

Seminole County Public Schools

Winter Springs High School



2016-17 Schoolwide Improvement Plan

Winter Springs High School

130 TUSKAWILLA RD, Winter Springs, FL 32708

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0911>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	51%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	45%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	B	A*	A	B

**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 Seminole 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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Winter Springs High School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Through the individual commitment of all, our students will graduate with values, skills, knowledge, and attitudes necessary to be productive citizens.

b. Provide the school's vision statement.

Bears Building Integrity through Empathy, Honesty and Perseverance

2. School Environment

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

The school learns about students' cultures through daily engagement in the classroom setting. The school also emphasizes ensuring teachers differentiate their instruction to increase student engagement, lending itself to strengthening relationships between teachers and students. Specifically, our school provides an opportunity for students to learn about African-American and Hispanic cultures through two annual programs associated with African-American History Month and Hispanic Heritage Month that are available to all student learners. These types of events create a bridge between teachers and students throughout our entire school. Our Bear Connections Mentoring Program also includes 50 peer mentors. These students meet with their mentees weekly to successfully navigate high school and build stronger relationships between grade level students. We assign upper class students as Teacher Assistants (TA) to build faculty/student relationships. Many of our TAs provide peer tutoring to students in our credit recovery classes and Bear Academy classes. Furthermore these students also provide afterschool tutoring opportunities. We have also formed a Model UN on campus to broaden students' awareness and understanding of other ethnicities, nationalities and cultural backgrounds.

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

Our school year theme is "Bears Building Integrity". Each quarter we are engaging in a school-wide activity that has students investigate ways in which our students can build character and become better citizens. As part of this theme we are focusing on the characteristics of empathy, honesty, perseverance and integrity. There are areas established throughout our campus where students can go to report any incidents of bullying or issues that they may be having. On our campus we have distinguished specific locations that are labeled "Safe Place" and this is where students can anonymously talk about any issues related to bullying. Furthermore, our school has also established LGBT Safe Zones. The school has established supervision before, during and after school to create an environment where students feel safe and respected. Supervision is being provided by administration, security, teachers and support staff. We also have our Positive Behavior Support (PBS) team where students are awarded randomly by our teachers for displaying positive behavior. The behaviors that are rewarded include being helpful, displaying citizenship, or any characteristics that promotes a positive community at Winter Springs High School. As part of our 9th Grade Bear Academy, students participate in a seminar class in which they are explicitly taught a social-emotional curriculum. A counselor from New Horizons is on campus to help assist students with social or emotional concerns.

c. 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.

Our Dean of Students consistently monitors classroom behaviors by conducting walk-throughs. During the walk-throughs, classroom management assistance is provided and helpful feedback to teachers is given year round. Repeat discipline offenders are given referrals to our MTSS (Multi-Tiered Support of Systems) Team and/or New Horizons (Counseling Center) to address social issues. The established protocol for disciplinary incidents include the following steps:

- a) Parent Notification
- b) Verbal Warning
- c) Lunch/Work detail
- d) Detention
- e) In-School Suspension
- f) Out-of-school suspension

Additionally, the premise of our behavioral system is to minimize the withdrawal of the student during academic instructional time.

Our teachers may also choose to voluntarily participate in the Non-Negotiables team. Members of the team post certain behaviors as non-negotiable in each classroom. Those behaviors include such things as coming to class on time, participating in all class activities, turning off electronic devices, leaving food outside, and following the dress code. Teachers on this team assign their own detention as a means of deterring misbehavior and avoiding a discipline referral..

d. 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.

Our school offers counseling that is provided from our Certified School Counselors, New Horizons counselor and our Social Worker. New Horizons offers both individual and group counseling on mental health and substance abuse issues. Mentoring takes place with our administrative staff, teachers, and peer mentors. Additionally, students who a part of our 9th Grade Bear Academy program meet with either a community, faculty or peer mentor weekly through our Bear Connections mentoring program. Mentoring efforts are focused on our lower-quartile population along with students with daily stressors who have social-emotional needs affecting their academic performance. Finally, our 9th Grade Bear Academy program also includes a seminar class with a social-emotional curriculum.

