

Polk County Public Schools

# Winter Haven Senior High School



## 2019-20 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>

## Demographics

**Principal: Gina Williams**

Start Date for this Principal: 7/16/2010

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	94%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: C (50%) 2017-18: C (47%) 2016-17: C (41%) 2015-16: D (39%) 2014-15: C (49%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

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

### SIP Authority

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

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

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

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

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

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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)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	D

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<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	Job Duties and Responsibilities
Williams, Gina	Principal	Provides leadership for and management of programs and processes related to instruction, school operations, personnel management, business management, student support services, student activities and community involvement; directs energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards based curricula; active leadership for building and supporting a learning organization focused on student success; works collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments; recruits, retains, and develops an effective and diverse faculty and staff; facilitates effective professional development; monitors implementation of critical initiatives; manages the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.
Phoebus, Renee	Assistant Principal	Assists the school principal by providing leadership for and management of programs and processes related to instruction, school operations, personnel management, business management, student support services, student activities and community involvement.
Catrett, Heather	Assistant Principal	Assists the school principal by providing leadership for and management of programs and processes related to instruction, school operations, personnel management, business management, student support services, student activities and community involvement.
Jones, Damien	Assistant Principal	Assists the school principal by providing leadership for and management of programs and processes related to instruction, school operations, personnel management, business management, student support services, student activities and community involvement.
Jordan, Nikki	Assistant Principal	Assists the school principal by providing leadership for and management of programs and processes related to instruction, school operations, personnel management, business management, student support services, student activities and community involvement.
Grantham, Kenneth	Dean	Serves as a resource for building staff, administrators, and parents in working with students, creating a positive school climate, and helping students develop a positive self-concept. Coordinates, facilitates, and implements disciplinary intervention steps and processes with staff, working closely with the principal. Participates or leads development of positive behavior



Name	Title	Job Duties and Responsibilities
		support systems and development of intervention strategies.
Woodside, Tyrone	Dean	Serves as a resource for building staff, administrators, and parents in working with students, creating a positive school climate, and helping students develop a positive self-concept. Coordinates, facilitates, and implements disciplinary intervention steps and processes with staff, working closely with the principal. Participates or leads development of positive behavior support systems and development of intervention strategies.
Horne, Mack	Dean	Serves as a resource for building staff, administrators, and parents in working with students, creating a positive school climate, and helping students develop a positive self-concept. Coordinates, facilitates, and implements disciplinary intervention steps and processes with staff, working closely with the principal. Participates or leads development of positive behavior support systems and development of intervention strategies.
Northern, Paula	Instructional Coach	Assists school-based administrators and teachers in analyzing school, class, and individual student data to determine needs in the content area; Conducts focus walks with state, district and/or school-based personnel to collect and analyze data to plan for instruction and professional development; Assists content area teachers in planning instruction and assessments based on the national and state standards and benchmarks, using pacing charts and instructional strategies and materials effectively, and using data from formative assessments and district assessments to improve instruction; Supports teachers in planning instruction to meet the needs of all students through differentiated instruction; Provides classroom support by observing, modeling, co-teaching and providing specific feedback.
Petty, Sue	Instructional Coach	Assists school-based administrators and teachers in analyzing school, class, and individual student data to determine needs in the content area; Conducts focus walks with state, district and/or school-based personnel to collect and analyze data to plan for instruction and professional development; Assists content area teachers in planning instruction and assessments based on the national and state standards and benchmarks, using pacing charts and instructional strategies and materials effectively, and using data from formative assessments and district assessments to improve instruction; Supports teachers in planning instruction to meet the needs of all students through differentiated instruction; Provides classroom support by observing, modeling, co-teaching and providing specific feedback.

