

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Winter Park High  
2100 SUMMERFIELD RD  
Winter Park, FL 32792  
407-622-3200

### School Demographics

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<b>School Type</b> High School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> 35%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 44%

### School Grades History

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<b>2013-14</b> PENDING	<b>2012-13</b> A	<b>2011-12</b> A	<b>2010-11</b> A	<b>2009-10</b> B
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### SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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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

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Winter Park High

##### Principal

Timothy Smith

##### School Advisory Council chair

Gary Barker

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Timothy Smith	Principal
Wilma Baez	Assistant Principal
Paul Maldonado	Assistant Principal
Saraya Miller	Assistant Principal
Maureen Scanlan	Assistant Principal
David Stanley	Assistant Principal

#### District-Level Information

##### District

Orange

##### Superintendent

Dr. Barbara M Jenkins

##### Date of school board approval of SIP

1/28/2014

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

There are 20 members of the School Advisory Council (SAC) made up of 2 students, 5 staff, and 13 parent/community members. Gary Barker, parent, is the chairman and Ana Nazarian, parent, is the secretary. Winter Park High School Dean, Bill Wilson, serves as the staff liaison to the SAC.

#### Involvement of the SAC in the development of the SIP

The SAC committee reviews student data and the planned actions for each of the content areas. At each of the meetings one area of the SIP is addressed, reviewed and followed up with input from members regarding areas of concern, revisions and additions occur as needed.

#### Activities of the SAC for the upcoming school year

The School Advisory Council will meet eight times during the 2013-2014 school year. The Council will monitor student progress on a quarterly basis, by looking at student data, FCAT, End of Course, district Benchmark tests and the FAIR reading assessment. The SAC will conduct a needs assessment survey of WPHS stakeholders to inform and guide the necessary revisions of the SIP. In addition, the SAC will plan and present a Parent/Community Open House to showcase new and existing initiatives at Winter Park High School.

**Projected use of school improvement funds, including the amount allocated to each project**

Funds will be spent to purchase the Achieve 3000 Reading program for 9th and 10th grade reading classes.

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

6

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Timothy Smith**

Principal

Years as Administrator: 18

Years at Current School: 3

**Credentials**

Business Education, Social Studies, Middle Grades Endorsement, Administration, BS in Business Administration MS in Social Science Education.

**Performance Record**

2012-2013 Winter Park High School grade pending.  
 2011-2012 Winter Park High School graded A  
 2010-2011 Winter Park High School grade A  
 2005-2010 Freedom Middle School grade A  
 2005 Howard Middle School grade B  
 2001-2004 Howard Middle School grade C  
 2000 Howard Middle School grade D

<b>Maureen Scanlan</b>		
Asst Principal	Years as Administrator: 2	Years at Current School: 14
<b>Credentials</b>	BA English/Language Arts MA Ed Leadership NBCT English/Language Arts English 5-9, English 6-12, Ed Leadership K-12	
<b>Performance Record</b>	2013-2014 School Grade pending 2012-2013 Winter Park High School grade A	
<b>Wilma Baez Flores</b>		
Asst Principal	Years as Administrator: 2	Years at Current School: 2
<b>Credentials</b>	Ed Leadership, M Ed	
<b>Performance Record</b>	2013-2014 School Grade Pending 2012-2013 Winter Park High School grade A	
<b>Paul Maldonado</b>		
Asst Principal	Years as Administrator: 4	Years at Current School: 2
<b>Credentials</b>	Elementary Ed, BA ED Leadership, M Ed ESOL K-12 Math 5-9	
<b>Performance Record</b>	2012-2013 School Grade Pending 2011-2012 Winter Park High School grade A 2010-2011 East River High School grade C 2009-2010 East River High School grade D	
<b>Saraya Miller</b>		
Asst Principal	Years as Administrator: 2	Years at Current School: 2
<b>Credentials</b>	English Educational Leadership	
<b>Performance Record</b>	2012-2013 School Grade Pending 2011-2012 Winter Park High School grade A	

<b>David Stanley</b>		
Asst Principal	Years as Administrator: 28	Years at Current School: 18

<b>Credentials</b>	2012-2013 grade pending 2010-2012 Winter Park High School A 2009-2010 school grade B 2007-2008 school grade A 2005-2007 school grade 2000-2005 school grade A 1999-200 school grade B 1998-1999 school grade A
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**Performance Record**

