

Polk County Public Schools

# Winter Haven Senior High School



2016-17 Schoolwide Improvement Plan

## Winter Haven Senior High School

600 6TH ST SE, Winter Haven, FL 33880

<http://schools.polk-fl.net/whhs>

### School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	66%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	57%

### School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	C*	C	C

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### 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 a monitoring status of "Former F" (see page 4). 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>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Winter Haven Senior High School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

Every student will receive a quality education. Winter Haven High School will provide a safe haven environment that will provide a foundation in academic excellence, technology and personal growth. Our school, parents and community will work together to assure responsible, successful citizens in a changing world.

##### b. Provide the school's vision statement.

All students are expected to achieve their maximum potential. Collaborative and creative approaches to solving problems are encouraged. Students will be adept at using current technologies and will become productive citizens who contribute to society as a whole. Students are valued and respected as individuals with unique talents.

#### 2. School Environment

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

Teachers are encouraged to attend in-service on diversity. Also, they are encouraged to discuss strategies during their Professional Learning Communities to recognize cultural differences of students and ways to build relationships during class time. One method this year of building relationships is during our common block period, Advisory time. Teachers have one class that they are to focus on, and help build relationships and student confidence and test taking strategies.

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

Before, during and after school, administration, teachers and support personnel are positioned throughout the school to supervise students. Administration is visible at lunchtime. There is a trusted environment between students and personnel where they feel comfortable coming forward for help. Students are encouraged to come to adults for help with resolving conflicts with other students including bullying situations.

##### c. 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.

DEN-a classroom used for ISS as well as unresolved dress code violations. Lunch detentions are assigned by teachers for minor infractions. Teachers will follow a five step progressive discipline plan. They will track student discipline issues on the Team Behavior Tracking Sheet. Teachers are required to contact parents for assistance with teacher managed classroom discipline issues. The discipline tracking forms are housed on the One Drive and all of administration will be able to access them. Schoolwide guidelines for disciplinary actions with consistent punishments are utilized. Behavioral interventionist assists with individual students as needed.

##### d. 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.

5 Guidance counselors-9th grade, grades 10-12 are divided by alpha  
School psychologist comes on Tuesdays and upon request  
Crisis team can be called in the event of a crisis situation  
Hearth assists with homeless students.  
Administration and support personnel mentor students as needed.

### 3. Early Warning Systems

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

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

Monitor students with poor attendance. Parent conference is required and some students are placed on contract for chronic attendance issues. Early warning email from district is used to identify students. Guidance meets with students who are behind in credits to work on a plan for catching up. Level one Reading students are placed in Intensive Reading to provide additional time and support. Students who do not pass the Algebra 1 EOC are placed into Liberal Arts Math and Geometry to provide additional remediation in Algebra in the fall and additional support in the spring on the Geometry topics. Students with multiple suspensions are placed on a behavior plan and sometimes sent out to alternative school when their misbehaviors are chronic or interfere with the education of others.

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

##### 1. 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		
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	152	136	160	145	593	
One or more suspensions	0	0	0	0	0	0	0	0	0	213	217	171	74	675	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	69	67	65	201	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	134	196	130	79	539	

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Teachers will monitor discipline issues using the Team Behavior Tracking Form. Attendance meetings will be held by guidance for students with excessive absences.  
Teachers are encouraged to communicate with parents concerning grades and attendance  
When conferences are held on discipline issues, deans are encouraged to include grades and attendance.  
After school tutoring will be provided.  
Credit Recovery (E2020) courses offered after school  
Positive Recognition Celebrations

## B. Family and Community Engagement

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

**1. 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. Â§ 6314(b)(1)(F).

### a. Will the school use its PIP to satisfy this question?

Yes

#### 1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/316415>.

#### 2. Description

A PIP has been uploaded for this school or district - see the link above.

**2. 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.**

Partnerships are built through our academies. Each academy has an advisory board with local community members. We also have partnered with the Polk Education Partnership whose purpose is to support the local schools. Academic Booster Club exists to raise funds to support our school. Principal and College Career Specialist are active members of the Winter Haven Chamber's Education Committee. The principal is the chair for the education committee.