3. Early Warning Systems

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

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

The parental involvement target for the parents at Winter Springs High School is to have a large majority of our parents logging into the Skyward Parent portal at least once during the school year. Teachers and administrators use multiple strategies to contact families, including but not limited to, (1) contacting families prior to the start of school to welcome the students to the new school year, (2) inviting families to curriculum nights and open house meetings to meet teachers and school staff and to learn about the curriculum, (3) providing access to school grades, progress monitoring data and other relevant achievement information through the SCPS Skyward Family Access, (4) ensuring students show evidence of "owning their data" and scheduling student led conferences as applicable, (5) inviting families to participate in SAC and PTA Boards, (6) inviting families to attend PTA meetings and participate in school related events, (7) using multiple genres of social networking, as well as sending electronic/paper-based newsletters to families on a regular basis, (8) advertising events on school marquees, (9) and numerous other out-reach strategies developed by school staff.

2. 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.

Teachers and administrators are continually involved in local events and often invited to participate in their community's celebrations. Administrators and teachers reach out to local businesses for participation in the school's business partners programs. Winter Springs High School has also

established a Business Advisory Council that provides a link between the business community and our school. As applicable, administrators serve on local rotary clubs, chambers, etc. In addition, faith-based leaders are invited to form relationships with local schools. Finally, we include community members are part of 9th Grade Bear Academy, Bear Connections mentoring program.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Reynolds, Mickey	Principal
Washington, Jaime	Assistant Principal
Bowman, Lori	Assistant Principal
Hesselbart, Matt	Other
Clark, Octavius	Dean
Collins, Angel	Instructional Coach
Hunter, Michael	Assistant Principal
Beasley, Carmen	Other
Draus, Kristi	Assistant Principal

b. Duties

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

All of the Assistant Principals serve on the leadership team that meets weekly and plans out how to provide instructional support to the teachers within their respective departments. All of the Assistant Principals participate in training on how to provide feedback to teachers utilizing the Marzano instructional model.

Ms. Draus oversees and adheres to the implementation of the English/Language Arts action plan. Ms. Draus also supervises the Guidance, ESOL, 9th Grade Academy and the English/Language Arts departments. Ms. Bowman supervises the ESE department and ensures Individualized Educational Plans (IEP) are being implemented properly with all students. Ms. Bowman also oversees the International Baccalaureate program and the Fine Arts departments. Mr. Hunter supervises and adheres to implementation of the school improvement plan goals. Additionally, Mr. Hunter supervises and adheres to implementation of the Algebra and Geometry action plans. Mr. Hunter supervises the math, career ed, world language and physical education departments. Mrs. Washington supervises the Science and Social Studies departments. Ms. Collins, our instructional coach, ensures literacy support is being provided to our teachers along with helping with data assessments among the high stakes testing areas. She also models effective instructional practices for classroom teachers. Mr. Hesselbart oversees facilities including custodial services, maintenance and security.

2. 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.

Winter Springs High School annually reviews budgets and expenditures as well as student and teacher data to ensure schools are adequately staffed to meet student achievement needs. Winter Springs High School will coordinate Supplemental Academic Instruction funds to provide additional academic tutorial and/or intervention time for students in need of remediation. This funding source is coordinated to maximize the number of students and the amount of services available for academic interventions. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Giselle San Filippo	Student
Jane Ellis	Teacher
Dr. Mickey Reynolds	Principal
Rebecca Krausman	Teacher
Jen Devine	Teacher
Maureen Moon	Education Support Employee
Hannah Rozek	Student
Kristen Williams	Parent
Tammy Potosky	Parent
Diana Strembecki	Parent
Rosanne Karr	Parent
Melissa Jones	Parent
Stacie Woodward	Parent
Carol Unterreiner	Parent
Kimberly White	Parent
Jennifer Defazio	Parent
Michael Humphreys	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

Our School Advisory Council (SAC) is provided with updates annually on how our school performed in the different high-stakes area which correlates to our school improvement plan and school grade. Every month, our SAC addresses any needs requested from our faculty, staff and students to ensure that at all times academic achievement is kept at the forefront. Our SAC committee, addresses any weaknesses and/or strengths from our school data to ensure that we maintain our focus with our school improvement plan.

b. Development of this school improvement plan

The School Advisory Council was actively involved in the discussion and development of action steps taken to accomplish goals for performance on all high-stakes assessments as well as approving SAC budget items in support of achievement goals.

c. Preparation of the school's annual budget and plan

Our School Advisory Council (SAC) ensures that our allocation of the annual budget is centered around academic achievement amongst all stakeholders at the beginning of every school year. They ensure all requests are addressed timely and within the confines of the school improvement plan.

