

Auburndale Senior High School



2014-15 School Improvement Plan

Auburndale Senior High School

1 BLOODHOUND TRL, Auburndale, FL 33823

<http://www.auburndalehighschool.com/>

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

59%

Alternative/ESE Center

No

Charter School

No

Minority

38%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	B	B	B

School Board Approval

This plan is pending approval by the Polk County School Board.

SIP Authority and Template

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

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 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	23
Appendix 1: Implementation Timeline	30
Appendix 2: Professional Development and Technical Assistance Outlines	31
Professional Development Opportunities	32
Technical Assistance Items	34
Appendix 3: Budget to Support Goals	35

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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Auburndale High School is to prepare our students to become successful in college, careers and citizenship.

Provide the school's vision statement

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

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The school learns about students' cultures and builds relationships between teachers and students by:

1. Providing a platform for students to participate in developing school functions and decision-making through the Student Government Association (SGA).
2. Holding various parent/student interaction nights with school staff, including Orientation, Advance Placement and Dual Enrollment Informational night, Report Card Open House, Financial Planning for College, monthly School Advisory Council meetings, Pre-Registration Information.
3. Providing a model for open communication between the school and home that includes call-logs, website and Facebook access, and email access.

Describe how the school creates an environment where students feel safe and respected before, during and after school

The school provides a safe environment by:

1. visible and constant supervision by administrators, deans and teachers before school, after school and between all classes throughout all areas of the school.
2. an active, participatory School Resource Officer who interacts with students positively and provides tools for students to feel safe in reporting incidents or areas of concern.
3. provisions for students to be able to express concerns to the administrators, guidance counselors, school resource officer, and teachers without fear of judgment.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The school discipline policy was written and is reviewed annually by a collaborative committee of administrators, deans, teacher leaders and student leaders. It is a progressive plan that starts with the teacher in the classroom, and then includes parental contact by the teacher, silent lunch detention or time-outs in other classrooms, and then referrals to the deans. All faculty and staff are trained on the process during the pre-planning week. The process is posted in the teacher handbook, student handbook and on our school website so that every stakeholder knows the rules and consequences for breaking those rules. On a regular basis the expectations of students and teachers are discussed during morning or afternoon school-wide announcements. Minor discipline issues are dealt with every

morning through a discipline call-out to a central location where the infractions are discussed with the student and paperwork is processed. This reduces the processing of discipline to just the first 15 minutes of the day (TV Announcement time), minimizing the distractions to instructional time throughout the remainder of the school day. Major discipline issues are handled immediately by deans or administrators.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

All students at AHS are assigned to a guidance counselor based on their grade and their last name. All ninth grade students have the same guidance counselor, with her office located in the Freshman Academy building for easy access. The 9th grade counselor conducts small-group meetings where students can discuss the transition to high school or any other issues they may be facing. All students may access their guidance counselors at any time during the day, including before and after school, during lunch, or by being referred by their teachers. All teachers have been trained in recognizing students in crisis, or in looking for signs of abuse, and have written procedures for notifying the appropriate personnel.

There are student peer tutors and mentors available for any student requesting such assistance through our after-school "H.E.L.P." program. Peer tutors receive training before meeting with other students. There are also adult mentors who meet with students on a regular basis. This program is run through our College & Career center.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

AHS uses the Polk County Schools' EARLY WARNING SYSTEM (EWS) to increase the overall, at-risk, and minority graduation rate by identifying and addressing student barriers. The EWS monitors individual students on key indicators of potential dropouts with monthly reports of identified students who are off track and need more intensive supports.

The system will monitor students who are absent more than 10% of the days they are enrolled in school, those who have earned less credits than are required for normal progression from year to year, those with a GPA below 2.0, those who are more than two years over age for their grade level and those who have been assigned more than 3 days of ISS or OSS.

In addition to this system, our school makes parental contact via automated phone messaging for all students currently earning a D or F grade in any subject. The message directs parents to make contact with the guidance office or the teachers directly.

