

Polk County Public Schools

# Winter Haven Senior High School



2020-21 Schoolwide Improvement Plan

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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>13</b>
<b>Planning for Improvement</b>	<b>18</b>
<b>Positive Culture &amp; Environment</b>	<b>23</b>
<b>Budget to Support Goals</b>	<b>24</b>

# 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: 7/1/2008

<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>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	94%
<b>2019-20 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%)
<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>	
<b>ESSA Status</b>	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](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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## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>13</b>
<b>Planning for Improvement</b>	<b>18</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>24</b>

# Winter Haven Senior High School

600 6TH ST SE, Winter Haven, FL 33880

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

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>High School 9-12</p>	<p><b>2019-20 Title I School</b></p> <p>Yes</p>	<p><b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>76%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>66%</p>

## School Grades History

Year	2019-20	2018-19	2017-18	2016-17
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.**

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, position title, and job duties/responsibilities 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. She supervises the math department and the Technobotics Academy. Her responsibility includes the creation and management of the master schedule.
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. He supervises the reading department, English department, and the Aerospace Academy.
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. She supervises the Cambridge Program and the ESE department.
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 support systems and development of intervention strategies.



Name	Title	Job Duties and Responsibilities
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.
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. She works with new teachers to the school by helping them transition to meeting our expectations.
Gibson, Ledawn	Other	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.
Fritz, Amanda	Teacher, ESE	ESE Facilitator

**Demographic Information**

**Principal start date**

Tuesday 7/1/2008, Gina Williams

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

14

**Total number of teacher positions allocated to the school**

111

**Demographic Data**

<b>2020-21 Status</b> (per MSID File)	Active
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<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>	
<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

**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	607	602	532	529	2270
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	90	105	99	134	428
One or more suspensions	0	0	0	0	0	0	0	0	0	0	91	79	81	52	303
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	94	49	35	2	180
Course failure in Math	0	0	0	0	0	0	0	0	0	0	128	50	57	3	238
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	163	145	155	143	606
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	161	2	0	0	163
Star Reading Assessment-Level 1	0	0	0	0	0	0	0	0	0	0	117	127	108	33	385
Level 1 on 2019 Algebra 1 Assessment	0	0	0	0	0	0	0	0	0	0	18	67	2	0	87
Level 1 on 2019 Geometry Assessment	0	0	0	0	0	0	0	0	0	0	17	34	78	3	132
Level 1 on 2019 Science Assessment	0	0	0	0	0	0	0	0	0	0	151	4	0	0	155
Level 1 on 2019 SS Assessment	0	0	0	0	0	0	0	0	0	0	2	50	186	17	255

**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	86	77	29	15	207

**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	0	47	38	30	3	118
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	8	10	7	4	29

**Date this data was collected or last updated**

Wednesday 5/20/2020

**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	
Number of students enrolled	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	66	78	91	72	307
One or more suspensions	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	37	56	50	33	176
Level 1 on statewide assessment	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

**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	
Number of students enrolled	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	66	78	91	72	307
One or more suspensions	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	37	56	50	33	176
Level 1 on statewide assessment	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

## 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	
	(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.**

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

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
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
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%

<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
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%	0
<b>English Language Learners</b>	
Federal Index - English Language Learners	38
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Native American Students</b>	
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%	0
<b>Asian Students</b>	
Federal Index - Asian Students	73
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
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%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	56
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	



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%	0
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%	0
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%	0

## 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 exam. For the 2019-20 school year, honors students with no acceleration points were placed in AICE General papers. The Agriculture program also added various certification tests to its offerings.

#### **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. For the 2019-20 school year, an ineffective teacher was placed in courses other than Biology, teachers met with district science coach weekly, and participated in collaborative planning weekly, supported by admin and on-campus instructional coach. 2019-20 quarterly data shows an increase of +86 from Q1 to Q2 for students scoring at Level 1. SWD and ELL scoring at Level 1 both increased, +8/+5, respectively.

#### **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. For the 2019-20 school year, teachers participated in weekly collaborative planning and met with district Social Studies coach to review lesson plans and instructional strategies. Based on 2019-20 data, students scoring Level 1, decreased from Q1 to Q2 (-21). SWD increased (+11), and ELL decreased (-1).

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

EOC for US History increased from 44% to 55%. Teachers participated in authentic collaborative planning sessions. Teachers also met weekly with district Social Studies coach, reviewing lesson plans and instructional strategies.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

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. Based on 2019-20 data, students scoring Level from Q1 to Q2 increased (+18) on the Alg I assessment, SWD (+4), and ELL (+15).