## C. Effective Leadership

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

### 1. School Leadership Team

#### a. Membership

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

Name	Title
Williams, Gina	Principal
Bush, Jerrilynn	Assistant Principal
Phoebus, Renee	Assistant Principal
Smelser, Belinda	Administrative Support
Catrett, Heather	Assistant Principal
Hughes, Brian	Dean
Northern, Paula	Dean
Horne, Mack	Dean

#### b. Duties

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



Bush/Dart/Catrett, Assistant Principals, see distributed leadership list. Jerrilynn Bush - English and social studies, Heather Catrett - reading and science, Renee Dart -Math Department. Paula Northern - attendance/discipline/testing/mentor, Brian Hughes - discipline/mentor. Admin Meetings, weekly every Monday morning at 7:30am in the media center conference room. Academic Leadership Team Meetings every Monday afternoon in the Administration Conference Room with department chairs and coaches.

**2. 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.**

The administration meets with the Academic Leadership Team to determine and identify needs. Available resources from various sources are identified and utilized to assist teachers. We also depend on the Academic Booster Club for needs which cannot be met through our budget or for needs that occur when our budget has been exhausted.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Michael Sine	Business/Community
Frances Woodside	Education Support Employee
Janci Hurt	Parent
Jerrilynn Bush	Education Support Employee
Mary Thomson-Marin	Teacher
Xavier Tate	Student
Luis Medina	Teacher
Charise Tate	Parent
Mack Horne	Teacher
Gina Williams	Principal
Lynda Tharp	Parent
Alyson Hooker	Parent
Sharon Garber	Parent
Pam Decossas	Parent
Paula Northern	Teacher
Deyawna Northern	Student

### b. Duties

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

a. Evaluation of last year's school improvement plan

Review of school data and strategies used. Evaluate and provide perspective on the effectiveness of various strategies. Make recommendations on changes needed.

*b. Development of this school improvement plan*

Problems are brought forth and solutions are sought. Plans are revised. SAC must approve final SIP.

*c. Preparation of the school's annual budget and plan*

Issues and concerns are brought forth. Requests are made to SAC with reasoning. Williams presents budget to SAC with recommended expenditures. SAC discusses and approves final budget.

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

Tutoring

Subs needed for academy teachers while attending state and national contest.

PD for teachers not covered by other funding sources.

Supplies for professional development programs.

Substitutes needed for teachers who are involved in professional development.

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

Yes

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

I believe that we are in compliance. Members are elected from parent/community, staff and students. Additional members are appointed by the principal to achieve the required make-up.

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Williams, Gina	Principal
Bush, Jerrilynn	Assistant Principal
Smelser, Belinda	Instructional Technology
Phoebus, Renee	Assistant Principal
Catrett, Heather	Assistant Principal
Hughes, Brian	Dean
Northern, Paula	Dean
Horne, Mack	Dean
Lewis, Amy	Instructional Coach
Warner, Susan	Instructional Coach
Lehning, Carl	Instructional Coach

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

The Literacy team meets on Mondays after school. Current data is discussed and analyzed to determine intervention strategies to be utilized.

## D. Public and Collaborative Teaching

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

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

We use common planning time for the "high accountability" areas. Teachers will collaborate together by first pre-planning, then collaborative planning, and then bringing work samples/data to this collaborative planning time. The administrator responsible for this curriculum area will participate and hold teachers accountable within the collaborative planning time. In many of the curriculum areas, there are unit assessments already accessible for their curriculum area. Teachers will use test data to drive instruction and evaluate teaching methods.

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

School utilizes the RHS system to identify qualified candidates. Through the interview process candidates who are a good fit for our school are identified. Support and assistance is provided to ensure a smooth transition to Winter Haven High School. Due to our school's student minority rate, we have recruited and hired more black teachers to reflect our student population.

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

Teachers new to our school will be mentored by our effective teachers within the same subject area. Administration will coach and monitor all teachers..

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

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

Our school utilizes the curriculum maps and standards provided by the local school district. These standards are directly aligned with Florida's standards and were formulated by teacher and district representatives. Through PLC's and informal conferencing our teachers make sure that they are teaching the required standards to ensure student success.

#### b. Instructional Strategies

#### **1. 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.**

Through the use of progress monitoring testing, formative assessments, and data analysis, instructional staff can identify the strengths and weaknesses of students and consequently modify instructional methods and content to provide accessible entry points to all students. Instruction is scaffolded in order to increase base content knowledge while simultaneously developing critical thinking skills.

