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Auburndale Senior High School

1 BLOODHOUND TRL, Auburndale, FL 33823

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

Demographics

Principal: Tye Bruno

Start Date for this Principal: 6/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School PK, 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	85%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2021-22: C (45%) 2020-21: (44%) 2018-19: C (52%) 2017-18: C (47%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Kati Pearson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Auburndale High School is to prepare all Bloodhounds for success to become in college, career, and citizenship.

Provide the school's vision statement.

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

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Bruno, Tye	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 and coordinates responsibilities for all leadership team members.
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	Assistant Principal of Administration. 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.
Jimenez, Evinery	Dean	Responsible for student discipline and the PBIS Team.
Giles, Joslyn	Graduation Coach	Monitors students to ensure they are receiving every opportunity to meet their graduation requirements and are successful in doing so.
Pike, Erin	Graduation Coach	Monitors students to ensure they are receiving every opportunity to meet their graduation requirements and are successful in doing so.
Hilton, Leslie	Reading Coach	The coach will provide support to teachers by modeling evidence based strategies, providing continuous professional development in PLCs throughout the year, utilizing small group instruction/teaming
Lancaster, Pam	Dean	Responsible for student discipline and athletics.
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.

Name	Position Title	Job Duties and Responsibilities
Provino, Lisa	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.

Demographic Information

Principal start date

Friday 6/1/2018, Tye Bruno

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

13

Total number of teacher positions allocated to the school

86

Total number of students enrolled at the school

1,653

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

11

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

13

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	405	487	380	384	1656
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	21	38	25	24	108
One or more suspensions	0	0	0	0	0	0	0	0	0	0	102	107	69	51	329
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	63	116	54	56	289
Course failure in Math	0	0	0	0	0	0	0	0	0	0	47	63	73	55	238
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	137	211	146	136	630
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	145	173	100	74	492
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	145	189	123	92	549
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	112	160	99	79	450

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	6	5	3	11	25
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	10	23	19	11	63

Date this data was collected or last updated

Wednesday 8/3/2022

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	376	498	373	390	1637
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	130	172	145	146	593
One or more suspensions	0	0	0	0	0	0	0	0	0	0	81	88	61	44	274
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	22	144	94	67	327
Course failure in Math	0	0	0	0	0	0	0	0	0	0	14	154	111	115	394
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	80	200	134	136	550
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	110	185	103	79	477
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	259	219	171	14	663

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	125	261	175	165	726

The number of students identified as retainees:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	1	0	0	19	20
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	6	22	17	14	59

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	376	498	373	390	1637
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	130	172	145	146	593
One or more suspensions	0	0	0	0	0	0	0	0	0	0	81	88	61	44	274
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	22	144	94	67	327
Course failure in Math	0	0	0	0	0	0	0	0	0	0	14	154	111	115	394
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	80	200	134	136	550
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	110	185	103	79	477
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	259	219	171	14	663

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	1	0	0	19	20
Students retained two or more times	0	0	0	0	0	0	0	0	0	6	22	17	14	59

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	34%	41%	52%	32%			37%	47%	56%
ELA Learning Gains	40%	45%	52%	39%			40%	46%	51%
ELA Lowest 25th Percentile	30%	38%	41%	38%			26%	37%	42%
Math Achievement	29%	26%	41%	26%			44%	43%	51%
Math Learning Gains	43%	39%	48%	22%			55%	45%	48%
Math Lowest 25th Percentile	36%	44%	49%	22%			58%	44%	45%
Science Achievement	43%	52%	61%	47%			46%	58%	68%
Social Studies Achievement	44%	55%	68%	57%			62%	61%	73%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	43%	54%	-11%	67%	-24%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	61%	57%	4%	70%	-9%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	31%	50%	-19%	61%	-30%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	51%	53%	-2%	57%	-6%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	17	34	28	22	43	60	25	33		98	22
ELL	17	44	35	23	45		25	26		84	48
BLK	20	33	31	26	38	27	33	32		93	50
HSP	34	38	30	26	46	50	41	35		89	53
MUL	43	41		36			33	50		100	75
WHT	40	43	30	33	42	28	49	57		89	60
FRL	29	38	29	25	42	39	37	37		87	50
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	12	35	33	16	20	11	21	26		94	32
ELL	9	31	36	21	28	31	24	24		86	70
BLK	18	34	35	10	20	17	21	43		92	59

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
HSP	26	43	50	24	24	27	40	49		85	71
MUL	65	56		28	23			63			
WHT	41	39	32	34	21	20	58	64		89	75
FRL	25	36	35	20	23	27	37	46		86	60

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	18	28	23	36	69	67	26	55		78	11
ELL	9	26	35	7			25	25		73	50
BLK	23	32	30	31	47	40	29	55		89	57
HSP	34	40	29	38	64	58	40	56		84	60
MUL	39	41		73	54		69	67			
WHT	45	43	19	51	56	67	54	67		86	62
FRL	25	32	24	35	51	50	39	55		83	54

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	25
Total Points Earned for the Federal Index	470
Total Components for the Federal Index	11
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	37
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	43
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	54
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	47
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

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

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

Across the grade levels, subgroups and core content areas our lowest 25% are not performing as well as the general population of students; while our overall ELA achievement percentage was 34%. Our Math achievement demonstrated was 29%. Science was at 43% while History was at 44%.

