

Orange County Public Schools

# Winter Park High



2017-18 Schoolwide Improvement Plan

# Winter Park High

2100 SUMMERFIELD RD, Winter Park, FL 32792

<https://winterparkhs.ocps.net/>

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
High School 9-12	No	43%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	49%

## School Grades History

<b>Year</b>	<b>2016-17</b>	<b>2015-16</b>	<b>2014-15</b>	<b>2013-14</b>
<b>Grade</b>	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 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE’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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for Winter Park High

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

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

##### b. Provide the school's vision statement.

To be the top producer of successful students in the nation

#### 2. School Environment

##### a. 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.

##### b. 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.

##### 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.

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 policies, 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.

Throughout the year, the administrative team actively monitors teacher interaction with students in the classroom and provides teachers with classroom management strategies and interventions.

**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.**

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.

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. 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.

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

**a. 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.

**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	186	148	123	111	568
One or more suspensions	0	0	0	0	0	0	0	0	0	129	65	58	46	298
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	275	275	209	193	952
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	142	136	0	0	278

**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	210	176	87	72	545

**c. 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 guidance team meets with their assigned or group 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.

**B. Family and Community Engagement**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

No

**1. PFEP Link**

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

**2. Description**

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

Winter Park utilizes the volunteer program called ADDitions. As of June 2017, Winter Park High School ADDitions logged in 34,282 volunteer hours. By June 2018, 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 2017-2018 school year, six out of nine seniors who received mentoring graduated from Winter Park High School. Out of the three that did not earn their diploma- One of them earned their certificate of completion, one of them is ESE and deferred his diploma (he was 2012 cohort so he counted against us the for 2016 graduates), and one is still finishing Math for College Readiness online.

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.

## **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.**

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, regular scheduled 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.

## **C. Effective Leadership**

### **1. School Leadership Team**

#### **a. Membership**

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

Name	Title
Kennedy, Elizabeth	Dean
Miller, Saraya	Assistant Principal
Smith, Timothy	Principal
Maldonado, Paul	Assistant Principal
Wilhite, Paul	Assistant Principal
Wilson, William	Dean
Sharpe, Jeffrey	Assistant Principal
Richardson, Tara	Instructional Coach
Richardson, Leslie	Other
Owens, Marcia	Dean
Zenzel, Jonathan	Dean
Eubanks, Jennifer	Assistant Principal
Jones, Samantha	Dean

## b. Duties

### **1. 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.

### **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.**

Our professional learning communities (PLCs) work to plan units that are matched to state standards. Additionally, these groups develop common assessments and subsequently analyze results and discuss ways to build instructional practices. PLCs meet once a week. With regard to goals and support, guidance counselors track student performance and record student goals for post-graduation plans.

District distribution of Title II funds and school based funds are used to support tutoring, Perkins grant funds are used to fund new career and technical education programs. These funds are managed jointly between district and school based personnel.

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.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Carie Lopatka	Teacher
Michael Lopatka	Teacher
Heather Traynham	Business/Community
Iris Fernandez	Parent
Larry Baird	Parent
Ellen Crabill	Parent
Ellen DeLoach	Parent
Cheryl Finkelstein	Parent
Valerie Karter	Parent
Raza Mian	Parent
Willis Milner	Parent
Eugenie Monteil	Parent
Ann Stevens	Parent
David Taylor	Parent
Daniella Vinas	Student
Kobe Sipp	Student
Anne Thomas	Parent
Tracy Beattie	Parent
Amy Neal	Parent
Daniella Exposito	Teacher
Tim Smith	Principal
Paul Maldonado	Principal
Felicia Ghiden	Education Support Employee

### b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

#### a. Evaluation of last year's school improvement plan

SAC supports the growth and expansion of our International Baccalaureate Career-Related Programme. This initiative combines a career and technical education course track with three International Baccalaureate (IB) classes resulting in the opening of the IB to more students.

SAC also contributes to other curriculum needs as they arise.

*b. Development of this school improvement plan*

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

*c. 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 based on the school's goals and plans.

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

This past year \$6750 was spent on the Challenge Day. This program brought together about 150 students for a full day of relationship building. The concept is for relationship building to spread through the school and the community. The program will continue this year adding another 150 students who have participated in the training. The ninth grade center awarded a number of students with the Presidential Academic award. Funding for the award was provided by SAC and that funding is scheduled to continue this year.

**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
Smith, Timothy	Principal
Miller, Saraya	Assistant Principal
Arnold, Timothy	Teacher, K-12
Kimberly, Wilkes	Teacher, K-12
Richardson, Tara	Instructional Coach

**b. Duties**

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

The Florida ELA literacy initiatives guide instruction in all content area classes as well as frame the PLC discussions. Each department discussed and outlined a plan of how to implement writing experiences through their respective PLCs last year.

