Winter Haven Senior High School

2022-23 Schoolwide Improvement Plan

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Winter Haven Senior High School

600 6TH ST SE, Winter Haven, FL 33880

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

Demographics

Principal: Gina Williams

Start Date for this Principal: 7/1/2008

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	94%
2021-22 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	2021-22: C (49%) 2018-19: C (50%) 2017-18: C (47%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	94%

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	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Williams, Gina	Principal	The principal is to ensure that teachers are teaching the standards for student achievement, there is a safe environment, and to oversee the every day management of the school.
Jordan, Nikki		She is the Head of Program over Cambridge. Mrs. Jordan works closely with students to ensure that they are taking the correct courses for their Cambridge Diploma, as well as, those courses needed for their Winter Haven High School Diploma. She sends teachers to professional development and orders materials needed by her staff. Ms. Jordan is responsible for making sure all students receive acceleration points prior to graduating from high school.
Horne, Mack		Mr. Horne oversees our academies to make sure that each academy has their own advisory board. He will ensure that we are offering the correct course progression and industry certifications.
Holby, Robert	Assistant Principal	Dr. Holby will oversee curriculum and testing. He will ensure the correct courses are offered and will oversee the guidance department to make sure that students are being scheduled and advised correctly. Dr. Holby will work closely with dual enrollment opportunities for our students.
Petty, Sue	Reading Coach	Mrs. Petty will work closely with our English and reading teachers to ensure that they are teaching standards and covering the required material. She will work closely with some of our "bubble" students to increase their performance on the FSA ELA Assessment.
Jones, Brad	Dean	Mr. Jones is working with mentors to mentor many of our male students who do not have fathers. He will help motivate many of our at-risk males.

Demographic Information

Principal start date
Tuesday 7/1/2008, Gina Williams

Number of teachers with a 2022 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 2022 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.*
16

Total number of teacher positions allocated to the school
97

Total number of students enrolled at the school

2,274

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

8

Identify the number of instructional staff who joined the school during the 2022-23 school year.

17

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	631	670	462	527	2290
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	177	225	196	227	825
One or more suspensions	0	0	0	0	0	0	0	0	0	125	144	84	84	437
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 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	173	203	0	0	376
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	201	0	0	0	201
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	168	483	96	8	755

Using the table above, complete the table below with the number of students by current grade level who have 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	205	290	195	180	870

Using current year data, complete the table below with the number of students identified as being "retained.":

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	25	64	30	10	129
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	8	0	0	8

Date this data was collected or last updated

Friday 7/15/2022

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	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	

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	640	689	472	517	2318
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	161	216	190	222	789
One or more suspensions	0	0	0	0	0	0	0	0	0	126	148	89	78	441
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	51	39	5	170	265

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	0	0	0	207	296	201	173	877

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	41%	41%	51%				43%	47%	56%
ELA Learning Gains	49%						44%	46%	51%
ELA Lowest 25th Percentile	43%						40%	37%	42%
Math Achievement	27%	35%	38%				43%	43%	51%
Math Learning Gains	45%						53%	45%	48%
Math Lowest 25th Percentile	47%						44%	44%	45%
Science Achievement	42%	26%	40%				52%	58%	68%
Social Studies Achievement	57%	39%	48%				55%	61%	73%

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

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
2022					
2019	50%	54%	-4%	67%	-17%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	53%	57%	-4%	70%	-17%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	28%	50%	-22%	61%	-33%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	53%	53%	0%	57%	-4%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	19	36	30	14	43	60	20	28		84	13
ELL	13	41	42	11	45	59	11	14		95	25
ASN	86	60								100	58
BLK	27	43	38	16	41	50	23	36		94	29
HSP	39	47	43	25	43	40	38	50		92	32
MUL	50	74		40			60			95	60
WHT	52	54	54	40	47	52	61	76		89	66
FRL	32	43	38	19	42	45	32	46		90	35

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
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	47
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	520
Total Components for the Federal Index	11
Percent Tested	93%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	36
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	76
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	45
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	63
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	59
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	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Our ELL and ESE students continue to perform below the 41% Federal Percent of Points Index. However, over 40% of our ELL students are making learning gains.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

81% of our students were not proficient on the Algebra 1 EOC. This is our greatest area for need of improvement.