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

For our ELA scores, level 1s and 2s are showing a deficit in the key ideas and details strand being scored at a 31% which contributes to our overall ELA scores only being 34%. Algebra EOC pass rate was 17% and Geometry pass rate was

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

With the ELA scores being low, especially in Key Ideas and Details, we believe that this is the underlying root cause of the scores being low in all other subject areas. We will integrate literacy skills and strategies across all curriculums to increase the knowledge base of our students thusly closing gaps. In Math classes, remedial skills will be taught explicitly to insure a passing score on either the EOC, ACT, PSAT, or SAT.

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

Our ELA lowest percentile made improvements. We improved 4%.

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

There was an increased focus in intensive reading classes. Achieve 3000 was utilized more with a focus on rotations.

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

We will increase literacy strategies on campus while looking at supplementary materials to aide in earning concordant scores where applicable.

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

We will provide PD through PLCs on literacy strategies, remediation strategies, accommodations, and classroom management.

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

We will work with our teachers to build foundations for learning strategies in their classrooms so that students are able to transition their learning smoothly from lower grades. The literacy strategies will build each year and provide students with supports. Teachers will be provided feedback on instructional strategies and coached as needed.

Areas of Focus

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

:

#1. Transformational Leadership specifically relating to Best Standards

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

We are building a positive culture of cohesiveness "#HoundsAllIn" to demonstrate our willingness to embrace and band together as we learn and grow into the new BEST Standards in ELA and Math. In our Reading and Language Arts classes the Reading Standard will be focused on explicitly to improve our literacy proficiency. Our math department will be explicitly focusing on Algebraic Reasoning to ensure mastery for their Algebra I EOC. Both departments (ELA and Math) will be doing extensive work in common planning for implementing the Learning Arc.

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

The goal set for our ELA proficiency scores is to earn to 39% on the final FAST test of the year; this would be a gain from our 33% on our 2021-22 FSA ELA. The goal for our Algebra I EOC is to raise our passing rate from 17% to 20%.

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

Both Language Arts and Reading classes will participate in common planning and common assessments. These will focus on BEST Standards as well as BEST Reading Standards. These areas will be monitored twice a quarter for growth and mastery with interventions implemented as needed.
 Math department will create common assessments that focus on Algebraic Reasoning strand. These will be given out multiple times per quarter and will allow for remediation of skills.

Person responsible for monitoring outcome:

Lisa Provino (lisa.provino@polk-fl.net)

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

Common planning will be monitored by administration for evidence of planning and teaching the standards while walk throughs will be conducted for evidence of commonality and depth of standard. Common assessments will be monitored and data tracked through analysis of outcomes. All instructional staff will be asked to utilize the BEST Standards Writing rubric in order to support growth in text based writing.

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

Common Assessments and common planning will create an ownership with the teachers and staff. This will ensure that all students are being offered equitable opportunities to improve their learning gains. Embedded remediation can be planned and implemented based off of this data.

selecting this strategy.

Action Steps to Implement

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

Training on Learning Arc and Best standards will take place and common planning will continue to focus on the Reading Strand while still teaching all the other standards and benchmarks.

Person Responsible Leslie Hilton (leslie.hilton@polk-fl.net)

Training on Learning Arc and Best standards will take place and common planning will continue to focus on Algebraic Reasoning while still teaching all the other standards and benchmarks.

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

Instructional Coaches will report to administration to keep them apprised of progress monitoring and evaluate if supplemental instructional materials are needed.

Person Responsible Lisa Provino (lisa.provino@polk-fl.net)

Common assessments will be developed for teachers to administer in ELA classes. All standards should be assessed throughout the year and Reading Strand will be assessed on each one. Data gathered will be discussed at common planning and plans for embedded remediation will take place.

Person Responsible Leslie Hilton (leslie.hilton@polk-fl.net)

Common assessments will be developed for teachers to administer in Geometry and Algebra classes. All standards should be assessed throughout the year and Algebraic Reasoning strand (Algebra) will be assessed on each one. Data gathered will be discussed at common planning and plans for embedded remediation will take place.

