Winter Haven Senior High School

2021-22 Schoolwide Improvement Plan

Table of Contents

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

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	94%
2020-21 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 (50%) 2017-18: C (47%) 2016-17: C (41%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	81%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	68%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

School Board Approval

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SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Every student will receive a quality education. Winter Haven High School will provide a safe haven environment that will provide a foundation in academic excellence, technology and personal growth. Our school, parents and community will work together to assure responsible, successful citizens in a changing world.

Provide the school's vision statement.

All students are expected to achieve their maximum potential. Collaborative and creative approaches to solving problems are encouraged. Students will be adept at using current technologies and will become productive citizens who contribute to society as a whole. Students are valued and respected as individuals with unique talents.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position 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, the Technobotics Academy and the AVID Program at our school. Her responsibility includes the creation and management of the master schedule, dual enrollment, and FTE. She is also the direct supervisor of our Guidance Department, Office Staff, and Paraprofessionals.
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 and manages our Cambridge Program. Ms. Jordan also supervises our ESE Department and on-campus virtual classes. Her responsibility includes the creation and management of the master schedule as it pertains to our Cambridge Program. She is also responsible for the Acceleration Points, Cambridge Parent Nights, Vocational Membership Updates, and is a board member of the Public Education Partnership.
Horne, Mack	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 is over our Discipline Team/Deans. Mr. Horne supervises the English Department, Reading Department, ESOL Department, Physical Education, athletics, and custodial services. He is also responsible for our Aerospace Program and Title 1.

Name	Position Title	Job Duties and Responsibilities
Gibson, Ledawn	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.
McIntosh, Lurcretia	Administrative Support	Responsible for utilizing early warning indicators to identify students who are at risk of not meeting graduation requirements through collaboration with school administrators, school counselors, teachers, and parents to develop systemic strategies to identify and support students. Ms. McIntosh serves as one of our Student Success Coaches. She will pull important data for progress monitoring, drop out reports, and graduation information. Ms. McIntosh will work with our progress monitoring with STAR Testing and Quarterly Assessments. She will also work with our teachers to support our ESSA students for Limited English Language and the Students with Disabilities.
Holby, Robert	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. Dr. Holby is our COVID Liaison. He supervises the Business Department, Science Department, Social Studies Department, and Music Department. He also supervises our Medical Academy
Woodside, Tyrone	Behavior Specialist	Assists with developing and implementing behavior supports, assists the leadership team to review schoolwide data and plan, implement, and monitor strategies to teach schoolwide rules and expectations, assists in the development of schoolwide discipline plan, helping teachers identify obstacles to effective classroom management; provides and monitors the effectiveness of alternative management strategies, develops, implements and monitors behavior plans based on Functional Behavioral Analysis for individual students, Tyrone Woodside works with our students for behavior intervention supports.
Jaime, Cynthia	Teacher, Career/ Technical	Mrs. Jaime assist administration with planning for Title 1 Funds. These funds are used to ensure progress of our School Improvement Plan Goals.

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

113

Total number of students enrolled at the school

2,300

Identify the number of instructional staff who left the school during the 2020-21 school year.

2

Identify the number of instructional staff who joined the school during the 2021-22 school year.

2

Demographic Data

Early Warning Systems

2021-22

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	0	0	0	
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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	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	

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	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 6/24/2021

2020-21 - 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	607	602	532	529	2270
Attendance below 90 percent	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	91	79	81	52	303
Course failure in ELA	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	128	50	57	3	238
Level 1 on 2019 statewide ELA assessment	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	161	2	0	0	163
Star Reading Assessment-Level 1	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	18	67	2	0	87
Level 1 on 2019 Geometry Assessment	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	151	4	0	0	155
Level 1 on 2019 SS Assessment	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	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	47	38	30	3	118
Students retained two or more times	0	0	0	0	0	0	0	0	0	8	10	7	4	29

