Haines City Senior High School

2019-20 Schoolwide Improvement Plan

Table of Contents

Haines City Senior High School

2800 HORNET DR, Haines City, FL 33844

http://www.hainescityhighschool.com/

Demographics

Principal: Brad Tarver

Start Date for this Principal: 7/20/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School PK, 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (46%) 2017-18: C (48%) 2016-17: C (42%) 2015-16: C (45%) 2014-15: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Table of Contents

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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 PK, 9-12	Yes	84%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	86%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	C

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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. 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.

Haines City High School provides a high-quality education by forging strong communal relationships, achieving academic proficiency, and reinforcing positive behavior. Through these provisions, Haines City High School creates Hornet Nation, which is a sense of pride; a feeling of comfort and confidence; a common ground; and a connection felt between students, faculty, parents, and community members.

Positive Behavior Interventions and Supports (PBIS) Mission
Haines City High School's PBIS team promotes a high-quality learning environment for the students and staff by teaching, modeling, and reinforcing positive behavior.

Provide the school's vision statement.

All students of Hornet Nation will serve as productive and responsible citizens and be prepared to enter the work force, the military, or a post-secondary institution upon graduation.

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
Lane, Adam	Principal	
McDaniel, Alfonso	Assistant Principal	
McLendon, Elbony	Teacher, ESE	
Riviere, Hayley	Instructional Coach	
Shick, Jason	Assistant Principal	
Young, Crystal	Assistant Principal	
Reyes, Igdelia	Other	
Rios, Christina	Assistant Principal	

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	813	658	633	500	2604
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	162	105	118	124	509
One or more suspensions	0	0	0	0	0	0	0	0	0	135	83	97	37	352
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	263	239	271	161	934
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	148	88	99	58	393

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	128	104	114	74	420
Students retained two or more times	0	0	0	0	0	0	0	0	0	21	24	29	15	89

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

Date this data was collected or last updated
Saturday 7/20/2019

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	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	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	162	150	135	140	587
One or more suspensions	0	0	0	0	0	0	0	0	0	135	120	43	28	326
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	144	60	61	36	301
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	250	296	218	99	863

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	146	217	148	65	576

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	41%	47%	56%	36%	44%	53%
ELA Learning Gains	47%	46%	51%	32%	41%	49%
ELA Lowest 25th Percentile	35%	37%	42%	23%	33%	41%
Math Achievement	29%	43%	51%	29%	37%	49%
Math Learning Gains	35%	45%	48%	34%	33%	44%
Math Lowest 25th Percentile	36%	44%	45%	34%	32%	39%
Science Achievement	50%	58%	68%	51%	56%	65%
Social Studies Achievement	57%	61%	73%	56%	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	813 (0)	658 (0)	633 (0)	500 (0)	2604 (0)
Attendance below 90 percent	162 (0)	105 (0)	118 (0)	124 (0)	509 (0)
One or more suspensions	135 (0)	83 (0)	97 (0)	37 (0)	352 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	263 (0)	239 (0)	271 (0)	161 (0)	934 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

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	40%	45%	-5%	55%	-15%
	2018	34%	43%	-9%	53%	-19%
Same Grade Comparison		6%				
Cohort Comparison						
10	2019	39%	42%	-3%	53%	-14%
	2018	35%	42%	-7%	53%	-18%
Same Grade Comparison		4%				
Cohort Comparison		5%				

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	48%	54%	-6%	67%	-19%
2018	69%	59%	10%	65%	4%
Compare		-21%			

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	54%	57%	-3%	70%	-16%
2018	60%	57%	3%	68%	-8%
Compare		-6%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	18%	50%	-32%	61%	-43%
2018	31%	60%	-29%	62%	-31%
Compare		-13%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	34%	53%	-19%	57%	-23%
2018	25%	41%	-16%	56%	-31%
Compare		9%			

