

Polk County Public Schools

# Winter Haven Senior High School



2017-18 Schoolwide Improvement Plan

## Winter Haven Senior High School

600 6TH ST SE, Winter Haven, FL 33880

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

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
High School 9-12	Yes	67%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	60%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	D	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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for Winter Haven Senior High School

DA Region and RED	DA Category and Turnaround Status
Southwest -	- 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 "Grouping for Learning" through Learning Science Institute. Also, they are instructed to discuss strategies during their Professional Learning Communities to recognize cultural differences and ability levels 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.

##### 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. There is a guidance counselor available to the students during all four lunch periods.

##### 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. School wide guidelines for disciplinary actions with consistent punishments are utilized. Many of the administrators try to manage discipline issues as a "Teaching Moment" to help students understand that there is a better way to handle differences or teacher directions.

**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.**

Six guidance counselors-9th grade, grades 10-12 are divided by alphabet  
 A school psychologist comes on Tuesdays and upon request  
 The 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  
 Guidance counselors available during all four lunches

**3. Early Warning Systems**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Students with poor attendance are monitored. A parent conference is required when absences are excessive. Some students are placed on contract for chronic attendance issues. The Early Warning System from the district is used to identify students. Guidance meets with students who are behind in credits to work on a plan for credit recovery. 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 and 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	27	29	30	22	108
One or more suspensions	0	0	0	0	0	0	0	0	0	233	310	175	113	831
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	26	55	10	67	158
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	150	187	207	139	683

**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 courses offered after school  
Positive Recognition Celebrations

## B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

Yes

### 1. PFEP 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/430716>.

### 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 former chair for the education committee but served two consecutive terms.

## C. Effective Leadership

### 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
Phoebus, Renee	Assistant Principal
Catrett, Heather	Assistant Principal
Jones, Damien	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.**

Dart/Catrett/Jones, Assistant Principals, see distributed leadership list. Renee Dart - Math and Guidance Departments (Technobotics Academy/Cambridge), Damien Jones - Science and Social Studies Departments (Medical Academy), Heather Catrett - English and Reading Departments (SHARE/FAME Academies). Paula Northern - attendance/discipline/testing/mentor, Brian Hughes - discipline/mentor, and Mack Horne - discipline/mentor. Administration meetings, weekly every Monday morning at 7:30am between the Principal and all Assistant Principals in her office. Academic Leadership Team Meeting consisting of Assistant Principals and Academic Coaches will meet in the Principal's Office every Friday morning at 7:30am to followup on common planning meetings.

**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.**

Title 1 funds will be used for tutoring services to help our students with academic achievement needs in reading and math. The funds will also pay for Learning Sciences: Grouping for Learning Professional Development for our staff. This training will support student centered instruction increasing academic rigor. These funds will pay for substitutes while our teachers are receiving professional development. The funds will be used to increase technology resources in the classroom. Heather Catrett, Assistant Principal, will manage the funds and organize the professional development/consultation agreements.

**2. School Advisory Council (SAC)**

**a. Membership**

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

Name	Stakeholder Group
Darcy Martin	Parent
Frances Woodside	Education Support Employee
Janci Hurt	Business/Community
Mary Thomson-Marin	Teacher
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
Renee Dart	Education Support Employee
Heather Catrett	Education Support Employee
Damien Jones	Parent
Nikki Jordan	Education Support Employee
Rachel Willialms	Student
Matthew Williams	Student
Davina Williams	Parent
Lisa Ann Kleine	Parent
Tyrone Woodside	Parent

## b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

#### *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
	Instructional Technology
Phoebus, Renee	Assistant Principal
Catrett, Heather	Assistant Principal
Lewis, Amy	Instructional Coach
Warner, Susan	Instructional Coach
Jones, Damien	Assistant Principal

**b. Duties**

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

The Literacy team meets either Tuesday or Wednesday during their common planning period. Current data is discussed and analyzed to determine intervention strategies to be utilized. This data is shared with the leadership team each week on Friday.

**D. Public and Collaborative Teaching**

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

**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. Training is provided for new teachers and a bi-monthly meeting is scheduled to assist with questions and encouragement during the first semester transition to Winter Haven High School.