2020-21 - 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	607	602	532	529	2270
Attendance below 90 percent	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	91	79	81	52	303
Course failure in ELA	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	128	50	57	3	238
Level 1 on 2019 statewide ELA assessment	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	161	2	0	0	163
Star Reading Assessment-Level 1	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	18	67	2	0	87
Level 1 on 2019 Geometry Assessment	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	151	4	0	0	155
Level 1 on 2019 SS Assessment	0	0	0	0	0	0	0	0	0	2	50	186	17	255

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	K	1	2	3	4	5	6	7	8	9	10	11	12	
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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	47	38	30	3	118
Students retained two or more times	0	0	0	0	0	0	0	0	0	8	10	7	4	29

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				43%	47%	56%	39%	46%	56%
ELA Learning Gains				44%	46%	51%	37%	47%	53%
ELA Lowest 25th Percentile				40%	37%	42%	33%	39%	44%
Math Achievement				43%	43%	51%	31%	44%	51%
Math Learning Gains				53%	45%	48%	39%	42%	48%
Math Lowest 25th Percentile				44%	44%	45%	47%	38%	45%
Science Achievement				52%	58%	68%	68%	65%	67%
Social Studies Achievement				55%	61%	73%	44%	63%	71%

Grade Level Data Review - State Assessments
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	2021					
	2019	45%	45%	0%	55%	-10%
Cohort Comparison						
10	2021					
	2019	38%	42%	-4%	53%	-15%
Cohort Comparison		-45%				

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
2021					
2019	50%	54%	-4%	67%	-17%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	53%	57%	-4%	70%	-17%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	28%	50%	-22%	61%	-33%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	53%	53%	0%	57%	-4%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

STAR Reading and Quarterly Assessments.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	20%	6%	7%
	Economically Disadvantaged	11%	3%	4%
	Students With Disabilities	6%		
	English Language Learners	2%	8%	
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	38%	27%	12%
	Economically Disadvantaged	31%	22%	13%
	Students With Disabilities	27%	19%	5%
	English Language Learners	14%	17%	6%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	24%	22%	47%
	Economically Disadvantaged	22%	19%	48%
	Students With Disabilities	16%	12%	14%
	English Language Learners	24%	23%	47%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	20%	20%	16%
	Economically Disadvantaged	15%	16%	21%
	Students With Disabilities	9%	6%	10%
	English Language Learners	6%	10%	17%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	39%	13%	2%
	Economically Disadvantaged	33%	10%	3%
	Students With Disabilities			
	English Language Learners	100%	6%	
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	49%	44%	44%
	Economically Disadvantaged	39%	36%	34%
	Students With Disabilities	25%	12%	15%
	English Language Learners	50%	47%	44%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	25%	6%	7%
	Economically Disadvantaged	18%		
	Students With Disabilities	11%		
	English Language Learners			13%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	5%	14%	
	Economically Disadvantaged		9%	
	Students With Disabilities			
	English Language Learners		20%	
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	76%	64%	60%
	Economically Disadvantaged	67%	61%	56%
	Students With Disabilities	57%	39%	18%
	English Language Learners	77%	71%	60%

Grade 12					
English Language Arts	Number/% Proficiency		Fall	Winter	Spring
	All Students				
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				
Mathematics	Number/% Proficiency		Fall	Winter	Spring
	All Students				
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				
Biology	Number/% Proficiency		Fall	Winter	Spring
	All Students				
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				
US History	Number/% Proficiency		Fall	Winter	Spring
	All Students				
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	6	26	34	6	21	28	14	28		86	21
ELL	10	30	31	11	22	23	16	32		92	48
ASN	80	50					82				
BLK	21	31	34	14	13	13	36	44		93	49
HSP	36	39	36	24	23	21	43	47		92	55

2021 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 2019-20	C & C Accel 2019-20
MUL	47	24		31	18		80			86	50
WHT	52	40	48	37	22	22	65	69		89	74
FRL	27	34	39	18	15	13	42	51		90	48