For Level 1 students, the administrative team analyzes their schedules to ensure they are receiving the appropriate placement in remedial classes and assistance with core academic subjects.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	111	115	99	56	381
One or more suspensions	9	7	0	1	17
Course failure in ELA or Math	74	119	66	39	298
Level 1 on statewide assessment	130	153	119	47	449

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	95	125	82	52	354

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

An attendance committee, including the Assistant Principal and attendance social worker, tracks students whose attendance is below 90%. Contact is made with the student and parent/guardian to encourage attendance. After missing 5 school days a letter is sent home. After missing 10 school days an appointment is made with the parents and student and an Attendance Contract is signed. Administrative staff tracks student attendance and follows up with parents/guardians to keep students in attendance.

Students with one or more suspensions are tracked by the Administrative Staff and are given behavior contracts to encourage positive behavior to avoid future suspensions. Parents/guardians are involved in and sign the behavior contract to provide support for their child to avoid negative behaviors that may lead to suspension.

Teachers track students who are failing any class and meet as a team in their PLC's every 4.5 weeks to identify strategies to support those students. Parent contact is made via an automated telephone and email system, in addition to teachers contacting failing students personally. Students with Ds and Fs are referred to the after school HELP program for additional assistance with peer and/or teacher tutoring.

Level 1 ELA and Mathematics students are identified by the administration and guidance and placed into remedial double block reading and math classes for additional support. Their progress is tracked by the teacher and administrator and students are referred for additional support in the after school HELP program as needed.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Auburndale High School works diligently to build positive relationships with parents and to keep them involved at the school level. Our mission and vision is communicated to the parents consistently through a variety of means. Methods utilized to keep parent involvement high and to keep them informed of their child's progress include:

- School Advisory Council (SAC) includes parent members and is open for any parent to attend. Notices of these meetings appear on the school webpage, are posted on the school marquis, and are announced to students to inform their parents.
- Orientation is held the week before school during which parents and students attend an orientation assembly, meet their teachers, and explore the various clubs and organizations available at school.

- An additional parent night (BITE night) is held during first semester at which parents receive information on school events and activities and have the opportunity to meet with their child's teachers to discuss progress and grades.
- The school webpage includes a variety of school information including events, activities, code of conduct information, college and career preparation, standardized testing information, links to teacher email addresses, and much more.
- The Connect Ed automated telephone system is utilized to make important announcements, remind parents of upcoming events, and notify parents when their child is absent.
- Parent Internet Viewer allows parents to check their child's grades and attendance at any time. Parents may choose to have the system notify them if their child's grades drop below a certain level that the parent chooses.
- Athletic and other events are advertised to parents and are typically well attended by the entire community. These events are also advertised in the local newspaper prior to the event and are typically covered by the media afterward.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

- Auburndale High School works diligently to build and sustain partnerships within the community.
- The School Advisory Council (SAC) includes business partners and is open for others to attend.
 - Members of the administrative team belong to community organizations such as the Rotary Club.
 - Career Academies each have sponsors that fund their programs and provide internships to students.
 - Athletic teams acquire sponsors who provide financial support for their teams and athletes.
 - Community groups such as Ridgepoint Church, Horace Mann, and Herff Jones provide support for faculty functions and staff incentives.
 - AHS has developed a strong relationship with the city of Auburndale and works in partnership on a variety of events to promote the school and community.
 - Local groups provide a multitude of scholarships for students of Auburndale High School on an annual basis.
 - Faculty members are actively involved in a variety of community groups that provide support for the school on an as needed basis.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Hill, John	Principal
Dynes, DJ	Assistant Principal
Mills, Jenn	Dean
Strong, Kenneth	Assistant Principal
Butler, Patricia	Instructional Coach
Wilder, Tyrone	Dean
Portillo, Ismael	Dean

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The principal and two assistant principals are the primary instructional leaders of the school. This administrative team meets every Monday, Wednesday, and Friday morning along with the deans to share observations on the effectiveness of the teachers and the progress of the students. All team members share in the decision making process as it pertains to the safety of the students and staff of the school, the application of discipline procedures in a fair and consistent manner, and identifying the needs of the students.

There is also an additional administrative team that includes the above as well as the instructional coach. Using distributed leadership techniques, this team meets every Wednesday afternoon after school for two hours to share instructional observations and share in the decision making process as it pertains to the coaching of instructional staff.

