

Orange County Public Schools

Winter Park High



2015-16 School Improvement Plan

Winter Park High

2100 SUMMERFIELD RD, Winter Park, FL 32792

www.ocps.net/lc/east/hwp

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	35%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	44%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	B	A	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Orange County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community

Provide the school's vision statement

To be the top producer of successful students in the nation

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Winter Park High School fosters the use of students' life experiences as the starting points for learning. We encourage students to use their personal experiences to make sense of classroom content. We promote learning about students' home cultures and adapt teaching practices that will incorporate students' cultural characteristics.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Winter Park High School creates an educational environment that is safe, fair and respectful for all students, including those identified as having a serious emotional disability. Students feel safe both physically and psychologically, through a setting that is attractive, comfortable and well maintained. Students see the classroom as a worthwhile place and know that they are valued. Our belief statements are listed below and they reflect key characteristics of the school.

- All students learn when presented with clear expectations for their grade level.
- Curriculum and instructional practices should incorporate a variety of challenging learning activities to accommodate differences in learning styles and provide opportunities for student success.
- Each student is a valued individual with unique physical, social, emotional, and intellectual needs.
- Student self-esteem is enhanced by positive relationships and mutual respect among and between parents, students, faculty and the community.
- A safe and physically comfortable learning environment promotes student learning.
- Teachers, administrators, parents, and our community share responsibility for promoting our school's mission.
- A commitment to continuous improvement is imperative for our school to develop students who are confident, self-directed, lifelong learners.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

It is our expectation that all of our students act appropriately. Our discipline system is aligned with the district's Code of Conduct. Teachers are expected to implement classroom and school policies and procedures daily. Students are given the responsibility to act appropriately to ensure that classroom learning is not disrupted. The administrative team and staff members utilize the OCPS Student Code of Conduct to implement discipline in a fair, firm and consistent manner. The goal is to not have classroom disruptions or safety issues arise from student misconduct. To accomplish this goal,

consequences are given to students who commit infractions. The OCPS Student Code of Conduct is our guiding document for those consequences. To warrant consistency across the grade levels, we set common classroom and school rules. Examples are found in our discipline guide.

The administrative team addresses discipline issues in a timely manner. As a part of the discipline procedure, a vast number of interventions are utilized. Parents are involved in the process and their partnership is key to reducing repeat offenses. We also refer students to our SAFE coordinator, Progress to Success coordinator, guidance counselors or CHILL counselors when such support is needed.

During pre-planning, the administrative team provides a disciplinary procedures training session to new teachers. Throughout the year, the administrative team actively monitors teacher interaction with students in the classroom and provides teachers with classroom management strategies and interventions.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Winter Park High School has several services in place to meet student needs. Through a longstanding partnership with the Winter Park Health Foundation, two CHILL counselors and interns are provided to help students with struggles or crisis situations. Additionally, our school staff has a talented team of nine guidance counselors and one SAFE coordinator to service our students in an array of ways. Examples of these services are checking students' progress toward graduation, providing academic guidance in the selection of courses and assisting in developing comprehensive, long range plans. One of our counselors has been designated to work with our students who are at risk. That particular counselor monitors students' progress and identifies needed support services. We also have a parent volunteer program called "Progress to Success" which is a one-on-one mentoring opportunity for students who need extra support and accountability. Our freshman campus provides study skills classes to assist students as they transition to high school. Mentors and tutors from nearby Rollins College assist identified freshmen on a regular basis and numerous intervention steps are taken to support students with low grade point averages. Steps include parent contacts, mentoring and tutoring assistance.

Our Exceptional Student Education department provides many different services to students with various disabilities. One of our initiatives is the Pit Crew. In this program, peer students assist specifically identified ESE students in the classroom.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

To improve the academic performance of our students, we use our Early Warning System which is a tool to identify students that are not on track to graduate from high school with a diploma. The administrative team and guidance team are given a set of students that have been targeted based on indicators. Early warning indicators that the school uses as a part of the Early Warning System includes, but are not limited to:

- Three or more level two or higher referrals within a nine week period
- Five or more excused/unexcused absences within a nine week period
- Low/failing scores on common/formative assessments
- Two or more D's or F's in core classes within a nine week period
- Lack of required credits to graduate