**2. 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:** Extended School Day

**Minutes added to school year:** 5,400

After school tutoring

**Strategy Rationale**

Students who attend tutoring will get better grades in their classes and do better on their exams at the end of the year.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Phoebus, Renee, renee.phoebus@polk-fl.net

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

Number of students who attend as well as how many sessions they attend. Grades for those students.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

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

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

9th grade has their own counselor. Students are cohorted by their chosen academy to promote a sense of community. We have a 9th grade parent night in January where the academies are showcased to incoming students and parents.

**b. College and Career Readiness**

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

Hosting representatives from colleges and universities, participation in the Youth Impact Leadership program, community outreach through various school clubs. Through the career academies, students are made aware of various career opportunities in their respective academies. Students also serve in internships and job shadowing with businesses who support and work with our academies. We also offer the ASVAB test which identifies students' interests and aptitudes for various jobs.

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

Agribusiness  
Cafe'Bleu (Culinary)  
Early Childhood  
Academy of Hospitality and Tourism  
Gaming/Cybersecurity

Medical Academy  
Technobotics

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

This year we are implementing Wall to Wall academies for all students. Students' core academic classes are cohorted to include other students with common interests. The four academies will each complete a year-long project.

**4. 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.**

Students who are not college ready are encouraged to take appropriate coursework to correct their deficiencies.

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### 2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

### C. Strategic Goals

## 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.** We will build a coaching plan which will support teachers instructionally and organizationally which will be measured by a decrease in disciplinary actions by 5%.
- G2.** Teachers will keep their grades updated at a minimum of every two weeks to effectively communicate student's academic progress.
- G3.** Administration will monitor teacher instruction to identify areas for needed improvement providing support and feedback to the teacher. This will be measured by teachers' grade distribution and discipline reports.
- G4.** Teachers in accountability areas will have common planning time and will teach the standards by participating in collaborative planning groups for 90 minutes weekly to increase student learning by 5% in each content area.
- G5.** 100% of our students will participate in "Wall to Wall Academies" increasing our student involvement in school as well as the community.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.*

**G1.** We will build a coaching plan which will support teachers instructionally and organizationally which will be measured by a decrease in disciplinary actions by 5%. 1a

G085050

**Targets Supported** 1b

Indicator	Annual Target
Discipline incidents	

**Targeted Barriers to Achieving the Goal** 3

- Convincing veteran teachers resistant to change

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Administrators, Mentors, District Personnel, Lead Teachers
- Professional Development Opportunities

**Plan to Monitor Progress Toward G1.** 8

Administration will be following a monitoring calendar. The leadership team will be collecting data.

**Person Responsible**

Gina Williams

**Schedule**

Monthly, from 8/24/2015 to 6/9/2016

**Evidence of Completion**

Calendar and Data Collection

**G2.** Teachers will keep their grades updated at a minimum of every two weeks to effectively communicate student's academic progress. 1a

G085051

**Targets Supported** 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	90.0

**Targeted Barriers to Achieving the Goal** 3

- Staff Resistance

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Teacher Leaders to Assist
- Professional Development
- Grade Cam

**Plan to Monitor Progress Toward G2.** 8

Grade Report will be printed every two weeks.

**Person Responsible**

Jerrilynn Bush

**Schedule**

Biweekly, from 8/24/2015 to 6/9/2016

**Evidence of Completion**

Grade Report and Parent Contact Log



**G3.** Administration will monitor teacher instruction to identify areas for needed improvement providing support and feedback to the teacher. This will be measured by teachers' grade distribution and discipline reports. 1a

G085052

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	34.0
FSA Mathematics Achievement	20.0

**Targeted Barriers to Achieving the Goal** 3

- Unexpected/unscheduled Demands

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Professional Development
- District Instructional Coaches
- Community Volunteers

**Plan to Monitor Progress Toward G3.** 8

Identifying the teachers who need the intervention.

**Person Responsible**

Gina Williams

**Schedule**

Weekly, from 8/24/2015 to 6/9/2016

**Evidence of Completion**

Discipline Reports and Grade Distribution Reports

**G4.** Teachers in accountability areas will have common planning time and will teach the standards by participating in collaborative planning groups for 90 minutes weekly to increase student learning by 5% in each content area. 1a

G085053

**Targets Supported** 1b

Indicator	Annual Target
School Grade - Percentage of Points Earned	50.0

**Targeted Barriers to Achieving the Goal** 3

- Teachers sharing the responsibility and giving input.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Technology as available.
- CPalms Website
- Available District Personnel
- Florida DOE Website
- Moodle

**Plan to Monitor Progress Toward G4.** 8

Teachers will turn in the pre-planning and collaborative templates to specific administrator responsible for that content area.