The team of Department Chairs meets monthly to discuss instructional topics and share ideas for strengthening teaching practices.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

1. Personnel resources (teachers) are assigned based on student scheduling needs and requests. Prior year data of student achievement is linked to each teacher to determine the best placement based on student needs.
2. The School Advisory Council meets on a monthly basis and reviews school-wide data to determine where financial resources from Lottery may be allocated to best increase student achievement. Examples would include an after-school extended learning program, and substitutes that would enable teachers to attend professional development sessions.
3. The strategic planning team meets bi-weekly and uses the 8-step problem solving method to determine the proper allocation of resources, instructional and financial, to meet the needs identified by the team.
4. The Budget committee, consisting of the principal, assistant principal, financial secretary and athletic director meet on a weekly basis to discuss the current budget status and needs that must be addressed to assist in raising student achievement.
5. Federal IDEA funds are included in the budget committee meeting discussions, and the LEA facilitator is consulted as needed to determine the needs of the ESE population.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Val Walsh	Business/Community
John Hill	Principal
DJ Dynes	Education Support Employee
Robert Ball	Teacher
Jackie Mulford	Education Support Employee
Janie Meadows	Parent
Cheryl McQuaig	Parent
Susan Allen	Parent
Nancy MacPhee	Parent
Kay Stambaugh	Parent
Joely Atchison	Student
Kenneth Strong	Education Support Employee
Sheree McFarland	Education Support Employee
Penelope McDaniel	Education Support Employee
Ishmael Portillo	Education Support Employee
Vic Nelson	Parent
Marissa Johnson	Student
Noemi Rosario Martinez	Student
Diana Davis	Student
Yessenia Abarca	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC is given copies of the SIP during the first monthly meeting of the 2014-15 school year. They were also given the results of FCAT and EOC testing, which became available after the end of the 2013-14 school year. A review of each of the SIP goals and the test data was conducted, along with a comparison to prior year results. Input was given by the committee members on goals for the current year.

Development of this school improvement plan

Various members of the SAC collaborated at team meetings to complete the 8-step problem solving process and had direct input in the writing of the school goals. A periodic review by the entire team will be conducted at regularly scheduled SAC meetings.

Preparation of the school's annual budget and plan

The SAC is presented with the projected school budget at the end of the prior school year, and input is solicited concerning the allocation of resources based on feedback from parents, students and staff members. The SAC is also responsible for the allocation of State Lottery Funds, according to state guidelines, and they vote on an annual basis at the beginning of the school year to fund the needs identified by the committee and the administrative team. Periodically throughout the school year the

SAC will hear presentations from school stakeholders who are petitioning the committee to allocate funds to an identified area of need that was not originally voted on at the beginning of the school year.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Extended Learning Opportunities - paid teacher tutors after school \$5300.00
 Professional Development Opportunities - paid substitutes for teachers \$1500.00
 Professional Memberships for administrators \$400
 Supplies for Professional Development programs as needed \$400

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Butler, Patricia	Instructional Coach
Hill, John	Principal
Dynes, DJ	Assistant Principal
Mills, Jenn	Dean
Jasmin, Guerline	Teacher, K-12
Savage, Carla	Teacher, K-12
Brennan, Tina	Teacher, K-12
Cook, Sarah	Teacher, K-12
Pensyl, Barbara	Teacher, K-12
Rodriguez, Soldiana	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The function of the Literacy Leadership Team in this school is to:

1. establish and sustain a climate of literacy in this school.
 2. ensure that planning for school-wide literacy activities is both initiated and supported.
 3. analyze school-wide reading data, looking for trends and implications.
 4. stay abreast of current research-based instructional strategies and support the instructional staff with professional development opportunities.
 5. Include members of the instructional staff who take an active interest in this area.
- The AHS Literacy Leadership Team meets bi-weekly on Thursday afternoons.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The instructional staff and leadership team are united in a collaborative lesson planning process which incorporates three aspects: weekly collaborative lesson planning, periodic PLC data analysis sessions, and a coaching cycle which supports classroom instruction and encourages peer coaching. The Collaborative Lesson Planning Teams meet by subject groupings every Tuesday during their common planning periods. Those who teach an additional class meet on Tuesdays after school. The PLC meetings designed for data conversations meet during each interim period and again at the end of each 9 weeks during their common planning times on Thursdays.