This system is in place with the hopes that students will reach key academic goals.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	101	103	103	122	429
One or more suspensions	57	56	36	27	176
Course failure in ELA or Math	97	90	77	20	284
Level 1 on statewide assessment	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	58	55	46	19	178

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Each member of the administrative and guidance teams meet with their set of students one-on-one to discuss their 14-year plan. As a part of the 14 year plan, students discuss their life goals, their grades and test scores, their behavior/referrals, and any personal concerns students may have or are experiencing. The school also uses the Multi-Tiered System of Support (MTSS) as a guide map when identifying, discussing, and providing resources to students. Additionally, we provide students with after school and lunch time tutoring. Progress to Success is a mentoring program that matches volunteer mentors with at risk students. Mentors meet weekly with their students to support them with their homework, attendance and grades.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Winter Park High School has a parent and student-friendly web page that addresses areas of interest specifically and can be translated in foreign languages including the home language of many of our students.

Winter Park utilizes the volunteer program called ADDitions. As of June 2015, Winter Park High School ADDitions logged in 32,784 volunteer hours. By June 2016, we will continue to increase our overall parental involvement hours with an emphasis on events and collaboration that directly affects student growth and learning. We have a very active Parent Teacher Student Association (PTSA) that provides on-going support to the school throughout the year.

Progress to Success is a parent mentoring program designed to support students in grades 9-12 who are at-risk for not graduating. The program strives to assist students in their own goal planning and to

support them in achieving those goals. At the completion of the 2014-2015 school year, 15 out of 20 seniors who received mentoring graduated from Winter Park High School. Four of the 20 seniors transferred to Aloma Charter School to continue their education and one student moved out of the district.

The College and Career Center is a combined resource for students. The Center is available to assist students with exploring various colleges, learning about career opportunities, signing up for college entrance exams or vocational exams, completing college applications and searching for scholarships. The Center is staffed by knowledgeable and dedicated parent volunteers.

Our School Advisory Council (SAC), is comprised of the school principal, staff members, parents, students, and other business and community members. This group works to support our School Improvement Plan (SIP) and other programs as needed.

This school year, we are sending a weekly electronic newsletter to our stakeholders. Using this communicative tool, we are able to share large amounts of important information. Beginning in October, we plan to report four performance indicators to our community on a weekly basis.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Winter Park High School makes it a priority to build and sustain partnerships with local businesses and community members. A united partnership exists with The City of Winter Park as well as the Winter Park Health Foundation. The schools' Partner-in-Education coordinator interacts with supportive businesses and community agencies. Additionally, monthly meetings are held with the School Advisory Committee (SAC), the Parent Teacher Student Association (PTSA), and the Winter Park High School Foundation. These groups collaborate and plan ways to support our school. Effort is invested to effectively utilize our volunteers and to embrace our supporters. We attempt to recognize and thank those who support us by acknowledging their work in our newsletter and on our marquee.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Owens, Marcia	Dean
Carbenia, Michael	Assistant Principal
Miller, Saraya	Assistant Principal
Scanlan, Maureen	Assistant Principal
Smith, Timothy	Principal
McClure, Elizabeth	Instructional Coach
Ivey, Vivian	Instructional Coach
Maldonado, Paul	Assistant Principal
Wilhite, Paul	Assistant Principal
Himschoot, Amy	Instructional Coach
Wilson, William	Dean

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Administrators oversee the process and implementation of effective instruction, student grades, testing and safety. Deans work with discipline, safety, attendance and provide feedback on instruction. Our instructional coaches provide staff development in large and small group settings. They also coach teachers and provide feedback on instruction.

The wide range of duties are divided up throughout our administrative leadership group. Each person oversees a professional learning community group and works on a number of specific duties. We have a team that works well together to lead our school.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

We have a focus group designed to follow the format of Learning Science Institute (LSI) that includes the following:

Data is collected from teachers, guidance counselors and resource teachers on teaching and learning at WPHS. We will use the Conditions for Learning Inventory and a Leadership Survey. The team will look for areas needing improvement and complete a Root Cause Analysis. Based on the results, an action plan will be developed. Action plans are designed specific to students and teachers.

Teachers receive training during their planning periods on best instructional practices as well as on district initiatives. Professional development books are purchased for teacher training within their Professional Learning Community (PLC) groups.

Supplemental Academic Instruction (SAI) funds are used to support tutoring, reading instruction and after school intervention sessions for help on reading and End-Of-Course (EOC) exams.

