

SCHOOL IMPROVEMENT PLAN

District: Polk
Principal Name: Gina Williams
SAC Chair: Charles Putney
Superintendent: Dr. Gail McKinzie
Date of School Board Approval: 11/18/08

School at a Glance - 2008

AYP: Yes _____ No X Percentage 85%
School Grade: C

"The mission of Polk County Public Schools is to ensure rigorous, relevant learning experiences that result in high achievement for our students."

Winter Haven High School – 2008-2009

**AYP
THREE-YEAR TREND**

READING at Proficiency Level (AL 3.0 and above)

Subgroup	2006	2007	Change 06 to 07	2008	Change 07 to 08
Total	31	31	0	39	8
White	44	43	-1	52	9
Black	13	13	0	23	10
Hispanic	19	19	0	24	5
Asian					
Am. Indian					
Econ. Disadv.	18	19	1	29	10
ELL					
SWD	14	14	0	15	1

MATH at Proficiency Level (AL 3.0 and above)

Subgroup	2006	2007	Change 06 to 07	2008	Change 07 to 08
Total	54	55	1	59	4
White	68	68	0	72	4
Black	30	33	3	40	7
Hispanic	45	45	0	47	2
Asian					
Am. Indian					
Econ. Disadv.	39	41	2	47	6
ELL	12				
SWD	21	24	3	19	-5

WRITING (Essay score of 3.0 and higher)

Subgroup	2006	2007	Change 06 to 07	2008	Change 07 to 08
Total	87	84	-3	89	5
White	92	89	-3	93	4
Black	80	78	-2	82	4
Hispanic	79	77	-2	88	11
Asian					
Am. Indian					
Econ. Disadv.	82	79	-3	85	6
ELL					
SWD	50	48	-2	58	10

Winter Haven High School – 2008-2009

GRADUATION (HIGH SCHOOLS ONLY)

Subgroup	2005	2006	Change	2007	Change
Total	77	73	-4	75	2
White	89	83	-6	84	1
Black	54	57	3	56	-1
Hispanic	70	50	-20	79	29
Asian		94			
Am. Indian		100			
Econ. Disadv.	59	56	-3	58	2
ELL		44			
SWD	28	25	-3	35	10

**SCHOOL GRADES
THREE-YEAR TREND**

READING

	2006	2007	Change 06 to 07	2008	Change 07 to 08
% Meeting High Standards	36	34	-2	44	10
% Making Learning Gains	49	44	-5	52	8
Learning Gains of Lowest 25%	53	41	-12	43	2

MATH

	2006	2007	Change 06 to 07	2008	Change 07 to 08
% Meeting High Standards	61	60	-1	66	6
% Making Learning Gains	71	69	-2	74	5
Learning Gains of Lowest 25%		66		68	2

WRITING (Essay score of 3.5 and higher)

	2006	2007	Change 06 to 07	2008	Change 07 to 08
% Meeting High Standards	79	72	-7	79	7

Winter Haven High School – 2008-2009

SCIENCE

	2006	2007	Change 06 to 07	2008	Change 07 to 08
% Meeting High Standards		25		29	4

*** Ways to Make Learning Gains:**
Improve a level -when students improve their FCAT achievement level from one year to the next.
Maintain a level -when students maintain their achievement levels within 3, 4 or 5 from one year to the next.
One year's growth for AL 1 and 2 - when students demonstrate more than one year's growth within Levels 1 or 2, as measured by an increase in their FCAT developmental scores from one year to the next.

Note: Yellow-highlighted cells indicate a warning that the school is in jeopardy of being penalized a letter grade for not meeting certain requirements for the Lowest Quartile scores in Reading and/or Math. Depending upon the school's score, this penalty can be avoided by meeting one of the following conditions:

If the percent of such students making learning gains is below fifty (50) percent in the current year, adequate progress can be met if:

1. Schools demonstrate a one (1) percentage point improvement in the percent of such students making learning gains over the prior year, if the percent of such students making learning gains is at least forty (40) percent in the current year;
2. Schools demonstrate a five (5) percentage point improvement in the percent of such students making learning gains over the prior year, if the percent of such students making learning gains is below forty (40) percent in the current year.

SCHOOL IMPROVEMENT PLAN
Vision/Mission/Belief Statements

Vision/Belief Statement:

Winter Haven High School, parents, and community will work together to provide a safe environment for a foundation of academic excellence, technology, and personal growth so that all students will receive a quality education. The staff of Winter Haven High School believes that all students can and will learn.

Mission:

Winter Haven High School exists to ensure that students graduate and is prepared to enter the workforce or post-secondary education. There will be an emphasis on Professional Development for teachers and a continued support of strategies for student improvement in reading and math.

ADDITIONAL REQUIREMENTS
School-wide Improvement Model

School Profile/Demographics:

As the city's oldest high school, Winter Haven High School appreciates the support of the community in its effort to provide innovative scheduling, modern technology methods, and strategies. The students are provided the opportunity of a straight 7 period scheduling model with 50 minutes of class instruction each day. The students may earn up to seven credits at the end of the school year.