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

#2. ESSA Subgroup specifically relating to English Language Learners

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed. Our rate of English Language Progress was 25% last year on WIDA. This falls below state and district averages.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. Our goal is to increase our WIDA progress to 33% this upcoming year.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome. The ESOL teacher will participate with the English department common planning to have support in literacy skills, writing strategies, understanding of the Learning Arc, and BEST standards, but will plan with the Assistant Principal for specific ESOL strategies and monitor progress monitoring outcomes of written assessments that will be given in class twice a quarter.

Person responsible for monitoring outcome: Lisa Provino (lisa.provino@polk-fl.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus. Students will practice WICOR writing skills in class multiple times a week and will focus on language acquisition as a major focus.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy. By attending common planning, the ESOL teacher will be aware and engaged in grade level concepts and outcomes so that she can build her students capacity. She will also understand the BEST standards and how they apply to her students.

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

The ESOL teacher will get trained on the Learning Arc and BEST standards.

Person Responsible Leslie Hilton (leslie.hilton@polk-fl.net)

ESOL teacher will disaggregate WIDA data from previous year to determine proper collaborative groupings, instructional decisions, and placement.

Person Responsible Lisa Provino (lisa.provino@polk-fl.net)

Create common assessments to assess progress on writing standards and English acquisition.

Person Responsible Lisa Provino (lisa.provino@polk-fl.net)

#3. Positive Culture and Environment specifically relating to Student Engagement

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

In an effort to decrease our number of days for out of school suspension, we needed to come up with a program that would model and reward positive behavior. Staff members suggested that we use PBIS since some of them were familiar with the system and felt that it worked well.

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

During the 2021-22 school year we had accumulated 1,096 school days of out of school suspension. Our goal is to decrease that number by eight percent (88 days).

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

The PBIS team will meet monthly to track the number of out of school suspension days. This team will also discuss parental involvement events, community outreach for incentives to provide our students, support structures for teachers, and awareness of the program.

Person responsible for monitoring outcome:

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

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

By rewarding the positive behaviors we anticipate that negative behaviors will be lessened. The team will have highly sought after incentives for our students and entry into events for free with their PBIS incentive points that they have earned.

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

On campus, we will continue to support our staff and students to be well prepared and respectful so that our campus can continue to thrive and set high expectations for our students. Positive behaviors will be modeled and rewarded so that they may become part of our school culture and expectations.
 With parental involvement events we anticipate that our families will support our efforts to create responsible young adults that will enter the work force and secondary education institutions to help build our community.

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.

A group of staff members will be trained on PBIS during the summer and will become the PBIS team.

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

Team members will draft school wide expectations and manufacture visuals to be placed across school. By placing these in high traffic areas and in areas where parents and community members are able to see it as well.

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

Plan and execute incentive events so that students are able to cash out their points for items or entry into school events

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

Hold monthly meeting to track progress on goals and evaluate way to make program more effective on campus.

Person Responsible

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

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step**Person Responsible for Monitoring**

N/A

Positive Culture & Environment

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

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

Auburndale High School works diligently to build positive relationships with all stakeholders that are involved at the school level. Our mission and vision are communicated to students, families, and stakeholders 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 and community members and is open for any stakeholder to attend via virtually or face to face. Notices of these meetings appear on school social media, school webpage, are posted on the school marquis and are announced to students to inform their parents.
- Orientation is held the week prior to school which parents and students attend an orientation assembly, meet their teachers, and explore the various clubs/organizations available at school.
- Beginning of the year grade level assemblies are conducted to provide inspiration, motivation, and build relationships, as well as address school expectations.
- Mission Transition/Acceleration Night is held in the spring and allows for families to receive information on school courses, offerings, events, activities, and clubs.
- The school webpage includes a variety of school information including events, activities, code of conduct information, college and career preparation, standardized testing information, and links to teacher email addresses.
- The school maintains an active Facebook, Instagram, and Twitter Account. Updates are done on a regular basis.
- Parents who have opted-in to the School Messenger automated telephone system receive important announcements, reminders of upcoming events, and notification when their child is absent.
- Parent Internet Viewer allows parents to check their child's grades and attendance at any time.
- Athletic and other events are advertised to parents and are typically well attended by the entire community.
- PBIS will be introduced and utilized as a tool to promote positive culture among the students and staff.
- Student celebrations will be held to recognize those going above and beyond.

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

The school leadership team is comprised of all administration, Instructional Coach, Behavior Interventionist, Success Coaches, and Testing Coordinator. All leadership team members support the vision of the school by participating in continuous professional development and training, focusing on strategies to improve

student performance, and by collaborating with staff to improve the school. The PBIS team, led by our Dean and APA, will be introducing the program to the teachers and then assisting in planning PBIS celebrations.