A grant from the Winter Park Health Foundation supports a school-wide nutrition and health program, Federal SAFE Schools money provides a SAFE counselor, IDEA provides ESE funding, CBVE provides job coaching for ESE students, and Career and Technical Ed receives grants and local funds.

Various administrators and resource personnel continually work with these programs and provide supervision.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Marcia Owens	Teacher
Elizabeth Frawley McClure	Teacher
Maureen Douglas	Parent
Tracy Beattie	Business/Community
Melody Mitchell	Parent
Barbara Kinson	Parent
Audra Group	Parent
Vinnie Knauf	Parent
Kelly Garcia	Parent
Ana Nazarian	Parent
Shari Hopwood	Parent
Rob Hopwood	Parent
Neal Hayes	Business/Community
Anna Myers	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Last year we promoted student reading through the use of the Star and Accelerated Reader programs at our freshman campus. We also continued the use of UCF's Teach Live staff development tool where teachers practice their craft with avatars. A third area of assistance was the use of textbooks to help students prepare for college reading and for the PERT exam.

Development of this school improvement plan

The SAC committee reviews student data and receives an update on the school improvement plan. SAC members will discuss needs and ideas as the year progresses. Input and reflection from reviews of survey data are also helpful to our process.

Preparation of the school's annual budget and plan

The school's annual budget is prepared each spring and adjusted according to student enrollment in the fall. Our plan is established in the first quarter of the school year after we receive student performance data. Expenditures are made in association of the plan.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

This past year we purchased Teach Live professional development services from the University of Central Florida. The cost of this professional development is \$4,320. This is a simulated training module where teachers strengthen their instructional ability through the interaction with this avatar based program. The second expenditure is for curriculum materials to be used in English classes that are preparing students for college readiness. The cost of these books is \$6,080 for 200 books. Finally, we used \$5231.50 on the Accelerated Reader and Star programs at the freshman campus. This program promotes student reading along with incentives to read and score well on the comprehension exams.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Scanlan, Maureen	Assistant Principal
McClure, Elizabeth	Instructional Coach
Ivey, Vivian	Instructional Coach
Smith, Timothy	Principal
Miller, Saraya	Assistant Principal
Arnold, Timothy	Teacher, K-12
Kimberly, Wilkes	Teacher, K-12
Richardson, Tara	Teacher, K-12
Parker, Stewart	Teacher, K-12
Himschoot, Amy	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The Florida ELA literacy initiatives introduced last year will guide instruction in all content area classes as well as frame the PLC discussions. Each department discussed and outlined a plan of how to recognize quality student work and celebrate student success through their respective PLCs last year.

A new focus for this year is integrating writing across the day, specifically using DBQs and FRQs as a frame for close reading and text-driven writing. We will continue to provide opportunities for all students to engage in authentic literacy experiences in classrooms, clubs and in the media center. These opportunities will occur through club service projects, community writing/reading projects, classroom book talks, curriculum celebrations, monthly genres of literature highlighted in media centers, authors visits, and/or workshops throughout the school year. Departments are implementing three common writing experiences per quarter. Our freshman campus media center program will encourage students to read more than their goals and provide students that earn 50 points an AR reward card. A multi-tiered reward system is in place to reward students who read and score more than 50 points.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers meet in their content area PLC twice a month (Wednesdays), to discuss data that will drive their instruction, create instructional plans and construct common assessments. When common assessments are reviewed, interventions are developed to help students that did not show mastery on the assessment. Teachers also meet in their cross-curriculum groups to work on their book study.

Instructional Coaches facilitate professional development (PD) workshops monthly during planning periods for teachers that focuses on activities specific to the topics of developing common assessments, monitoring for student growth, and writing across the curriculum. This school year, the PD's will focus more on planning and implementing rigor at a higher level in all classrooms.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The administrative team interviews prospective teachers and hires highly qualified candidates. School resource teachers meet regularly with new and beginning teachers to provide training on best practices and guidance on the certification process.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Expert teachers are selected as mentors and matched with beginning teachers in each content area. Our mentors have attended or will attend the Clinical Educator training. They also have completed the district on-line mentoring module. Mentoring activities include, but are not limited to: conferencing on a regular basis, observing the beginning teacher's classroom teaching by the mentor, and observing the mentor's and other colleagues' classroom teaching by the mentee. Beginning teachers are required to attend regularly scheduled Beginning Teacher meetings and complete the district on-line beginning teacher portfolio.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Winter Park High School has adopted the district's curriculum, that has been written and designed for secondary schools in our district.