Winter Haven High School – 2008-2009

Since 1956, Winter Haven High School has housed grades nine through twelve. The student enrollment for Winter Haven High School is 1735 with a diverse cultural and ethnic population, 52% white, 33% black, 12% Hispanic, 3% Asian, .2% Indian, and .8% multi-racial. The school's diverse student population reflects the changing demographics of our community. The Exceptional Student Education program is 14% of our student population, 4% are LEP students. Currently, students receive work experience in classes such as Diversified Cooperative Training, Little Blue Devil Pre-School, Devil's Den, and on the job training for our ESE population. Through the support of the community, our junior class completes a job shadow experience during our Career Day each year.

Winter Haven High School has established an ongoing articulation program with area vocational schools, East Area Adult School, and Polk Community College. Many of our students are enrolled in Dual Enrollment programs with Polk Community College to pursue course work. Also, the high school offers many Advanced Placement Courses in all four core academic areas, such as; AP English Language, AP English Literature, AP Calculus, AP Chemistry, AP Biology, AP European History, AP Macro-Economics, AP American Government, AP Psychology, AP French, AP Spanish Language and AP American History and operates two Small Learning Communities (SLC), the Freshman Academy and the Academy of Hospitality and Tourism. There are 46 basic teachers, 1 itinerant teacher, 22 Amendment Nine teachers, 1 reading/mentor coach, 2 JROTC instructors, 13 vocational teachers, and 15 ESE teachers on staff. Winter Haven High School has 105 full-time teachers on staff. On the administrative staff, there is one Principal, two Assistant Principals, and five deans.

Students have access to software and the Internet in the classrooms, Media Center, Business Labs, Drafting Lab, Music and Compass Lab for enrichment, enhancement, reinforcement, and remediation of skills. The school is currently using Pinnacle Grade 2 electronic grade book in which teachers enter grades and print weekly, interim and final reports for parents. Students and parents can view grades electronically through the use of the online Parent Internet Viewer. Teachers are offered training courses in Microsoft Office components, Pinnacle Grade 2, Outlook e-mail, and on-line resources.

Winter Haven High School has four public feeder schools, Westwood Middle School, Denison Middle School, Jewett Academy, and Jewett School of the Arts. There are also three private schools feeding into Winter Haven High School, Saint Joseph's Catholic School, All Saints Academy, and Grace Lutheran School.

SCHOOL IMPROVEMENT PLAN **Quality Staff**

Highly Qualified Certified Administrators:

Gina Williams, Principal, was the Assistant Principal of Curriculum for Winter Haven High School for the past four years. This is her first year as Principal but is familiar with the school through her experiences as the Assistant Principal of Curriculum. She had spent eight years as an ESE Support Facilitator and has experience working with the special education population. She received her Bachelor of Arts Degree in Business Administration from Warner Southern College, Certification in the Emotionally Handicapped from University of South Florida, and her Master of Science Degree in Educational Leadership from Nova Southeastern University. She has knowledge in the area of special needs and learning strategies that will assist in the planning of curriculum for those students in the lowest 25 percentile. She has completed her Administrator Technology Proficiency I and II. Mrs. Williams has been selected to be part of the Florida Promise Principal's Project where the team studies the new math and science standards for the state. This project includes training in small

Winter Haven High School – 2008-2009

learning communities, a comparison of how math is taught in our country to how math is taught in Japan, among many other learning opportunities that will benefit the school.

JerriLynn Bush, Assistant Principal of Curriculum has been a classroom teacher for the past 17 years. Mrs. Bush received her Bachelor of Arts Degree in mathematics and her Masters Degree in Educational Leadership from the University of South Florida. She has experience in teaching Chemistry, Pre-Algebra to Calculus, and her CAR-PD for reading.

Kim Smith, Assistant Principal of Administration, is completing his 4th year as an administrator Winter Haven High School and his 24th year as an educator with Polk County Schools. He holds a Bachelor of Science Degree from Florida Southern College and a Master of Science Degree in Educational Leadership from the University of South Florida. He is a member in good standing of the Florida Association of School Administrators. He has completed his Administrator Technology Proficiency I and II. As part of his input into the school grade, Mr. Smith created an incentive program for students to do well on the FCAT Science. He made a plan to give all student who scored a three or above a Winter Haven High School Student ID which gives the student free admission to all home athletic events for their senior year in high school.

Recruitment and Retention of Highly Qualified Teachers

Winter Haven High School is able to retain a high-quality staff by implementing a valued Teacher Mentoring Program. There are National Board Certified Teachers that work together to develop the most informative information meetings in which the new teachers may also ask questions or to ask the more experienced teachers how to handle certain situations. One of the Guidance Counselors is Nationally Board Certified and assist the Assistant Principal of Curriculum in setting up teacher evaluation times and follow-up meetings with the teachers. She sits in on these evaluation meetings in order to give input as well. Listed are ways in which our mentoring program supports new teachers to Winter Haven High School.

When Meeting Monthly:

- *Give feedback and answer questions throughout the year.
- *Look at assignment/duties of new teachers.
- *Look at students assigned to new teachers (number and who).
- *Ensure supplies and materials are available.
- *Provide an on-site orientation.
- *Faculty handbook – makes accessible to new teachers ASAP.
- *Follow the PEC/ACE program timeline, ask questions if necessary.
- *Communicate with new teachers.
- *Use National Board teachers and Reading Instructor to assist with coaching and mentoring and leadership roles.
- *Encourage new teachers to attend FLIGHT 1 before the end of the year.

