# Winter Haven Senior High School



**2023-24**

**Schoolwide Improvement Plan (SIP)**

## Table of Contents

# Winter Haven Senior High School

## 600 6TH ST SE, Winter Haven, FL 33880

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

### SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

### Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

### Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

### Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

| SIP Sections | Title I Schoolwide Program | Charter Schools |
|---|---|---|
| I-A: School Mission/Vision | | 6A-1.099827(4)(a)(1) |
| I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring | ESSA 1114(b)(2-3) | |
| I-E: Early Warning System | ESSA 1114(b)(7)(A)(iii)(III) | 6A-1.099827(4)(a)(2) |
| II-A-C: Data Review | | 6A-1.099827(4)(a)(2) |
| II-F: Progress Monitoring | ESSA 1114(b)(3) | |
| III-A: Data Analysis/Reflection | ESSA 1114(b)(6) | 6A-1.099827(4)(a)(4) |
| III-B: Area(s) of Focus | ESSA 1114(b)(7)(A)(i-iii) | |
| III-C: Other SI Priorities | | 6A-1.099827(4)(a)(5-9) |
| VI: Title I Requirements | ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g) | |

Note: Charter schools that are also Title I must comply with the requirements in both columns.

**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 Department 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.

## 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, Stakeholder Involvement and SIP Monitoring

**School Leadership Team**
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 as it relates to SIP implementation for each member of the school leadership team.**:**

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| Williams, Gina | Principal | The principal ensures that teachers are teaching the standards for student achievement, that the school is a safe environment and oversees the every day management of the school. |
| Jordan, Nikki | Assistant Principal | Ms. Jordan is the Head of Program over Cambridge. Ms. Jordan works closely with students to ensure that they are taking the correct courses for their Cambridge Diploma, as well as the 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. |
| Holby, Robert | Assistant Principal | Dr. Holby oversees 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. |
| Horne, Mack | Assistant Principal | Mr. Horne is Head of Program over our academies. He makes sure that each academy has their own advisory board. He will help each academy to prepare a Special Programs Improvement Plan (SPIP) and monitor implementation of the plan to ensure that we are offering our students the correct course progression and the best chance to gain an industry certification. |
| Hughes, Brian | Assistant Principal | Head of School for Aerospace Academy |

**Stakeholder Involvement and SIP Development**
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Our School Advisory Council includes members of the school leadership team, teachers, school staff, parents, students, business leaders, and community leaders, and is essential in developing our SIP. Our SAC holds publicly- advertised monthly meetings and provides valuable input into the SIP development and monitoring process.

**SIP Monitoring**
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Our school leadership team meets monthly in order to evaluate progress on implementing our SIP and increasing the achievement of students in meeting Florida's academic standards, with particular regard

to those students with the greatest achievement gap. Our school leadership team presents information to our SAC for their review, input and to make necessary revisions to ensure continuous improvement.

## Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

| | |
|---|---|
| **2023-24 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 |
| **2022-23 Title I School Status** | Yes |
| **2022-23 Minority Rate** | 68% |
| **2022-23 Economically Disadvantaged (FRL) Rate** | 94% |
| **Charter School** | No |
| **RAISE School** | No |
| **ESSA Identification** *updated as of 3/11/2024 | ATSI |
| **Eligible for Unified School Improvement Grant (UniSIG)** | No |
| **2021-22 ESSA Subgroups Represented** (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities (SWD)* English Language Learners (ELL)* Asian Students (ASN) Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL) |
| **School Grades History** *2022-23 school grades will serve as an informational baseline. | 2021-22: C 2019-20: C 2018-19: C 2017-18: C |
| **School Improvement Rating History** | |
| **DJJ Accountability Rating History** | |

## Early Warning Systems

**Using 2022-23 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 | |
| Absent 10% or more days | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in English Language Arts (ELA) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:**

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

**Using the table above, complete the table below with the number of students identified retained:**

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

## Prior Year (2022-23) As Initially Reported (pre-populated)

**The number of students by grade level that exhibited each early warning indicator:**

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Absent 10% or more days | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 825 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 437 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 376 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 201 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 755 |

**The number of students by current grade level that had two or more early warning indicators:**

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 870 |

**The number of students identified retained:**

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 129 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 |

**Prior Year (2022-23) Updated (pre-populated)**

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

**The number of students by grade level that exhibited each early warning indicator:**

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | |
| Absent 10% or more days | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**The number of students by current grade level that had two or more early warning indicators:**

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**The number of students identified retained:**