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

All of the SAC funds will be allocated towards academic tutoring, teacher grants, Professional Learning Communities (PLC) planning days and any request that may come from the instructional staff that would be in alignment with the SIP.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Draus, Kristi	Assistant Principal
Curran, Elise	Teacher, K-12
Dycus, Bridget	Teacher, K-12
Dycus, Tim	Teacher, K-12
Crowe, Carrie	Teacher, K-12
Huntley, Darlene	Teacher, ESE
Collins, Angel	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The major initiative of the Literacy Leadership Team (LLT) this year is geared towards working with all content area teachers to help develop skills in the use and understanding of literacy strategies in the classroom. Additionally, the LLT works to educate content area teachers on English Language Learner strategies by working to provide professional development on research-based strategies as well as information regarding accommodations for our ESOL students.

D. Public and Collaborative Teaching

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

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

Winter Springs High School elects a Collaborative Improvement Team (CIT) that ensures a positive working relationship between the teachers and administrative staff at our school. Additionally, as part of the development of our professional development calendar, our Professional Learning Communities (PLC) ensure consistent planning and instruction at least twice monthly and also serve as an opportunity to encourage positive working relationships. Furthermore, PLCs have an opportunity for release days to analyze assessment results, adjust lesson plans as well as instructional strategies, and evaluate student work. Our PLC's have an opportunity to meet on a regular basis due to the fact that our subject-area teachers are grouped together physically on our school campus. This proximity of the PLC's lends itself to the building of stronger relationships amongst peers. As part of our Professional development calendar, we ensure that PLC's have time monthly to work together to align themselves with their curriculum and debrief on student behavior and academic progress. We have developed specific cross-curricular faculty teams as part of our 9th Grade Bear Academy program and new International Baccalaureate magnet program. Finally, in order to build positive staff relationship, we have our "Care Bear" team that organizes social gatherings and opportunities for staff to bond.

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

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools reputation of being an "A" school district brings to us thousands of highly qualified applicants. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes.

The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year!

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

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor is trained by our county's new teacher facilitator and is given materials and agendas to support the new teachers during this calendar year. Before school begins, our school-wide mentor meets the new teachers at our school and gives a campus tour while orienting our new teachers to important procedures and policies that will affect them as they begin the school year. Once school begins, our new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for their given situations. Whether the new teacher is working with an individual who has been trained by our county to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The core curricula of Seminole County Public Schools are comprehensive systems employing research based best-practices, rigorous content, and instructional materials organized in comprehensive instructional plans. Delivery modes and methods require explicit differentiated instruction to the depth of the Florida Standards.

b. Instructional Strategies

1. 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.

Winter Springs High school offers all students that have exhibited a deficiency in reading, the option of being provided a reading block to focus on the addressed deficiencies for state assessments. As it relates to the Math curriculum for Algebra I, students with skill deficiencies have access to IXL Math, a computer-adaptive skill remediation program². For the Biology EOC (End of Course) assessment, students are given the opportunity to take Environmental Science prior to enrolling in Biology which offers a comprehensive review prior to going into the Biology curriculum. For students scoring close to proficiency, reading intervention is provided in core content classes by teachers who have been trained in reading instruction. Our school ensures that student data is closely examined prior to completing master scheduling to ensure that the diverse needs of students are being provided for the school year in order to ensure academic achievement.

The student management system, Skyward, to track the majority of information. EdInsight is a user-friendly system that allows all teachers and administrators to track information in the form of reports. Teachers can see grades, attendance, at-risk information, progress monitoring data, scores, and MTSS information in various reports. Teachers can then use this information to generate appropriate lesson plans or individual accommodations for students.

