Winter Haven Senior High School

2018-19 Schoolwide Improvement Plan

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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)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	74%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	63%

School Grades History

Year	**2017-18**	**2016-17**	**2015-16**	**2014-15**
Grade	C	C	D	C*

School Board Approval

This plan was approved by the Polk County School Board on 1/15/2019.

SIP Authority

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.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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.

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.

School Leadership Team

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
Jordan, Nikki	Assistant Principal

Duties

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

The administrative staff meets together to make important decisions in reference to the school. Each Assistant Principal is responsible for a curriculum area and academy. Mrs. Renee Dart is over the math department and the stem academies which include our Technobotics and Medical Academies. Mr. Damien Jones is over our science and social studies departments as well as the Construction Academy and our upcoming Aerospace Academy. Mrs. Heather Catrett is over our English and Reading Departments as well as our Legoland Academy and FAME Academy. Mrs. Nikki Jordan is over our Cambridge Program for our school. All of our Assistant Principals play an important role in the functioning of our school. Our deans also help us to manage the learning environment of our school and assist in the decision making process.

Early Warning Systems

Year 2017-18

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	173	180	279	288	920
One or more suspensions	0	0	0	0	0	0	0	0	0	92	79	85	77	333
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	31	34	38	6	109
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	192	215	86	42	535

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	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	11	18	14	37	80
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	77	81	89	79	326

Date this data was collected
Wednesday 6/27/2018

Year 2016-17 - As Reported

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	

Year 2016-17 - Updated

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	

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Our student population performed the lowest on the Geometry EOC. This is a trend as our student typically perform low in the area of math.

Which data component showed the greatest decline from prior year?

Geometry showed the greatest decline in performance. All of our scores increased by more points than our geometry proficiency.

Which data component had the biggest gap when compared to the state average?

Geometry EOC had the biggest gap when compared to the state average.

Which data component showed the most improvement? Is this a trend?

Biology EOC increased by 38 percentage points. This is a trend due to our biology scores have continued to increase over the past few years.

Describe the actions or changes that led to the improvement in this area.

Hiring the best teachers who want their students to learn and who are willing to collaborate together to develop the best lesson plans for their students.

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	39%	46%	56%	31%	44%	52%

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Learning Gains	37%	47%	53%	35%	45%	46%
ELA Lowest 25th Percentile	33%	39%	44%	27%	37%	38%
Math Achievement	31%	44%	51%	17%	32%	43%
Math Learning Gains	39%	42%	48%	22%	31%	39%
Math Lowest 25th Percentile	47%	38%	45%	32%	35%	38%
Science Achievement	68%	65%	67%	45%	54%	65%
Social Studies Achievement	44%	63%	71%	54%	64%	69%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	173 (27)	180 (29)	279 (30)	288 (22)	920 (108)
One or more suspensions	92 (233)	79 (310)	85 (175)	77 (113)	333 (831)
Course failure in ELA or Math	31 (26)	34 (55)	38 (10)	6 (67)	109 (158)
Level 1 on statewide assessment	192 (150)	215 (187)	86 (207)	42 (139)	535 (683)

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2018	40%	43%	-3%	53%	-13%
	2017	42%	43%	-1%	52%	-10%
Same Grade Comparison		-2%				
Cohort Comparison						
10	2018	36%	42%	-6%	53%	-17%
	2017	34%	40%	-6%	50%	-16%
Same Grade Comparison		2%				
Cohort Comparison		-6%				

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

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	68%	59%	9%	65%	3%
2017	46%	51%	-5%	63%	-17%
Compare		22%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	44%	57%	-13%	68%	-24%
2017	39%	56%	-17%	67%	-28%
Compare		5%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	28%	60%	-32%	62%	-34%
2017	27%	43%	-16%	60%	-33%
Compare		1%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	27%	41%	-14%	56%	-29%
2017	19%	34%	-15%	53%	-34%
Compare		8%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	17	32	28	8	25	53	42	15		59	
ELL	11	41	31	13	27	38	40	22		82	44
ASN	67	57						64			
BLK	22	32	31	16	32	47	50	24		77	35
HSP	30	38	28	26	36	47	64	43		85	50
MUL	35	30		39	41		75	40		84	63
WHT	56	40	38	42	44	46	78	58		83	56
FRL	29	33	32	20	33	48	60	35		79	43

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	10	15	12	5	33	44	18	13		59	22
ELL	7	20	22	8	24	27	21	8		43	58
ASN	50	43		23	15		67				
BLK	23	36	28	12	26	34	31	19		77	45
HSP	35	42	33	22	21	22	41	44		77	51
MUL	41	31		21	33		50			80	33
WHT	50	44	31	32	26	35	61	54		79	64
FRL	27	35	30	16	24	32	37	28		76	48

Part III: Planning for Improvement
Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title	ELA
Rationale	The majority of our students do not read on grade level. Based on student data, the students' greatest difficulty is in craft and structure.
Intended Outcome	Students will increase their proficiency in reading and writing skills.
Point Person	Heather Catrett (heather.catrett@polk-fl.net)