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

## II. Needs Assessment/Data Review

**ESSA School, District and State Comparison (pre-populated)**
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

**On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.**

| Accountability Component | 2023 | | | 2022 | | | 2021 | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement* | 39 | 38 | 50 | 41 | 41 | 51 | 38 | | |
| ELA Learning Gains | | | | 49 | | | 37 | | |
| ELA Lowest 25th Percentile | | | | 43 | | | 37 | | |
| Math Achievement* | 27 | 24 | 38 | 25 | 35 | 38 | 26 | | |
| Math Learning Gains | | | | 45 | | | 20 | | |
| Math Lowest 25th Percentile | | | | 47 | | | 17 | | |
| Science Achievement* | 50 | 50 | 64 | 40 | 26 | 40 | 50 | | |
| Social Studies Achievement* | 45 | 50 | 66 | 50 | 39 | 48 | 56 | | |
| Middle School Acceleration | | | | | 41 | 44 | | | |
| Graduation Rate | 88 | 84 | 89 | 92 | 52 | 61 | 91 | | |
| College and Career Acceleration | 46 | 54 | 65 | 44 | 55 | 67 | 61 | | |
| ELP Progress | 28 | 40 | 45 | 44 | | | 51 | | |

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](https://www.floridacims.org).

**ESSA School-Level Data Review (pre-populated)**

| 2021-22 ESSA Federal Index | |
|---|---|
| ESSA Category (CSI, TSI or ATSI) | ATSI |
| OVERALL Federal Index – All Students | 46 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 3 |
| Total Points Earned for the Federal Index | 323 |
| Total Components for the Federal Index | 7 |

| 2021-22 ESSA Federal Index | |
|---|---|
| Percent Tested | 97 |
| Graduation Rate | 88 |

| 2021-22 ESSA Federal Index | |
|---|---|
| ESSA Category (CSI, TSI or ATSI) | ATSI |
| OVERALL Federal Index – All Students | 47 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 3 |
| Total Points Earned for the Federal Index | 520 |
| Total Components for the Federal Index | 11 |
| Percent Tested | 93 |
| Graduation Rate | 92 |

## ESSA Subgroup Data Review (pre-populated)

| 2022-23 ESSA SUBGROUP DATA SUMMARY | | | | |
|---|---|---|---|---|
| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
| SWD | 28 | Yes | 4 | 1 |
| ELL | 29 | Yes | 4 | 1 |
| AMI | | | | |
| ASN | 78 | | | |
| BLK | 40 | Yes | 2 | |
| HSP | 43 | | | |
| MUL | 49 | | | |
| PAC | | | | |
| WHT | 59 | | | |
| FRL | 41 | | | |

| 2021-22 ESSA SUBGROUP DATA SUMMARY | | | | |
|---|---|---|---|---|
| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
| SWD | 35 | Yes | 3 | |
| ELL | 36 | Yes | 3 | |
| AMI | | | | |
| ASN | 76 | | | |
| BLK | 39 | Yes | 1 | |
| HSP | 45 | | | |
| MUL | 63 | | | |
| PAC | | | | |
| WHT | 59 | | | |
| FRL | 42 | | | |

## Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

| 2022-23 ACCOUNTABILITY 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 2021-22 | C & C Accel 2021-22 | ELP Progress |
| All Students | 39 | | | 27 | | | 50 | 45 | | 88 | 46 | 28 |
| SWD | 18 | | | 11 | | | 19 | 25 | | 10 | 6 | |
| ELL | 13 | | | 10 | | | 22 | 12 | | 35 | 7 | 28 |
| AMI | | | | | | | | | | | | |
| ASN | 76 | | | 80 | | | 83 | 73 | | | 4 | |
| BLK | 29 | | | 18 | | | 41 | 30 | | 36 | 6 | |
| HSP | 39 | | | 24 | | | 50 | 43 | | 40 | 7 | 19 |
| MUL | 37 | | | 21 | | | 46 | | | 46 | 5 | |
| PAC | | | | | | | | | | | | |
| WHT | 47 | | | 41 | | | 58 | 61 | | 57 | 6 | |
| FRL | 32 | | | 20 | | | 45 | 33 | | 36 | 7 | 30 |