2. 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: After School Program

Minutes added to school year: 5,400

Winter Springs High Schools offers after school tutoring in Math. The instruction is benchmark-specific and taught by qualified teachers. Students are identified by current data, MTSS/student study team, or teacher recommendation. Tutoring is held for 90 minutes twice a week until testing. Instruction is individualized based on the student academic need.

Strategy Rationale

Tutoring after school lends itself to enrichment for the student by offering a smaller setting and enhancing the student academic need. This strategy lends itself to more targeted individualized attention with a targeted goal and increase the results on high-stakes testing.

Strategy Purpose(s)

- Enrichment

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

The data that will be collected will be collected and analyzed from common nine week assessments and the high-stakes data from the specific subject-matter. This information will be analyzed once the data is available to be seen by administration, counselors, teachers, students and instructional coach.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Students transitioning from middle school to Winter Springs are encouraged to attend our several events on campus to help them be prepared to enter high school, such as 8th Grade Parent Night, in which students can speak with teachers representing various core subjects and electives. AP Fair (Advanced Placement) affords incoming and current students the opportunity to discover the myriad of AP courses Winter Springs High School offers, and to ask questions about enrolling in AP courses. Current students are also encouraged to transition from standard and honors classes into AP classes. In the Spring, we have 8th grade parent night to encourage soon-to-be rising 9th graders to meet future teachers, counselors, administrators, and see the campus courtyard. A group of at-risk students are identified and invited to participate in a summer school course to reinforce academic skills, provide social and emotional supports, and to help them acclimate to high school. Students who participate in this Transition program have the opportunity to earn an elective credit in the summer school class.

b. College and Career Readiness

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

At Winter Springs High School, our guidance counselors provide the following services to ensure that all of our student's course of study is personally meaningful in a academic and/or career manner:

conduct credit checks, personal visits to classrooms, college/career field trips, college visits by a variety of representatives along with academic advising to address all facets of life. Our school also provides access to the Naviance college and career preparedness program and the Raise.me micro scholarship program.

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

At Winter Springs High School, we offer a variety of courses in Career and Technical Education that range from Renewable Energy, certification in Computer Science, Digital photo, Digital & Web Design, Digital Video Editing, Culinary Academy, Information Technology, Construction Technology and Hospitality & Tourism. Students have an opportunity to enroll in ePathways to ensure they are future ready for an evolving economy. The entire faculty and staff members at Winter Springs High School go the extra mile to get to know the students and uncover their future goals. By establishing a positive relationship with our students, the discussion evolves into the relevancy of how important it is for each and every student to graduate from high school to continue their path in life.

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

Our teachers of career and technical education utilize high yield instructional strategies within the curriculum to ensure academic achievement is met with all students. There are opportunities of professional development for teachers of career and technical education to take advantage of during the school year. Our teachers have industry certification test preparation along with the utilization of content area reading strategies.

4. 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.

At Winter Springs High School we encourage all of our students to voluntarily enroll in any of our advanced placement and/or honors level courses. We host an annual Advanced Placement fair where all curriculums participate to make themselves available to address any concerns or questions that students may have for any AP course that we offer. We have created an AP committee that focuses on recruitment, retention and analysis of student scores for our AP program. In terms of College Readiness, we provide ACT strategies for all of our Juniors and Seniors in reading and English classes. We offer a free PSAT/SAT prep course during the fall semester for all students. Additionally, every Wednesday we invite and allow a variety of Colleges and State Universities to provide information on admissions and scholarships to any of our students who are interested. Finally, our senior level Math and English courses assist for the purpose of college readiness with the goal of having all students post a college ready score before the end of their senior year.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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.** Our goal is to implement effective high yield instructional strategies in alignment with the Florida standards that will result in both increased student engagement and the improvement of academic achievement specifically in Algebra I, Algebra II, Biology, US History and English/ Language Arts for all student learners.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Our goal is to implement effective high yield instructional strategies in alignment with the Florida standards that will result in both increased student engagement and the improvement of academic achievement specifically in Algebra I, Algebra II, Biology, US History and English/Language Arts for all student learners. **1a**

G086327

Targets Supported **1b**

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	85.0
Math Gains	55.0
Bio I EOC Pass	80.0
Math Lowest 25% Gains	45.0
ELA/Reading Gains	50.0
ELA/Reading Lowest 25% Gains	40.0
5Es Score: Collaborative Teachers	60.0
FSA ELA Achievement	65.0
FSA Mathematics Achievement	65.0
U.S. History EOC Pass	80.0