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
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	51
Total Points Earned for the Federal Index	484
Total Components for the Federal Index	11
Percent Tested	85%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	28
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	33
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	
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	71
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	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	42
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	48
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	52
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	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

We have a low percentage of students who are proficient in reading and math.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The majority of our 9th and 10th graders do not know how to write arguments to support their claims. Students need to improve grammar and be able to solve mathematical problems using statistics.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Our plan for writing is to utilize some of writing instruction from Cambridge General Papers to promote better writing from our students. (the use of a more interesting topic)

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Reading proficiency has the most improvement.

What were the contributing factors to this improvement? What new actions did your school take in this area?

We believe the contributing factor was hiring experienced and highly effective teachers.

What strategies will need to be implemented in order to accelerate learning?

We will assign teacher leaders in each content area so highly effective planning can take place each week.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

We will use Title I funds to purchase the book "Even On Your Worst Day You Can Be A Student's Best Hope". We will have a book study to help our teachers understand our students. We will also pay for substitutes for in-depth collaborative planning by core areas.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

We will have another book study by the same author, Manny Scott. This book is titled, "From F's and D's to A's and B's".

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	16% of our 10th graders scored at the proficiency level.
Measurable Outcome:	We will increase proficiency by 5% where 21% of our 10th graders will score at proficiency.
Monitoring:	We will use STAR testing to help monitor the progress of the students.
Person responsible for monitoring outcome:	Mack Horne (mack.horne@polk-fl.net)
Evidence-based Strategy:	Our Literacy Coach and Student Success Coach will work together to monitor the progress of our students and their reading and English proficiency. The Student Success Coach has a background in English. She will implement a plan to improve grammar and writing instruction within our 9th and 10th grade classes. They will all work together as a team collaborating on how to implement writing and grammar instruction within their classrooms. There will also be student incentives for increasing their performance on the STAR Assessment. T
Rationale for Evidence-based Strategy:	Our students are weak in the area of grammar and writing so we are going to work on giving them the tools to be more proficient in these two areas; therefore, increasing the number of proficient students in our school.

Action Steps to Implement

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Increase proficiency in Math by 5%.
Measurable Outcome:	We will increase our math proficiency by 5%.
Monitoring:	We will use STAR Math to progress monitor our students' performance.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Teachers will analyze the information from the STAR Assessment in order to best plan for students' weaknesses in math. The teachers will work together as a team to collaborate and plan for the best instruction. Students will receive incentives for an increase of 5% in their proficiency during each progress monitoring cycle.
Rationale for Evidence-based Strategy:	Students are tested so much that most of them don't try on the progress monitoring assessments; therefore, an incentive may encourage them to try.
Action Steps to Implement	

No action steps were entered for this area of focus

#3. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	Focus on ESSA student performance for Students With Disabilities
Measurable Outcome:	Our school's ESSA percentage for Students with Disabilities will increase to over 41%.
Monitoring:	One of our Student Success Coaches will monitor the progress of our students with disabilities. This will be accomplish through the different progress monitoring tools. Also, the ESE teachers will monitor that the students are progressing to achieve their goals on their IEP's.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	We will use progress monitoring tools. The student success coach will monitor progress, as well as, the ESE teachers.
Rationale for Evidence-based Strategy:	There needs to be one person responsible to ensure that students are progressing and that ESE teachers are monitoring the goals of the IEP.

Action Steps to Implement

Hire a Student Success Coach specifically to monitor the progress of our students with disabilities and their performance.

Person Responsible	Lurcretia McIntosh (lucretia.mcintosh@polk-fl.net)

The LEA will work with the Student Success Coach and make sure that this coach has a copy of the IEP's. The LEA will ensure proper documentation and progression toward goals.

Person Responsible	[no one identified]

After school tutoring will be offered to our students with disabilities.