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	21	34	30	19	28	40	31	45		63	26
ELL	11	35	36	17	36	47	23	28		73	34
AMI	50									80	
ASN	84	59		60			91	92		91	85
BLK	38	44	33	22	29	32	43	48		81	45
HSP	39	48	36	26	33	34	44	52		85	42
MUL	28	24		27			60				
WHT	48	46	34	49	44	50	74	78		81	60
FRL	36	43	35	25	32	33	43	50		82	44
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	15	26	25	27	52	52	48	37		47	14
ELL	8	29	34	23	42	45	68	33		55	48
ASN	69	72		38	33		82			92	83
BLK	35	42	41	24	34	38	62	57		68	32
HSP	31	36	30	33	41	40	78	63		79	54
MUL	25	21						73			
WHT	52	47	38	36	41	60	76	75		77	45
FRL	34	38	34	32	39	41	74	62		76	49
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	6	18	20	8	22	35	14	26		46	24
ELL	7	21	23	13	33	36	23	24		55	44
ASN	80	53		62	32		100	77		93	93
BLK	27	28	20	22	33	31	40	51		79	41
HSP	33	31	27	28	32	34	49	52		69	51

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
MUL	80	60		26	32			50			
WHT	48	32	14	40	40	55	60	74		78	43
FRL	27	29	24	23	31	32	41	51		73	43

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	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	44
Total Points Earned for the Federal Index	506
Total Components for the Federal Index	11
Percent Tested	95%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
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	35
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	65
Native American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	80
Asian Students Subgroup Below 41% in the Current Year?	NO

Asian Students	
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	44
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	35
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	56
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	42
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.

Our overall math achievement level was the lowest performing. Changes in course progressions, and not enough in-content support for SWDs and ELLs contributed to this gap.

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

Our overall math achievement level had the greatest decline. Changes in course progressions, and not enough in-content support for SWDs and ELLs contributed to this gap.

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.

Our overall math achievement level had the greatest gap compared to the state average. Changes in course progressions, and not enough in-content support for SWDs and ELLs contributed to this gap.

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

Overall ELA scores showed the most improvement. The school had a strong emphasis on target/task alignment, which drove common planning meetings and resulted in higher student achievement.

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

Freshman disciplinary incidents
Number of retentions

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

1. Alg I proficiency
2. ELA proficiency
3. increased proficiency in LYs
4. increase proficiency in SWDs

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increase Proficiency for ELL students
Rationale	For the past two years, our ELL subgroup ESSA score has been below 41%.

State the measurable outcome the school plans to achieve	LY students will increase 3 points on ELA and/or Algebra state tests.
Person responsible for monitoring outcome	Hayley Riviere (hayley.riviere@polk-fl.net)
Evidence-based Strategy	ESOL para educators will be providing classroom supports in all tested subjects. Students who no longer qualify for intensive ESOL services will be moved to the monitoring stage of the ESOL program based on teacher input and WIDA data.
Rationale for Evidence-based Strategy	Teachers and students have requested additional ESOL supports outside of English and Reading. This year, we were able to secure the funding to address these needs. Our Reading ESOL teacher speaks multiple languages, so we were able to reallocate 2 paras to another disciplines, we were awarded two additional ESOL paras from the district, and we were able to use additional Title I funds to add a 5th para. As of December 2019, we were awarded two additional ESOL teacher units. This now allows us to have a language teacher in Math and Science, in addition to the Language teacher in English we started the year with.

Action Step	
Description	1. determine classroom needs by subject and period 2. create schedules for paras and adjust as needed throughout the year 3. Instructional Coach provides PD on collaborative planning between content and language teachers 4. monitor student data and progress 5. exit students from ESOL in a timely manner once they qualify 6. provide documentation for ESOL supports and parent contact 7. English teachers will receive 3 grading days throughout the school year to collaboratively plan writing supports for subgroups 8. English, Math, Reading, and Science tutoring is offered throughout the school year after school 9. ACT/SAT Bootcamps are offered on Saturdays 3-4 times a year to help juniors and seniors who have not yet met their FSA/Alg I graduation requirement. This is an extra chance to study to earn the concordant score *additional supports media para provides extra literacy support and helps locate resources technology para ensures language assistive technology is delivered on time when applicable testing para keeps track of and ensures language accommodation materials are delivered to appropriate testing locations behavior interventionist and guidance counselors provide support for social/emotional learning during LY student's transition periods

Person Responsible	Hayley Riviere (hayley.riviere@polk-fl.net)

#2	
Title	Increase Proficiency for ESE students
Rationale	Our SWD subgroup ESSA score has been below 41% for the past two years.