Teacher leaders join with instructional leadership team members to serve as facilitators for these planning sessions, and Best Practices are shared through collegial conversations and classroom visitation feedback.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Our instructional staff is secured using the On-line hiring system developed by the District. In addition, the Personnel Department at the District level, specifically the Diversity Team, helps us meet our instructional needs while at the same time ensuring that our demographic needs are being met.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

New teacher meetings are held monthly for both new teachers as well as more experienced teachers who are new to our school. At these meetings we assist new teachers with school building logistics, policies and procedures, technology, classroom management strategies, literacy strategies, assessments and grading and other topics pertinent to the group and based on their experiences. Pat Butler, our academic coach, serves as the new teacher mentor, and works with all beginning teachers on an as-needed basis. Ms. Butler was selected as the new teacher mentor because of her vast experiences with coaching and teaching.

All members of the instructional staff are grouped by teaching assignments into the collaborative lesson planning teams. This was done so that the teams could build common assessments and analyze the data gleaned from them based on their individual subjects that they teach. Each team has been assigned an academic coach who is a member of the leadership team (including aspiring leaders). The coach acts in a supportive role and helps guide the teams as they learn to work collaboratively. The teachers are further assisted as needed by their individual department chairs when an issue involving curriculum arises.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The core instructional programs and materials are aligned to Florida's standards with the usage of state adopted resources and supplementary materials. Newly adopted curriculum support this year was secured by English, reading, math and some of the science contents.

Discussions in the collaborative planning meetings and PLC data chats help guide the teachers in the understanding and implementation of the standards.

Monitoring in the classrooms through administrative walk-throughs and the use of our in-house coaching cycle also add support that the alignment is being met.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Teachers were trained during pre-planning week on the FA standards and continue to be supported through the use of CPalms and collaborative lesson planning and PLC meetings. Teachers are expected to bring collected data from rigorous common assessments to their PLC sessions and through analysis of the data determine the needs of both those requiring additional support as well as those who are ready for enrichment activities.

In addition, teachers will be supported and coached in their use of small group instruction necessitated by the results of the data collection and analysis.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 8,000

Through our H.E.L.P. program (Hounds Extended Learning Program) students are given multiple opportunities for extended learning through various means. Teacher help and peer tutoring are the mainstays of the programs and the additional help covers homework and testing, content comprehension, test prep, college and career information and assistance, and vocational resources and guides.

Strategy Rationale

A larger segment of our student body can be reached for instructional support and activity assistance if the enrichment program is held after school hours and open to all. Free public transportation increases the after-hours options for our students and makes the extended learning program more easily accessible to our diverse student population.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Dynes, DJ, dj.dynes@polk-fl.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Attendance in this program is tracked and will be used to analyze the effectiveness of the program. High stakes test scores, classroom testing trends, and effectiveness surveys will all be employed to measure the success of the program.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Incoming freshmen arrive at Auburndale High School from several feeder middle schools. The following strategies are implemented to ensure a smooth transition into high school:

- A strong relationship is maintained with the feeder middle schools and middle school students are encouraged to attend the high school athletic and community events.
- In the Spring of each year, Auburndale High School holds a middle school parent night at which parents and students become acclimated with the school, faculty, and activities available at AHS.
- High school guidance counselors visit the feeder middle schools in the Spring of each year to assist 8th graders with class selection for their freshman year.
- The LEA facilitator attends transitional staffings for ESE students.
- A Freshmen Academy serves as the primary hubb of freshmen classes to provide a transitional year in to high school.
- All freshmen participate in "Freshmen Success Day" during the first ten days of school to become familiar with the school expectations and exciting options open to them for participation in the high school learning culture.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

From the time a student enters Auburndale High School, he or she has opportunities to access the College and Career Lab to begin thinking about the transition to college or careers after high school, including the following:

- The College and Career facilitator visits classes to discuss options after high school and how to prepare.
- Juniors and Seniors participate in a college and career fair during October of each year.
- Juniors and Seniors have conferences with guidance counselors to ensure their credits and classes are on track for graduation and the transition into college.
- Assistance with part time job placement in the community through the HELP program.
- Dual enrollment classes in partnership with Polk State College.
- Visits with college, career, and military recruiters on campus throughout the year.

Outgoing seniors specifically participate in the following:

- Assistance with college applications and essays through the college and career lab.
- Assistance in identifying scholarship opportunities and submitting applications for scholarships through the college and career labs.
- On the job training through the OJT program.