Targeted Barriers to Achieving the Goal **3**

- Low pass rate for high stakes assessments; Attendance; Behavior; Fiscal resources; Socioeconomic status of student population; Parent support and resources; Buy-in from students; Mental health; Background knowledge

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Bear Academy
- School-wide Professional Learning Community Participation
- Positive Behavior System
- High Yield Strategies

Plan to Monitor Progress Toward G1. **8**

Data from nine weeks common district assessments along with teacher made examinations will be reviewed to determine progress.

Person Responsible

Mickey Reynolds

Schedule

Monthly, from 8/10/2016 to 5/19/2017

Evidence of Completion


Test results from high stakes assessments.

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. Our goal is to implement effective high yield instructional strategies in alignment with the Florida standards that will result in both increased student engagement and the improvement of academic achievement specifically in Algebra I, Algebra II, Biology, US History and English/Language Arts for all student learners. **1**

 G086327

G1.B1 Low pass rate for high stakes assessments; Attendance; Behavior; Fiscal resources; Socioeconomic status of student population; Parent support and resources; Buy-in from students; Mental health; Background knowledge **2**

 B229394

G1.B1.S1 Design and implement an action plan to help increase English/Language Arts high stakes assessment. Ensure the use of research based strategies, such as vocabulary strategies, will help to strengthen student's academic and test taking skills which will in turn lead to the increased master of standards. **4**

 S241956

Strategy Rationale

Our focus for the 2016-2017 school year is ensuring improvement is taking place in English/ Language Arts for all student learners.

Action Step 1 **5**

Design and deliver Professional Development to support Teachers, design and implement ongoing support for teachers through PLCs and maintain monitoring in high-stakes assessment areas. Teachers will meet with the instructional coach in order to acquire high yield strategies to utilize during instruction.

Person Responsible

Kristi Draus

Schedule

Monthly, from 8/10/2016 to 5/19/2017

Evidence of Completion

PD plan, PLC minutes and test data from nine weeks common assessments.

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

Evaluation of PLC minutes and/or progress monitoring data will be discussed on a monthly basis at administration meetings. Additional support will be given to staff if needed and resources are available.

Person Responsible

Kristi Draus

Schedule

Monthly, from 8/10/2016 to 5/19/2017

Evidence of Completion

Monitoring of PLC Agendas and minutes; individual teacher PD plans are updated in effective educator online system and data chats when assessment information is available.

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

Progress monitoring data will be collected from all high-stakes assessment areas.

Person Responsible

Kristi Draus

Schedule

Monthly, from 8/10/2016 to 5/19/2017

Evidence of Completion

Data will be collected and evaluated from nine weeks common district assessments along with formative and summative assessments from Spring Board and teacher made testing data will be used as evidence.

G1.B1.S2 Design and implement an action plan to help increase Algebra 1 achievement on the high stakes assessment examination. 4

S241957

Strategy Rationale

Our focus for the 2016-2017 school year is ensuring improvement is taking place in Algebra for all student learners.

Action Step 1 5

Deliver Professional Development to support Teachers. Design and implement ongoing support for teachers through PLCs and maintain progress monitoring is occurring in high-stakes assessment areas.

Person Responsible

Michael Hunter

Schedule

Monthly, from 8/10/2016 to 5/19/2017

Evidence of Completion

PD plan, PLC minutes and test data from progress monitoring.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Evaluation of PLC minutes and/or progress monitoring data will be discussed on a monthly basis at administrative meetings. Additional support will be given to staff if needed and resources are available.

Person Responsible

Michael Hunter

Schedule

Monthly, from 8/10/2016 to 5/19/2017

Evidence of Completion

Monitoring of PLC Agendas and minutes; individual teacher PD plans are updated in effective educator online system and data chats when assessment information is available.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Progress monitoring data from nine week examinations will be collected from all high-stakes assessment areas.

Person Responsible

Michael Hunter


Schedule

Monthly, from 8/10/2016 to 5/19/2017

Evidence of Completion

Progress monitoring from nine week exams will be collected and evaluated along with FSA and/or EOC testing data will be used as evidence.