**Person Responsible**

Gina Williams

**Schedule**

Weekly, from 8/17/2015 to 6/9/2016

**Evidence of Completion**

Templates

**Plan to Monitor Progress Toward G4.** 8

Administrator responsible for specific content area will actively participate in collaborate planning meetings.

**Person Responsible**

Gina Williams

**Schedule**

Weekly, from 8/17/2015 to 6/9/2016

**Evidence of Completion**

Minutes from collaborative planning meeting.

**G5.** 100% of our students will participate in "Wall to Wall Academies" increasing our student involvement in school as well as the community. 1a

G085054

**Targets Supported** 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	90.0

**Targeted Barriers to Achieving the Goal** 3

- Getting students to buy in to the Wall to Wall Academy concept.
- Community doesn't understand the Wall to Wall Academy program.
- Too many students need remediation and can't take elective courses.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Community Support for Academies.
- Teachers who are passionate about their content area.
- Workforce Education Personnel
- Polk State College/Johnson and Wales
- 2College Durendael - High School in Netherlands
- District Personnel

**Plan to Monitor Progress Toward G5.** 8

The Wall to Wall Academies will develop project-based learning

**Person Responsible**

Gina Williams

**Schedule**

Quarterly, from 8/17/2015 to 8/17/2015

**Evidence of Completion**

Meeting Minutes

**Plan to Monitor Progress Toward G5.** 8

Quarterly progress update on final project

**Person Responsible**

Gina Williams

**Schedule**

Quarterly, from 8/17/2015 to 6/9/2016

**Evidence of Completion**

Final Project

## 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.** We will build a coaching plan which will support teachers instructionally and organizationally which will be measured by a decrease in disciplinary actions by 5%. **1**

 G085050

**G1.B1** Convincing veteran teachers resistant to change **2**

 B226219

**G1.B1.S3** Admin will increase the number of walk throughs to support the teachers with discipline issues. **4**

 S238634

### Strategy Rationale

Increased visibility of administration will make teachers feel supported and will send a message to students regarding behavioral expectations.

### Action Step 1 **5**

Admin will walk through classrooms and provide feedback to teachers.

#### Person Responsible

Gina Williams

#### Schedule

Monthly, from 8/15/2016 to 5/26/2017

#### Evidence of Completion

Journey entries/Calendar

**G2.** Teachers will keep their grades updated at a minimum of every two weeks to effectively communicate student's academic progress. 1

 G085051

**G2.B1** Staff Resistance 2

 B226221

**G2.B1.S1** Peers will assist those teachers who struggle with keeping their grades updated. 4

 S238635

**Strategy Rationale**

More experienced teachers giving needed support to struggling teachers.

**Action Step 1** 5

The Assistant principals will check their subject areas to see if grades are updated.

**Person Responsible**

Jerrilynn Bush

**Schedule**

Biweekly, from 8/29/2016 to 6/3/2017

***Evidence of Completion***

Pinnacle gradebook

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

**Person Responsible**

**Schedule**

***Evidence of Completion***

**G3.** Administration will monitor teacher instruction to identify areas for needed improvement providing support and feedback to the teacher. This will be measured by teachers' grade distribution and discipline reports. 1

G085052

**G3.B3** Unexpected/unscheduled Demands 2

B226225

**G3.B3.S1** There will be a schedule located in the offices for Administrators on "office" duty. 4

S238638

### Strategy Rationale

This will enable administration to follow their Instructional Monitoring Schedule.

### Action Step 1 5

Each administrator will be assigned an office duty day and a reporting day to ensure that there is adequate coverage to enable daily classroom walk throughs. A schedule for classroom "calls" will be made for the deans.

#### Person Responsible

Gina Williams

#### Schedule

On 6/1/2017

#### Evidence of Completion

journey entries/schedule

**G4.** Teachers in accountability areas will have common planning time and will teach the standards by participating in collaborative planning groups for 90 minutes weekly to increase student learning by 5% in each content area. 1

G085053

**G4.B1** Teachers sharing the responsibility and giving input. 2

B226226

**G4.B1.S1** Administration will ensure that the "High Accountability" courses will have common planning period. 4

S238639

### Strategy Rationale

If teachers have adequate time to plan, they will create productive lesson to increase student achievement.