**Instructional Coaches**

<b># of instructional coaches</b>	2
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<b># receiving effective rating or higher</b>	(not entered because basis is < 10)
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**Instructional Coach Information:**

<b>Elizabeth Frawley McClure</b>		
Full-time / School-based	Years as Coach: 12	Years at Current School: 5

<b>Areas</b>	Reading/Literacy
<b>Credentials</b>	BA MS. Eds in Reading ESOL Ed :Leadership Elementary Education

<b>Performance Record</b>	2012-2013 School Grade Pending 2011-2012 school grade A
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<b>Anne Kerben</b>		
Full-time / District-based	Years as Coach: 4	Years at Current School: 10

<b>Areas</b>	Other
<b>Credentials</b>	ESE PreK-12 Master's in counseling and psychology Guidance certified K-12

<b>Performance Record</b>	2012-2013 School Grade Pending 2011-2012 school grade A 2010-2011 school grade A 2009-2010 school grade A
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**Classroom Teachers**

**# of classroom teachers**

170

**# receiving effective rating or higher**

170, 100%

**# Highly Qualified Teachers**

100%

**# certified in-field**

170, 100%

**# ESOL endorsed**

11, 6%

**# reading endorsed**

11, 6%

**# with advanced degrees**

84, 49%

**# National Board Certified**

23, 14%

**# first-year teachers**

9, 5%

**# with 1-5 years of experience**

38, 22%

**# with 6-14 years of experience**

69, 41%

**# with 15 or more years of experience**

54, 32%

**Education Paraprofessionals**

**# of paraprofessionals**

12

**# Highly Qualified**

12, 100%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

19

**# receiving effective rating or higher**

19, 100%

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

The administrative team interviews prospective teachers and hires highly qualified teachers, or those working toward their certification. The school resource teachers meet regularly with new and beginning teachers and provide trainings on best practices, guidance on the certification requirements and process. Teachers meet to support each other at regular PLC meetings.

### **Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

Expert teachers are selected as mentors and matched with like content beginning teachers. Each mentor has attended or will attend the Clinical Educator training, and completed the district online mentoring module.

Mentoring activities include: beginning teachers conference with mentors on a regular basis, peer observation of experienced teachers by the new teacher and the new teacher observing his/her mentor or other highly qualified teachers. The beginning teacher attends regular Beginning Teacher meetings and completes the district on-line beginning teacher portfolio

### **Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rti)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

Data is collected from teachers, guidance counselors and resource teachers on students of concern Student needs are assessed and a team is created address how well program components are matching to the learning progress of students.

Action plans are then designed and implemented specific to students and teachers.

#### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

Classroom Teacher- academic and behavior reports

Guidance Counselors to provide GPA, course schedules and interventions

Staffing specialist identifies needs of students and plans interventions with teachers

Administrator oversees the process and implementation

#### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

The leadership team focus is based on this essential question: " How do we develop and maintain a support system that will increase student achievement and overall school performance?" The leadership team meets weekly to review areas of concern. Some of these include:failure and attendance rates, student behavior, academic performance and test scores.

The team evaluates implementation, and makes recommendations to modify instruction and provide remediation when necessary. The team collaborates with guidance, staffing specialists, AVID, Social worker/s, School psychologist and/or nurse, ESE teachers, Curriculum Leaders, Resource officers,SAFE coordinator and CHILL counselors to provide a full spectrum of support.

**Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Performance Matters is used by teachers to access student data, through IMS.

EDW is used by administrators

Common assessments by like content are a resource

Teacher Information form gives grade distributions and key test data and indicators

PLC groups specifically monitor student data on classroom assessments and are a form of ongoing progress monitoring. Benchmark Data All data will be made available to teachers via the district's Instructional Management System and examined/analyzed in professional development and PLC groups on a regular basis. Students in subgroups as well as the lowest 30% will be targeted for interventions. PLC groups will collaborate regarding instruction for Tier 1 students as well as interventions needed for Tier 2 and 3 students.

**Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

The goal is to create a systematic process that ensures every child receives the additional time and support needed to learn at high levels. The MTSS Team developed a 3-Tier Academic Intervention plan as well as a Three – Tier Behavior Intervention Plan, that was distributed and reviewed with all staff. Members of the MTSS team provided an overview of the MTSS process to all staff during pre-planning. During the school year this process will be reinforced to instructional staff via small group professional development during teachers' common planning time and small sessions throughout the year. The Team will evaluate additional staff professional development needs during the year.

**Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program

**Minutes added to school year:** 108,000

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

**Strategy Purpose(s)**

- Instruction in core academic subjects

**How is data collected and analyzed to determine the effectiveness of this strategy?**

Common Assessments, Benchmark testing, classroom assignments are analyzed at regular PLC meetings.

Teachers report data to administrators on the Teacher Information Page.

**Who is responsible for monitoring implementation of this strategy?**

Teachers  
Admininistrators

**Strategy:** Summer Program

**Minutes added to school year:** 31,235

Summer workshops for teacher professional development.

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

**How is data collected and analyzed to determine the effectiveness of this strategy?**

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

**Who is responsible for monitoring implementation of this strategy?**

Teachers  
Administrators

**Strategy:** Summer Program

**Minutes added to school year:** 1,200,000

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

**Strategy Purpose(s)**

- Instruction in core academic subjects

**How is data collected and analyzed to determine the effectiveness of this strategy?**

Students completion of credit retrieval course with improved grade

**Who is responsible for monitoring implementation of this strategy?**

Teachers  
Administrators  
Guidance

**Strategy:** Weekend Program

**Minutes added to school year:** 106,800

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

**Strategy Purpose(s)**

- Instruction in core academic subjects

**How is data collected and analyzed to determine the effectiveness of this strategy?**

EOC and FCAT and AP scores

**Who is responsible for monitoring implementation of this strategy?**

Teachers  
Administrators

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

Name	Title
Joanne Pryer & Lisa Nix	Media Specialists
Rafalar Lynch	Curriculum Resource Teacher
Betsy McClure	Literacy Coach
Ben Fottler and Rachel Haynes	ESOL Instructors
Penny Steffey	Math Instructor
Stewart Parker	Social Studies
Evie Dunbar	Reading Instructor
Deborah Kline	World Languages

**How the school-based LLT functions**

We meet to review and revise our current Implementation maps in collaboration with our whole school, district, and state levels addressing literacy strategies with regard to Common Core, & within all core content areas as an avenue to deliver school wide literacy instruction for all of our students.

**Major initiatives of the LLT**

We are continuing our initiatives from last year: to promote literacy across all content areas by implementing a school-wide literacy plan and support interdisciplinary literacy instruction, as outlined below, section G.

**Every Teacher Contributes to Reading Instruction**

**How the school ensures every teacher contributes to the reading improvement of every student**

Each department will discuss and outline a plan of how to recognize quality student work and celebrate student success through their respective PLCs. The Common Core ELA literacy initiatives introduced this year will guide instruction in all content area classes as well as frame the PLC discussions. We will continue to provide opportunities for all students to engage in authentic literacy experiences in classrooms, clubs, and in the media center. This will occur through club service projects, community writing/read projects, classroom book-talks, curriculum celebrations, monthly genres of literature highlighted in media centers, and authors visits and/or workshops through out the school year.

## College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

Dual Enrollment, AVID, AP and IB classes prepare students for college. ROTC coursework prepares students for enlistment in the armed services.

Other Electives offered are: Drafting and Engineering, Culinary, Web Design, English II Standard, & World

History. Each of these course pathways help students to see the relationships between subjects and relevance to their future, helping them to be prepared upon graduation to enter the workforce with certification, enlistment into the armed services or college entrance.

### **How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

Students will meet with their Guidance Counselor at least twice a year to assist them with the direction that is needed for them to be successful throughout their high school career. Guidance Counselors continuously review student schedules to meet graduation and student-goal requirements.

The College and Career Resource Center is an additional resource for students where they receive assistance and information regarding college, careers, skills needed, how to develop the skills, and finances.

### **Strategies for improving student readiness for the public postsecondary level**

College and Career Resource 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 and interview skills and guidance regarding military careers. Specific courses and/or programs are listed below:

College Readiness Classes in Math and English

TERC program in the media center

College and Career Center

NJROTC

Career and Technical Ed courses

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	74%	70%	Yes	77%
American Indian				
Asian	85%	78%	Yes	87%
Black/African American	46%	39%	Yes	51%
Hispanic	64%	53%	No	68%
White	85%	82%	No	87%
English language learners	41%	15%	No	47%
Students with disabilities	51%	31%	No	56%
Economically disadvantaged	55%	48%	Yes	60%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	618	20%	23%
Students scoring at or above Achievement Level 4	1452	47%	50%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		41%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	902	71%	74%
Students in lowest 25% making learning gains (FCAT 2.0)	207	65%	68%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	33	44%	47%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	12	16%	19%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	13	17%	20%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	492	63%	66%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	549	69%	71%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		29%