Name	Title	Job Duties and Responsibilities
Smith, Melonie	Administrative Support	ESE Coordinator

## Early Warning Systems

### Current Year

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	627	616	548	511	2302
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	66	78	91	72	307
One or more suspensions	0	0	0	0	0	0	0	0	0	0	10	8	10	7	35
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	37	56	50	33	176
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	223	207	211	179	820

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	0	65	68	76	45	254

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	108	116	96	90	410
Students retained two or more times	0	0	0	0	0	0	0	0	0	21	22	19	13	75

FTE units allocated to school (total number of teacher units)

145

Date this data was collected or last updated

Tuesday 7/16/2019

### Prior Year - 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	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 with two or more early warning indicators:**

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

**Prior Year - 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	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 with two or more early warning indicators:**

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

**Part II: Needs Assessment/Analysis****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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	43%	47%	56%	39%	44%	53%
ELA Learning Gains	44%	46%	51%	40%	41%	49%
ELA Lowest 25th Percentile	40%	37%	42%	30%	33%	41%
Math Achievement	43%	43%	51%	23%	37%	49%
Math Learning Gains	53%	45%	48%	25%	33%	44%
Math Lowest 25th Percentile	44%	44%	45%	32%	32%	39%
Science Achievement	52%	58%	68%	48%	56%	65%
Social Studies Achievement	55%	61%	73%	40%	60%	70%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	627 (0)	616 (0)	548 (0)	511 (0)	2302 (0)
Attendance below 90 percent	66 (173)	78 (180)	91 (279)	72 (288)	307 (920)
One or more suspensions	10 (92)	8 (79)	10 (85)	7 (77)	35 (333)

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Course failure in ELA or Math	37 (31)	56 (34)	50 (38)	33 (6)	176 (109)
Level 1 on statewide assessment	223 (192)	207 (215)	211 (86)	179 (42)	820 (535)

**Grade Level Data**

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

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	45%	45%	0%	55%	-10%
	2018	40%	43%	-3%	53%	-13%
Same Grade Comparison		5%				
Cohort Comparison						
10	2019	38%	42%	-4%	53%	-15%
	2018	36%	42%	-6%	53%	-17%
Same Grade Comparison		2%				
Cohort Comparison		-2%				

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
2019	50%	54%	-4%	67%	-17%
2018	68%	59%	9%	65%	3%
Compare		-18%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	53%	57%	-4%	70%	-17%
2018	44%	57%	-13%	68%	-24%
Compare		9%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	28%	50%	-22%	61%	-33%
2018	28%	60%	-32%	62%	-34%
Compare		0%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	53%	53%	0%	57%	-4%
2018	27%	41%	-14%	56%	-29%
Compare		26%			

## Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	18	38	37	26	56	50	28	21		68	
ELL	13	34	31	43	48		24	20		80	27
ASN	73	60		60			85			91	70
BLK	29	39	36	29	43	36	37	33		91	25
HSP	33	41	40	37	58	57	48	56		87	50
MUL	59	63		40	45		61	65			
WHT	57	48	48	57	58	48	65	67		86	46
FRL	33	43	43	32	49	47	44	45		84	30
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

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
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

### ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	58
Total Points Earned for the Federal Index	559
Total Components for the Federal Index	11
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	38
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	73
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	56
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	58
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

#### Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Acceleration Data Component showed the lowest performance. Some students were not scheduled into courses that provide the opportunity to earn an industry certification or dual enrollment. Most of the Advanced Placement students are not performing at a level 3 or higher on AP exams.

#### Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Science performance from the previous year dropped from 68% to 52%. One of the main contributing factors was due to an ineffective teacher with several Biology courses and teacher also did not participate in common planning.

#### Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Social Studies performance was at 55% and showed the greatest gap when compared to the state average of 73%, a difference of -18. Contributing factors include teachers reluctant to participate in collaborative planning and a need for a change of teaching assignments based on skill-sets of teachers. We have hired two paraprofessionals to help us work with our students. One paraprofessional speaks Haitian Creole and the other speaks Spanish.

#### Which data component showed the most improvement? What new actions did your school take in this area?

EOC for History increased from 44% to 55%. Teachers participated in authentic planning and creation of assessments.

#### Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

EWS areas of concern include attendance below 90 percent (920 students) and students with one or more suspensions (333). Additionally, there were 535 students scoring level 1 on statewide assessments and 109 students with a course failure in ELA or Math. Algebra 1 EOC continues to be a weakness with our students. We have teachers teaching either the Algebra 1A or 1B course based on their strengths. Also, we have placed an ESE teacher who is certified in both middle grades math and ESE into the Algebra classes to serve our ESE students.

#### Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.