Action Step

Description	Teachers will implement Achieve 3000 with fidelity and ensure that all students complete a minimum of two passages per week. Teachers will implement LSI and AVID strategies in all English and Reading classes to improve craft and structure. Our teachers will collaborate with our Cambridge "General Papers" teacher to use some of the same lessons on writing.
Person Responsible	Heather Catrett (heather.catrett@polk-fl.net)

Plan to Monitor Effectiveness

Description	Mrs. Catrett and/or our Literacy Coach will participate in collaborative planning meetings to ensure that strategies to deepen learning are part of the lesson plan. Our Literacy Coach will pull reports to ensure that every teacher is on track with Achieve 3000. These reports will be brought to our administration meetings.
Person Responsible	Heather Catrett (heather.catrett@polk-fl.net)

Activity #2	
Title	Attendance
Rationale	44% of our student population attend school less than 90% of the year. We have seven teachers on staff that took time off without pay as they had used up all of their sick time.
Intended Outcome	Attendance will improve by 5%.
Point Person	Damien Jones (damien.jones@polk-fl.net)
Action Step	
Description	We will implement a positive student incentive program for good attendance. There will be a positive support system and recogition program for teachers showing good attendance.
Person Responsible	Damien Jones (damien.jones@polk-fl.net)
Plan to Monitor Effectiveness	
Description	Mr. Jones and Mrs. Northern will monitor attendance by recognizing those students who attend regularly. They will do this by pulling monthly reports and addressing the attendance problem prior to truancy.
Person Responsible	Damien Jones (damien.jones@polk-fl.net)

Activity #3	
Title	Math
Rationale	Our students in the area of math do not perform well. The students are below the district percentage for proficiency.
Intended Outcome	We will increase our student proficiency in Geometry from 27% to 35% on the Geometry EOC.
Point Person	Renee Phoebus (renee.phoebus@polk-fl.net)
Action Step	
Description	Mrs. Dart and the math coach will work closely with our math teachers during their collaboration meetings to ensure that our teachers are using appropriate strategies and techniques in order for our students to have knowledge of the content.
Person Responsible	Renee Phoebus (renee.phoebus@polk-fl.net)
Plan to Monitor Effectiveness	
Description	Classroom observations and collaborative planning meetings. There will be mini-assessments to monitor the effectiveness of the instruction.
Person Responsible	Renee Phoebus (renee.phoebus@polk-fl.net)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Keep parents informed of child's progress: The school instructional staff will work to promote the Parent Portal through our new Focus grading system as a way for parents to have access to their child's grades on a constant basis. Instructional staff communicate with parents/guardians of any students whose grades fall below average. Guidance staff meet with students individually and in groups to discuss academic progress towards graduation and post secondary plans. Several parent meetings are held throughout the year for various groups: 8th grade parent night, 9th grade parent night, AP/Dual Enrollment Information Night, Open House, Orientation, and Cambridge parent night. The 2017-2018 Title 1 Parent and Family Engagement Plan was taken to our School Advisory Council so parents, students, staff and community members could make revisions to our plan for the upcoming school year. We have an Academic Booster Club which supports our teachers and helps to support classroom instruction.

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

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.

Five guidance counselors- grades 9-12 are divided by alphabet. One guidance counselor is used to check other counselors for accuracy. This counselor also works with Dual Enrollment, Waivers, AP Testing, etc.
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 are available during all four lunches

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

Counselors are divided alphabetically to give students/parents the support of one counselor as they transition through each grade level. 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. This year, we will implement the AVID program to promote higher achievement among our average student population. We work with our community offering a "Career Connection" where students shadow employees in position they would like to have in the future. We have college representatives come to speak to our students who are interested in attending their college. There is summer tutoring offered to help students improve their ACT/SAT scores.

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 college visits for our AVID students. Professional Development will be provided for our staff members. 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. The funds will pay for three college tutors to tutor AVID students for two hours two times per week. Heather Catrett, Assistant Principal, will manage the funds and organize the professional development/consultation agreements. The Title 1 funds provide supplemental instructional resources and interventions so that all students achieve academic success.

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

Some strategies include the hosting of representatives from colleges and universities, participation in the Youth Impact Leadership program, and 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. We are offering an Academy of Hospitality and Tourism which has connected with Legoland Florida where Legoland will provide guest speakers, field trips, internships and possible jobs to our students in this academy. Also, Center State Bank will partner with our Personal Finance class which consist of juniors. The representatives from Center State will mentor our 11th grade students until they graduate and our students can shadow these business partners. Our first construction academy will begin and their are several construction/realty companies who want to partner with this academy. Winter Haven Airport is also beginning conversations with our current Technobotics academy and we are planning our first aerospace academy class for the 2019-2020 school year.

Part V: Budget

Total:	**$0.00**