham, Lindsey	Assistant Principal	Assistant Principal of Curriculum. Assists the school principal by providing leadership and management of programs and processes related to instruction, school operations, personnel management, business management, student support services, student activities, and community involvement.
Wilder, Tyrone	Assistant Principal	Head of Programs - Assists the school principal by providing leadership and management of programs and processes related to Industry certifications, academies, instruction, school operations, personnel managment, business services, student activities, and community involvement.
Kowalske, Pattie	Instructional Coach	Assist school-based administrators and teachers in analyzing school, class, and individual data to determine needs in the content area. Conduct focus walks with state, district and/ or school-based personnel to collect and analyze data to plan for instruction and professional development. Assist content area teachers in planning instruction and assessments based on the national and state standards and benchmarks, using pacing charts and instructional strategies and materials effectively, and using data from formative assessments and district assessments to improve instruction. Support teachers in planning instruction to meet the needs of all students through differentiated instruction. Provide classroom support by observing, modeling, co-teaching and providing specific feedback. Help teachers understand state and district mandates and how these mandates support student achievement. Provide support for school-based professional development to build the school's training capacity. Develop and deliver school-based professional development in content area and instructional strategies for the assigned grades or content area based on targeted school needs and identified teacher needs. Provide follow-up support at the school level for district professional development in assigned content area. Support school leadership teams in the development and facilitation of professional learning communities for the purpose of professional study and collaborative work such as lesson study and examining student work. Participate in professional development opportunities to deepen content knowledge and knowledge of professional learning

Name	Position Title	Job Duties and Responsibilities
		communities, adult learning theory, and best practices in the appropriate content area, and to develop coaching and technology skills. Participate in district, regional, and/or state meetings to facilitate the implementation of standards-based instruction. Perform other responsibilities as assigned to support the implementation of standards-based instruction and professional development in content area, such as: identify literature and resources for professional development; keep extensive and routine activity logs and submit monthly; assist with development of district learning schedules and assessments as needed. All other duties as assigned by the principal
Richard-Jones, Anjanette	Instructional Coach	Assist school-based administrators and teachers in analyzing school, class, and individual student data to determine needs in the content area. Conduct focus walks with state, district and/ or school-based personnel to collect and analyze data to plan for instruction and professional development. Assist content area teachers in planning instruction and assessments based on the national and state standards and benchmarks, using pacing charts and instructional strategies and materials effectively, and using data from formative assessments and district assessments to improve instruction. Support teachers in planning instruction to meet the needs of all students through differentiated instruction. Provide classroom support by observing, modeling, co-teaching and providing specific feedback. Help teachers understand state and district mandates and how these mandates support student achievement. Provide support for school-based professional development to build the school's training capacity. Develop and deliver school-based professional development in content area and instructional strategies for the assigned grades or content area based on targeted school needs and identified teacher needs. Provide follow-up support at the school level for district professional development in assigned content area. Support school leadership teams in the development and facilitation of professional learning communities for the purpose of professional study and collaborative work such as lesson study and examining student work. Participate in professional development opportunities to deepen content knowledge and knowledge of professional learning communities, adult learning theory, and best practices in the appropriate content area, and to develop coaching and technology skills.

Name	Position Title	Job Duties and Responsibilities
		Participate in district, regional, and/or state meetings to facilitate the implementation of standards-based instruction. Perform other responsibilities as assigned to support the implementation of standards-based instruction and professional development in content area, such as: identify literature and resources for professional development; keep extensive and routine activity logs and submit monthly; assist with development of district learning schedules and assessments as needed. All other duties as assigned by the principal.
Jenkins, Mario	Assistant Principal	Assists the school principal by providing leadership and management of programs and processes related to instruction, school operations, personnel management, business management, student support services, student activities, and community involvement.
Morse, Erica	Assistant Principal	Assists the school principal by providing leadership and management of programs and processes related to instruction, school operations, personnel management, business management, student support services, student activities, and community involvement.
Giles, Joslyn	Graduation Coach	Monitors students to ensure that they are receiving every opportunity to meet their graduation requirements and are successful in completing the requirements.
Pike, Erin	Graduation Coach	Monitors students to ensure that they are receiving every opportunity to meet their graduation requirements and are successful in completing the requirements.
Smith, Richard	Behavior Specialist	Behavior Interventionist will focus on students with behaviors that lead to higher suspension rates. He will provide supports and strategies to improve student behavior which will decrease the number of referrals and discipline actions for students.
Jimenez, Evinery	Dean	Responsible for student discipline and PBIS implementation and team.
Webster, Franklin	Dean	Responsible for student discipline and PBIS implementation and team.
Joseph, Shantal	Curriculum Resource Teacher	Conduct focus walks with state, district and/ or school-based personnel to collect and analyze data to plan for instruction and professional development. Assist content area teachers in planning instruction and assessments based on the national and state standards and benchmarks, using pacing charts and instructional strategies and