G1.B1.S3 Design and implement an action plan to help increase Biology results on the End of Course assessment. Ensure the use of effective high yield strategies are implemented to lend itself to academic achievement for all student learners. 4

 S241958

Strategy Rationale

Our focus for the 2016-2017 school year is ensuring improvement is taking place in Biology for all student learners.

Action Step 1 5

Design and implement high yield strategies in the Biology classrooms. Provide opportunities for Biology teachers to meet and analyze data from discovery education testing.

Person Responsible

Jaime Washington

Schedule

Monthly, from 8/10/2016 to 5/19/2017

Evidence of Completion

PLC notes and discovery education results.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Evaluation of PLC minutes and/or progress monitoring data will be discussed on a monthly basis at administration meetings. Weekly walk through into the Biology classrooms along with data analysis when data is made available.

Person Responsible

Jaime Washington

Schedule

Monthly, from 8/10/2016 to 5/19/2017

Evidence of Completion

Data from the discovery education assessments will be collected to demonstrate proficiency amongst all learners. Additionally, data chats will take place with all teachers when information is made available.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Evaluation of PLC minutes and/or progress monitoring data will be discussed on a monthly basis at administration meetings. Additional support will be given to staff if needed and resources are available.

Person Responsible

Jaime Washington

Schedule

Monthly, from 9/28/2015 to 5/16/2016

Evidence of Completion

Data from discovery education testing will be collected and used to determine effectiveness of action plan.

G1.B1.S4 Design and Implement the Bear Academy to help increase low-proficiency 9th Grade student achievement on high stakes assessment examination. 4

S241959

Strategy Rationale

Our focus for the 2016-2017 school year is ensuring improvement is taking place in Algebra 1, English/Language Arts and Biology for all student learners.

Action Step 1 5

Design and deliver Professional Development to support Teachers, design and implement ongoing support for teachers through PLCs and maintain monitoring in high-stakes assessment areas. Teachers will meet with the instructional coach in order to acquire high yield strategies to utilize during instruction.

Person Responsible

Kristi Draus

Schedule

Monthly, from 8/10/2016 to 5/19/2017

Evidence of Completion

PD plan, PLC minutes and test data from nine weeks common assessments.

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Evaluation of PLC minutes and/or progress monitoring data will be discussed on a monthly basis at administration meetings. Additional support will be given to staff if needed and resources are available.

Person Responsible

Kristi Draus

Schedule

Monthly, from 8/10/2016 to 5/19/2017

Evidence of Completion

PLC notes and progress monitoring results will be used as evidence.

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Progress monitoring and Nine Weeks Exams for all areas associated high-stakes testing will be monitored.

Person Responsible

Kristi Draus

Schedule

Monthly, from 8/10/2016 to 5/19/2017

Evidence of Completion

Data will be collected and evaluated from nine weeks common district assessments along with formative and summative assessments from Spring Board and teacher made testing data will be used as evidence.

G1.B1.S5 Design and implement an action plan to help increase peer support on campus. Ensure the use of peer support to demonstrate a more supportive environment and better academic results. 4

S241960

Strategy Rationale

A focus for the 2016-2017 school year is creating a more supportive environment based on our prior year 5 Essentials Survey.

Action Step 1 5

Create the Bear Academy Mentor program, Athletics and AP Study Halls all supported by students themselves.

Person Responsible

Kristi Draus

Schedule

Monthly, from 8/10/2016 to 5/19/2017

Evidence of Completion

Evidence will include Study Hall sign in logs and mentor meeting notes.

Plan to Monitor Fidelity of Implementation of G1.B1.S5 6

Administration will review the attendance of the Study Halls and Mentor Sessions.

Person Responsible

Kristi Draus

Schedule

Monthly, from 8/10/2016 to 5/19/2017

Evidence of Completion

Evidence will include Study Hall log sheets and Mentor Sessions notes.

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7

Student grade reports will be monitored as well as student 9 weeks progress monitoring data.