Career Academies at Auburndale High School partner with community businesses and industries to provide training and internship opportunities.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Auburndale Communications Academy offers the following programs, which include opportunities for industry certification:

- Graphics Design
- Web Design
- Digital Publishing
- Architectural
- TV Broadcast
- CAD Engineering

Auburndale Medical Academy offers the following tracks, which include opportunities for industry certification:

- Electrocardiograph Aide
- Home Health Aide

- First Responder

Auburndale Agriscience Academy offers the following tracks, which include opportunities for industry certification:

- Ag Technology
- Horticulture

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Students involved in academies at Auburndale High School participate in a track of courses that will meet their general education requirements and provide them an opportunity for industry certification. Students not involved in academies have the opportunity to participate academy classes as electives.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Strategies for improving student readiness for the public post-secondary level based on annual analysis of the high school feedback report include:

1. ACT and SAT prep classes
2. Math for College Readiness classes
3. English 4 College Prep classes
4. PERT Testing
5. ASVAB Testing and follow-up
6. Resources and a teacher in the College & Career Lab
7. H.E.L.P. - an in-house extended learning program with includes test prep, college readiness seminars, and student informational sessions for college-bound students

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** The administration will expand the roles of instructional and support staff members, allowing them to build capacity through distributive leadership opportunities.
- G2.** Stakeholders are engaged, supportive and enthusiastic about being actively involved and connected to school, and recognize AHS as a positive place to learn and grow.
- G3.** Teachers will work collaboratively to analyze and align standards, create rigorous common assessments, deliver high quality instruction and monitor student progress in order to adjust instruction to meet student needs across the curriculum.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. The administration will expand the roles of instructional and support staff members, allowing them to build capacity through distributive leadership opportunities. 1a

G054236

Targets Supported 1b

Indicator	Annual Target
Effective+ Teachers (Performance Rating)	95.0

Resources Available to Support the Goal 2

- Pat Butler is an experienced teacher of coaching strategies.
- Several staff members are currently in the aspiring leaders program.
- Many instructional staff members regularly volunteer to be part of school committees and take on additional roles outside of their normal teaching schedule.
- Department chairs are included in instructional leadership roles.

Targeted Barriers to Achieving the Goal 3

- There is a general lack of knowledge of the availability of leadership opportunities or how to get involved in them.

Plan to Monitor Progress Toward G1. 8

Survey results from surveys of coaching input.

Person Responsible

DJ Dynes

Schedule

Semiannually, from 1/30/2015 to 6/5/2015

Evidence of Completion

Copies of survey results, emails as evidence of correspondence.

Plan to Monitor Progress Toward G1. 8

Person Responsible

Schedule

Evidence of Completion

G2. Stakeholders are engaged, supportive and enthusiastic about being actively involved and connected to school, and recognize AHS as a positive place to learn and grow. 1a

G042566

Targets Supported 1b

Indicator	Annual Target
Advanced coursework completion - H.S.	56.0
Dropout Rate	1.5
Attendance Below 90%	20.0

Resources Available to Support the Goal 2

- An active School Improvement Committee (SAC) composed of parents, faculty, students, and community members supports the school in its decision making and promoting positive connections to the school.
- Business partners within the community provide support with student and faculty incentives, as well as positive promotion of the school.
- Local church and youth groups promote school activities and participate in community events involving the school.
- Students who are excited about the positive learning culture of the school, including a marketing class for positive promotion of the school generates excitement and enthusiasm about our positive learning culture.
- A variety of clubs, sports, and activities connect students to the school in a positive way.
- Parents who are actively involved in the school community are a source of enthusiasm and support.
- An administrative team that engages in outreach to promote the positive learning culture of the school is a valuable resource.
- Teacher leaders act as role models and support networks for other teachers to encourage and promote a positive learning culture.

Targeted Barriers to Achieving the Goal 3

- Lack on knowledge of available clubs and activities in which students might participate to enrich their experience in high school leads to a feeling of apathy on the part of the students.

Plan to Monitor Progress Toward G2. 8

Periodic stakeholder survey of school climate by teachers, parents and students.

Person Responsible

Jenn Mills

Schedule

Semiannually, from 9/4/2014 to 6/5/2015

Evidence of Completion

Survey results and data analysis.