When recruiting teachers, we advertise the position for five days and interview those with the most qualifications for the position. The Principal and Assistant Principal of Curriculum attend the Polk County Job Fair each year to interview applicants for the different positions

Winter Haven High School – 2008-2009

School-Wide Improvement Model

We are using the Max Thompson Strategies for aligning the curriculum to meet state standards. All teachers are required to follow the Curriculum Maps and Focus Maps that have been implemented by the district. The administrators have been trained in Classroom Walkthroughs and observing whether or not teachers are instructing at a level of application and higher order of thinking.

Teachers utilize Florida's Continuous Improvement Model. They receive training in the Kaplan Achievement Planner to assist in helping them make the best decisions on how to instruct their students. Teachers will also be given training on how to utilize the data received from the results of the Write Score.

NCLB Public School Choice

Communicating with parents is done in the following ways:

- Winter Haven High School sends the Trident (school newspaper) home to parents each month notifying them of upcoming events and recognition of school groups.
- Parents can apply for a Parent Internet Viewer password in order to view their child's grades, missing assignments, and attendance on a daily basis.
- Student Interim Reports are sent home at the 4 1/2 week grading period.
- Student Report Cards are sent home at the nine-week grading period.
- The school displays messages on the Marquee in front of the school.
- Winter Haven High School and the Polk County District have their own websites.
- All staff has email to assist in communication with parents.
- We utilize the services of ConnectEd to contact parents concerning the different activities of the school.

Teacher Mentoring

Debbie Futch and Diane Plowden are Nationally Board Certified Teachers. They and Britt Gross the Reading Coach meets with all new teachers at least once a month. On the first day of school, they give the new teachers a tour of the campus. They have many guest speakers to come in to speak, such as, the Financial Secretary, ESE Facilitator, and many more. They provide support and guidance to all new teachers. The Assistant Principal will evaluate the mentoring program and observe the improvement of the new teachers. Listed are ways in which our mentoring program supports new teachers to Winter Haven High School.

- * Give feedback on evaluations throughout the year by the Assistant Principal of Curriculum.
- * Look at assignment/duties of new teachers.
- * Look at students assigned to new teachers (number and who).
- * Ensure supplies and materials are available.
- * Provide an on-site orientation.
- * Faculty handbook – has one and make accessible to new teachers ASAP.

Winter Haven High School – 2008-2009

- * Follow the PEC/ACE program timeline, ask questions if necessary.
- * Communicate with new teachers (Ask, “How’s it going?”).
- * Use National Board teachers to assist with coaching and mentoring and leadership roles.
- * Reading Coach oversees mentoring processes.
- * Encourage new teachers to attend FLIGHT 1 before the end of the year.

Teachers in need of improvement are given the opportunity for Professional Development in the area of need. The administrators will observe the teacher to make sure they have made adequate progress and to ensure there has been improvement in the area(s) of need.

Extended Learning Opportunities

NovaNet is utilized as a credit recovery program during the school day, which provides students with the opportunity to earn two or more credits within one class period. This program is used to increase graduation rate and promote retained 9th and 10th graders.

The Saturday FCAT Academy will be available on Saturdays to prepare students for the FCAT Assessment in the spring. Extended Learning Money will be used to pay teachers for the Saturday academy. This academy will meet every Saturday after Christmas break from 9:00 am to 11:30 am, excluding holiday weekends.

Schools Graded C or Below

Professional Development:

Winter Haven High School will implement on-going professional development activities to improve student achievement. Professional Development will be offered in the areas of reading and technology. Ms. Britt Gross, Reading Coach, will monitor progress of reading strategies being implemented in the classroom. Mrs. Debbie Futch and Mrs. Mary St. Denis will provide professional development in technology and monitor progress of technology being implemented in the classroom.

There will be a district-wide implementation of Learning Focused Strategies, as well as, being involved in on-going administrative professional development offered by the District Office.

Disaggregated Data

9th and 10th Grade Teachers:

- Teachers will complete the Kaplan Baseline 1 Assessment vs. Prior Year Data Graph for Analysis.
- Teachers will analyze Kaplan vs. FCAT Data and determine how they will differentiate instruction based on data.
- The teachers will write an action plan on how they will differentiate the instruction.

Advance Placement Teachers:

- Teachers will complete AP Score vs. Final Teacher Grade Graph for Analysis by creating scatter plot of each student’s score in class.
- Teachers will analyze data and determine how they will differentiate instruction based on data. The teachers will write an action plan on how they will differentiate their instruction.

11th Grade Science Teachers:

- Teachers will complete the FCAT Science vs. Final Teacher Grade Graph for Analysis.
- Teachers will analyze data and determine how they will differentiate instruction based on data. The teachers will write an action plan on how they will differentiate their instruction.

11th and 12th Grade Teachers of Re-takers:

- Teachers will analyze “Re-takers Scores” Report for current students and determine how they will differentiate instruction based on data.
- Teachers will write an action plan on how they will differentiate their instruction.

Other 11th and 12th Grade Teachers:

- Teachers will analyze “College Entrance Test Scores” for ACT, PSAT, and SAT for current students.
- Teachers will write an action plan on how they will differentiate their instruction.