| 2021-22 ACCOUNTABILITY 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 | ELP Progress |
| All Students | 41 | 49 | 43 | 25 | 45 | 47 | 40 | 50 | | 92 | 44 | 44 |
| SWD | 19 | 36 | 30 | 14 | 43 | 60 | 20 | 28 | | 84 | 13 | |
| ELL | 13 | 41 | 42 | 11 | 45 | 59 | 11 | 14 | | 95 | 25 | 44 |
| AMI | | | | | | | | | | | | |
| ASN | 86 | 60 | | | | | | | | 100 | 58 | |
| BLK | 27 | 43 | 38 | 16 | 41 | 50 | 23 | 36 | | 94 | 29 | 28 |
| HSP | 39 | 47 | 43 | 25 | 43 | 40 | 38 | 50 | | 92 | 32 | 48 |
| MUL | 50 | 74 | | 40 | | | 60 | | | 95 | 60 | |
| PAC | | | | | | | | | | | | |
| WHT | 52 | 54 | 54 | 40 | 47 | 52 | 61 | 76 | | 89 | 66 | |
| FRL | 32 | 43 | 38 | 19 | 42 | 45 | 32 | 46 | | 90 | 35 | 37 |

| 2020-21 ACCOUNTABILITY 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 | ELP Progress |
| All Students | 38 | 37 | 37 | 26 | 20 | 17 | 50 | 56 | | 91 | 61 | 51 |
| SWD | 6 | 26 | 34 | 6 | 21 | 28 | 14 | 28 | | 86 | 21 | 40 |
| ELL | 10 | 30 | 31 | 11 | 22 | 23 | 16 | 32 | | 92 | 48 | 51 |
| AMI | | | | | | | | | | | | |
| ASN | 80 | 50 | | | | | 82 | | | | | |
| BLK | 21 | 31 | 34 | 14 | 13 | 13 | 36 | 44 | | 93 | 49 | 56 |
| HSP | 36 | 39 | 36 | 24 | 23 | 21 | 43 | 47 | | 92 | 55 | 50 |
| MUL | 47 | 24 | | 31 | 18 | | 80 | | | 86 | 50 | |
| PAC | | | | | | | | | | | | |
| WHT | 52 | 40 | 48 | 37 | 22 | 22 | 65 | 69 | | 89 | 74 | |
| FRL | 27 | 34 | 39 | 18 | 15 | 13 | 42 | 51 | | 90 | 48 | 53 |

**Grade Level Data Review– State Assessments (pre-populated)**
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

| ELA | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 10 | 2023 - Spring | 40% | 40% | 0% | 50% | -10% |
| 09 | 2023 - Spring | 38% | 39% | -1% | 48% | -10% |

| ALGEBRA | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 19% | 37% | -18% | 50% | -31% |

| GEOMETRY | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 35% | 37% | -2% | 48% | -13% |

| BIOLOGY | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 48% | 50% | -2% | 63% | -15% |

| HISTORY | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 42% | 49% | -7% | 63% | -21% |

## III. Planning for Improvement

**Data Analysis/Reflection**
Answer the following reflection prompts after examining any/all relevant school data sources.

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

ESSA Math achievement showed the lowest performance (only 27% of all students were deemed proficient in math). The low performance is likely due, in part, to a loss of learning due to the COVID interruption. Math achievement was just as low based on the 20-21 subgroup data but much higher (43% proficiency) based on the 2018-19 pre-COVID data.

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

ESSA Science proficiency showed the greatest decline from the prior year (from 50% to 40%). ESSA College and Career Acceleration points declined substantially (61 to 44) and English Language Proficiency declined from 51 to 44.

**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.**

Math shows the greatest gap between the school and the state average (only 27% of all students were deemed proficient in math). The low performance is likely due, in part, to a loss of learning due to the COVID interruption. Math achievement was just as low based on the 20-21 subgroup data but much higher (43% proficiency) based on the 2018-19 pre-COVID data.

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

ELA data showed the greatest improvement from the prior year. ELA performance showed improvement in 'Achievement'', 'Learning Gains', and 'Learning Gains for the Lowest 25%.

**Reflecting on the EWS data from Part I, identify one or two potential areas of concern.**

Overall proficiency in math and ELA are our biggest areas of concern.

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

1) Improvement in Math Proficiency
2) Improvement in Science Proficiency
3) Positive Culture and Environment
4) Acceleration
5) English Language Proficiency
6) ESSA Subgroups (ESE/ESOL)

**Area of Focus**
(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Improve academic proficiency of ELL students

**Measurable Outcome:**
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Raise ELL academic proficiency from 36% on the ELL Percent of Points Index to 41%

**Monitoring:**
Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored primarily through the district's new ELLevation software platform. ELLevation will be used to evaluate data, measure outcomes and generate reports that will be provided to the school leadership team and SAC committee for review and evaluation.