G3. Teachers will work collaboratively to analyze and align standards, create rigorous common assessments, deliver high quality instruction and monitor student progress in order to adjust instruction to meet student needs across the curriculum. 1a

G042567

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	60.0
Math Gains	63.0
Bio I EOC Pass	56.0

Resources Available to Support the Goal 2

- Collaborative Lesson Planning (CLP) groups made up of teachers of the same subject areas meet regularly throughout the week to align lesson plans with standards and develop common assessments.
- Professional Learning Communities (PLC) made up of teachers in the same department analyze student assessment data to drive instructional planning.
- Members of the administrative team act as classroom coaches to support the teachers in lesson planning, data analysis, and classroom instruction.
- Teacher leaders model instructional strategies to assist teachers who need support.

Targeted Barriers to Achieving the Goal 3

- Some teachers need assistance in incorporating literacy standards into content area classes.

Plan to Monitor Progress Toward G3. 8

PLC Effectiveness survey to be given twice a year.

Person Responsible

John Hill

Schedule

Semiannually, from 8/18/2014 to 6/5/2015

Evidence of Completion

Survey results and analysis.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key


G1. The administration will expand the roles of instructional and support staff members, allowing them to build capacity through distributive leadership opportunities. **1**

 G054236

G1.B3 There is a general lack of knowledge of the availability of leadership opportunities or how to get involved in them. **2**

 B136830

G1.B3.S4 The instructional leadership team meets weekly to engage in coaching conversations and PD on how to coach teachers in the classrooms. **4**

 S148813

Strategy Rationale

This will build leadership capacity in all members of the administrative and aspiring leaders teams and strengthen our school through coaching.

Action Step 1 **5**

The principal and instructional coach will meet to plan the steps of this strategy for the school year.

Person Responsible

John Hill

Schedule

On 8/4/2014

Evidence of Completion

Meeting notes and an assignment chart.

Action Step 2 5

Principal will meet with the Instructional Leadership team to present the plan of action.

Person Responsible

John Hill

Schedule

On 8/13/2014

Evidence of Completion

Agenda and meeting notes.

Action Step 3 5

Introduction of the coaching plan to the full faculty at their first in-service meeting of the school year.

Person Responsible

John Hill

Schedule

On 8/15/2014

Evidence of Completion

Meeting agenda, minutes and sign-in sheet.

Action Step 4 5

Weekly meetings of the Instructional Leadership team

Person Responsible

Patricia Butler

Schedule

Weekly, from 8/20/2014 to 6/3/2015

Evidence of Completion

Agendas, meeting minutes

Action Step 5 5

PD on coaching techniques with the Instructional Leadership team.

Person Responsible

Patricia Butler

Schedule

Monthly, from 9/3/2014 to 6/3/2015

Evidence of Completion

Collegial discussions, evidence of teacher improvement through walk-throughs, coaching reflections.

Plan to Monitor Fidelity of Implementation of G1.B3.S4 6

Discussions to be held at the Wednesday meetings, and reflections upon what they have learned and applied.

Person Responsible

John Hill

Schedule

Monthly, from 9/3/2014 to 6/3/2015

Evidence of Completion

Reflections about the effectiveness of their coaching meetings with teachers, conversations about strategies that have worked or not and why, meeting minutes and coaching reflection logs.

Plan to Monitor Effectiveness of Implementation of G1.B3.S4 7

Staff surveys of input received from academic coaches who are part of the Instructional Leadership team, and what teachers feel the impact on their students' learning has been.

Person Responsible

John Hill

Schedule

Semiannually, from 1/20/2015 to 6/4/2015

Evidence of Completion

Copies of survey results, feedback given to coaches by teachers, emails or other forms of correspondence used between coaches and staff.

G2. Stakeholders are engaged, supportive and enthusiastic about being actively involved and connected to school, and recognize AHS as a positive place to learn and grow. 1

G042566

G2.B1 Lack on knowledge of available clubs and activities in which students might participate to enrich their experience in high school leads to a feeling of apathy on the part of the students. 2

B104104

G2.B1.S1 Open lines of communications with parents through the use of automated calls, the school website, and intercom announcements. 4

S115734

Strategy Rationale

Once students know about what is available they are more likely to become involved.

Action Step 1 5

Open the lines of communication to students and parents through various means.

Person Responsible

Jenn Mills

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Copies of intercom announcements, copies of website postings, copies of automated call messages

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Every month the evidence will be placed in the Artifact notebook for this goal.

Person Responsible

DJ Dynes

Schedule

Monthly, from 9/30/2014 to 6/5/2015

Evidence of Completion

Sign-off on all copies collected. Verify that all methods were used.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Get feedback from the activity sponsors to see if involvement has increased.