**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 pacing guides 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

**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.**

We are continuing to implement our Wall to Wall academies for all students. Students' core academic classes are cohorted to include other students with common interests.

**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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### 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.

Some areas of strength for WHHS are our graduation rate increased from 77% to 79%, FSA ELA pass rate increased from 31% to 39% and the learning gains in our lowest 25% increased from 27% to 30%

\*In math our Alg 1 EOC pass rate increased from 27% to 30%

\*Science achievement increased from 45% to 48%

\*College and Career Acceleration increased from 49% to 55%

\*Our overall school grade increased from a D to a C

Area of needs are to increase our ESE graduation rate.

### 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.

Some of the root concerns are that our staff needs to participate in Professional Development for Differentiated Instructions and Grouping for Rigor.

### 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.** Winter Haven High School will increase the overall graduation rate as well as the graduation rate of our Exceptional Student Education (ESE) population by 5%. Non-proficient ESE students last year totaled 111.
- G2.** Students will be offered the opportunity to increase their math, reading, and history scores by 10% through the opportunity to participate in after school tutoring or virtual school.
- G3.**
- G4.** 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 progress monitoring.
- G5.** 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. Planning will focus on bell to bell instruction with intentional monitoring and feedback.

## 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.** Winter Haven High School will increase the overall graduation rate as well as the graduation rate of our Exceptional Student Education (ESE) population by 5%. Non-proficient ESE students last year totaled 111.

1a

G097985

**Targets Supported** 1b

Indicator	Annual Target
SWD Regular Class Placement	5.0

**Targeted Barriers to Achieving the Goal** 3

- Due to lack of previous academic success students will not strive to complete tests or course work.

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

- smaller classes , monitoring progress, ESE accommodation and ESE teacher assistance

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

Pinnacle grades, Early Warning information on Unify system, and ESE consult logs

**Person Responsible**

Gina Williams

**Schedule**

Monthly, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Grades, test scores, ESE consult logs will be monitored monthly



**G2.** Students will be offered the opportunity to increase their math, reading, and history scores by 10% through the opportunity to participate in after school tutoring or virtual school. 1a

G097986

**Targets Supported** 1b

Indicator	Annual Target
ABE Reading - Percentage of LCP per Enrolled	10.0
ABE Mathematics - Percentage of LCP per Enrolled	10.0

**Targeted Barriers to Achieving the Goal** 3

- Some students do not enter our school with the academic foundation needed to be successful.

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

- After school tutoring given to students by teachers and/or higher level students

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

Person Responsible

Schedule

*Evidence of Completion*

**G3.** 1a

G097987

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

**Targeted Barriers to Achieving the Goal** 3

- 

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

- 

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

Person Responsible

Schedule

*Evidence of Completion*

**G4.** 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 progress monitoring. 1a

G097988

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	42.0
FSA Mathematics Achievement	35.0

**Targeted Barriers to Achieving the Goal** 3

- Limited time resources.
- Keeping Consistent
- 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 G4.** 8

Identifying the teachers who needing interventions and allowing mentor teachers to work with them by scheduling observations as needed.

**Person Responsible**

Gina Williams

**Schedule**

Weekly, from 8/10/2017 to 5/25/2018

**Evidence of Completion**

Grade Distribution Reports, Progress Monitoring, and Journey Logs

**G5.** 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. Planning will focus on bell to bell instruction with intentional monitoring and feedback.

1a

G097989

### 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.
- Teachers not buying into collaborative planning and feel they are more efficient planning on their own.

### 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 G5. 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 8/10/2017 to 5/25/2018

#### Evidence of Completion

Templates

### Plan to Monitor Progress Toward G5. 8

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

#### Person Responsible

Gina Williams

#### Schedule

Weekly, from 8/10/2017 to 5/25/2018

#### Evidence of Completion

Minutes from collaborative planning meeting.

## 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.** Winter Haven High School will increase the overall graduation rate as well as the graduation rate of our Exceptional Student Education (ESE) population by 5%. Non-proficient ESE students last year totaled 111. **1**

 G097985

**G1.B1** Due to lack of previous academic success students will not strive to complete tests or course work.

**2**

 B263462

**G1.B1.S1** Students will be monitored frequently, with the use of the Early Warning System in Unify and Pinnacle to track academic progress. **4**

 S279013

### Strategy Rationale

Frequent monitoring will provide information on students that fall in the at risk category of not meeting their current graduation requirement.