A continued focus is integrating writing across the day, using DBQs, FRQs, and other strategies 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, and classroom book talks. Departments are implementing two 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.

## D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Teachers meet in their content area PLC once a week, 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.

### 2. 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.

### 3. 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.

## 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.**

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

All of our teachers are using the Curriculum Resource Materials (CRMs) 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 uses an array of strategies that foster writing and reading development.

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.

## **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.**

Teachers meet once a week 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.

**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:** Extended School Day

**Minutes added to school year:** 110,000

Math teachers offer before and after school tutoring to interested students.

### **Strategy Rationale**

Teacher collaboration, planning and professional development

### **Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

### **Person(s) responsible for monitoring implementation of the strategy**

Sharpe, Jeffrey, jeffrey.sharpe@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:** 180,000

Summer workshops for teacher professional development.

**Strategy Rationale**

Teachers attended workshops for Canvas to expand their knowledge.

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Smith, Timothy, tsmith@ecsdfl.us

**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:** 1,536,000

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

**Strategy Rationale**

Students have the opportunity to earn credit toward successful completion of course work.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Smith, Timothy, tsmith@ecsdfl.us

**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:** 30,000

Students are offered the opportunity to come to school on Saturdays for Algebra 1 and Saturday School.

**Strategy Rationale**

These opportunities are being provided for students to get assistance with academic classes, especially Algebra 1.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Smith, Timothy, tsmith@ecsdfl.us

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

EOC and AP scores

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

**1. 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.

**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.**

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 financial aid session for parent of future college students. Representatives from our local colleges share information to parents and students.

**2. 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: Digital Photography, AP Computer Science, Gaming, Engineering, Culinary, Web Design, Media/TV Production, Marketing, 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.

**3. 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.

The new International Baccalaureate Career-Related combines career and technical courses with International Baccalaureate classes.

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)

**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.**

Planning for postsecondary 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 postsecondary options.

- Increase utilization of technical school dual enrollment as a stepping stone to other postsecondary 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.

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### 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.** Student proficiency in Algebra 1 and Geometry will increase through the focus on standards-based instruction.
  
- G2.** Student achievement will increase in 10th grade ELA FSA through our participation in the District Professional Learning Communities (DPLC) which will have an intense focus on literacy and standards-based instruction.

## 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.** Student proficiency in Algebra 1 and Geometry will increase through the focus on standards-based instruction. 1a

G095643

**Targets Supported** 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	30.0
Geometry EOC Pass Rate	59.0

**Targeted Barriers to Achieving the Goal** 3

- Students who have struggled academically may feel disconnected from the school.
- Students with deficient basic math skills are at a disadvantage in learning the math curriculum

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

- Ruby Payne training and follow-up sessions.
- PLCs will meet once a week.
- Infusing the concept of Grit into the environment.

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

Monitor student achievement on the common formative assessments that are created by subject area teachers.

**Person Responsible**

Timothy Smith

**Schedule**

Quarterly, from 8/14/2017 to 4/27/2018

**Evidence of Completion**

Results of common assessments shared at PLC meetings.

**G2.** Student achievement will increase in 10th grade ELA FSA through our participation in the District Professional Learning Communities (DPLC) which will have an intense focus on literacy and standards-based instruction. 1a

G095644

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	66.0

**Targeted Barriers to Achieving the Goal** 3

- Feedback being provided to students with regard to their writing progress.
- Addressing the components of reading growth within lessons.

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

- Teachers will creatively generate and share efficient ways to provide feedback to students about their writing through their PLCs.
- CRMs provided by the district
- Instructional rounds conducted where feedback is provided.

**Plan to Monitor Progress Toward G2.** 8

Students will work on reading software programs or take formative assessments.

**Person Responsible**

Timothy Smith

**Schedule**

Quarterly, from 8/28/2017 to 4/2/2018

**Evidence of Completion**

Scores from reading software and common assessments will be used to monitor.

## 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.** Student proficiency in Algebra 1 and Geometry will increase through the focus on standards-based instruction. **1**

 G095643

**G1.B1** Students who have struggled academically may feel disconnected from the school. **2**

 B257537

**G1.B1.S1** Teachers will meet in their weekly PLC meeting to develop strategies to assist academically disconnected students. **4**

 S272496

### Strategy Rationale

Teachers are able to monitor performance and collaborate about subsequent instructional strategies to implement in a quest to re-teach content that has not been mastered.