Person Responsible

Jenn Mills

Schedule

Monthly, from 9/30/2014 to 6/5/2015

Evidence of Completion

Summary by the monitor for the activities involvement.

G3. Teachers will work collaboratively to analyze and align standards, create rigorous common assessments, deliver high quality instruction and monitor student progress in order to adjust instruction to meet student needs across the curriculum. 1

G042567

G3.B4 Some teachers need assistance in incorporating literacy standards into content area classes. 2

B104294

G3.B4.S2 Provide to the teachers professional development of Florida Standards for Literacy. 4

S148510

Strategy Rationale

Teachers need to understand how the literacy standards relate to their content areas.

Action Step 1 5

Professional Development for the faculty will address the Florida Literacy Standards.

Person Responsible

Patricia Butler

Schedule

On 8/15/2014

Evidence of Completion

PowerPoint Presentation, Copy of Worksheet, Alignment Chart for follow up, Sign in Sheets

Action Step 2 5

Dana Center Professional Development offered by the District will enhance understanding of the standards.

Person Responsible

DJ Dynes

Schedule

Monthly, from 10/22/2014 to 6/4/2015

Evidence of Completion

Registration Records of teachers and follow up per District PD requirements

Action Step 3 5

Instructional Coach will meet with various Collaborative Planning groups and help with Standards-based lesson planning.

Person Responsible

Patricia Butler

Schedule

Weekly, from 10/28/2014 to 6/4/2015

Evidence of Completion

Action Step 4 5

Training on Close Reading techniques will be given to the faculty during a monthly faculty meeting.

Person Responsible

Patricia Butler

Schedule

On 10/6/2014

Evidence of Completion

Follow up lesson using close reading documentation and classroom observation

Plan to Monitor Fidelity of Implementation of G3.B4.S2 6

Participate and keep records of attendees and their follow up.

Person Responsible

John Hill

Schedule

Daily, from 8/15/2014 to 6/4/2015

Evidence of Completion

Documentation of attendance, participation, and any follow up required.

Plan to Monitor Effectiveness of Implementation of G3.B4.S2 7

Walk throughs, reviewing of lesson plans and evidence of literacy based instruction noted in Administrative Team observations.

Person Responsible

John Hill

Schedule

Daily, from 8/15/2014 to 6/4/2015

Evidence of Completion

Lesson Plans, observation results, summary notes from planning, and collegial conversations