All of our teachers are using the Measurement Topic Plans (MTPs) that have been developed for all courses which have been aligned with the Florida standards and the state and district End of Course Exams (EOC).

Curriculum specific materials are as follows:

Math has Florida Explorations Core Math (Pearson), Math Excel, and Algebra Nation.

English is using Springboard and HRH.

Reading is using ACHIEVE 3000.

Social Studies uses DBQs, FRQs and non-fiction text.

Science engages students in lab reports and other writing experiences such as the summary of a tested hypothesis.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Teachers meet at least two Wednesdays a month with their content area PLCs to discuss and create common assessments, to create intervention activities for students who did not master the material, and to develop enrichment activities for those students who mastered the assessment.

Some of our PLC meetings are focused on reviewing data from common assessments. When the

data is reviewed, teachers discuss the instructional strategies that could be used in the future to enhance learning. They also create steps of interventions for students who did not learn the objectives taught. An example of such an intervention is to use group rotations where the teacher is able to work with students who need concepts to be re-taught. Subsequently, students might then be re-tested seeking a better outcome. Tutoring is also provided after school and during lunch for students that need additional assistance.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 108,000

Algebra 1 teachers offer before and after school tutoring to interested students.

Strategy Rationale

Some students required more time and additional assistance to master standards.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Miller, Saraya, saraya.miller@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Common assessments are analyzed at regular PLC meetings.
Teachers report data to administrators electronically.

Strategy: Summer Program

Minutes added to school year: 31,235

Summer workshops for teacher professional development.

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Teacher products upon completion of workshops which are used during the school year to improve student achievement.

Strategy: Summer Program

Minutes added to school year: 1,200,000

Students participate in Summer School for credit retrieval.
Summer camps for EOC retake students.

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Students completion of credit retrieval course with improved grade

Strategy: Weekend Program

Minutes added to school year: 106,800

Students are offered the opportunity to come to school on 2 Saturdays for test preparation before EOC and FCAT, and AP testing.

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

EOC and FCAT and AP scores

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Counselors visit both of our feeder middle schools, Glenridge and Maitland, to meet with all 8th graders. The counselors provide assistance with schedules for the upcoming school year. Additionally, they share information on clubs, extracurricular activities and school services. All counselors meet with students throughout the year to review progress and graduation requirements. For students that require more assistance, counselors meet with them at least once every quarter.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Students will meet with their guidance counselor to receive assistance and direction on what is needed for a successful high school experience. Counselors continuously review student schedules to ensure that they are "on track" for graduation and are meeting goal requirements. The College and Career Center is an additional resource for students. The center assists students with information regarding college, careers and finances. We also have an annual Career Day where business and vocational training program representatives from our community share program information to students.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Dual enrollment, AP and IB classes prepare students for college. ROTC coursework prepares students for enlistment in the armed services. Other electives offered are: Drafting and Engineering, Culinary, Web Design, Media/TV Production, Marketing, Hospitality & Tourism, and Bio Medical Principles. These programs help students to see the relationships between subjects and relevance to their future. Furthermore, they help students to be prepared upon graduation to enter the workforce with industry certification, enlist into the armed services or attend college.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Efforts taken to integrate career and technical education with academic courses are illustrated through the following programs and course offerings.

AF Academy of Hospitality & Tourism: Nationally accredited curriculum that integrates the principles of tourism/hospitality with academic course work.

Project Lead the Way/Bio Medical Principles: Nationally recognized coursework with a focus on careers in the medical field.

College and Career Center: The College and Career Center's focus is to assist students with college and university readiness, including assistance with SAT, ACT and college applications. This center also focuses on career preparation which includes student training in resume writing and interviewing as well as guidance regarding military careers.

The following courses and programs represent how technical and academic elements combine to provide opportunities for our students.