Informal and Formal Assessments

The information received from the Kaplan Assessment will be utilized in planning for instruction based on the needs of their students. The MAZE Assessment will be given 3 times a year and used as a progress-monitoring tool for the students’ reading fluency.

Alternative Instructional Delivery Methods

Reading:

Based on the data analysis of the student scores compared to what instructional strategies were utilized, the students who had gains were either taught from the SRA Corrective Reading Program or the READ 180 Program. The low level 1 students were given instruction in the SRA Decoding Level B Program and the mid to high level 1 students were given instruction in the SRA Comprehension Level B Program. This past year, the greatest gains were received from those students receiving instruction in READ 180. All of these programs demonstrated gains. This past year, we placed SRA Reading into all of our reading courses except for the READ 180 Program. Our percentage of students meeting proficiency grew from 34% to 44%. This year, we plan to place the SRA Reach Higher Program into all of our reading courses except for the courses which use the READ 180 Program.

Writing:

Based on student performance on the 2008 FCAT writing, the percentage of students demonstrating proficiency in writing at WHHS has declined over the last three years. During 2007/2008 school year, each department developed a plan of action for integrating writing strategies within their content area specific curriculum. For example, in the Art Department, students kept a portfolio of writing samples along with their art work. We plan to follow the same model as last year due to the success of our writing scores. This year, 79% of our students demonstrated proficiency in the FCAT Writing Assessment. According to the Federal No Child Left Behind Act, Winter Haven High School has met the criteria for writing.

Mathematics:

Based on the data analysis of the students' performance on the FCAT Mathematics Section, students who were part of our "Learning to Learn Algebra Program" made significant learning gains. Some of the special education students involved in this program made over a 200 point gain. This program is also being utilized as a support for those students who have retaken Algebra 1A at least two times. These students were able to pass Algebra 1A with this new program and many have requested to remain in the program to complete their Algebra 1B requirement. We are also extending this program into our full-time special education math courses. Based on our data analysis, 58.19% of the students receiving instruction in the Learning to Learn Algebra Program made Annual Yearly Progress and 35.34% of those students increased their Achievement Level by one or more levels.

Secondary School Redesign Schools Primarily Grades 6 through 12

1. Different Innovative Approaches to Instruction

The staff will implement the Learning Focused Strategies by Dr. Max Thompson.

2. Responsibility of Teaching Reading for Every Teacher

Each department develops strategies integrating reading and comprehension strategies within their subject area. For example, some of the strategies used are Kagan and CRISS Strategies.

3. Quality Professional Development for Teachers and Leaders

Administrators will be trained in Learning Focused Strategies by Dr. Max Thompson. These strategies will be taught to the teaching staff and will be monitored by administration.

4. Small Learning Communities

The Freshmen Academy was developed based on the concept of Small Learning Communities. There are three teams; English teacher, math teacher, and science teacher. Together they develop lesson plans comprised of a common thematic unit incorporating all Sunshine State Standards.

5. Intensive Intervention in Reading and Mathematics

In the intensive reading classes, we use the READ 180 Program, SRA Reach Higher, and Fast ForWord. In the past, the various levels of SRA Corrective Reading have been used; however, this year we chose to follow the district's adoption of SRA Reach Higher. With the past success with SRA, we hope to gain the best results from this series. In the area of math, we use the Learning to Learn Algebra Program with our lowest 25% in math as well as those students who have retaken Algebra 1A without much success. All of these programs have increased student achievement and we are now developing stronger methods in reaching the greatest populations for a greater benefit.

6. Parental Access and Support

Parents have access to their student's grades and attendance through Parent Internet Viewer. We use Connect-Ed to relay information to parents and guardians. We also mail the *Trident*, our school

Winter Haven High School – 2008-2009

newspaper to all of our parents. The information in the *Trident* is very similar to what you would find in your local newspapers; but all of the information pertains to Winter Haven High School.

7. Applied and Integrated Courses

Intensive Reading, Intensive Math, and Informal Geometry are courses offered to students who need remediation. This year, we have also added a course for ACT/SAT Preparation Course.

8. Course Choice Based on Student Goals/Interests/Talent

Last year, we added three new courses based on the interest and talent of our students. These were AP Psychology, Law, and Medical Skills. This year, we are adding two new academies; Academy of Hospitality and Tourism; and the Academy of Logistics and Supply Chain Management.

9. Master Schedules Based on Student Needs

Intensive Reading and Intensive Math courses are created based on the number of students who need remedial instruction. It is also developed based on graduation requirements, work programs, and academic needs of the students.

10. Academic and Career Planning

Winter Haven High School will be implementing two new Career Academies. The first academy is the Academy of Hospitality and Tourism and the second is the Academy of Logistics and Supply Chain Management. The Guidance Counselors meet with each senior on a one-to-one basis at the beginning of the year to discuss graduation requirements and post-secondary education.