### Action Step 1 **5**

Teachers will attend weekly PLC meetings in their subject area.

#### Person Responsible

Timothy Smith

#### Schedule

Weekly, from 8/21/2017 to 5/25/2018

#### Evidence of Completion

PLC notes

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

Weekly reviews of PLC notes.

**Person Responsible**

Timothy Smith

**Schedule**

Weekly, from 9/9/2017 to 5/19/2018

***Evidence of Completion***

Either planning of standards based units or the analysis of common assessments will be worked on in the PLCs with documented notes.

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

Monitor common assessments and FSA scores.

**Person Responsible**

Timothy Smith

**Schedule**

Quarterly, from 9/9/2017 to 5/19/2018

***Evidence of Completion***

Test scores will be used by teachers to determine subsequent instruction.

**G1.B2** Students with deficient basic math skills are at a disadvantage in learning the math curriculum **2**

 B257538

**G1.B2.S1** Teachers will discuss what skills need to be addressed in the PLC meetings and use district curriculum tools and encourage Saturday School to assist struggling students. **4**

 S272497

**Strategy Rationale**

Open lines on communication and identifying where there are gaps is crucial to assisting our struggling students.

**Action Step 1** **5**

Study Skills classes, Saturday School, tutors, as well as differentiated standards-based instruction are approaches used to help students overcome math and ELA deficiencies

**Person Responsible**

Saraya Miller

**Schedule**

Daily, from 8/28/2017 to 5/30/2018

**Evidence of Completion**

Test scores and grades will define students' gains in math concepts and skills.

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** **6**

Observations of classrooms will focus on monitoring student learning.

**Person Responsible**

Timothy Smith

**Schedule**

Daily, from 8/28/2017 to 5/1/2018

**Evidence of Completion**

Classroom observation feedback in the instructional evaluation system will provide evidence.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Observations of classrooms will focus on monitoring student learning.

**Person Responsible**

Timothy Smith

**Schedule**

Daily, from 8/28/2017 to 5/1/2018

**Evidence of Completion**

Classroom observation feedback in the instructional evaluation system will provide evidence.

**G2.** Student achievement will increase in 10th grade ELA FSA through our participation in the District Professional Learning Communities (DPLC) which will have an intense focus on literacy and standards-based instruction. 1

G095644

**G2.B1** Feedback being provided to students with regard to their writing progress. 2

B257539

**G2.B1.S1** PLCs are to share strategies for efficient ways of grading and providing written comments for improvement about students' writing. Providing substitutes on occasion and implementing peer reviews in groups are two examples of potential approaches. 4

S272498

**Strategy Rationale**

Teachers lack time to provide authentic feedback. Students need feedback for growth and new creative approaches are needed to accomplish this task.

**Action Step 1** 5

Professional learning communities (PLCs) will collaborate as to methodologies to be used to provide authentic feedback with regard to student writing.

**Person Responsible**

Timothy Smith

**Schedule**

Weekly, from 8/14/2017 to 4/27/2018

**Evidence of Completion**

PLC minutes

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Observations will be conducted of lessons where teachers or peers provide feedback to students

**Person Responsible**

Timothy Smith

**Schedule**

Daily, from 8/28/2017 to 5/1/2018

**Evidence of Completion**

Observation feedback entered into the evaluation and coaching system.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Administrators will review common formative assessments and writing assignments.

**Person Responsible**

Timothy Smith

**Schedule**

Quarterly, from 8/14/2017 to 5/25/2018

**Evidence of Completion**

Teachers will review results of common formative assessments and writing assignments during weekly PLC meetings. Instruction and remediation will be based on the results of this data.

**G2.B2** Addressing the components of reading growth within lessons. 2

 B257540

**G2.B2.S1** Various rigorous instructional approaches will be utilized to build reading power. this includes the use of the Reading Plus program for our intensive reading students. 4

 S272499

**Strategy Rationale**

For reading skill to develop a blend of strategies is needed where fluency, comprehension, and thinking skills are continually developed.

**Action Step 1** 5

ELA, social studies, and reading teachers work in PLCs collaborating about reading material and skill acquisition strategies.

**Person Responsible**

Timothy Smith

**Schedule**

Weekly, from 8/28/2017 to 4/27/2018

**Evidence of Completion**

PLC minutes and notes.

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

Observations of classroom instruction will provide a monitoring system of reading instruction.

**Person Responsible**

Timothy Smith

**Schedule**

Weekly, from 8/21/2017 to 4/27/2018

**Evidence of Completion**

Data recorded from observation information

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

Classroom observations by assessing administrators.