- College Readiness Classes in Math and English
- TERC program in the media center
- Digital Design
- Gaming
- Engineering
- Digital Television Production
- NJROTC program (aeronautics course)

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

According to the High School Feedback Report for 2013 Public High School Graduates, the most current report available, Winter Park High School had 725 graduates with a standard diploma or GED. Pre-graduation indicators show that the percent of graduates who scored at a level three or higher on the 10th grade FCAT in math was 87.8%, reading 80.1%, and 76.5% in both reading and math. The percent of 2013 graduates who completed a college prep curriculum was 74.6 %, compared to the state's 63.0%. Among those who graduated in 2013, 61.3% were eligible for some level of Bright Futures awards: 16.2% Florida Academic Scholars, 21.2% Florida Medallion Scholars, and .965% Florida Gold Seal Vocational. Over 50% (61.3%) completed at least one Advanced Placement or dual

enrollment course, 37.3% enrolled in Algebra 1 or its equivalent in a public school prior to ninth grade, 71.4% who completed at least one level three high school math course, and 3.60% who completed at least one dual enrollment math course. Additionally, 84.1% completed at least one level three science course, and 1.51% who completed at least one dual enrollment science course. Of the students who took the SAT/ACT/CPT, 94.1% scored at or above the college level cut score in math, 82.3% in reading, 89.0 % in writing and 79.0% in all three subjects.

Post-graduation indicators display that of those who graduated in 2013, 52.9% enrolled in a Florida public post secondary institution in Fall 2013, and 4.82% were enrolled in Independent Colleges and Universities of Florida (ICUF). Other Florida post secondary enrollments for 2013 graduates include 29.7% at a community college, 22.3% at a state university, and 1.10% at a technical education center. The percent of graduates enrolled in college credit courses in Fall 2013 at Florida public post secondary institution earning a grade point average above 2.0 was 83.2%. This measure is above both the 77.8% district average and the 77.6% state average. Those with a grade point average above 2.0 enrolled in college credit courses at Independent Colleges and Universities in Florida was 86.1%, and this mark is above the district and state average of 82.1% and 83.2%, respectively. Of the graduates enrolled in a math course in Florida during the Fall of 2013, 79% were in entry-level math (for math credit), and 72.8% in advanced math who were successful. All of these averages were above state averages. The percentages in English courses were also strong with 82.4% in Freshmen Comp (I or II), and 83.1% in other college-level English courses, which is above both the district and state averages.

Planning for post secondary participation is a critical activity that must begin when a student enters the ninth grade. The list below includes areas of emphasis recognized by the Winter Park High School staff as ways to support students and parents during their high school years:

- A majority of freshmen placed in Study Skills class for acclimation to high school.
- Focus on improving and maintaining reading achievement scores.
- Focus on improving and maintaining math achievement scores (Algebra 1 EOC).
- Counsel towards upper level math and science courses.
- Counsel towards foreign language credit requirements (3 to 4 years).
- Counsel to maximize use of Bright Futures scholarships such as Florida Academic Scholars, Florida Medallion Scholars, and Florida Gold Seal Vocational Scholarship.
- Counsel towards enrollment in IB, Advanced Placement courses and college dual enrollment.
- Counsel towards college placement exams such as PERT, SAT, and ACT.
- Seniors enrolled in college prep for English and mathematics courses as indicated by PERT scores.
- Increase emphasis on career counseling and career planning for all students with a specific focus on post secondary options.
- Increase utilization of technical school dual enrollment as a stepping stone to other post secondary programs.
- Encourage students to utilize the College and Career Center.
- Low performing sophomores and juniors in danger of not meeting graduation requirements are placed with an at-risk counselor.
- Provide a mentoring program for low performing students.
- Utilize career and college planning on-line assistance.
- Provide math tutoring after-school and during lunch time for students in need.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** We will increase student learning performance by collaboratively planning between teachers and administrators for rigorous standards-based instruction. (Division Priority: Invest in Human Capital)

- G2.** Teachers and administrators will collaborate and reflect through PLC's to plan for and implement lessons that fully address the intent of the grade level Florida Standards thus causing an increase in student achievement. (Division Priority: Accelerate Student Achievement)

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. We will increase student learning performance by collaboratively planning between teachers and administrators for rigorous standards-based instruction. (Division Priority: Invest in Human Capital) 1a

G073150

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (At-Risk)	100.0
ELA Achievement District Assessment	69.0
Algebra I FSA EOC Pass Rate	30.0
Algebra II EOC Pass Rate	58.0
Geometry EOC Pass Rate	59.0
U.S. History EOC Pass	81.0
Bio I EOC Pass	83.0

Resources Available to Support the Goal 2

- All teachers will participate in professional development sessions on how to plan and implement rigorous learning experiences for students.
- A curriculum celebration will be held during the first semester to highlight and share rigorous lessons teachers have implemented.
- PLCs will meet twice a month on Wednesdays. Part of their time will be spend on planning rigorous units of study.