### Action Step 1 **5**

Administration will monitor students progress with the use of Unify Early Warning System and Pinnacle

#### Person Responsible

Gina Williams

#### Schedule

Monthly, from 8/10/2017 to 5/17/2018

#### Evidence of Completion

Administration will document observations through Journey system, monitor grades, and attend common planning meetings

**G2.** Students will be offered the opportunity to increase their math, reading, and history scores by 10% through the opportunity to participate in after school tutoring or virtual school. 1

G097986

**G2.B1** Some students do not enter our school with the academic foundation needed to be successful. 2

B263463

**G2.B1.S1** Teacher will be paid for offering after school tutoring for Math, SAT/ACT, and FSA by completing special activity logs. 4

S279014

### Strategy Rationale

Students will be provided the opportunity to receive additional instruction and intervention through tutoring services

### Action Step 1 5

High quality teachers will be selected to offer tutoring after school for struggling students.

#### Person Responsible

Renee Phoebus

#### Schedule

Biweekly, from 9/4/2017 to 4/27/2018

#### Evidence of Completion

Student's grades and/or test scores

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

High Quality Teachers Selected to Tutor Struggling Students

#### Person Responsible

Renee Phoebus

#### Schedule

Biweekly, from 9/4/2017 to 4/27/2018

#### Evidence of Completion

Evidence will be demonstrated through grades and/or test performance

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

**Person Responsible**

**Schedule**

***Evidence of Completion***

**G4.** 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 progress monitoring.

1

G097988

**G4.B1** Limited time resources. 2

B263466

**G4.B1.S1** Establish daily or weekly schedules for administrators. 4

S279017

### Strategy Rationale

Improve time management.

### Action Step 1 5

The Principal will assign the administrators specific monitoring areas.

#### Person Responsible

Gina Williams

#### Schedule

Weekly, from 8/15/2016 to 6/3/2017

#### Evidence of Completion

Schedules

### Action Step 2 5

Teachers will post learning target for lessons

#### Person Responsible

Gina Williams

#### Schedule

Weekly, from 8/28/2017 to 5/24/2018

#### Evidence of Completion

Journey log

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

Walk through information logged in Journey

**Person Responsible**

Gina Williams

**Schedule**

Weekly, from 8/28/2017 to 5/18/2018

***Evidence of Completion***

Administrative team will log in walk through information weekly

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

Administrative team will walk through all classrooms weekly to monitor and log information into the journey system

**Person Responsible**

Gina Williams

**Schedule**


Weekly, from 8/28/2017 to 5/17/2018

***Evidence of Completion***

Journey log information for teachers



**G4.B2 Keeping Consistent** 2

 B263467

**G4.B2.S1** Administration will consistently monitor teachers by following a monitoring schedule. Administrators will have one office day to handle issues which may arise on that day. 4

 S279018

**Strategy Rationale**

Administrators will be able to follow the schedule more closely.

**Action Step 1** 5

Administration will walk through classrooms daily and log at least one walk through every two weeks for teachers.

**Person Responsible**

Gina Williams

**Schedule**

Weekly, from 8/28/2017 to 5/21/2018

***Evidence of Completion***

Journey documentation of walk throughs

**Plan to Monitor Fidelity of Implementation of G4.B2.S1** 6

**Person Responsible**

**Schedule**

***Evidence of Completion***

**G4.B3 Unexpected/unscheduled Demands** 2

B263468

**G4.B3.S1** Administrators will have an "Office Day" scheduled each week to allow the other administrators to observe classrooms. 4

S279019

**Strategy Rationale**

This will enable administration to monitor the instruction and participate in common planning meetings to allow consistency and accountability across the curriculum.