Winter Haven High School has a full-time College and Career Specialist on staff. Our College and Career Specialist meets with each senior to discuss Bright Futures Scholarships and other Scholarships that are available to them. Our College and Career Specialist gives our students information regarding community service hours. Our district also holds a district-wide College Fair, which is free to all Polk County students. They are able to speak to representatives from different colleges. After senior conferences, the guidance counselors meet with the juniors to discuss their academic progress and scheduling options for their senior year. In the spring term, the guidance counselors meet with the 10th grade classes to assist them with scheduling. This year, we will have one counselor assigned to our Freshmen Academy. She will be presenting information to our 9th graders through their freshmen classes, as well as, developing an Epep (Electronic Personal Education Plan) with our 9th grade students.

SCHOOL IMPROVEMENT PLAN

Reading

Needs Assessment:

44% of 9th and 10th graders scored proficient on the FCAT Reading section. Fifty-two percent (52%) of white students, 23% black students, 24% Hispanic, 29% of Economically Disadvantaged students, and 15% of students with disabilities are scoring at or above grade level. Forty-three percent (43%) of our lowest 25% in the school made adequate progress based on learning gains.

Objective:

1. By spring of 2009, 48.4 % of total students will be at Achievement Level 3 or above in Reading as evidenced by the Annual Yearly Progress Report.
2. By Spring of 2009, 80% of all students in each grade level will make reading learning gains as evidenced by FCAT learning gains (3 ways: increase Achievement Level, maintain Achievement Levels 3, 4 & 5, DSS increase for Achievement Level 1 & 2)
3. By Spring 2009, 47.3% of **Students with Disabilities** will be at AL 3 or above in reading as evidenced by Safe Harbor of the AYP Report.
4. By Spring 2009, 50% of the **Lowest Quartile** will make learning gains in reading as evidenced by the School Grade Report.

Strategies:

Apply to all students: teachers will apply Learning Focused Strategies for all students. Students will utilize content area specific reading strategies.

Relate to differentiated instruction: teachers will use current data to differentiate instruction. They will receive professional development in teaching reading in the content area, differentiated instruction, cooperative learning, and thematic units.

Provide immediate interventions for students identified as struggling: Level one and two disfluent students will be placed in either a double-block Intensive Reading Course or a double block of one Intensive Reading Course and appropriate content area course. Level 1 Fluent students will be enrolled in one Intensive Reading Course. Level 2 Fluent students will be placed with a CARPD teacher or in an Intensive Reading Course.

Explain how you will schedule and conduct formalized inter- and intra-school meetings and discussions:

Teachers will use Data Day to analyze student FCAT Data, Kaplan Scores, AP Scores and/or ACT/SAT Scores. They will use this data to drive their instruction and make informed decisions for appropriate level of instruction.

Evaluation:

Each teacher will develop their own Action Plan based on their data analysis. Each teacher will also write their Individualized Professional Development Plan based on how they can grow professionally to increase the performance of their students.

Evidence-Based Program:

Kaplan Assessments will be used to give teachers a baseline of performance on each student. There will be ongoing assessments and progress monitoring to verify whether or not student is making expected gains. Many of the disfluent students will receive supplemental instruction through the Fast ForWord Program. We are using the READ 180 program in our 9th grade fluent level 1 students. The SRA Reach Higher is being used for

Winter Haven High School – 2008-2009

9th and 10th grade disfluent level one students. Every reading class except for READ 180 uses the “Six-minute Solution,” which is a daily fluency exercise.

Professional Development Aligned with this Objective:

All teachers will receive professional development in how to use IDEAS which gives them information on how their students performed on the FCAT. Also, all teachers will receive professional development in Learning Focused Strategies and will be expected to implement these strategies within their classroom instruction.

Budget:

Evidence-Based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
National Geographic Hampton-Brown (Level B)	Lottery Funds	\$1500.00
Impact Books 2 &3	Lottery Funds	\$1,000.00
Headsets for Fast ForWord Program	Lottery Funds	\$400.00

Technology		
Description of Resources	Funding Source	Available Amount

Professional Development		
Description of Resources	Funding Source	Available Amount

Other		
Description of Resources	Funding Source	Available Amount
Periodicals-Media	Lottery	\$340.00
Administrative Fees	Lottery	\$750.00

Non-Highly Qualified Instructors

- Heather Catrett – currently enrolled in courses for reading endorsement.
- Melissa Crumbly-currently enrolled in courses for reading endorsement.
- Shane Erb-currently enrolled in courses for reading endorsement.
- Maye Burton-currently enrolled in courses for reading endorsement.
- April Blaze-currently enrolled in courses for reading endorsement.
- Perry Bryant-currently enrolled in courses for reading endorsement.
- Chrissanne Long-currently enrolled in courses for reading endorsement.
- Diane Plowden- currently enrolled in courses for reading endorsement.

***All teachers are in the process of completing their Reading Endorsement.**

SCHOOL IMPROVEMENT PLAN Math

Needs Assessment:

Based on the 2008 FCAT Mathematics, 66% of students scored at Level 3 or above. 69% of retake students passed the FCAT Mathematics. Based on the data analysis completed by the math department, number sense and measurement are the areas in which students scored the lowest.

Based on the 2008 FCAT Mathematics, 19% of our Students with Disabilities scored at Achievement Level 3 or above in math.

Based on the 2008 FCAT Mathematics, 68% of the lowest quartile made learning gains in math as evidenced by the School Grade Report.