1. School-wide positive behavior support (Book Study: "Even on Your Worst Day You Can Be a Student's Best Hope" by Manny Scott)
2. Professional Development in learning targets and task alignment
3. Professional Development in learning targets and success criteria
4. LSI guided PLC's and guiding leadership
5. Professional Development for teachers targeting their needs for improvement

## Part III: Planning for Improvement

### Areas of Focus:

#### #1

<b>Title</b>	Reading
<b>Rationale</b>	Only 43% of our students scored at grade level on the FSA ELA

**State the measurable outcome the school plans to achieve** 50% of our students will be proficient on the FSA ELA

**Person responsible for monitoring outcome** Sue Petty (sue.petty@polk-fl.net)

**Evidence-based Strategy** Differentiated Curriculum

**Rationale for Evidence-based Strategy** Teachers are able to differentiate instruction to meet the individual needs of each learner.

#### Action Step

<b>Description</b>	<ol style="list-style-type: none"> <li>1. Small-Group instruction</li> <li>2. Assessments</li> <li>3. Progress monitoring</li> </ol>
<b>Person Responsible</b>	Sue Petty (sue.petty@polk-fl.net)

#### #2

<b>Title</b>	Math
<b>Rationale</b>	Only 43% of our students in 9th/10th grade scored at grade level on the Algebra I EOC

**State the measurable outcome the school plans to achieve** 50% of our students will be proficient on the Algebra I EOC

**Person responsible for monitoring outcome** Renee Phoebus (renee.phoebus@polk-fl.net)

**Evidence-based Strategy** Professional Development

**Rationale for Evidence-based Strategy** Teachers will receive professional development in learning targets and task alignment

#### Action Step

<b>Description</b>	<ol style="list-style-type: none"> <li>1. Professional Development focused on learning targets and task alignment</li> <li>2. Professional Development focused on learning targets and success criteria</li> <li>3. Guided PLC's</li> </ol>
<b>Person Responsible</b>	Renee Phoebus (renee.phoebus@polk-fl.net)

<b>#3</b>	
<b>Title</b>	Students with Disabilities
<b>Rationale</b>	Only 34% of Students with Disabilities scored at grade level
<b>State the measurable outcome the school plans to achieve</b>	41% of Students with Disabilities will be proficient
<b>Person responsible for monitoring outcome</b>	Melonie Smith (melonie.smith@polk-fl.net)
<b>Evidence-based Strategy</b>	Tutorial program; Implementation of ESE computer lab
<b>Rationale for Evidence-based Strategy</b>	Extra academic support and guidance will be given through the tutoring program. ESE students will have access to computers to assist with their instruction in all areas.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. implementation of ESE computer lab</li> <li>2. tutorial program</li> <li>3. hired two additional paraprofessionals through Title 1 Funds to work with all students</li> </ol>
<b>Person Responsible</b>	[no one identified]
<b>#4</b>	
<b>Title</b>	English Language Learners
<b>Rationale</b>	Only 38% of our English Language Learners scored at grade level
<b>State the measurable outcome the school plans to achieve</b>	41% of English Language Learners will be proficient
<b>Person responsible for monitoring outcome</b>	Heather Catrett (heather.catrett@polk-fl.net)
<b>Evidence-based Strategy</b>	Hired a second ESOL teacher that is Native Spanish Speaker. Also added Haitian-Creole speaking intern during ESOL classes to assist with language barriers.
<b>Rationale for Evidence-based Strategy</b>	This strategy will assist ELL students by offering academic support in their native language(s) during their transition process into the English language.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Hire 2nd ESOL Teacher</li> <li>2. Hire Spanish-Speaking Paraprofessional/Parent Liaison</li> <li>3. Hire Haitian/Creole-speaking Paraprofessional/Parent Liaison</li> <li>4. Place Haitian/Creole-speaking student intern in ELL classes</li> </ol>
<b>Person Responsible</b>	Heather Catrett (heather.catrett@polk-fl.net)

<b>#5</b>	
<b>Title</b>	Hired Literacy Coach
<b>Rationale</b>	Only 43% of our scored at grade level on the FSA.
<b>State the measurable outcome the school plans to achieve</b>	50% of our students will score at grade level on the FSA.
<b>Person responsible for monitoring outcome</b>	Sue Petty (sue.petty@polk-fl.net)
<b>Evidence-based Strategy</b>	We used Title 1 funds to hire Sue Petty, our Literacy Coach. She works closely with our reading and English departments to ensure that they are planning together and monitoring the progress of our students.
<b>Rationale for Evidence-based Strategy</b>	The addition of our Literacy Coach helps us to closely monitor the progress of our students in English and reading. She plans with them and helps our teachers review the data.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Hired Literacy Coach through use of Title 1 Funds</li> <li>2. Assigned Assistant Principal to monitor the English and reading departments</li> <li>3. Scheduled common planning time.</li> <li>4. Review progress monitoring</li> <li>5. Monitor instruction and student engagement</li> </ol>
<b>Person Responsible</b>	Gina Williams (gina.williams@polk-fl.net)