**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 5/25/2018

**Evidence of Completion**

journey entries/schedule

**Plan to Monitor Fidelity of Implementation of G4.B3.S1** 6

Schedule established to ensure that each Administrator will be held accountable to one office day a week

**Person Responsible**

Gina Williams

**Schedule**

Weekly, from 8/14/2017 to 5/24/2018

**Evidence of Completion**

Schedule established and notes of any changes made during the year

**Plan to Monitor Effectiveness of Implementation of G4.B3.S1** 7

The log on journey will provide information of walk throughs completed each week

**Person Responsible**

Gina Williams

**Schedule**

Weekly, from 8/28/2017 to 5/18/2018

**Evidence of Completion**

Journey observations

**G5.** 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. Planning will focus on bell to bell instruction with intentional monitoring and feedback. 1

G097989

**G5.B1** Teachers sharing the responsibility and giving input. 2

B263469

**G5.B1.S1** Administration will ensure that the "High Accountability" courses will have common planning period. Teachers will complete Professional Development through Learning Science in "Grouping for Learning AKA Grouping for Rigor" 4

S279020

**Strategy Rationale**

If teachers have adequate time to plan, they will create productive lesson to increase student achievement and rigor through the use of PD from Learning Science.

**Action Step 1** 5

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

**Person Responsible**

Gina Williams

**Schedule**

On 5/25/2018

**Evidence of Completion**

Teachers will turn in collaborative lesson planning template

## 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**

Every 3 Weeks, from 8/10/2017 to 5/25/2018

### ***Evidence of Completion***

The lesson plans and the 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. A template will be used as a checklist for instructional observations

### **Person Responsible**

Gina Williams


### **Schedule**

Weekly, from 8/10/2017 to 5/25/2018

### ***Evidence of Completion***

Administration will utilize the Learning Science template for walkthroughs and monitoring purpose of rigor..

**G5.B2** Teachers not buying into collaborative planning and feel they are more efficient planning on their own. 2

 B263470

**G5.B2.S1** Administration responsible for the specific content area will participate in the collaborative planning session. 4

 S279022

### **Strategy Rationale**

Administration presence will help coach, motivate and encourage teachers to achieve 100% participation.

### **Action Step 1** 5

Professional Development by LSI: Grouping for Learning

#### **Person Responsible**

Heather Catrett

#### **Schedule**

On 5/24/2018

#### **Evidence of Completion**

Observe teachers utilizing new programs.

### **Plan to Monitor Fidelity of Implementation of G5.B2.S1** 6

Classroom walkthroughs to observe utilization of programs

#### **Person Responsible**

Renee Phoebus

#### **Schedule**

Monthly, from 9/11/2017 to 5/18/2018

#### **Evidence of Completion**

Classroom walkthroughs will be used to monitor implementation of plans developed during common planning times. Use of Rigor walk through template from Learning Science will be used to address areas of need.

**Plan to Monitor Effectiveness of Implementation of G5.B2.S1** 7

Monitor student engagement as evidenced by classroom walkthroughs

**Person Responsible**

Gina Williams

**Schedule**

Monthly, from 8/14/2017 to 5/18/2018

**Evidence of Completion**

While doing classroom walkthroughs, administration will monitor student engagement in the classroom. Journey and Learning Science Rigor forms will be used as evidence of implementation and students engaged.

**G5.B2.S2** ESE teachers will receive training in differentiated instruction and the implementation in core classes. They will attend common planning meeting in core areas where they offer support facilitation.

4

S279023

**Strategy Rationale**

Teacher buy in to collaborative planning and differentiated instruction

**Action Step 1** 5

Through collaborative planning teachers will create and share effective practices used in their instruction with each other

**Person Responsible**

Gina Williams

**Schedule**

Weekly, from 8/14/2017 to 5/24/2018

**Evidence of Completion**

Agendas and sign in logs from collaborative planning meetings

**Plan to Monitor Fidelity of Implementation of G5.B2.S2 6**

Time and PD will be provided during common planning to support the fidelity of implementation of common planning among the teachers

**Person Responsible**

Renee Phoebus

**Schedule**

Weekly, from 8/28/2017 to 5/18/2018

***Evidence of Completion***

Agenda and sign in sheets of common planning time. PD provided by the District Coaches as needed with attendance from District Coaches as needed for support.