Objective:

1. By Spring of 2009, 72.6% of all students will be at Achievement Level 3 or above in math as evidenced by the 2009 Annual Yearly Progress Report.
2. By Spring of 2009, 80% of all students in each grade level will make math learning gains as evidenced by FCAT learning gains (3 ways: increase Achievement Level, maintain Achievement Levels 3, 4 & 5, DSS increase for Achievement Level 1 & 2)
3. By Spring 2009, 20.9% of **Students with Disabilities** will be at AL 3 or above in math as evidenced by Safe Harbor of the AYP Report.
4. By Spring 2009, 73% of the **Lowest Quartile** will make learning gains in math as evidenced by the School Grade Report.

Strategies:

List strategies that...

- Apply to all students: Students enrolled into Algebra 1A will also take Informal Geometry to strengthen their math skills. Students enrolled in Algebra 1 will receive an overview of Geometry skills prior to taking the FCAT. Some ninth grade student will receive instruction in the “Learning to Learn Algebra Program.” We are utilizing this program with one team in the Freshmen Academy. After our spring test results have returned, we will analyze the test results of these students compared to the other team who did not receive instruction in the Learning to Learn Algebra Program.
- Mathematics teachers will follow the curriculum maps for their subject area.

Relate to differentiated instruction:

Provide immediate interventions for students identified as struggling: 11th and 12th grade students who have not passed the FCAT Mathematics Section will be enrolled into an Intensive Math Course to remediate their math

Winter Haven High School – 2008-2009

skills. Students will receive instruction through FCAT Explorer, released FCAT Questions from previous FCAT Assessments, and a packet of worksheets that cover each strand of the FCAT. One group of ninth grade students will receive instruction in the Learning to Learn Algebra Program. Their FCAT Scores will be compared to those of two other groups of students. In Informal Geometry, students will receive instructions through GIZMOS, which is an interactive technology program.

Explain how you will schedule and conduct formalized inter- and intra-school meetings and discussions:

There will be a day set aside for Data Day where each teacher analyzed their own data. Based on this analysis, they will make informed decisions about their instruction. The Assistant Principal of Curriculum will meet with the Department Chairs on a regular basis to discuss progress towards the school’s goals.

Evaluation:

Each teacher will develop their own Action Plan based on their data analysis. Each teacher will also write their Individualized Professional Development Plan based on how they can grow professionally to increase the performance of their students.

Evidence-Based Program:

Kaplan Assessments will be used to give the teachers a baseline of performance on each student. There will be ongoing assessments and progress monitoring to verify whether or not student is making expected gains.

Professional Development Aligned with this Objective:

All teachers will receive professional development in how to use IDEAS, which gives them information on how their students performed on the FCAT. Also, all teachers will receive professional development in Learning Focused Strategies and will be expected to implement these strategies within their classroom instruction. Five of the Winter Haven High School math teachers have been trained in the use of GIZMOS. Also, a select number of teachers have received Texas Instrument’s training on graphing calculators.

Budget:

Evidence-Based Program(s)/Material(s)			
Description of Resources	Funding Source	Available Amount	
Remedial Workbooks	Lottery	\$1,000.00	

Technology			
Description of Resources	Funding Source	Available Amount	
Interactive Software	Lottery	\$1500.00	

Professional Development			
Description of Resources	Funding Source	Available	

Winter Haven High School – 2008-2009

		Amount	

Other		
Description of Resources	Funding Source	Available Amount
Paper	Lottery	\$300.00
Printing Costs	Lottery	\$695.00

Non-Highly Qualified Instructors

All math teachers are certified and highly qualified.

SCHOOL IMPROVEMENT PLAN
Writing

Needs Assessment:

Based on the 2008 FCAT Writing +, 79% of the tenth grade students scored 3.5 or above.

Based on the 2008 FCAT Writing +, 89% of the tenth grade students scored a 3.0 or above.

Objective:

By the spring of 2009, 84% of 10th Grade students will be at an Essay score of 3.5 or above in Writing as evidenced by the School Grade report.

By the spring of 2009, 90% of 10th Grade students will be at an Essay score of 3.0 or above in Writing as evidenced by the AYP report.

Strategies:

List strategies that...

Apply to all students:

- Students will practice prewriting strategies every two weeks at all grade levels.
- Students will learn to effectively use organizational skills such as transitions, outlines, and supporting details in their writing.
- Students will write in a variety of modes, including (but not limited to) expository, persuasive, descriptive, and narrative, taking into account audience, purpose, tone, writer’s voice and subject.
- Students will demonstrate proficiency in all steps of the writing process, including planning, creating a thesis statement or topic sentence, prewriting, drafting, editing, and proofreading.
- Students will show a proficiency of vocabulary, language usage, and sentence development in their written assignments.
- Writing strategies will be implemented across all curriculum areas.

Relate to differentiated instruction:

- Each teacher will use data to develop the best plan for instruction.
- Each teacher will develop their own Action Plan based on their data analysis.
- Each teacher will also write their Individualized Professional Development Plan based on how they can grow professionally to increase the performance of their students.

Evidence-Based Program:

Kaplan Assessments will be used to give teachers a baseline of performance on each student. There will be ongoing assessments and progress monitoring to verify whether or not student is making expected gains.