### Action Step 1 5

Master schedule created with "High Accountability" classes with common planning periods.

#### Person Responsible

Gina Williams

#### Schedule

On 6/3/2017

#### Evidence of Completion

Teachers will turn in collaborative lesson planning template

### Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Review the lessons and assessment information submitted by teachers.

#### Person Responsible

Renee Phoebus

#### Schedule

On 1/30/2015

#### Evidence of Completion

The lesson plans and the assessment data.

## Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Classroom walkthroughs and observations will be used to monitor the use of differentiated instruction strategies and student engagement.

### Person Responsible

Gina Williams

### Schedule

Monthly, from 11/3/2014 to 4/1/2015

### Evidence of Completion

Administration will utilize the Journey system to input walkthroughs and informal and formal observations.

**G5.** 100% of our students will participate in "Wall to Wall Academies" increasing our student involvement in school as well as the community. 1

 G085054

**G5.B1** Getting students to buy in to the Wall to Wall Academy concept. 2

 B226229

**G5.B1.S1** Organize an 8th grade parent night where all academies are represented. 4

 S238645

### Strategy Rationale

To increase awareness of the different academies.

## Action Step 1 5

Organize a night for 8th grade parents to come and find out about the different academies.

### Person Responsible

Heather Catrett

### Schedule

On 3/1/2017

### Evidence of Completion

sign in sheet from 8th grade parent night/parent survey



**Plan to Monitor Fidelity of Implementation of G5.B1.S1** 6

Review the lessons and assessment information submitted by teachers.

**Person Responsible**

Renee Phoebus

**Schedule**

On 2/6/2015

***Evidence of Completion***

Lesson plans and Assessment Data

**Plan to Monitor Effectiveness of Implementation of G5.B1.S1** 7

Classroom walkthroughs and observations will be used to monitor the use of differentiated instruction strategies and student engagement.

**Person Responsible**

Gina Williams

**Schedule**

Monthly, from 11/3/2014 to 4/3/2015

***Evidence of Completion***

Admin will utilize the Journey system to keep track of walkthroughs and observations.

**G5.B2** Community doesn't understand the Wall to Wall Academy program. 2

 B226230

**G5.B2.S1** Share info with stakeholder groups. 4

 S238647

**Strategy Rationale**

If stakeholder groups understand the Wall to Wall academy concept, then they will be supportive of the program.

**Action Step 1** 5

Invite community members and business to participate in academy projects

**Person Responsible**

Renee Phoebus

**Schedule**

On 5/26/2017

***Evidence of Completion***

Attendance records from Academy board meetings/participation records from final academy projects

**G5.B3** Too many students need remediation and can't take elective courses. **2**

 B226231

**G5.B3.S1** Admin will rewrite the plans for all grades to ensure that all students will get at least one elective of their choice. **4**

 S238648

**Strategy Rationale**

If students get to take at least one elective, they will be motivated to take a more serious approach in their academics in order to continue in the elective area.

**Action Step 1** **5**

Rewrite the scheduling plans for all levels all grades. Rewrite the registration sheet to reflect the Wall to Wall academy concept.