Name	Position Title	Job Duties and Responsibilities
		materials effectively, and using data from formative assessments and district assessments to improve instruction. Support teachers in planning instruction to meet the needs of all students through differentiated instruction. Provide classroom support by observing, modeling, co-teaching and providing specific feedback. Help teachers understand state and district mandates and how these mandates support student achievement. Provide support for school-based professional development to build the school's training capacity. Develop and deliver school-based professional development in content area and instructional strategies for the assigned grades or content area based on targeted school needs and identified teacher needs. Provide follow-up support at the school level for district professional development in assigned content area.
Nicholson, Marissa	Curriculum Resource Teacher	Conduct focus walks with state, district and/ or school-based personnel to collect and analyze data to plan for instruction and professional development. Assist content area teachers in planning instruction and assessments based on the national and state standards and benchmarks, using pacing charts and instructional strategies and materials effectively, and using data from formative assessments and district assessments to improve instruction. Support teachers in planning instruction to meet the needs of all students through differentiated instruction. Provide classroom support by observing, modeling, co-teaching and providing specific feedback. Help teachers understand state and district mandates and how these mandates support student achievement. Provide support for school-based professional development to build the school's training capacity. Develop and deliver school-based professional development in content area and instructional strategies for the assigned grades or content area based on targeted school needs and identified teacher needs. Provide follow-up support at the school level for district professional development in assigned content area.
Davis, Arthur	Dean	Responsible for student discipline and PBIS implementation and team.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

In developing the School Improvement Plan, the school leadership team, teacher leaders, and The School Advisory Council (SAC) met to share their thoughts, concerns, and input. In addition, their input was used in the development of the SIP.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Auburndale High School will continually evaluate student data streams, like Math Quarter Assessments and reading assessments, to ensure that standards-based instruction is aligning to the needs of our students through equitable experiences, and that teachers have the supports that are needed to provide data driven- standards-based instruction. The collection of data will be used to revise the SIP to ensure continuous improvement and student success by meeting with stakeholders and resource teachers to create an action plan.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	59%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)*
School Grades History	2021-22: C

*2022-23 school grades will serve as an informational baseline.	2019-20: C
	2018-19: C
	2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	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 that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	108
One or more suspensions	0	0	0	0	0	0	0	0	0	329
Course failure in ELA	0	0	0	0	0	0	0	0	0	289
Course failure in Math	0	0	0	0	0	0	0	0	0	238
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	630
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	492
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	549
	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	450

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	25
Students retained two or more times	0	0	0	0	0	0	0	0	0	63

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	**District**	**State**	**School**	**District**	**State**	**School**	**District**	**State**
ELA Achievement*	34	38	50	34	41	51	32		
ELA Learning Gains				40			39		
ELA Lowest 25th Percentile				30			38		
Math Achievement*	18	24	38	29	35	38	26		
Math Learning Gains				43			22		
Math Lowest 25th Percentile				36			22		
Science Achievement*	49	50	64	43	26	40	47		
Social Studies Achievement*	38	50	66	44	39	48	57		
Middle School Acceleration					41	44			
Graduation Rate	83	84	89	90	52	61	89		
College and Career Acceleration	45	54	65	56	55	67	70		
ELP Progress	35	40	45	25			33		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	302
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	83

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	470
Total Components for the Federal Index	11
Percent Tested	97
Graduation Rate	90

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	34	Yes	2	
ELL	31	Yes	4	1
AMI				
ASN				
BLK	33	Yes	2	
HSP	42			
MUL	43			
PAC				

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
WHT	51			
FRL	36	Yes	2	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	38	Yes	1	
ELL	37	Yes	3	
AMI				
ASN				
BLK	38	Yes	1	
HSP	43			
MUL	54			
PAC				
WHT	47			
FRL	40	Yes	1	