State the measurable outcome the school plans to achieve	SWD students will increase 3 points on ELA or Math state exams.
Person responsible for monitoring outcome	Alfonso McDaniel (alfonso.mcdanieljr@polk-fl.net)
Evidence-based Strategy	We are moving away from a consult model and implementing a support facilitation model. This will also include adding Learning Strategies as an elective for those SWD who need extra support per their IEP.
Rationale for Evidence-based Strategy	The consult model provided limited time for ESE teachers to have enough impact on their students and to provide the support when it was most beneficial. This was reflected in the students' grades and test scores.
Action Step	
Description	1. IEPs were revised to address student academic , behavior, independent functioning needs (Learning Strats) 2. ESE worked with guidance to schedule the students appropriately, in the lest restrictive environment 3. Students on track for an Access point diploma are participating in gen ed electives to provide more inclusive learning environment 4. Consult teachers were given schedules to push into core classes to provide academic support 5. Consult teachers were given schedules to teach Learning Strategies 6. English teachers will receive 3 grading days throughout the school year to collaboratively plan writing supports for the subgroup 7. English, Math, Reading, and Science tutoring is offered throughout the school year after school 8. ACT/SAT Bootcamps are offered on Saturdays 3-4 times a year to help juniors and seniors who have not yet met their FSA/Alg I graduation requirement. This is an extra chance to study to earn the concordant score *additional supports media para provides extra literacy support and helps locate lexile-appropriate resources technology para ensures assistive technology is delivered on time when applicable testing para keeps track of and ensures small-group testing settings are set up in a timely manner behavior interventionist and guidance counselors provide support for social/ emotional learning during student transition periods
Person Responsible	Alfonso McDaniel (alfonso.mcdanieljr@polk-fl.net)

#3	
Title	Increase Proficiency for Multiracial students
Rationale	Our multiracial subgroup ESSA score for the past two years has been below 41%.
State the measurable outcome the school plans to achieve	Multiracial students will increase 3 points on the ELA or Math state exams.
Person responsible for monitoring outcome	Igdelia Reyes (igdelia.reyes@polk-fl.net)
Evidence-based Strategy	Multiracial students will have regular check-in meetings with our school's success coaches. This will include checking grades, registering for the ACT/SAT, monitoring absences, and reflecting on progress.
Rationale for Evidence-based Strategy	These students are one of our school's smallest subgroups and often get overlooked for larger demographics. Therefore, providing them with intentional, targeted support will insure they do not fall through the cracks.
Action Step	
Description	1. Identify students 2. Divide by 9/10, 11/12 grade students to divide between the two success coaches 3. Meet with each student per 4.5 weeks (interim and report card) 4. Success Coaches will monitor progress and provide resources while students reflect. *additional supports 5. English teachers will receive 3 grading days throughout the school year to collaboratively plan writing supports for the subgroup 6. English, Math, Reading, and Science tutoring is offered throughout the school year after school 7. ACT/SAT Bootcamps are offered on Saturdays 3-4 times a year to help juniors and seniors who have not yet met their FSA/Alg I graduation requirement. This is an extra chance to study to earn the concordant score behavior interventionist and guidance counselors provide support for social/ emotional learning during student transition periods
Person Responsible	Igdelia Reyes (igdelia.reyes@polk-fl.net)

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).

Improve ELA FSA scores by 3 points
Improve Algebra I EOC scores by 5 points
Improve Geometry EOC scores by 3 points

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.

Haines City High School provides numerous parental involvement opportunities throughout the year. Parents are given opportunities to learn about graduation requirements and are made aware of resources that will help prepare their child for college and career. The guidance department sponsors a parent workshop to assist the students in completing the FAFSA to ensure students are eligible to receive financial aid for college. Additionally, workshops are offered to help parents understand how they can help their child apply academic concepts in real-world situations. Appreciation for diversity is also expressed through parental workshops that highlight cultural awareness and encourage participation of all parents in the educational process of their child. Furthermore, parents are given opportunities to learn about school-based and community-based resources that could be beneficial to their family. Haines City High School also promotes district-sponsored parental workshops and offers its facilities for such events. Consideration for parental work schedules is given, and therefore these opportunities are provided in both daytime and evening time frames. Our school has worked closely with a local transit system to have bus stops placed at convenient locations to encourage increased parental involvement for families who do not have transportation. Haines City also works closely with its community members and hosts SAC meetings monthly to incorporate community input. The Title I budget allots at least 1% of the total funds spent at the school to be utilized for parental involvement. These funds may be used for purchases including, but not limited to, costs associated with printing informational materials for parents, postage for mail-outs, meals provided at parent involvement activities, etc.