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

1. Student performance on state assessments.
2. Implementation of previous year's professional development(Learning Tasks, Task Alignment, and Success Criteria).
3. Teachers receiving professional development on distance learning platforms
- 4.
- 5.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Instructional Practice specifically relating to Standards-aligned Instruction**

**Area of Focus Description and Rationale:** Only 43% of students in 9th/10th grade were proficient on the Algebra 1 EOC. Based on 2019-20 data, 9th and 10th grade students scoring at Level 1 on Algebra I quarterly assessments increased from 41%-49% on assessments 1 and 2. Only 43% of students scored at grade level on FSA ELA. According to 2019-20 data, 385 students scored at Level on STAR reading assessments.

**Measurable Outcome:** 50% of students in 9th/10th grade will be proficient on Algebra I EOC. 50% of students will be proficient on the FSA ELA.

**Person responsible for monitoring outcome:** [no one identified]

**Evidence-based Strategy:** Professional development in learning targets, success criteria, and task alignment participated in during 2019-20 school year. On-going monitoring of implementation of strategies will occur during 2020-21 school year.

**Rationale for Evidence-based Strategy:** Teachers will implement strategies introduced during professional development sessions. Implementation will be monitored by school administration, with additional supports provided by members of leadership team, and district and school-based coaches.

**Action Steps to Implement**

Monitoring of implementation of professional development received based on learning targets, task alignment, and success criteria.

**Person Responsible** Sue Petty (sue.petty@polk-fl.net)

Guided PLC's in which teachers work collaboratively to develop and deliver quality, standards-based instruction.

**Person Responsible** Renee Phoebus (renee.phoebus@polk-fl.net)

Title 1 funds utilized to hire Literacy Coach, Sue Petty She works closely with our Reading and English departments to ensure that they are planning together, implementing research-based strategies, and monitoring the progress of our students.

**Person Responsible** Gina Williams (gina.williams@polk-fl.net)

Title I funds will be utilized to purchase laptop carts that will be accessible by all students. Teachers will be able to use the laptops as an additional resource in the classroom, as well as provide students opportunities to utilize technology to solve real-world problems. This will directly affect student achievement.

**Person Responsible** Gina Williams (gina.williams@polk-fl.net)

**#2. Instructional Practice specifically relating to Differentiation**

**Area of Focus Description and Rationale:** With 41% being the achievement threshold, only 34% of the SWD population is proficient on state assessments. Based on 2019-20 data, SWD scored at Level 1 on Q1/Q2 in Algebra 1 (33%/38%), Biology (37/68), and USH (64/81). Percentages are based on students receiving scores. With 41% being the achievement threshold, only 38% of ELL students were proficient on state assessments. Based on 2019-20 data, ELL scored at Level 1 on Q1/Q2 in Algebra 1 (33%/30%), Biology (46/70), and USH (84/78). Percentages are based on students receiving scores.

**Measurable Outcome:** 41% of our SWD and ELL students will be proficient on state assessments.

**Person responsible for monitoring outcome:** [no one identified]

**Evidence-based Strategy:** Differentiated Curriculum and tutorial program will be utilized. Additional ESOL teacher that is native Spanish speaker added to staff. Haitian-Creole speaking intern added to assist in ESOL classes with language barriers. Title 1 Funds were utilized to hire Junise Saint Louis as our Parent Involvement Paraprofessional and Shay Rodriguez as a classroom paraprofessional.

**Rationale for Evidence-based Strategy:** Teachers are able to differentiate instruction to meet the individual needs of these learners. ELL students will be assisted by offering academic support in their native language during their transition process into the English language.

**Action Steps to Implement**

Small group instruction with emphasis on differentiation.

**Person Responsible** Renee Phoebus (renee.phoebus@polk-fl.net)

Analyzing progress monitoring data.

**Person Responsible** Amanda Fritz (amanda.fritz@polk-fl.net)

Implementation of computer lab for SWD and ELL students.

**Person Responsible** Gina Williams (gina.williams@polk-fl.net)

Title 1 Funds used to hire a classroom paraprofessional, Shay Rodriguez, who is fluent in Spanish, to assist Spanish-speaking students during their transition, and school attendance.

**Person Responsible** Gina Williams (gina.williams@polk-fl.net)

Title 1 Funds were utilized to hire Junise Saint Louis as our Parent Involvement Paraprofessional. She speaks Haitian-Creole and works closely with our Haitian-Creole families and deals with any attendance issues that may occur. She also works with business partners to increase our volunteer hours.