#6	
<b>Title</b>	Hired Instructional Coach
<b>Rationale</b>	Only 43% of our students scored at grade level on the Algebra 1 EOC, 52% in science and 55% in social studies. We decided that we have some pretty strong teacher leaders in our math department and I needed assistance in other content areas. This is the rationale for hiring an instructional coach instead of a math coach.
<b>State the measurable outcome the school plans to achieve</b>	Our plan for achievement is to have 50% of our students pass the Algebra 1 EOC and Geometry EOC. In science and social studies, we would like to increase our student achievement to 60%.
<b>Person responsible for monitoring outcome</b>	Paula Northern (paula.northern@polk-fl.net)
<b>Evidence-based Strategy</b>	We used Title 1 Funds to hire Paula Northern, our Instructional Coach. She will work closely with our science and social studies departments to ensure tht they are planning together and monitoring student progress. Mrs.Northern will assist teachers in planning and implementing Target/Task Alignment and Success Criteria.
<b>Rationale for Evidence-based Strategy</b>	The additional support of our Instructional Coach will help us closely monitor the planning and assessment process of these two departments.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Hired Instructional Coach</li> <li>2. Assigned Assistant Principal to monitor the Science and Social Studies Departments.</li> <li>3. Scheduled common planning time</li> <li>4. Review progress monitoring</li> <li>5. Monitor instruction and student engagement</li> </ol>
<b>Person Responsible</b>	Gina Williams (gina.williams@polk-fl.net)

#7	
<b>Title</b>	Hired Student Success Coach
<b>Rationale</b>	Our graduation rate is 87% but I believe we can increase to 90%. Also, our College and Career Acceleration is only 40%. This is an area where we need to increase by at least 50%.
<b>State the measurable outcome the school plans to achieve</b>	Our plan is to have over a 90% graduation rate and 50% College and Career Acceleration.
<b>Person responsible for monitoring outcome</b>	Amy Lewis (amy.lewis@polk-fl.net)
<b>Evidence-based Strategy</b>	We used Title 1 Funds to hire Amy Lewis as our Student Success Coach. She works closely with our testing coordinator and monitors our seniors status on graduation. This also includes the monitoring of the "Early Warning System."
<b>Rationale for Evidence-based Strategy</b>	The addition of our Student Success Coach helps us to closely monitor our seniors ensuring that they have every opportunity to test and to receive appropriate tutoring for their needs. Mrs. Nikki Jordan, Assistant Principal, works with Amy Lewis, Student Success Coach, to monitor our senior class and their acceleration point. Many of our seniors are working on "credit recovery options." Our counselors meet with each senior to discuss their graduation status. Mrs. Lewis, Student Success Coach, helps our struggling seniors to find other possible options for graduation.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Hired Student Success Coach</li> <li>2. Assigned Assistant Principal to monitor the College and Career Acceleration status</li> <li>3. Review the "Early Warning System" data.</li> <li>4.</li> <li>5.</li> </ol>
<b>Person Responsible</b>	Gina Williams (gina.williams@polk-fl.net)