**Person responsible for monitoring outcome:**

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

**Evidence-based Intervention:**
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based intervention implemented for this Area of Focus will be WIDA instructional strategies, ELLevation instructional resources, and Sheltered ESOL classes. Student Success Coach will work with targeted ESSA subgroups and graduation rate WIDA Instructional Strategies and Sheltered ESOL Classes.

**Rationale for Evidence-based Intervention:**
Explain the rationale for selecting this specific strategy.

WIDA advances academic language development and academic achievement for youth who are culturally and linguistically diverse. ELLevation is a mission-driven software platform that provides evidence-based instructional modules and resources. 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.

**Tier of Evidence-based Intervention**
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

1. ESOL Teachers will be given professional development in using the ELLevation platform/resources as well as WIDA Instructional Strategies, and the Secondary Sheltered ESOL Classroom
2. Using the ELLevation platform, ESOL teachers will pull specific data about each student to identify areas of need
3. ESOL teachers will develop interventions for each student to target the specific areas of need
4. ESOL teachers will monitor the students using the ELLevation platform, State Progress Monitoring,

district quarterly assessments, and classroom performance to see areas of improvement and continued need

5. ESOL teachers will adjust their interventions based on the monitoring to help address students' needs throughout the year

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

**By When:** September 30, 2023.

**#2. ESSA Subgroup specifically relating to Black/African-American**

**Area of Focus Description and Rationale:**
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Improve academic proficiency of Black/African American students

**Measurable Outcome:**
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Raise ESSA Federal Index proficiency for Black/African American students from 39% to 41%

**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:**

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

**Evidence-based Intervention:**
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Revise tutoring/mentoring programs to more positively impact Black/African American students.

**Rationale for Evidence-based Intervention:**
Explain the rationale for selecting this specific strategy.

Through the use of tutoring, WHHS will be able to work with these students in small group, or one-on-one, settings. This smaller group approach will help to specifically target areas of need for each student, from here we will be able to better help to improve in specific academic areas.

**Tier of Evidence-based Intervention**
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

1. Identify students who are below proficiency in math, English, or science
2. Identify tutors who will work with these students
3. Match students with appropriate tutors
4. Provide a place and resources for the tutors to use to help the students with their specific areas of need
5. Monitor student progress through the State Progress Monitoring, the district's quarterly assessments, and their classroom grades
6. Adjust tutoring based on the students' needs throughout the year

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

**By When:** 1. Students/tutors will be identified by 09/30 2. Students/tutors will be matched by 10/15 3. Tutoring will begin by 10/31 4. Monitoring will occur throughout the rest of the year

**#3. 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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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.

Raise ESSA Federal Index proficiency for SWD subgroup from 35% to 38%.

**Monitoring:**
Describe how this Area of Focus will be monitored for the desired outcome.

The students will be monitored through progress monitoring.

**Person responsible for monitoring outcome:**

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

**Evidence-based Intervention:**
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 after-school tutoring or a Learning Strategies class for additional help.

**Rationale for Evidence-based Intervention:**
Explain the rationale for selecting this specific 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.

**Tier of Evidence-based Intervention**
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

1. The administrative team will ensure that inclusion teachers are scheduled within the core classrooms to help the students with disabilities.
2. Inclusion teachers will identify specific areas of need for each student
3. Inclusion teachers will develop a plan to work with each student to improve their ELA proficiency using appropriate ESE and Reading strategies to give students an equivalent experience
4. Teachers will monitor the students through State Progress Monitoring, district quarterly assessments, and classroom performance
5. Based on the monitoring, inclusion teachers will modify their interventions to help students continue to improve throughout the year

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

**By When:** September 30 2023

**#4. Positive Culture and Environment specifically relating to Other**

**Area of Focus Description and Rationale:**
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Parent and community engagement was identified as a crucial need. Parent and community involvement in the school advisory committee, open house activities and advisory boards are satisfactory but in need of improvement. We need to continue to improve and encourage parent and community involvement in all aspects of school culture.

**Measurable Outcome:**
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The school plans to improve parent and community engagement as measured by parent and community participation in school and school academy advisory boards. The school will increase the number of fully-functioning and active academy advisory boards from 1 to 4 and at least 50% of academy advisory boards will be comprised of parent, business and community representatives.

**Monitoring:**
Describe how this Area of Focus will be monitored for the desired outcome.

The school will document the make-up, activity and participation of each of the academy advisory boards at the beginning of the school term and document and record academy advisory board make-up, activity and participation at the end of each quarter.

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

**Evidence-based Intervention:**
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

School administrators will aggressively solicit and cultivate parental and community involvement in school academies and school activities by continuously marketing positive school happenings.