**Person Responsible** [no one identified]

Title 1 Funds will be used to to conduct a Campus-wide Teacher Book Study: "Even on Your Worst Day You Can Be a Student's Best Hope" by Manny Scott. Book inspires educators to be sensitive to the many differences among their students and how to utilize those differences to promote academic achievement.

**Person Responsible** [no one identified]

**#3. Culture & Environment specifically relating to Early Warning Systems**

**Area of Focus** Previous graduation rate was at 87% and College/Career was at 40%.  
**Description and Rationale:** According to EWS data, there were 303 students with multiple suspensions, which directly affects their student achievement.

**Measurable Outcome:** 90% graduation rate and 50% College/Career Acceleration. Total suspensions will decrease by 10%.

**Person responsible for monitoring outcome:** Gina Williams (gina.williams@polk-fl.net)

**Evidence-based Strategy:** Title 1 Funds utilized to hire a Student Success Coach, who will work closely with our testing coordinator and monitor our seniors' status on graduation, along with EWS. Title I funds will be utilized to hire a Behavior Interventionist, who will work with teachers and administration to reduce problematic on-campus student behaviors.

**Rationale for Evidence-based Strategy:** Additional staff member needed to assist in monitoring our seniors, ensuring that they have every opportunity to test, and to receive appropriate tutoring for their needs. Staff member will also monitor our senior class and their acceleration points, working to ensure the maximum amount of Seniors reach graduation. The Behavior Interventionist, will works closely with our at-risk students, helping them to achieve, and implement proper strategies with our teachers to eliminate student misbehavior. Blue Devil Dollars will be utilized as an incentive program to promote positive behavior.

**Action Steps to Implement**

Utilize Title I funds to hire Student Success Coach, Amy Lewis.

**Person Responsible** Gina Williams (gina.williams@polk-fl.net)

Utilize Title I funds to hire Behavior Interventionist, Joyanne Bethel.

**Person Responsible** Gina Williams (gina.williams@polk-fl.net)

Utilize Title I funds to purchase Remind App, which school uses for instant communication with students, parents, and other stakeholders. This two-way communication device is pivotal for the school when it comes to communicating bundles of needed information, in regards to academics, athletics, graduation, and any other important bulletins.

**Person Responsible** [no one identified]

Utilize Title I funds to hire additional Guidance Counselor, Amanda Carpenter, who will focus on 9th grade students and their successful transition from Middle School. Focus areas will include grades, attendance, credits, and parent communication.

**Person Responsible** Gina Williams (gina.williams@polk-fl.net)

**Additional Schoolwide Improvement Priorities**

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**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, other printers, and laptop carts. 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: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

In an effort to build a positive school culture and an environment in which all stakeholders are involved, we will do the following:

1. Continue to monitor implementation of professional development designed to increase teacher effectiveness and student achievement.
2. Continued utilization of Parent Involvement Paraprofessional and Spanish speaking classroom Paraprofessional.
3. Principal and Administration heavily involved in Public Education Partnership; Principal serves on the Education Committee for Winter Haven Chamber of Commerce.
4. Principal plans to attend Lunch & Learn events at the Chamber of Commerce to network and connect with community business partners and local community leaders.
5. Utilize Title 1 funds to pay substitutes for teachers. Substitutes will be used for teachers while we provide professional development during the school day.

The Title 1 Funded personnel will be utilized in the following ways:

1. Sue Petty, Literacy Coach, will work with our English and reading departments to plan, progress monitor, and alignment to the standards.

2. Amy Lewis, Student Success Coach, will work with our seniors on graduation rate and career/ acceleration.
3. Joyanne Bethel, Behavior Interventionist, will support our at-risk students by mentoring and developing student incentive programs.
4. Junise Saint Louis, Parent Engagement Para, will work with our parents and community for a stronger bond.
5. Shinead Rodriguez-Berrios, our classroom paraprofessional will assist our students who are struggling in classrooms.

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.

**Parent Family and Engagement Plan (PFEP) Link**

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

**Part V: Budget**

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

1	III.A.	<b>Areas of Focus: Instructional Practice: Standards-aligned Instruction</b>	<b>\$0.00</b>
2	III.A.	<b>Areas of Focus: Instructional Practice: Differentiation</b>	<b>\$0.00</b>
3	III.A.	<b>Areas of Focus: Culture &amp; Environment: Early Warning Systems</b>	<b>\$0.00</b>
<b>Total:</b>			<b>\$0.00</b>