#8	
<b>Title</b>	Hired a Behavior Interventionist
<b>Rationale</b>	Due to "out of school suspensions," students don't receive the instruction they need. We hired a Behavior Interventionist so he could work closely with those students who have difficulty with behaviors which interfere with their learning.
<b>State the measurable outcome the school plans to achieve</b>	We will have a decrease in "out of school suspensions." Students will be able to receive instruction and increase their achievement. Our "out of school suspensions" will decrease by 10% based on the Focus discipline reports of "out of school suspensions."
<b>Person responsible for monitoring outcome</b>	Gina Williams (gina.williams@polk-fl.net)
<b>Evidence-based Strategy</b>	We used Title 1 Funds to hire Austin Dollison as our Behavior Interventionist. He works closely with our at-risk and troubled students. Austin works with them to help them achieve success. Mr. Dollison and the entire administrative staff will be trained in PBIS and we will implement these strategies with our teachers this year and students next year. We have created "Blue Devil Dollars" for our students to create an incentive program to promote positive behavior.
<b>Rationale for Evidence-based Strategy</b>	Austin Dollison, our Behavior Interventionist, works with our students by mentoring and developing a school-wide plan for student incentives. Mr. Dollison and the entire administrative staff will be trained in PBIS and we will implement these strategies with our teachers this year and students next year. We have created "Blue Devil Dollars" for our students to create an incentive program to promote positive behavior.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Hired a Behavior Interventionist</li> <li>2. Assigned Assistant Principal to work with Behavior Interventionist in planning student incentives school-wide</li> <li>3. Our Behavior Interventionist works closely with our deans to identify students in need of mentoring</li> <li>4.</li> <li>5.</li> </ol>
<b>Person Responsible</b>	Gina Williams (gina.williams@polk-fl.net)

#9	
<b>Title</b>	Hired a Parent Involvement Paraprofessional
<b>Rationale</b>	We used Title 1 Funds to hire a Parent Involvement Paraprofessional to increase our partnership with volunteers and family members.
<b>State the measurable outcome the school plans to achieve</b>	Our partnership with families and community will increase by hiring our Parent Involvement Paraprofessional. Junise Saint Louis speaks Haitian Creole and is very professional. She is able to communicate with parents who do not understand English. She is also our Volunteer Coordinator and will be able to increase our volunteer hours by helping us to document those hours.
<b>Person responsible for monitoring outcome</b>	Gina Williams (gina.williams@polk-fl.net)
<b>Evidence-based Strategy</b>	We used Title 1 Funds to hire Junise Saint Louis as our Parent Involvement Paraprofessional. She will work closely with our families and business partners to increase our volunteer hours. We communicate with our parents through phone calls, Trident Newspaper, Facebook Page,, Remind, and parent conferences.
<b>Rationale for Evidence-based Strategy</b>	The addition of our Parent Involvement Paraprofessional will help us to increase our lines of communication with our Haitian Creole families. She works with our Haitian Creole families informing them of student achievement.
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Hired a Parent Involvement Paraprofessional</li> <li>2. Sent new Parent Involvement Paraprofessional to Volunteer Coordinator training.</li> <li>3. We have parent nights for FAFSA</li> <li>4. Parent Night for Testing Requirements</li> <li>5. 8th grade parent night, senior parent night, junior parent night, Cambridge parent night</li> </ol>
<b>Person Responsible</b>	Gina Williams (gina.williams@polk-fl.net)

#10	
<b>Title</b>	Hired a classroom paraprofessional
<b>Rationale</b>	Our Hispanic students struggle in classes due to their ability to understand the English language. The additional support of a classroom paraprofessional who speaks Spanish will help improve student performance of our Hispanic students.
<b>State the measurable outcome the school plans to achieve</b>	Our classroom paraprofessional will help us in tutoring some of our Hispanic students who are struggling with their course work. The Hispanic students will have additional support in the classroom.
<b>Person responsible for monitoring outcome</b>	Gina Williams (gina.williams@polk-fl.net)
<b>Evidence-based Strategy</b>	We used Title 1 Funds to hire a classroom paraprofessional. She speaks Spanish and can help our Spanish speaking students who struggle. She will also assist us in our lines of communication to our Hispanic parents.
<b>Rationale for Evidence-based Strategy</b>	The addition of our classroom paraprofessional who speaks Spanish will help us improve student achievement among our Hispanic students and open the lines of communication with our Spanish speaking parents.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Hired a classroom paraprofessional who is fluent in Spanish</li> <li>2. Identify those students which need the additional support</li> <li>3. Our para will give additional support to the students within the classroom.</li> <li>4. Para will communicate with our Spanish speaking parents to help inform them of their child's needs.</li> <li>5.</li> </ol>
<b>Person Responsible</b>	[no one identified]

### Additional Schoolwide Improvement Priorities (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

Hired Behavior Interventionist to work with students to increase overall school climate.  
Hired two additional Title I Paraprofessional Parent Liaisons (one Haitian-Creole speaking and one Spanish speaking) to work with our ELL parents and students. We will use Title 1 Funds to hire substitutes to cover classes for teachers when professional development is conducted during the school day. We will utilize Title 1 Funds to pay for extended learning; such as AVID and LSI. We will document pay through the special activity forms. There will be a purchase of instructional technology through Title 1 Funds paying for laptops, scanners, poster printer, and other printers. There will be the purchase of AVID supplies, laminator, classroom libraries, and calculators. We will utilize Title 1 Funds to pay for field trips including student admission and transportation for our AVID students. We will use special activity form to pay staff members involved in parent and family engagement activities and will pay for supplies for these events.