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1	Open the lines of communication to students and parents through various means.	Mills, Jenn	8/18/2014	Copies of intercom announcements, copies of website postings, copies of automated call messages	6/5/2015 monthly
G3.B4.S2.A1	Professional Development for the faculty will address the Florida Literacy Standards.	Butler, Patricia	8/15/2014	PowerPoint Presentation, Copy of Worksheet, Alignment Chart for follow up, Sign in Sheets	8/15/2014 one-time
G1.B3.S4.A1	The principal and instructional coach will meet to plan the steps of this strategy for the school year.	Hill, John	8/4/2014	Meeting notes and an assignment chart.	8/4/2014 one-time
G3.B4.S2.A2	Dana Center Professional Development offered by the District will enhance understanding of the standards.	Dynes, DJ	10/22/2014	Registration Records of teachers and follow up per District PD requirements	6/4/2015 monthly
G1.B3.S4.A2	Principal will meet with the Instructional Leadership team to present the plan of action.	Hill, John	8/13/2014	Agenda and meeting notes.	8/13/2014 one-time
G3.B4.S2.A3	Instructional Coach will meet with various Collaborative Planning groups and help with Standards-based lesson planning.	Butler, Patricia	10/28/2014		6/4/2015 weekly
G1.B3.S4.A3	Introduction of the coaching plan to the full faculty at their first in-service meeting of the school year.	Hill, John	8/15/2014	Meeting agenda, minutes and sign-in sheet.	8/15/2014 one-time
G3.B4.S2.A4	Training on Close Reading techniques will be given to the faculty during a monthly faculty meeting.	Butler, Patricia	10/6/2014	Follow up lesson using close reading documentation and classroom observation	10/6/2014 one-time
G1.B3.S4.A4	Weekly meetings of the Instructional Leadership team	Butler, Patricia	8/20/2014	Agendas, meeting minutes	6/3/2015 weekly
G1.B3.S4.A5	PD on coaching techniques with the Instructional Leadership team.	Butler, Patricia	9/3/2014	Collegial discussions, evidence of teacher improvement through walk-throughs, coaching reflections.	6/3/2015 monthly
G1.MA1	Survey results from surveys of coaching input.	Dynes, DJ	1/30/2015	Copies of survey results, emails as evidence of correspondence.	6/5/2015 semiannually
G1.MA1	[no content entered]			one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S4.MA1	Staff surveys of input received from academic coaches who are part of the Instructional Leadership team, and what teachers feel the impact on their students' learning has been.	Hill, John	1/20/2015	Copies of survey results, feedback given to coaches by teachers, emails or other forms of correspondence used between coaches and staff.	6/4/2015 semiannually
G1.B3.S4.MA1	Discussions to be held at the Wednesday meetings, and reflections upon what they have learned and applied.	Hill, John	9/3/2014	Reflections about the effectiveness of their coaching meetings with teachers, conversations about strategies that have worked or not and why, meeting minutes and coaching reflection logs.	6/3/2015 monthly
G2.MA1	Periodic stakeholder survey of school climate by teachers, parents and students.	Mills, Jenn	9/4/2014	Survey results and data analysis.	6/5/2015 semiannually
G2.B1.S1.MA1	[no content entered]			one-time	
G2.B1.S1.MA1	Get feedback from the activity sponsors to see if involvement has increased.	Mills, Jenn	9/30/2014	Summary by the monitor for the activities involvement.	6/5/2015 monthly
G2.B1.S1.MA1	Every month the evidence will be placed in the Artifact notebook for this goal.	Dynes, DJ	9/30/2014	Sign-off on all copies collected. Verify that all methods were used.	6/5/2015 monthly
G3.MA1	PLC Effectiveness survey to be given twice a year.	Hill, John	8/18/2014	Survey results and analysis.	6/5/2015 semiannually
G3.B4.S2.MA1	Walk throughs, reviewing of lesson plans and evidence of literacy based instruction noted in Administrative Team observations.	Hill, John	8/15/2014	Lesson Plans, observation results, summary notes from planning, and collegial conversations	6/4/2015 daily
G3.B4.S2.MA1	Participate and keep records of attendees and their follow up.	Hill, John	8/15/2014	Documentation of attendance, participation, and any follow up required.	6/4/2015 daily

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. The administration will expand the roles of instructional and support staff members, allowing them to build capacity through distributive leadership opportunities.

G1.B3 There is a general lack of knowledge of the availability of leadership opportunities or how to get involved in them.

G1.B3.S4 The instructional leadership team meets weekly to engage in coaching conversations and PD on how to coach teachers in the classrooms.

PD Opportunity 1

PD on coaching techniques with the Instructional Leadership team.

Facilitator

Pat Butler

Participants

Instructional Leadership Team

Schedule

Monthly, from 9/3/2014 to 6/3/2015

G3. Teachers will work collaboratively to analyze and align standards, create rigorous common assessments, deliver high quality instruction and monitor student progress in order to adjust instruction to meet student needs across the curriculum.

G3.B4 Some teachers need assistance in incorporating literacy standards into content area classes.

G3.B4.S2 Provide to the teachers professional development of Florida Standards for Literacy.

PD Opportunity 1

Professional Development for the faculty will address the Florida Literacy Standards.

Facilitator

Pat Butler and Jenn Mills

Participants

Entire Faculty

Schedule

On 8/15/2014

PD Opportunity 2

Dana Center Professional Development offered by the District will enhance understanding of the standards.

Facilitator

District Based

Participants

ELA, Math and Reading, and others to follow based on District directives

Schedule

Monthly, from 10/22/2014 to 6/4/2015

PD Opportunity 3

Instructional Coach will meet with various Collaborative Planning groups and help with Standards-based lesson planning.

Facilitator

Pat Butler

Participants

Various groups of content areas during the Collaborative Lesson Planning

Schedule

Weekly, from 10/28/2014 to 6/4/2015

PD Opportunity 4

Training on Close Reading techniques will be given to the faculty during a monthly faculty meeting.

Facilitator

Janetta Kieffer

Participants

Entire faculty

Schedule

On 10/6/2014

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Grand Total	0