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	34			18			49	38		83	45	35
SWD	18			17			24	35		13	6	
ELL	25			14			32	22		22	7	35
AMI												
ASN												
BLK	20			11			33	21		32	6	
HSP	33			18			50	41		36	7	36

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
MUL	25			14						50	4	
PAC												
WHT	41			21			56	46		54	6	
FRL	30			17			42	31		31	7	27

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	34	40	30	29	43	36	43	44		90	56	25
SWD	17	34	28	22	43	60	25	33		98	22	
ELL	17	44	35	23	45		25	26		84	48	25
AMI												
ASN												
BLK	20	33	31	26	38	27	33	32		93	50	
HSP	34	38	30	26	46	50	41	35		89	53	33
MUL	43	41		36			33	50		100	75	
PAC												
WHT	40	43	30	33	42	28	49	57		89	60	
FRL	29	38	29	25	42	39	37	37		87	50	27

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	32	39	38	26	22	22	47	57		89	70	33
SWD	12	35	33	16	20	11	21	26		94	32	
ELL	9	31	36	21	28	31	24	24		86	70	33
AMI												
ASN												
BLK	18	34	35	10	20	17	21	43		92	59	
HSP	26	43	50	24	24	27	40	49		85	71	38
MUL	65	56		28	23			63				
PAC												
WHT	41	39	32	34	21	20	58	64		89	75	

2020-21 ACCOUNTABILITY 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	ELP Progress
FRL	25	36	35	20	23	27	37	46		86	60	33

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	35%	40%	-5%	50%	-15%
09	2023 - Spring	34%	39%	-5%	48%	-14%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	12%	37%	-25%	50%	-38%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	20%	37%	-17%	48%	-28%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	48%	50%	-2%	63%	-15%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	37%	49%	-12%	63%	-26%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

Algebra 1 - 15% proficient and Geometry 21% proficient - because of programatic course progression, all level 1 students were enrolled into Algebra 1 and Geometry.

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

Algebra 1 and Geometry showed the biggest decline from last year to this year. The scores fell because of programatic course progression, all level 1 students were enrolled into Algebra 1 and Geometry.

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

Algebra had the greatest gap.

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

Biology scores showed the most improvement from last year to this year. Biology teachers participated in collaborative planning and work on Learning Arc's to provide equitable experiences for all students.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

1. # of Level 1 students in ELA and Math
2. # of students who absent 10% or more throughout the year.

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

1. Making gains and proficiency in ELA
2. Making gains and proficiency in Math
3. Student attendance

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

One area of focus for AHS is teaching literacy across all content areas. Teaching literacy across all content areas ensures students are exposed and engaged in reading, writing, and speaking on a daily basis. A literacy focus in all subjects allows students to engage in effective strategies to get students to think about, write about, read about, and talk about the content presented. Teaching literacy across all contents was identified as a critical area of need for the students of AHS after a review of 2 years on low performance on the district progress monitoring FAST tests and District Quarterly Assessments. In addition, due to the FLDOE guidelines requiring students to earn growth on BEST Progress Monitoring to make a learning gain as evidenced on BEST ELA scores.

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

AHS desired outcome of implementing teaching literacy across all content is that 50% of all students and students in the BQ25 and all subgroups will earn learning gains as evidenced in PM 1, 2, & 3, and District Quarterlies .

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

AHS Area of Focus will be monitored using formative and summative assessments, district quarterly assessments, small/teacher led groups, as well as teacher and student data chats.

Person responsible for monitoring outcome:

Anjanette Richard-Jones (anjanette.richard@polk-fl.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Error Analysis- is an instructional strategy that helps students to retain their learning by being presented a problem statement with the steps taken to reach a solution.

Tiered Purpose 1,2,3 Reading Strategy (annotating the text)- the Purpose 1,2,3 strategy provides students with a structure to attack the passage. It is any action that deliberately interacts with a text to enhance the reader's understanding of, recall of and reaction to the text.