Person Responsible	Viandra Pryce (viandra.pryce@polk-fl.net)

The Student Success Coach will work with small groups of ESE students to help improve their proficiency.

Person Responsible	Christine Newton (christine.newton@polk-fl.net)

#4. ESSA Subgroup specifically relating to English Language Learners	
Area of Focus Description and Rationale:	Focus on our ESSA student performance for English Language Learners
Measurable Outcome:	Over 41% of our English Language Learners will be proficient.
Monitoring:	One of our Student Success Coaches will monitor the progress of our English Language Learners. This will be accomplish through the different progress monitoring tools. Our ELL teachers and ESOL paraprofessional will monitor the students' progress as well.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	We will use progress monitoring tools. The student success coach will monitor progress, as well as, the ESOL teachers.
Rationale for Evidence-based Strategy:	There needs to be one person responsible to ensure that students are progressing. This person will be our Student Success Coach.

Action Steps to Implement

Hire a Student Success Coach specifically to monitor the progress of our students who are identified as a English Language Learner.

Person Responsible	Lurcretia McIntosh (lucretia.mcintosh@polk-fl.net)

After school tutoring will be offered to our English Language Learners.

Person Responsible	Christine Newton (christine.newton@polk-fl.net)

The Student Success Coach will work with small groups of English Language Learner students to help improve their proficiency.

Person Responsible	Christine Newton (christine.newton@polk-fl.net)

#5. Culture & Environment specifically relating to Parent Involvement	
Area of Focus Description and Rationale:	Our parents and students do not understand how to apply for financial aide in order to attend college.
Measurable Outcome:	Based on number of attendees who attend our FAFSA Workshop, we hope that 80% of those who attend are able to successfully complete their application for financial aide.
Monitoring:	There will be a survey given to the parents at the end of the event. Also, our counselors will keep track of the percentage of attendees who are able to successfully complete their FAFSA.
Person responsible for monitoring outcome:	Gina Williams (gina.williams@polk-fl.net)
Evidence-based Strategy:	Parent Family Engagement. The school is working with our parents to help them improve the future for their students.
Rationale for Evidence-based Strategy:	This is a great opportunity for our staff to work with parents and ensure that they are able to complete the FAFSA successfully. We have a representative from Webber College who is very knowledgeable and is also in attendance to give information.

Action Steps to Implement

FAFSA Workshop will be presented to our senior parents and students on October 28, 2021 to help them apply for financial aide.

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

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Our school is listed as "Very High" when it comes to suspensions. WHHS is ranked 460 out of 505 schools in the state. We will use progressive discipline prior to issuing a suspension. Suspensions will also limit the ability for students to either attend or participate in extra curricular activities.

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.

We experienced poor student attendance during the 2020-2021 school year with both students and staff members. We plan to implement a program of positive reinforcement to provide incentives for perfect attendance.

We plan to address the lack of understanding teachers often have for students and their situations. We will have a book study for teachers to recognize and learn strategies to overcome this barrier.

We plan to increase teacher "Buy-In" for the STAR assessment with professional development on the STAR assessment and how the information may be utilized.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The Academic Booster Club will help to provide incentives.

Teachers with good attendance will be recognized with certificates and "Shout Outs!"

The book study will be led by teacher leaders in small groups. There will be a meeting in December for the different departments to tell the staff what their group learned from this book study and how they are going to implement what they learned into their classroom.

The STAR professional development will be led by Sue Petty, our Literacy Coach.

Part V: Budget

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

1	III.A.	**Areas of Focus: Instructional Practice: ELA**	$0.00
2	III.A.	**Areas of Focus: Instructional Practice: Math**	$0.00
3	III.A.	**Areas of Focus: ESSA Subgroup: Students with Disabilities**	$0.00
4	III.A.	**Areas of Focus: ESSA Subgroup: English Language Learners**	$0.00

5	III.A.	Areas of Focus: Culture & Environment: Parent Involvement	$0.00
		Total:	$0.00