Professional Development Aligned with this Objective:

All teachers will receive professional development in how to use IDEAS which gives them information on how their students performed on the FCAT. Also, all teachers will receive professional development in Learning Focused Strategies and will be expected to implement these strategies within their classroom instruction.

Provide immediate interventions for students you have identified as struggling:

Tenth grade students will write prompt-based multi-paragraph essays that demonstrate focus, organization, support, and correct use of conventions.

Explain how you will schedule and conduct formalized inter- and intra-school meetings and discussions:

The Assistant Principal of Curriculum will meet with Department Chairs to discuss progress towards meeting the school’s goals.

Budget:

Evidence-Based Program(s)/Material(s)			
Description of Resources	Funding Source	Available Amount	

Technology			
Description of Resources	Funding Source	Available Amount	

Professional Development			
Description of Resources	Funding Source	Available Amount	

Other			
Description of Resources	Funding Source	Available Amount	

**SCHOOL IMPROVEMENT PLAN
Science**

Needs Assessment:

Based on the 2008 FCAT Science, 29% of eleventh grade students met high standards in science.

Objective:

By Spring of 2009, 34% of eleventh grade students will be at Achievement Level three or above in Science as evidenced by the School Grade Report.

Strategies:

List strategies that...

Apply to all students:

Students who score a level three or above in science will receive a free pass to all home athletic events.

Relate to differentiated instruction:

Students in regular education science classes are given a word bank for tests that are fill in the blank. They are given the opportunity to use their notes during tests.

Provide immediate interventions for students identified as struggling:

Students may receive additional assistance from their teacher before or after school.

Explain how you will schedule and conduct formalized inter- and intra-school meetings and discussions:
The Assistant Principal of Curriculum will meet with the Department Chairs to monitor progress of goals.

Evaluation:

The FCAT Assessment will be the final evaluation of the FCAT Science.

Evidence-Based Program:

Kaplan Assessments will be used to give teachers a baseline of performance on each student. There will be ongoing assessments and progress monitoring to verify whether or not student is making expected gains.

Professional Development Aligned with this Objective:

Winter Haven High School – 2008-2009

The Assistant Principal of Curriculum will meet with Department Chairs to discuss progress towards meeting the school’s goals.

Budget:

Evidence-Based Program(s)/Material(s)			
Description of Resources	Funding Source	Available Amount	

Technology			
Description of Resources	Funding Source	Available Amount	

Professional Development			
Description of Resources	Funding Source	Available Amount	

Other			
Description of Resources	Funding Source	Available Amount	

Non-Highly Qualified Instructors

All Science Teachers are certified and highly qualified.

**SCHOOL IMPROVEMENT PLAN
Parental Involvement**

Objective:

We will increase participation of parents.

Strategies:

- Automated phone system, ConnectED, calls parents with specific information; such as: Orientation, Open House, College Night, and specific classroom teacher information.
- Parent Information Column in the school’s newspaper, The Trident. This newspaper is mailed to every parent of a student of Winter Haven High School.
- Marquee will be used for parent information.

Evaluation:

- Monitor the number of times the school’s webpage is accessed.
- Monitor the creation of the Academic Boosters Club.
- Logging of volunteer hours.

Evidence-based program:

- Climate Survey

Professional Development Aligned with this Objective:

- Professional Development on the Automated Phone System for teachers and administrators.

**SCHOOL IMPROVEMENT PLAN
Additional Goals**

Goal: Freshman Academy

Needs Assessment:

Based on the research associated with the success of 9th grade students, attendance, suspension, FCAT, and retention data will be examined in order to identify students considered “at-risk” for dropping out and possible retention.

Goal Statement:

It is the goal of Winter Haven High School to increase the success of ninth grade students. The basic goal is to academically graduate all 9th graders to 10th grade.

Objective:

Our main objective will be to bring each student up to grade level and increasing our graduation rate. The 9th graders in Winter Haven High School’s Freshman Academy will be known, valued and inspired.

Strategies:

The assistant principal will select teachers for the Freshman Academy. Teachers selected for the Freshman Academy will meet the following criteria:

- Teacher must be able to work well with students, especially 9th graders.
- Teacher must be able to accept change and be willing to try new techniques that will improve the educational experience for our 9th graders.
- Teachers must be able to work well with other teachers and having the students, best interest in mind.

Winter Haven High School – 2008-2009

- Each of the four teams will consist of an English, math, science, and either reading or social studies teacher.
- Team teachers in the Freshman Academy will meet weekly during their common planning period. The main focus during these meetings will be to celebrate student successes, discuss ways to enhance student achievement, plan possible ways to teach skills through interdisciplinary units, and develop strategies to meet student needs.
- The 9th grade administrator will be responsible for curriculum and discipline for the academy. In addition, the administrator will be visible within the classes and during passing times to help ensure students are known and being noticed.
- The 9th grade counselor will focus initiative toward college planning, scheduling, and conferences. Additionally, the counselor will be dedicated to the academy, thus the students will be fully aware of the support network available to them.
- Only first time 9th graders will be on the teams that are located within the Freshman Academy. Students who have previously failed 9th grade or students who are in 10th – 12th grade but have not passed a 9th grade class required for graduation will take that class in a room on the main part of the campus.
- In order to maintain course rigor and integrity, an administrator will review teacher lesson plans and visit classrooms. All objectives and essential questions will be posted in teacher classrooms.
- Communication with parents and the community is a must. We will use the 2-way phone system, Connect Ed, to keep parents up to date on student absences and activities that will be taking place with regard to our school, i.e. Open House. Winter Haven High School's newspaper, The Trident, is mailed to parents and students are also given one at school. This paper contains school announcements, student successes, and samples of student work. We will also use the Lakeland Ledger and The News Chief as modes of communication for upcoming school events.
- ESE students who are on regular diploma and/or SLD students will be included in the regular education classrooms.
- Student failure is not an option.