Person Responsible

Kristi Draus

Schedule

Monthly, from 8/10/2016 to 5/19/2017

Evidence of Completion

Evidence will include student grade reports and 9 weeks exam data results.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S3.MA1 M323006	Evaluation of PLC minutes and/or progress monitoring data will be discussed on a monthly basis at...	Washington, Jaime	9/28/2015	Data from discovery education testing will be collected and used to determine effectiveness of action plan.	5/16/2016 monthly
G1.MA1 M323012	Data from nine weeks common district assessments along with teacher made examinations will be...	Reynolds, Mickey	8/10/2016	Test results from high stakes assessments.	5/19/2017 monthly
G1.B1.S1.MA1 M323002	Progress monitoring data will be collected from all high-stakes assessment areas.	Draus, Kristi	8/10/2016	Data will be collected and evaluated from nine weeks common district assessments along with formative and summative assessments from Spring Board and teacher made testing data will be used as evidence.	5/19/2017 monthly
G1.B1.S1.MA1 M323003	Evaluation of PLC minutes and/or progress monitoring data will be discussed on a monthly basis at...	Draus, Kristi	8/10/2016	Monitoring of PLC Agendas and minutes; individual teacher PD plans are updated in effective educator online system and data chats when assessment information is available.	5/19/2017 monthly
G1.B1.S1.A1 A313195	Design and deliver Professional Development to support Teachers, design and implement ongoing...	Draus, Kristi	8/10/2016	PD plan, PLC minutes and test data from nine weeks common assessments.	5/19/2017 monthly
G1.B1.S2.MA1 M323004	Progress monitoring data from nine week examinations will be collected from all high-stakes...	Hunter, Michael	8/10/2016	Progress monitoring from nine week exams will be collected and evaluated along with FSA and/or EOC testing data will be used as evidence.	5/19/2017 monthly
G1.B1.S2.MA1 M323005	Evaluation of PLC minutes and/or progress monitoring data will be discussed on a monthly basis at...	Hunter, Michael	8/10/2016	Monitoring of PLC Agendas and minutes; individual teacher PD plans are updated in effective educator online system and data chats when assessment information is available.	5/19/2017 monthly
G1.B1.S2.A1 A313196	Deliver Professional Development to support Teachers. Design and implement ongoing support for...	Hunter, Michael	8/10/2016	PD plan, PLC minutes and test data from progress monitoring.	5/19/2017 monthly
G1.B1.S3.MA1 M323007	Evaluation of PLC minutes and/or progress monitoring data will be discussed on a monthly basis at...	Washington, Jaime	8/10/2016	Data from the discovery education assessments will be collected to demonstrate proficiency amongst all learners. Additionally, data chats will take place with all teachers when information is made available.	5/19/2017 monthly
G1.B1.S3.A1 A313197	Design and implement high yield strategies in the Biology classrooms. Provide opportunities for...	Washington, Jaime	8/10/2016	PLC notes and discovery education results.	5/19/2017 monthly
G1.B1.S4.MA1 M323008	Progress monitoring and Nine Weeks Exams for all areas associated high-stakes testing will be...	Draus, Kristi	8/10/2016	Data will be collected and evaluated from nine weeks common district assessments along with formative and summative assessments from Spring Board and teacher made testing data will be used as evidence.	5/19/2017 monthly
G1.B1.S4.MA1 M323009	Evaluation of PLC minutes and/or progress monitoring data will be discussed on a monthly basis at...	Draus, Kristi	8/10/2016	PLC notes and progress monitoring results will be used as evidence.	5/19/2017 monthly
G1.B1.S4.A1 A313198	Design and deliver Professional Development to support Teachers, design and implement ongoing...	Draus, Kristi	8/10/2016	PD plan, PLC minutes and test data from nine weeks common assessments.	5/19/2017 monthly
G1.B1.S5.MA1 M323010	Student grade reports will be monitored as well as student 9 weeks progress monitoring data.	Draus, Kristi	8/10/2016	Evidence will include student grade reports and 9 weeks exam data results.	5/19/2017 monthly

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Winter Springs High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S5.MA1 M323011	Administration will review the attendance of the Study Halls and Mentor Sessions.	Draus, Kristi	8/10/2016	Evidence will include Study Hall log sheets and Mentor Sessions notes.	5/19/2017 monthly
G1.B1.S5.A1 A313199	Create the Bear Academy Mentor program, Athletics and AP Study Halls all supported by students...	Draus, Kristi	8/10/2016	Evidence will include Study Hall sign in logs and mentor meeting notes.	5/19/2017 monthly

V. Professional Development Opportunities

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

G1. Our goal is to implement effective high yield instructional strategies in alignment with the Florida standards that will result in both increased student engagement and the improvement of academic achievement specifically in Algebra I, Algebra II, Biology, US History and English/Language Arts for all student learners.