**Plan to Monitor Effectiveness of Implementation of G5.B2.S2 7**

**Person Responsible**

**Schedule**

***Evidence of Completion***

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2018</b>					
G2.MA1 M406448	[no content entered]		No Start Date		No End Date one-time
G2.B1.S1.MA1 M406446	[no content entered]		No Start Date		No End Date one-time
G4.B2.S1.MA1 M406452	[no content entered]		No Start Date		No End Date one-time
G5.B2.S2.MA1 M406460	[no content entered]		No Start Date		No End Date one-time
G4.B1.S1.A1 A375943	The Principal will assign the administrators specific monitoring areas.	Williams, Gina	8/15/2016	Schedules	6/3/2017 weekly
G2.B1.S1.MA1 M406447	High Quality Teachers Selected to Tutor Struggling Students	Phoebus, Renee	9/4/2017	Evidence will be demonstrated through grades and/or test performance	4/27/2018 biweekly
G2.B1.S1.A1 A375942	High quality teachers will be selected to offer tutoring after school for struggling students.	Phoebus, Renee	9/4/2017	Student's grades and/or test scores	4/27/2018 biweekly
G1.B1.S1.A1 A375941	Administration will monitor students progress with the use of Unify Early Warning System and...	Williams, Gina	8/10/2017	Administration will document observations through Journey system, monitor grades, and attend common planning meetings	5/17/2018 monthly
G4.B1.S1.MA1 M406450	Administrative team will walk through all classrooms weekly to monitor and log information into the...	Williams, Gina	8/28/2017	Journey log information for teachers	5/17/2018 weekly
G4.B1.S1.MA1 M406451	Walk through information logged in Journey	Williams, Gina	8/28/2017	Administrative team will log in walk through information weekly	5/18/2018 weekly
G4.B3.S1.MA1 M406453	The log on journey will provide information of walk throughs completed each week	Williams, Gina	8/28/2017	Journey observations	5/18/2018 weekly
G5.B2.S1.MA1 M406458	Monitor student engagement as evidenced by classroom walkthroughs	Williams, Gina	8/14/2017	While doing classroom walkthroughs, administration will monitor student engagement in the classroom. Journey and Learning Science Rigor forms will be used as evidence of implementation and students engaged.	5/18/2018 monthly
G5.B2.S1.MA1 M406459	Classroom walkthroughs to observe utilization of programs	Phoebus, Renee	9/11/2017	Classroom walkthroughs will be used to monitor implementation of plans developed during common planning times. Use of Rigor walk through template from Learning Science will be used to address areas of need.	5/18/2018 monthly
G5.B2.S2.MA1 M406461	Time and PD will be provided during common planning to support the fidelity of implementation of...	Phoebus, Renee	8/28/2017	Agenda and sign in sheets of common planning time. PD provided by the District Coaches as needed with attendance from District Coaches as needed for support.	5/18/2018 weekly
G4.B2.S1.A1 A375945	Administration will walk through classrooms daily and log at least one walk through every two weeks...	Williams, Gina	8/28/2017	Journey documentation of walk throughs	5/21/2018 weekly
G1.MA1 M406445	Pinnacle grades, Early Warning information on Unify system, and ESE consult logs	Williams, Gina	8/10/2017	Grades, test scores, ESE consult logs will be monitored monthly	5/24/2018 monthly
G4.B1.S1.A2 A375944	Teachers will post learning target for lessons	Williams, Gina	8/28/2017	Journey log	5/24/2018 weekly



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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B3.S1.MA1 M406454	Schedule established to ensure that each Administrator will be held accountable to one office day a...	Williams, Gina	8/14/2017	Schedule established and notes of any changes made during the year	5/24/2018 weekly
G5.B2.S1.A1 A375948	Professional Development by LSI: Grouping for Learning	Catrett, Heather	8/10/2017	Observe teachers utilizing new programs.	5/24/2018 one-time
G5.B2.S2.A1 A375949	Through collaborative planning teachers will create and share effective practices used in their...	Williams, Gina	8/14/2017	Agendas and sign in logs from collaborative planning meetings	5/24/2018 weekly
G4.MA1 M406455	Identifying the teachers who needing interventions and allowing mentor teachers to work with them...	Williams, Gina	8/10/2017	Grade Distribution Reports, Progress Monitoring, and Journey Logs	5/25/2018 weekly
G5.MA1 M406467	Teachers will turn in the pre-planning and collaborative templates to specific administrator...	Williams, Gina	8/10/2017	Templates	5/25/2018 weekly
G5.MA2 M406468	Administrator responsible for specific content area will actively participate in collaborate...	Williams, Gina	8/10/2017	Minutes from collaborative planning meeting.	5/25/2018 weekly
G4.B3.S1.A1 A375946	Each administrator will be assigned an office duty day and a reporting day to ensure that there is...	Williams, Gina	8/10/2017	journey entries/schedule	5/25/2018 one-time
G5.B1.S1.MA1 M406456	Classroom walkthroughs and observations will be used to monitor the use of differentiated...	Williams, Gina	8/10/2017	Administration will utilize the Learning Science template for walkthroughs and monitoring purpose of rigor..	5/25/2018 weekly
G5.B1.S1.MA1 M406457	Review the lessons and assessment information submitted by teachers.	Phoebus, Renee	8/10/2017	The lesson plans and the assessment data.	5/25/2018 every-3-weeks
G5.B1.S1.A1 A375947	Master schedule created with "High Accountability" classes with common planning periods.	Williams, Gina	8/10/2017	Teachers will turn in collaborative lesson planning template	5/25/2018 one-time