Evaluation:

The degree of Freshman Academy success will be measured using the following criteria:

- a) An increased number of students academically passing from 9th to 10th grade.
- b) An increased percentage of students earning a passing score on the FCAT.
- c) A decreased percentage of student discipline problems.
- d) An increased percentage of students attending classes.

Evidence-Based Program:

Winter Haven High School – 2008-2009

District adopted textbooks, the Fast ForWord reading program, Read 180, SRA Reach Higher, the implementation of LFS strategies, and Gizmos will all be part of the evidence-based programs utilized in the Freshman Academy. The aforementioned programs provide the students with scaffolded instructional models and teachers with instructional /curriculum support.

Professional Development Aligned with this Objective:

The 9th grade teachers will receive training on the use of the agendas, Learning Focused Strategies, and Gizmos.

Budget:

Evidence-Based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount

Technology		
Description of Resources	Funding Source	Available Amount

Professional Development		
Description of Resources	Funding Source	Available Amount

Other		
Description of Resources	Funding Source	Available Amount
Postage for Trident	Lottery	1000
Purchased Services		1000

Non-Highly Qualified Instructors

Melissa Crumbly-working on reading endorsement
 Shane Erb-working on reading endorsement

The Reading coach will work with these teachers for support and mentoring. Furthermore, administrative walkthroughs will be utilized to provide feedback and improve instruction within the aforementioned teachers' classrooms.

SAC Members

Yes No **The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school?**

<u>Member's Name</u>	<u>POSITION</u>	<u>Member's Signature</u>
1) SAC Member's Name	_____	_____
2) SAC Member's Name	_____	_____
3) SAC Member's Name	_____	_____
4) SAC Member's Name	_____	_____
5) SAC Member's Name	_____	_____
6) SAC Member's Name	_____	_____
7) SAC Member's Name	_____	_____
8) SAC Member's Name	_____	_____
9) SAC Member's Name	_____	_____
10) SAC Member's Name	_____	_____
11) SAC Member's Name	_____	_____
12) SAC Member's Name	_____	_____
13) SAC Member's Name	_____	_____
14) SAC Member's Name	_____	_____
15) SAC Member's Name	_____	_____
16) SAC Member's Name	_____	_____

School Advisory Council

Florida State Law, Statute 229.58 states that every school must have a School Advisory Council (SAC) that works collaboratively with the principal and staff to develop the annual School Improvement Plan. The SAC analyzes relevant data to determine the goals in the plan and how to progress toward the goals.

Winter Haven High School Advisory Council (SAC) promotes collaboration among all stakeholders to develop a plan to improve the school. The School Advisory Council meets on the second Tuesday of each month at 6:00 PM. The council consists of parents, students, community members, and school personnel. The needs of the school are discussed among the entire group to clarify where the majority of the Council feels there needs to be improvement. By assessing the needs of the school, the School Advisory Council is able to determine the objectives and goals for the School Improvement Plan (SIP).

The school advisory council shall be the sole body responsible for final decision making at the school relating to implementation. Majority of the members must be persons not employed by the school. Each advisory council shall be composed of the principal and an appropriately balanced number of teachers, education support employees, students, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Council members representing teachers, education support employees, students, and parents shall be elected by their respective peer groups at the school in a fair and equitable manner as follows:

1. Teachers shall elect teachers.
2. Education support employees shall elect education support employees.
3. Student body members shall elect student body members.
4. Parents shall elect parents.

Winter Haven High School – 2008-2009

Final Budget

Budget:

Evidence-Based Program(s)/Material(s)	Description of Resources	Funding Source	Available Amount
Impact Books	Corrective Rdg. Program	Lottery	\$1,000
Headsets	Fast ForWord Program	Lottery	\$400
Math Workbooks	Remedial Workbooks	Lottery	\$1,000
National Geographic Hampton Brown	Intensive reading core curriculum	Lottery	\$1500

Technology			
Description of Resources	Funding Source	Available Amount	
Interactive Software for Math	Lottery	\$1500	

Professional Development			
Description of Resources	Funding Source	Available Amount	

Other			
Description of Resources	Funding Source	Available Amount	
Paper	Lottery	\$300	
Postage	Lottery	\$1,000	
Periodicals - Media Center	Lottery	\$340	
Administrative Fees	Lottery	\$750	
Purchased Services	Lottery	\$1,000	
Printing Cost	Lottery	\$695	

Implementation Evaluation

The staff will continue to give the Kaplan Baseline Assessment to students for progress monitoring. Teachers will make instructional decisions based on these assessments in order to improve the academic performance of our students and progress toward the goals of the School Improvement Plan.