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

I believe that many of our students who enroll with us do not have the basic understanding of math. There will need to be more intensive instruction and making sure that teachers are teaching the standards.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

45% of our ninth graders were proficient on the FSA ELA Assessment. This is the highest percentage that our school has ever achieved.

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

Our teachers focused more on grammar and writing.

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

Administration will need to make sure that teachers are teaching the standards. Our guidance team needs to ensure that students are scheduled correctly. The administration will ensure that every senior either receives and industry certification or college credit prior to graduation.

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 are using Title 1 Funds to pay our ESOL teachers to attend a 6 hour professional development on ACCESS 2022 Progress Report with EL Proficiency Levels, FSA and WIDA/Access, WIDA Instructional Strategies, and Secondary EL Sheltered ESOL Classes.

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

The additional support of our Student Success Coaches and Literacy Coach will help support student improvement by working with teachers and students to address needs. We hired a parent volunteer as a reading teacher who has had a lot of successful in improving student performance.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to English Language Learners	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Only 13% of our ELL students were proficient in ELA achievement.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	We plan to increase the achievement of our ELL students to 18% proficiency in ELA achievement.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	We will progress monitor to ensure that students are improving throughout the school year.
Person responsible for monitoring outcome:	Mack Horne (mack.horne@polk-fl.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	WIDA Instructional Strategies and Sheltered ESOL Classes.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	WIDA advances academic language development and academic achievement for youth who are culturally and linguistically diverse. Sheltered classroom is for the teacher to make the content comprehensible through techniques such as the use of visual aids, modeling, demonstrations, graphic organizers, vocabulary previews, multicultural content and peer tutoring.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Both ESOL Teachers will be given professional development in WIDA Instructional Strategies and the Secondary Sheltered ESOL Classroom.

Person Responsible   Mack Horne (mack.horne@polk-fl.net)

#2. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Our students with disabilities were not proficient on the ELA Assessment.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	(Inzata not working and I can't pull the data)!!
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The students will be monitoring through progress monitoring.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Teachers will give students instruction and the ESE inclusion teacher will verify the student's understanding and will give them additional assistance on the work. Visual aids will be provided when possible. Students will be provided tutoring after school or a Learning Strategies class for additional help.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Students with disabilities normally need to hear the instruction twice before completely understanding the instructions. The assistance of an ESE teacher within the classroom will help the student with not only understanding what they are asked to do but to also receive help when needed. Visual aides support many of our students with disabilities in deepening their understanding.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The administrative team will ensure that inclusion teachers are scheduled within the core classrooms to help the students with disabilities.

Person Responsible   Christina Meyers (christina.meyers@polk-fl.net)

#3. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Only 19% of our ninth grade students were proficient in Algebra 1 EOC.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	We plan to achieve a 24% outcome on the 2023 Algebra 1 EOC.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	This will be monitored through progress monitoring.
Person responsible for monitoring outcome:	Nikki Jordan (nikki.jordan@polk-fl.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Collaborative Planning - Algebra teachers will plan together to ensure that they are teaching the standards. Also, our Geometry Teachers will work closely with our Fundamentals of Math teacher to ensure that students are able to pass the Algebra 1 retake.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	I believe that our weaker teachers become stronger teachers due to their collaborative planning. Teachers need to cover all of the standards prior to testing.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Our Fundamental Math Teacher will plan with our Geometry Teachers in order to become a stronger teacher with our weak students.

Person Responsible   [no one identified]

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

NA

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

NA

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

NA

Grades 3-5: Measureable Outcome(s)

NA

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

NA

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

NA

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

NA

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring

NA

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

In the hiring process, we ensure that we are hiring teachers who truly care about their students. Our administrative team are always visible and available for any and every student. We use Blue Devil Dollars for positive reinforcement where students can win items on Fridays during their lunch period.

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

The Academic Booster Club is made up of parents and community members who support our staff and students. When report cards are giving to students, they can earn a gift coupon for McDonalds for all A's and B's and/or good attendance. We also have the Public Education Partnership who helps all of the schools in the Winter Haven Area from PreK to 12th grade. They were the ones who helped to financially support the beginning of our Cambridge Program. The Winter Haven City Commissioners support our school in may ways. Most recently, they are helping to fund the refurbishment of our football field and track.