G1.B1 Low pass rate for high stakes assessments; Attendance; Behavior; Fiscal resources; Socioeconomic status of student population; Parent support and resources; Buy-in from students; Mental health; Background knowledge

G1.B1.S1 Design and implement an action plan to help increase English/Language Arts high stakes assessment. Ensure the use of research based strategies, such as vocabulary strategies, will help to strengthen student's academic and test taking skills which will in turn lead to the increased master of standards.

PD Opportunity 1

Design and deliver Professional Development to support Teachers, design and implement ongoing support for teachers through PLCs and maintain monitoring in high-stakes assessment areas. Teachers will meet with the instructional coach in order to acquire high yield strategies to utilize during instruction.

Facilitator

Kristi Draus

Participants

All instructional staff members

Schedule

Monthly, from 8/10/2016 to 5/19/2017

G1.B1.S2 Design and implement an action plan to help increase Algebra 1 achievement on the high stakes assessment examination.

PD Opportunity 1

Deliver Professional Development to support Teachers. Design and implement ongoing support for teachers through PLCs and maintain progress monitoring is occurring in high-stakes assessment areas.

Facilitator

Michael Hunter

Participants

Instructional staff

Schedule

Monthly, from 8/10/2016 to 5/19/2017

G1.B1.S3 Design and implement an action plan to help increase Biology results on the End of Course assessment. Ensure the use of effective high yield strategies are implemented to lend itself to academic achievement for all student learners.

PD Opportunity 1

Design and implement high yield strategies in the Biology classrooms. Provide opportunities for Biology teachers to meet and analyze data from discovery education testing.

Facilitator

Jaime Washington

Participants

Instructional Staff

Schedule

Monthly, from 8/10/2016 to 5/19/2017

G1.B1.S4 Design and Implement the Bear Academy to help increase low-proficiency 9th Grade student achievement on high stakes assessment examination.

PD Opportunity 1

Design and deliver Professional Development to support Teachers, design and implement ongoing support for teachers through PLCs and maintain monitoring in high-stakes assessment areas. Teachers will meet with the instructional coach in order to acquire high yield strategies to utilize during instruction.

Facilitator

Participants

Schedule

Monthly, from 8/10/2016 to 5/19/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Design and deliver Professional Deveopment to support Teachers, design and implement ongoing support for teachers through PLCs and maintain monitoring in high-stakes assessment areas. Teachers will meet with the instructional coach in order to acquire high yield strategies to utilize during instruction.				\$600.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0911 - Winter Springs High School	School Improvement Funds		\$600.00
<i>Notes: PLC Substitutes</i>						
2	G1.B1.S2.A1	Deliver Professional Development to support Teachers. Design and implement ongoing support for teachers through PLCs and maintain progress monitoring is occurring in high-stakes assessment areas.				\$600.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0911 - Winter Springs High School	School Improvement Funds		\$600.00
<i>Notes: Planning day for Algebra team</i>						
3	G1.B1.S3.A1	Design and implement high yield strategies in the Biology classrooms. Provide opportunities for Biology teachers to meet and analyze data from discovery education testing.				\$600.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0911 - Winter Springs High School	School Improvement Funds		\$600.00
<i>Notes: PLC Substitutes for Biology teachers.</i>						
4	G1.B1.S4.A1	Design and deliver Professional Development to support Teachers, design and implement ongoing support for teachers through PLCs and maintain monitoring in high-stakes assessment areas. Teachers will meet with the instructional coach in order to acquire high yield strategies to utilize during instruction.				\$0.00
5	G1.B1.S5.A1	Create the Bear Academy Mentor program, Athletics and AP Study Halls all supported by students themselves.				\$0.00
					Total:	\$1,800.00