## 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 Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 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.**

We will use Title 1 Funds to conduct a Campus-wide Teacher Book Study: "Even on Your Worst Day You Can Be a Student's Best Hope" by Manny Scott. Professional Development designed to increase teacher effectiveness resulting in increased student achievement. Addition of Parent Involvement Paraprofessional and Spanish speaking classroom Paraprofessional. Principal and Administration heavily involved in Public Education Partnership; Principal serves on the Education Committee for Winter Haven Chamber of Commerce. Principal plans to attend Lunch & Learn events at the Chamber to network and connect with community business partners and local community leaders. We will utilize Title 1 funds to pay substitutes for teachers. Substitutes will be used for teachers while we provide professional development during the school day. Additionally, please see attached Parent and Family Engagement Plan for full details on how we plan in building teacher/student relationships to fulfill the school's mission and support the needs of students. The Title 1 Funded personnel will be used in the following ways: Sue Petty, Literacy Coach, will work with our English and reading departments to plan, progress monitor, and alignment to the standards, Paula Northern, Instructional Coach, will work with our science and social studies departments to ensure planning and alignment of standards. She will also assist us in planning/implementation of professional development. Amy Lewis, Student Success Coach, will work with our seniors on graduation rate and career/acceleration. Austin Dollison, Behavior Interventionist, will work with our at-risk students by mentoring and student incentive programs. Junise Saint Louis, Parent Engagement Para, will work with our parents and community for a stronger bond. Shinead Rodriguez-Berrios, our classroom paraprofessional will assist our students who are struggling in classrooms.

**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.**

Counselors are divided alphabetically to give students/parents the support of one counselor as they transition through each grade level. Students are placed in cohorts 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. We will continue implementing the AVID program to promote higher achievement among our average student population. These students are an achievement level of 2 on the FSA reading portion. We work with our community by offering a "Career Connection" where students shadow employees in a 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. We hired a Behavior Interventionist to increase mentorship and improve school climate. Students identified as having social-emotional needs are given the opportunity to meet with the guidance counselor individually. Severe cases may be handled with a contracted mental health counselor. The IEP also identifies and addresses social-emotional goals for all of our students.

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

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. Learning Sciences International will provide Professional Development in the areas of Target-Task Alignment, Learning Targets & Success Criteria, and Team Ownership/Purposeful Task. Title I funds will be utilized to provide substitutes to cover classrooms allowing teachers to participate in implementation Sessions Walks.

**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.**

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. Sue Petty, Literacy Coach, will manage the funds and organize the professional development/consultation agreements. 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. The representatives from Center State will continue to mentor current seniors who began the mentoring program last school year until they graduate and then shadow these business partners. This year we are offering a new course, Aerospace Tech 1. This course will begin this school year. CFAA and the Winter Haven Airport are offering their support through AOPA curriculum and a donation of 3-4 simulators. The Principal, Assistant Principal, and our Aerospace Teacher will serve on the district's Aerospace Advisory Board.

## Part V: Budget

**The approved budget does not reflect any amendments submitted for this project.**

1	III.A.	Areas of Focus: Reading	\$0.00
2	III.A.	Areas of Focus: Math	\$0.00
3	III.A.	Areas of Focus: Students with Disabilities	\$0.00
4	III.A.	Areas of Focus: English Language Learners	\$0.00
5	III.A.	Areas of Focus: Hired Literacy Coach	\$0.00
6	III.A.	Areas of Focus: Hired Instructional Coach	\$0.00

7	III.A.	Areas of Focus: Hired Student Success Coach	\$0.00
8	III.A.	Areas of Focus: Hired a Behavior Interventionist	\$0.00
9	III.A.	Areas of Focus: Hired a Parent Involvement Paraprofessional	\$0.00
10	III.A.	Areas of Focus: Hired a classroom paraprofessional	\$0.00
Total:			\$0.00