Targeted Barriers to Achieving the Goal 3

- Limited time available for teachers to collaboratively plan is a challenge. Teachers need to have two planning periods each day so that they are able to plan, collaborate frequently, grade papers, follow up with students and contact parents.

Plan to Monitor Progress Toward G1. 8

Rigorous lessons will be tallied each week and reported to the community through our weekly electronic newsletter.

Person Responsible

Timothy Smith

Schedule

Weekly, from 10/1/2015 to 4/29/2016

Evidence of Completion

Rigorous lessons will be determined by two key components. Those components are students thinking at high levels (defined by activities in Blooms' level three or above) and student engagement. For a lesson to be deemed rigorous, the lesson must have activities that require higher levels of thinking. Furthermore over 90% of the students must be engaged in the lesson determined by monitoring methods used during the lesson.

G2. Teachers and administrators will collaborate and reflect through PLC's to plan for and implement lessons that fully address the intent of the grade level Florida Standards thus causing an increase in student achievement. (Division Priority: Accelerate Student Achievement) 1a

G073151

Targets Supported 1b

Indicator	Annual Target
5Es Score: Ambitious Instruction	50.0
ELA Achievement District Assessment	69.0
Algebra I FSA EOC Pass Rate	30.0
Algebra II EOC Pass Rate	58.0
Geometry EOC Pass Rate	59.0
U.S. History EOC Pass	81.0
Bio I EOC Pass	83.0

Resources Available to Support the Goal 2

- Professional development focused on developing and implementing rigorous lessons.
- Facilitating teacher observation of their colleagues.
- Instructional rounds conducted where teachers are provided feedback.

Targeted Barriers to Achieving the Goal 3

- Teachers not fully understanding the components of ambitious instruction and therefore not designing and delivering rigorous lessons.

Plan to Monitor Progress Toward G2. 8

The number of rigorous lessons observed will be monitored each week.

Person Responsible

Timothy Smith

Schedule

Weekly, from 10/1/2015 to 6/3/2016

Evidence of Completion

The percentage of observed lessons that are rigorous will be tabulated each week.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. We will increase student learning performance by collaboratively planning between teachers and administrators for rigorous standards-based instruction. (Division Priority: Invest in Human Capital) **1**

 G073150

G1.B1 Limited time available for teachers to collaboratively plan is a challenge. Teachers need to have two planning periods each day so that they are able to plan, collaborate frequently, grade papers, follow up with students and contact parents. **2**

 B191098

G1.B1.S1 Utilize substitutes so that teachers are able to observe each other and collaborate about the observed lesson. **4**

 S202542

Strategy Rationale

This strategy fosters increased teacher interaction and collaboration about actual instructional methods being used. It provides an excellent opportunity for actionable feedback.

Action Step 1 **5**

Assessing administrators will work with teachers to develop their professional growth plans. Embedded in that process will be the structuring of peer observation and subsequent collaboration.

Person Responsible

Timothy Smith

Schedule

Quarterly, from 9/1/2015 to 4/30/2016

Evidence of Completion

During observations, the percentage of rigorous lessons will be tracked on a weekly basis. The goal is for this metric to increase throughout the year. Additionally, teachers will enter reflections of their peer observation experience in the deliberate practice plan.

Action Step 2 5

Assessing administrators will review the teachers' peer observations evidence(s) provided in their professional growth plans.

Person Responsible

Timothy Smith

Schedule

Quarterly, from 9/1/2015 to 4/30/2016

Evidence of Completion

It is expected that teachers will observe their colleagues to gain valuable insight on effective teaching practices. The assessing administrator will generate a report using iobservation to use as a guide map when dialoguing with teachers about their peer observations that will be conducted.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Rigorous lessons will be monitored through our observation process. Additionally, the percentage of rigorous lessons observed will be reported to our community through our weekly electronic newsletter.

Person Responsible

Timothy Smith

Schedule

Weekly, from 10/1/2015 to 4/29/2016

Evidence of Completion

Rigorous lessons will be determined by two key components. Those components are students thinking at high levels (defined by activities in Blooms' level three or above) and student engagement. For a lesson to be deemed rigorous, the lesson must have activities that require higher levels of thinking. Furthermore over 90% of the students must be engaged in the lesson determined by monitoring methods used during the lesson.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

PLC agendas and notes will be completed and submitted to the assessing administrator.