Tiered 1 - AVID - high level 2s to level 5 students
Tiered 2 - Intensive Reading/Achieve Reading
Tiered 3 - Intensive/ESOL Students/Corrective Reading

Close Reading- The Close Reading strategy asks students to carefully and purposefully read and reread a text. When students "close read", they focus on what the author has to say, what the author's purpose is, what the structure of the text tells us.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The 2022-23 FAST PM data depicted some learning gains and deficiencies, therefore, with the additions of the research-based strategies and tiered intervention support listed, further growth is anticipated.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Collaborative planning groups are held weekly to train teachers to use the Learning Arc to develop benchmark based lesson plans that align objectives and student tasks to BEST benchmarks

Person Responsible: Anjanette Richard-Jones (anjanette.richard@polk-fl.net)

By When: 08/11/2023

Teachers are provided PD and weekly training in teaching literacy strategies (Purpose 1,2,3 and Small Group Instruction) throughout the year to use school wide across contents.

Person Responsible: Anjanette Richard-Jones (anjanette.richard@polk-fl.net)

By When: 08/05/2023

Lesson plans are differentiated based on formative/summative and District Quarterly Assessments, and they are used to adapt small group Literacy strategies across all content areas.

Person Responsible: Anjanette Richard-Jones (anjanette.richard@polk-fl.net)

By When: Data will be reviewed weekly using student work samples and PM1 & PM2 data will be used by all teachers to determine needs of students and levels of interventions.

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Student data from the 2022-23 school year shows that less than half of our students are proficient in Language Arts (35%) according to Spring FAST data and Math (Algebra 15% and Geometry 22%) according to Spring FAST data. In addition, 45% of our students are proficient in Biology and 37% proficient in US History. Research indicates that effective core instruction should meet the needs of 80% of the student body therefore we plan to improve the core benchmark-based instruction that our students receive in all core content areas.

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

We will increase the number of proficient students in ELA, Math, Biology, and US History by 10% by ensuring that benchmark-based instruction being implemented in every classroom. We will increase learning gains in ELA and Math by 15%.

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

AHS Area of Focus will be monitored using formative/summative assessments, district quarterly assessments, small/teacher led groups, focus walks to align objective and tasks, as well as student data chats.

Person responsible for monitoring outcome:
Todd Bennett (todd.bennett@polk-fl.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

All students will be instructed and assessed in a small group setting. Groups will be built using data from teacher made assessments, STAR Assessments, Module Assessments, Quarterly Assessments, and FAST PM scores. Teachers will collaboratively plan for the use of small group instruction. Each group will have defined roles, expectations, and deliverables for each day. The teacher will work to scaffold and remediate through teacher lead group daily using data from the sources listed above.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

This approach to learning centers on small group instruction created using quarterly assessments / Progress Monitoring Data and student class work. A teacher-led group will consist of students who need remediation for a specific skill or benchmark. Data will be assessed as new data sets become available

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Create a collaborative planning calendar by grade and subject area for a preview of all standards addressed teachers during the week which includes hyperlinks to benchmark based lessons and activities developed in collaborative planning.

Person Responsible: Todd Bennett (todd.bennett@polk-fl.net)

By When: Weekly

Collaboratively plan with teachers to create lesson plans and data driven instruction aligning benchmarks, student tasks, and consistent checks for understanding.

Person Responsible: Pattie Kowalske (pattie.kowalske@polk-fl.net)

By When: Weekly

Model effective small group instruction for teachers who are needing additional guidance in mastering the concept.

Person Responsible: Marissa Nicholson (marissa.nicholson@polk-fl.net)

By When: Weekly

Support and monitor the use of focus board and Standards based instruction across all content areas checking for alignment of benchmarks, objectives, and student tasks through CWT.

Person Responsible: Todd Bennett (todd.bennett@polk-fl.net)

By When: Weekly

Provide extended learning opportunities such as before and after school tutoring for students and transportation home from school.

Person Responsible: Arthur Davis (arthur.davis@polk-fl.net)

By When: Weekly

#3. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Auburndale High School School builds a positive school culture by implementing school-wide expectations through the PBIS system: (Be Responsible, Be Respectful, and Be Safe). Students are provided with quarterly incentives based on attendance, discipline, and learning gains. Teachers are provided support through collaborative planning, co-teaching, mentoring, PLC's and faculty meetings. To ensure the campus has a positive morale year-round events are put in place that focus on team building and collaboration. Staff climate surveys are sent out at the beginning, middle, and end of the year. Community stakeholders hold key positions in the School Advisory Committee and their recourses are given for use at school wide events. Parents and guardians are engaged in quarterly family engagement nights throughout the year.