**Person Responsible**

Timothy Smith

**Schedule**

Biweekly, from 8/14/2017 to 4/27/2018

***Evidence of Completion***

Data gathered from observations and information from lesson plans.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
 G2.MA1 M391548	Students will work on reading software programs or take formative assessments.	Smith, Timothy	8/28/2017	Scores from reading software and common assessments will be used to monitor.	4/2/2018 quarterly
 G1.MA1 M391543	Monitor student achievement on the common formative assessments that are created by subject area...	Smith, Timothy	8/14/2017	Results of common assessments shared at PLC meetings.	4/27/2018 quarterly
 G2.B1.S1.A1 A365684	Professional learning communities (PLCs) will collaborate as to methodologies to be used to provide...	Smith, Timothy	8/14/2017	PLC minutes	4/27/2018 weekly
 G2.B2.S1.MA1 M391546	Classroom observations by assessing administrators.	Smith, Timothy	8/14/2017	Data gathered from observations and information from lesson plans.	4/27/2018 biweekly
 G2.B2.S1.MA1 M391547	Observations of classroom instruction will provide a monitoring system of reading instruction.	Smith, Timothy	8/21/2017	Data recorded from observation information	4/27/2018 weekly
 G2.B2.S1.A1 A365685	ELA, social studies, and reading teachers work in PLCs collaborating about reading material and...	Smith, Timothy	8/28/2017	PLC minutes and notes.	4/27/2018 weekly
 G1.B2.S1.MA1 M391541	Observations of classrooms will focus on monitoring student learning.	Smith, Timothy	8/28/2017	Classroom observation feedback in the instructional evaluation system will provide evidence.	5/1/2018 daily
 G1.B2.S1.MA1 M391542	Observations of classrooms will focus on monitoring student learning.	Smith, Timothy	8/28/2017	Classroom observation feedback in the instructional evaluation system will provide evidence.	5/1/2018 daily
 G2.B1.S1.MA1 M391545	Observations will be conducted of lessons where teachers or peers provide feedback to students	Smith, Timothy	8/28/2017	Observation feedback entered into the evaluation and coaching system.	5/1/2018 daily
 G1.B1.S1.MA1 M391539	Monitor common assessments and FSA scores.	Smith, Timothy	9/9/2017	Test scores will be used by teachers to determine subsequent instruction.	5/19/2018 quarterly
 G1.B1.S1.MA1 M391540	Weekly reviews of PLC notes.	Smith, Timothy	9/9/2017	Either planning of standards based units or the analysis of common assessments will be worked on in the PLCs with documented notes.	5/19/2018 weekly
 G1.B1.S1.A1 A365682	Teachers will attend weekly PLC meetings in their subject area.	Smith, Timothy	8/21/2017	PLC notes	5/25/2018 weekly
 G2.B1.S1.MA1 M391544	Administrators will review common formative assessments and writing assignments.	Smith, Timothy	8/14/2017	Teachers will review results of common formative assessments and writing assignments during weekly PLC meetings. Instruction and remediation will be based on the results of this data.	5/25/2018 quarterly
 G1.B2.S1.A1 A365683	Study Skills classes, Saturday School, tutors, as well as differentiated standards-based...	Miller, Saraya	8/28/2017	Test scores and grades will define students' gains in math concepts and skills.	5/30/2018 daily

## V. Professional Development Opportunities

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

## VI. Technical Assistance Items

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

## VII. Budget

<b>1</b>	<b>G1.B1.S1.A1</b>	<b>Teachers will attend weekly PLC meetings in their subject area.</b>				<b>\$2,080.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3376	140-Substitute Teachers	1411 - Winter Park High	General Fund		\$2,080.00
<b>2</b>	<b>G1.B2.S1.A1</b>	<b>Study Skills classes, Saturday School, tutors, as well as differentiated standards-based instruction are approaches used to help students overcome math and ELA deficiencies</b>				<b>\$8,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3374	120-Classroom Teachers	1411 - Winter Park High	General Fund		\$8,000.00
<b>3</b>	<b>G2.B1.S1.A1</b>	<b>Professional learning communities (PLCs) will collaborate as to methodologies to be used to provide authentic feedback with regard to student writing.</b>				<b>\$4,160.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3376	140-Substitute Teachers	1411 - Winter Park High	General Fund		\$4,160.00
<b>4</b>	<b>G2.B2.S1.A1</b>	<b>ELA, social studies, and reading teachers work in PLCs collaborating about reading material and skill acquisition strategies.</b>				<b>\$2,080.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3376	140-Substitute Teachers	1411 - Winter Park High	General Fund		\$2,080.00
<b>Total:</b>						<b>\$16,320.00</b>