Person Responsible

Timothy Smith

Schedule

Semiannually, from 9/2/2015 to 4/29/2016

Evidence of Completion

Two PLC forms will be utilized in our sessions. Both forms are agendas and used to record meeting minutes. One form is designed for planning and the other for data analysis.

G2. Teachers and administrators will collaborate and reflect through PLC's to plan for and implement lessons that fully address the intent of the grade level Florida Standards thus causing an increase in student achievement. (Division Priority: Accelerate Student Achievement) 1

 G073151

G2.B2 Teachers not fully understanding the components of ambitious instruction and therefore not designing and delivering rigorous lessons. 2

 B191101

G2.B2.S1 Observers will present feedback to teachers regarding the level of rigor taking place in their lesson. 4

 S202546

Strategy Rationale

When observing teachers, a measure of student engagement is taken. Additionally, the level of the learning activity is determined based on Blooms' Taxonomy. Feedback is given to teachers in these two areas in an effort to assist them in gaining the necessary skills and knowledge in order to create and implement rigorous lessons.

Action Step 1 5

While observing teachers, assessors will comment and note on the level of rigor in the lesson.

Person Responsible

Timothy Smith

Schedule

Daily, from 9/8/2015 to 6/3/2016

Evidence of Completion

The weekly percentage of observed lessons that are rigorous will be used to determine the level of rigor for our students.

Action Step 2 5

Teachers will develop rigorous lesson plans based on state standards

Person Responsible

Timothy Smith

Schedule

Semiannually, from 9/8/2015 to 6/3/2016

Evidence of Completion

Assessing administrators will meet with teachers and review lesson plans including strategies and practices as well as how rigor is being addressed. Teachers will also be given feedback as to the level of rigor in their class once every three weeks.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

While observing teachers, assessors will comment and note on the level of rigor in the lesson. The percentage of observed lessons will then be reported on our weekly electronic newsletter.

Person Responsible

Timothy Smith

Schedule

Weekly, from 10/1/2015 to 6/3/2016

Evidence of Completion

The percentage of observed lessons that are rigorous.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

The degree of rigorous lessons being presented to students

Person Responsible

Timothy Smith

Schedule

Weekly, from 10/1/2015 to 6/3/2016

Evidence of Completion

The percentage of observed lessons that are rigorous will be tabulated each week.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Assessing administrators will work with teachers to develop their professional growth plans. Embedded in that process will be the structuring of peer observation and subsequent collaboration.	Smith, Timothy	9/1/2015	During observations, the percentage of rigorous lessons will be tracked on a weekly basis. The goal is for this metric to increase throughout the year. Additionally, teachers will enter reflections of their peer observation experience in the deliberate practice plan.	4/30/2016 quarterly
G2.B2.S1.A1	While observing teachers, assessors will comment and note on the level of rigor in the lesson.	Smith, Timothy	9/8/2015	The weekly percentage of observed lessons that are rigorous will be used to determine the level of rigor for our students.	6/3/2016 daily
G1.B1.S1.A2	Assessing administrators will review the teachers' peer observations evidence(s) provided in their professional growth plans.	Smith, Timothy	9/1/2015	It is expected that teachers will observe their colleagues to gain valuable insight on effective teaching practices. The assessing administrator will generate a report using jobobservation to use as a guide map when dialoguing with teachers about their peer observations that will be conducted.	4/30/2016 quarterly
G2.B2.S1.A2	Teachers will develop rigorous lesson plans based on state standards	Smith, Timothy	9/8/2015	Assessing administrators will meet with teachers and review lesson plans including strategies and practices as well as how rigor is being addressed. Teachers will also be given feedback as to the level of rigor in their class once every three weeks.	6/3/2016 semiannually
G1.MA1	Rigorous lessons will be tallied each week and reported to the community through our weekly electronic newsletter.	Smith, Timothy	10/1/2015	Rigorous lessons will be determined by two key components. Those components are students thinking at high levels (defined by activities in Blooms' level three or above) and student engagement. For a lesson to be deemed rigorous, the lesson must have activities that require higher levels of thinking. Furthermore over 90% of the students must be engaged in the lesson determined by monitoring methods used during the lesson.	4/29/2016 weekly
G1.B1.S1.MA1	PLC agendas and notes will be completed and submitted to the assessing administrator.	Smith, Timothy	9/2/2015	Two PLC forms will be utilized in our sessions. Both forms are agendas and used to record meeting minutes. One form is designed for planning and the other for data analysis.	4/29/2016 semiannually
G1.B1.S1.MA1	Rigorous lessons will be monitored through our observation process. Additionally, the percentage of rigorous lessons observed will be reported to our community through our weekly electronic newsletter.	Smith, Timothy	10/1/2015	Rigorous lessons will be determined by two key components. Those components are students thinking at high levels (defined by activities in Blooms' level three or above) and student engagement. For a lesson to be deemed rigorous, the lesson must have activities that require higher levels of thinking. Furthermore over 90% of the students must be engaged in the lesson determined by monitoring methods used during the lesson.	4/29/2016 weekly
G2.MA1	The number of rigorous lessons observed will be monitored each week.	Smith, Timothy	10/1/2015	The percentage of observed lessons that are rigorous will be tabulated each week.	6/3/2016 weekly
G2.B2.S1.MA1	The degree of rigorous lessons being presented to students	Smith, Timothy	10/1/2015	The percentage of observed lessons that are rigorous will be tabulated each week.	6/3/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.MA1	While observing teachers, assessors will comment and note on the level of rigor in the lesson. The percentage of observed lessons will then be reported on our weekly electronic newsletter.	Smith, Timothy	10/1/2015	The percentage of observed lessons that are rigorous.	6/3/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. We will increase student learning performance by collaboratively planning between teachers and administrators for rigorous standards-based instruction. (Division Priority: Invest in Human Capital)