## V. Professional Development Opportunities

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

**G5.** 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. Planning will focus on bell to bell instruction with intentional monitoring and feedback.

**G5.B1** Teachers sharing the responsibility and giving input.

**G5.B1.S1** Administration will ensure that the "High Accountability" courses will have common planning period. Teachers will complete Professional Development through Learning Science in "Grouping for Learning AKA Grouping for Rigor"

### **PD Opportunity 1**

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

#### **Facilitator**

Administration

#### **Participants**

Teachers and Administration

#### **Schedule**

On 5/25/2018

**G5.B2** Teachers not buying into collaborative planning and feel they are more efficient planning on their own.

**G5.B2.S1** Administration responsible for the specific content area will participate in the collaborative planning session.

### **PD Opportunity 1**

Professional Development by LSI: Grouping for Learning

#### **Facilitator**

Learning Sciences: Marzano

#### **Participants**

All staff

#### **Schedule**

On 5/24/2018

## 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.S1.A1	<b>Administration will monitor students progress with the use of Unify Early Warning System and Pinnacle</b>				<b>\$0.00</b>
2	G2.B1.S1.A1	<b>High quality teachers will be selected to offer tutoring after school for struggling students.</b>				<b>\$5,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	0000	100-Salaries	0481 - Winter Haven Senior High Schl	Title, I Part A		\$5,000.00
			<i>Notes: Title 1 Funds being used to pay teachers to tutor low achieving students after school.</i>			
3	G4.B1.S1.A1	<b>The Principal will assign the administrators specific monitoring areas.</b>				<b>\$0.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1142	140-Substitute Teachers	0481 - Winter Haven Senior High Schl	School Improvement Funds		\$0.00
			<i>Notes: Funds to be used to pay substitutes in order to give teachers a day to plan and observe model teachers.</i>			
	1142	140-Substitute Teachers	0481 - Winter Haven Senior High Schl	School Improvement Funds		\$0.00
			<i>Notes: Funds to be used to pay substitutes in order to give teachers a day to plan and observe model teachers.</i>			
4	G4.B1.S1.A2	<b>Teachers will post learning target for lessons</b>				<b>\$435.20</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	310-Professional and Technical Services	0481 - Winter Haven Senior High Schl	Title, I Part A		\$435.20
			<i>Notes: Effective classroom instructional strategies and teaching to the standards PD with District Science staff</i>			
5	G4.B2.S1.A1	<b>Administration will walk through classrooms daily and log at least one walk through every two weeks for teachers.</b>				<b>\$0.00</b>
6	G4.B3.S1.A1	<b>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.</b>				<b>\$0.00</b>
7	G5.B1.S1.A1	<b>Master schedule created with "High Accountability" classes with common planning periods.</b>				<b>\$0.00</b>
8	G5.B2.S1.A1	<b>Professional Development by LSI: Grouping for Learning</b>				<b>\$5,500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

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	5000	120-Classroom Teachers	0481 - Winter Haven Senior High Schl			\$5,500.00
			<i>Notes: Notes</i>			
<b>9</b>	<b>G5.B2.S2.A1</b>	<b>Through collaborative planning teachers will create and share effective practices used in their instruction with each other</b>				<b>\$0.00</b>
					<b>Total:</b>	<b>\$10,935.20</b>