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

Students at Auburndale High School will have a 95% attendance rate for the year
2022-2023. We will continue to focus on our SWD, ELL and A/A subgroups to monitor their growth progress through tools such as Performance Matters, STAR and Quarterly Assessment data

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

After each unexcused absences parents/families will begin receiving system generated calls. Parents/ families will receive teacher phone calls after three unexcused absences. At ten unexcused absences Parents/Families will be contacted by the school's social worker and documentation of truancy

Person responsible for monitoring outcome:

Mario Jenkins (mario.jenkins@polk-fl.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We will be using Positive Behavior Intervention Systems (PBIS) which is a school-wide discipline system for creating positive school environments through the use of proactive strategies that define, teach, and reinforce appropriate behaviors, attendance tracking used to help monitor our students who were present for each of their classes.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The resources that are used for selecting this strategy are based upon school wide systems/ common classroom structures and procedures which are put in place to reduced discipline incidents in classrooms and other major concern areas around the school campus. Additional criteria is also based on RTiB system and Performance Matter data which the School Leadership Team analysis to determine further actions.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Teach attendance procedures and expectations to teachers and students, and provide incentives for student who have above a 90% attendance rate per quarter.

Person Responsible: Todd Bennett (todd.bennett@polk-fl.net)

By When: 08/05/2023

Teach PBIS procedures and expectations to teachers and students and provide incentives for students who receive less than 2 Office Discipline referrals per quarter.

Person Responsible: Evinery Jimenez (evinery.jimenez@polk-fl.net)

By When: 08/05/2023 and provide incentives quarterly.

Discipline data will be gathered and analyzed monthly to determine system effectiveness, and to identify and provide Tier 2 interventions for students with 3 or more discipline issues.

Person Responsible: Erica Morse (erica.morse@polk-fl.net)

By When: Data will be gathered and analyzed monthly.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Title One funding will be allocated to ensure the resources are properly distributed to meet the needs of the ATSI subgroups. Funding preference will first be given to the areas of need which is ELA and Math. Based on the areas of focus, trainings and SIP meetings will be implemented, as well as an interventionist will be tied to specific content areas.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

SIP plan, UniSig budget, and SWP will be disseminated to stakeholders, students, staff, and etc. using various methods.
The UniSig budget and SWP will be will be shared during parent meetings and community meetings.
The school website can be used to gain access to Title One and SIP information.
http://www.auburndalehighschool.com/title1/

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

To build positive relationships with parents, families, and community stakeholders, events will be planned throughout the year to build capacity. Family nights, Open house, Data Chat Events, and professional development for staff will all be implemented.
The schools's Family Engagement Plan is available by accessing http://www.auburndalehighschool.com/title1/

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

The academic programs will be strengthened by adding interventionist for each content area. Likewise, professional development, collaborative planning with instructional coaches, and providing extended learning opportunities will be utilized to increase quality learning and help provide an enriched and accelerated curriculum.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

The school plan is developed in coordination to the School Improvement Plan, professional development trainings, and weekly collaborative planning.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

To improve students' skills outside the academic subject area, AHS ensures counseling, school-based mental health services, specialized support services, and mentoring are available. Students are able to participate in individual counseling and school-based counselors partner with the community and, Peace River Sweet Center, to provide additional support groups, grief support, and behavioral support.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

AHS provides College and Career Specialist and Student Success Coaches to assist students in college and career readiness opportunities. Opportunities available at AHS include Dual Enrollment, On-the-Job Training (OJT), Career Academies, and events to build capacity.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

The school-wide tiered intervention model used to prevent and address behavior includes as follows: PBIS and RTI. Likewise, the Behavior Interventionist and the Student Success Coaches work collaboratively with the School Counselors and LEA to provide behavior and academic intervention support as needed.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Weekly Collaborative Planning and PLCs with an instructional coach will be available to assist teachers, paraprofessionals and school personnels with analyzing data, planning lessons based on state benchmarks, and providing formative and summative assessments. The weekly collaborative planning time will include individual coaching and mentoring opportunities as needed in order to retain effective teachers, especially in in high subject areas.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: ELA	$0.00
2	III.B.	Area of Focus: Instructional Practice: Math	$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No