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.

Ninth grade guidance counselors and the AP II visit each feeder middle school to discuss options, electives and general school information. We hold a Freshman Parent Night in January to give parents an opportunity to learn more about our school and our expectations. We also offer another Freshman Night in late May for incoming Freshman to tour our campus. Students/parents are provided a draft of the student's schedule, learn about clubs, sports and become familiar with the general campus layout. Counselors will visit middle schools to speak with students and enroll incoming freshmen.

Students are offered after school tutoring in English, Math, Reading, and Science. The school also offers ACT/SAT Bootcamps on Saturdays 3-4 times a year to prepare juniors and seniors for the ACT/SAT. The target students for these sessions are students who have not yet met the Alg I or FSA graduation requirement.

Grade level conferences are held by each counselor twice a year. Counselors meet with Seniors 3 to 4 times per year to ensure students are on track for graduation, as well as to monitor absences and GPA.

Our Attendance Facilitator tracks students who miss 10 percent or more of available instructional time and 9th grade students with 1 or more absence within the 1st 20 days. The Attendance Facilitator also sets up parent/student meetings and puts students at risk on an attendance contract.

Graduating students are targeted by programs such as Upward Bound and Educational Talent Search to provide assistance with scholarships, financial aid, tutoring and career exploration.

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

Through PLCs, teachers examine student data to monitor the proficiency of subgroups. Content-area teachers have individual data chats with students, addressing academic and/or attendance needs. The Literacy Coach and APs provide support for teachers and monitor for effective instruction & supports through observations/walk-throughs.

AVID students go on field trips to various college campuses in the area to get exposure to different collegiate environments. This helps them formulate their future plans early on in their high school career, which gives them goals to work toward and stay focused.

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.

Each student meets with his/her guidance counselor many times throughout their high school career. These meetings increase in their senior year, and each senior meets with their counselor to discuss future plans and graduation requirements. Colleges make regular visits to campus, along with military and career representatives so students are exposed to a variety of post-graduation opportunities. Title I provides 2 additional guidance counselors to allow for more effective case loads.

Students not on track to graduate meet monthly with their success coach to keep track of needs and progress towards earning a high school diploma.

The Behavior Interventionist tracks student discipline data, provides teachers with behavior management strategies, and meets with students to support them in social emotional development.

Our Community Outreach para works with attendance to keep in contact with parents as students miss a class period/day. This allows the school to accurately maintain records in a timely manner while building relationships with families.

The media, technology, and testing paras provide extras support to students in the form of literacy, engagement, and achievement opportunities.

These positions and resources are evaluated annually to ensure they are functioning and supporting in a way that meets the current needs of our student population.

Physical resources in classroom are evaluated on a weekly basis to ensure teachers have the materials and trainings necessary to provide their students with the best possible classroom environment to foster the highest possible level of academic achievement. This can also take the form of Professional Development or Collaborative Planning. We provide English teachers with days to grade progress monitoring essays, Achieve training on Reading curriculum, ESOL training to strengthen content and language instruction, etc.

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

Each student meets with his/her guidance counselor many times throughout their high school career. These meetings increase in their senior year, and each senior meets with their counselor to discuss future plans and graduation requirements. Colleges make regular visits to campus, along with military and career representatives so students are exposed to a variety of post-graduation opportunities.

In order to improve student readiness for the public post-secondary level, the following strategies are being implemented: increase in the number and availability of advanced courses for all students; more college visits (which Title I funds) and guest speakers that focus on post-graduation opportunities; workshops to improve writing for college applications, scholarship opportunities, and writing in college; and AVID classes and strategies implemented across campus and grade levels. Guidance counselors also work with students to inform about dual enrollment opportunities through Southeastern, Polk State, and Ridge Technical School. They also encourage students to take courses of interest that offer industry certification.

Our fall PFE event is a college and career night where we invite local colleges/universities and trade schools to campus for a college and career fair. This event is held on campus in Haines City and in the Poinciana Community center to better reach all of our families. Title I money is used to secure the of-campus location. The guidance counselors also review graduation and scholarship requirements with parents and students. Our International Baccalaureate guidance counselor works with the IB students to inform them of college and scholarship opportunities that are unique to their coursework and educational/career goals.

Graduating students are targeted by Counselors and programs such as Upward Bound and Educational Talent Search to provide assistance with scholarships, financial aid, tutoring and career exploration.