**Rationale for Evidence-based Intervention:**
Explain the rationale for selecting this specific strategy.

Parent and community participation have proven to be critical to a positive school culture and environment.

**Tier of Evidence-based Intervention**
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

Document baseline data for parent and community involvement on academy advisory boards.

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

**By When:** September 30, 2023

Implement and aggressive solicitation campaign to increase academy advisory board membership and activate school advisory boards. marketing positive school happenings.

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

**By When:** August 31, 2023

Aggressively and continuously market positive school happenings and cultivate parental and community involvement in school academies while documenting parent and community involvement in academy advisory board meetings.

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

**By When:** Continuously throughout school term.

1. Discuss the school climate with staff and students to determine areas where things are going well
2. Discuss the school climate with staff and students to determine areas where things need to improve
3. Develop a plan to address areas of need and to continue to bolster areas that are doing well with climate to in turn affect the culture
4. Document and evaluate parent and community participation on academy advisory boards at the end of the school term
5. Work to reinforce the positive aspects of the Winter Haven High School community

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

**By When:** May 15, 2024

## CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

School improvement funding allocations are developed by school administrators based on a review of data documenting the most critical areas for improving student performance. Recommendations and various courses of actions and allocation of funds are developed by school administrators and presented to the School Advisory Committee for evaluation and consideration. The School Advisory Committee determines and approves school improvement funding allocations.

## Reading Achievement Initiative for Scholastic Excellence (RAISE)

**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**

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

**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 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 Measurable Outcomes**

**Grades 3-5 Measurable Outcomes**

**Monitoring**

**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 impact student achievement outcomes.

**Person Responsible for Monitoring Outcome**
Select the person responsible for monitoring this outcome.

**Evidence-based Practices/Programs**

**Description:**
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. §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?

**Rationale:**
Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

**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 |
|---|---|

## Title I Requirements

**Schoolwide Program Plan (SWP) Requirements**
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))**
List the school's webpage* where the SIP is made publicly available.

www.winterhavenhs.com
During our School Advisory Council, we discuss the School Improvement Plan and how we are going to implement the plan for the upcoming school year. Parents, community members, and teachers are able to ask questions.

**Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.**
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

www.winterhavenhs.com
Also, we have many parent nights through our counseling department to help assist our parents and community. We offer a FAFSA night to help parents complete the process for college/financial aide. There will be a Title 1 event where the community will be invited to the campus for information about the school. We have a "Career Academy Night" for interested upcoming students (transition night).

**Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)**

Our school received three additional Assistant Principals for the upcoming year which will improve the academic programs at our school. Due to the additional help, our Assistant Principals will be able to be involved with the academic planning for their subject area. They will be assisting with completing the "Learning Arc." We also have the Standards-based Walkthrough Tool that will help us to have important conversations with teachers for improvement.

**If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))**

N/A

**Optional Component(s) of the Schoolwide Program Plan**
Include descriptions for any additional strategies that will be incorporated into the plan.

**Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))**

The school ensures that counselors are available to our students at all times. We have a fulltime mental health counselor on campus that works with students consistently. On staff, we have a Behavior Interventionist who is the mentor to our most difficult students on campus. Our Student Success Coach will works with our ESSA subgroups students to help them improve proficiency.

**Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))**

If a student has the required GPA for college courses, the counselors will place them into our on-campus college courses. We also place the majority of our seniors in our Cambridge General Papers' course as their senior English class. If they pass the test, they will receive college credit. Our counselors do their best to ensure that all students take a career education course. We have several successful academies on our campus that are available to all students.

**Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).**

This year if a student is placed in our ISS room, he or she will be given a "Social Skills" lesson to complete while in the room. These lessons are designed to help improve their behavior or at least make them understand that their behavior is wrong.

**Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))**

Our school has a high retention rate. We have a staff of 169 staff members and only lost three teachers transferring to other schools. We have a Literacy Coach who works with our new teachers to provide them support and professional development on classroom management. She works with them on how to plan lessons.

**Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))**

N/A

## Budget to Support Areas of Focus

### Part VII: Budget to Support Areas of Focus

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

| 1 | III.B. | Area of Focus: ESSA Subgroup: English Language Learners | $0.00 |
|---|---|---|---|
| 2 | III.B. | Area of Focus: ESSA Subgroup: Black/African-American | $0.00 |
| 3 | III.B. | Area of Focus: ESSA Subgroup: Students with Disabilities | $0.00 |
| 4 | III.B. | Area of Focus: Positive Culture and Environment: Other | $0.00 |
| | | Total: | $0.00 |

### Budget Approval

**Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.**

Yes