**Person Responsible**

Gina Williams

**Schedule**

***Evidence of Completion***

The scheduling plans have been rewritten and will be entered into Genesis for use by the counselors when scheduling the students for next year.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.B1.S1.MA1 M315726	[no content entered]		No Start Date		No End Date one-time
G5.B3.S1.A1 A309025	Rewrite the scheduling plans for all levels all grades. Rewrite the registration sheet to reflect...	Williams, Gina	2/1/2016	The scheduling plans have been rewritten and will be entered into Genesis for use by the counselors when scheduling the students for next year.	No End Date one-time
G4.B1.S1.MA1 M315730	Review the lessons and assessment information submitted by teachers.	Phoebus, Renee	1/5/2015	The lesson plans and the assessment data.	1/30/2015 one-time
G5.B1.S1.MA1 M315741	Review the lessons and assessment information submitted by teachers.	Phoebus, Renee	1/5/2015	Lesson plans and Assessment Data	2/6/2015 one-time
G4.B1.S1.MA1 M315729	Classroom walkthroughs and observations will be used to monitor the use of differentiated...	Williams, Gina	11/3/2014	Administration will utilize the Journey system to input walkthroughs and informal and formal observations.	4/1/2015 monthly
G5.B1.S1.MA1 M315740	Classroom walkthroughs and observations will be used to monitor the use of differentiated...	Williams, Gina	11/3/2014	Admin will utilize the Journey system to keep track of walkthroughs and observations.	4/3/2015 monthly
G5.MA1 M315742	The Wall to Wall Academies will develop project-based learning	Williams, Gina	8/17/2015	Meeting Minutes	8/17/2015 quarterly
G1.MA1 M315725	Administration will be following a monitoring calendar. The leadership team will be collecting...	Williams, Gina	8/24/2015	Calendar and Data Collection	6/9/2016 monthly
G2.MA1 M315727	Grade Report will be printed every two weeks.	Bush, Jerrilynn	8/24/2015	Grade Report and Parent Contact Log	6/9/2016 biweekly
G3.MA1 M315728	Identifying the teachers who need the intervention.	Williams, Gina	8/24/2015	Discipline Reports and Grade Distribution Reports	6/9/2016 weekly
G4.MA1 M315738	Teachers will turn in the pre-planning and collaborative templates to specific administrator...	Williams, Gina	8/17/2015	Templates	6/9/2016 weekly
G4.MA2 M315739	Administrator responsible for specific content area will actively participate in collaborate...	Williams, Gina	8/17/2015	Minutes from collaborative planning meeting.	6/9/2016 weekly
G5.MA2 M315743	Quarterly progress update on final project	Williams, Gina	8/17/2015	Final Project	6/9/2016 quarterly
G5.B1.S1.A1 A309023	Organize a night for 8th grade parents to come and find out about the different academies.	Catrett, Heather	12/1/2016	sign in sheet from 8th grade parent night/parent survey	3/1/2017 one-time
G5.B2.S1.A1 A309024	Invite community members and business to participate in academy projects	Phoebus, Renee	9/6/2016	Attendance records from Academy board meetings/participation records from final academy projects	5/26/2017 one-time
G1.B1.S3.A1 A309014	Admin will walk through classrooms and provide feedback to teachers.	Williams, Gina	8/15/2016	Journey entries/Calendar	5/26/2017 monthly
G3.B3.S1.A1 A309017	Each administrator will be assigned an office duty day and a reporting day to ensure that there is...	Williams, Gina	8/15/2016	journey entries/schedule	6/1/2017 one-time
G2.B1.S1.A1 A309015	The Assistant principals will check their subject areas to see if grades are updated.	Bush, Jerrilynn	8/29/2016	Pinnacle gradebook	6/3/2017 biweekly
G4.B1.S1.A1 A309018	Master schedule created with "High Accountability" classes with common planning periods.	Williams, Gina	8/15/2016	Teachers will turn in collaborative lesson planning template	6/3/2017 one-time

## V. Professional Development Opportunities

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

**G4.** Teachers in accountability areas will have common planning time and will teach the standards by participating in collaborative planning groups for 90 minutes weekly to increase student learning by 5% in each content area.

**G4.B1** Teachers sharing the responsibility and giving input.

**G4.B1.S1** Administration will ensure that the "High Accountability" courses will have common planning period.

### PD Opportunity 1

Master schedule created with "High Accountability" classes with common planning periods.

#### Facilitator

Administration

#### Participants

Teachers and Administration

#### Schedule

On 6/3/2017

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S3.A1	Admin will walk through classrooms and provide feedback to teachers.	\$0.00
2	G2.B1.S1.A1	The Assistant principals will check their subject areas to see if grades are updated.	\$0.00
3	G3.B3.S1.A1	Each administrator will be assigned an office duty day and a reporting day to ensure that there is adequate coverage to enable daily classroom walk throughs. A schedule for classroom "calls" will be made for the deans.	\$0.00
4	G4.B1.S1.A1	Master schedule created with "High Accountability" classes with common planning periods.	\$0.00
5	G5.B1.S1.A1	Organize a night for 8th grade parents to come and find out about the different academies.	\$0.00
6	G5.B2.S1.A1	Invite community members and business to participate in academy projects	\$0.00
7	G5.B3.S1.A1	Rewrite the scheduling plans for all levels all grades. Rewrite the registration sheet to reflect the Wall to Wall academy concept.	\$0.00
Total:			\$0.00