G1.B1 Limited time available for teachers to collaboratively plan is a challenge. Teachers need to have two planning periods each day so that they are able to plan, collaborate frequently, grade papers, follow up with students and contact parents.

G1.B1.S1 Utilize substitutes so that teachers are able to observe each other and collaborate about the observed lesson.

PD Opportunity 1

Assessing administrators will work with teachers to develop their professional growth plans. Embedded in that process will be the structuring of peer observation and subsequent collaboration.

Facilitator

All assessing administrators will be facilitators of this action plan.

Participants

Teachers

Schedule

Quarterly, from 9/1/2015 to 4/30/2016

PD Opportunity 2

Assessing administrators will review the teachers' peer observations evidence(s) provided in their professional growth plans.

Facilitator

All assessing administrators will be facilitators of this action plan.

Participants

Teachers

Schedule

Quarterly, from 9/1/2015 to 4/30/2016

G2. Teachers and administrators will collaborate and reflect through PLC's to plan for and implement lessons that fully address the intent of the grade level Florida Standards thus causing an increase in student achievement. (Division Priority: Accelerate Student Achievement)

G2.B2 Teachers not fully understanding the components of ambitious instruction and therefore not designing and delivering rigorous lessons.

G2.B2.S1 Observers will present feedback to teachers regarding the level of rigor taking place in their lesson.

PD Opportunity 1

While observing teachers, assessors will comment and note on the level of rigor in the lesson.

Facilitator

All assessing administrators

Participants

Teachers

Schedule

Daily, from 9/8/2015 to 6/3/2016

PD Opportunity 2

Teachers will develop rigorous lesson plans based on state standards

Facilitator

Vivian Ivey

Participants

Teachers/AP's

Schedule

Semiannually, from 9/8/2015 to 6/3/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Assessing administrators will work with teachers to develop their professional growth plans. Embedded in that process will be the structuring of peer observation and subsequent collaboration.				\$4,160.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	3376	140-Substitute Teachers	1411 - Winter Park High	General Fund		\$4,160.00
<i>Notes: \$4160 for substitutes</i>						
2	G1.B1.S1.A2	Assessing administrators will review the teachers' peer observations evidence(s) provided in their professional growth plans.				\$0.00
3	G2.B2.S1.A1	While observing teachers, assessors will comment and note on the level of rigor in the lesson.				\$150,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	3376	120-Classroom Teachers	1411 - Winter Park High	General Fund		\$150,000.00
4	G2.B2.S1.A2	Teachers will develop rigorous lesson plans based on state standards				\$0.00
					Total:	\$154,160.00