**Area 3: Mathematics**

**High School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%	74%	Yes	62%
American Indian				
Asian	81%	88%	Yes	83%
Black/African American	43%	47%	Yes	48%
Hispanic	51%	57%	Yes	56%
White	69%	85%	Yes	72%
English language learners	41%	21%	No	47%
Students with disabilities	45%	38%	No	51%
Economically disadvantaged	48%	53%	Yes	54%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		41%
Students scoring at or above Level 7	[data excluded for privacy reasons]		1%

**Learning Gains**

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	587	72%	75%
Students in lowest 25% making learning gains (EOC)	165	64%	67%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	464	60%	63%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	170	40%	43%
Students scoring at or above Achievement Level 4	38	9%	12%

**Area 4: Science**

**High School Science**

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		36%
Students scoring at or above Level 7	[data excluded for privacy reasons]		36%

**Biology I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	268	35%	38%
Students scoring at or above Achievement Level 4	337	44%	47%

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)**

**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		8
Participation in STEM-related experiences provided for students	140	4%	5%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	1436	46%	49%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams	110	7%	10%
Passing rate (%) for students who take CTE industry certification exams		94%	97%
CTE program concentrators	244	16%	19%
CTE teachers holding appropriate industry certifications	4	57%	60%

**Area 8: Early Warning Systems**

**High School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	189	23%	20%
Students in ninth grade with one or more absences within the first 20 days	525	66%	60%
Students in ninth grade who fail two or more courses in any subject	39	4%	2%
Students with grade point average less than 2.0	291	9%	6%
Students who fail to progress on-time to tenth grade	14	2%	1%
Students who receive two or more behavior referrals	300	9%	6%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	272	9%	6%

**Graduation**

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	2	0%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	757	94%	97%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	59	74%	77%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	617	92%	95%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

As of June 2013, Winter Park High School ADDititons logged in 30, 277.5 of volunteer hours. By June 2014, we will increase overall parental involvement hours with an emphasis on events and collaborations that directly affect student growth and learning.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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**Area 10: Additional Targets**

**Additional targets for the school**

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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## Goals Summary

- G1.** By June 2014 51% of SWD students will score level 3 or above on EOC algebra/geometry
- G2.** In June, 2013 65% of our lowest 25% made learning gains. By June, 2014, 68% of reading students in the lowest 25% will make learning gains.
- G3.** By June 2014, we will reduce the number of Out-of-School suspensions by 3% (88 students).
- G4.** By June 2014 71% of students will score 3.5 or higher on FCAT Writes
- G5.** By June 2014, 38% of biology students will score at level 3 and 47% will score at or above level 4 on the EOC Biology test.
- G6.** By 2014 43% of Algebra 1 students will score at level 3 and 12% will score at or above level 4 on EOC Algebra.
- G7.** AMO goal: Our baseline data shows that 74% of our total population scored satisfactorily in Reading in 2013.. In the year 2014 we will have 77% of our students scoring satisfactory on the FCAT reading assessment.

## Goals Detail

**G1.** By June 2014 51% of SWD students will score level 3 or above on EOC algebra/geometry

### Targets Supported

### Resources Available to Support the Goal

- Carnegie Program Tabor Rotation Method Intensive Math Classes

### Targeted Barriers to Achieving the Goal

- The time needed to make up basic mathematical skills to meet the challenges of the algebra and geometry EOC tests. .

### Plan to Monitor Progress Toward the Goal

Student data will be reviewed

### Person or Persons Responsible

### Target Dates or Schedule:

### Evidence of Completion:

Stakeholder will observe increased student achievement of ELL students in algebra and geometry via the scores on mini assessments, benchmark tests, common assessments and data recorded in the Teacher Information Page.

**G2.** In June, 2013 65% of our lowest 25% made learning gains. By June, 2014, 68% of reading students in the lowest 25% will make learning gains.

**Targets Supported**

**Resources Available to Support the Goal**

- Attendance records, classroom teachers, and administration

**Targeted Barriers to Achieving the Goal**

- Additional intervention for students already receiving intensive intervention in reading.
- Test complexity increases with each grade level.
- Differentiated instruction is not occurring within classrooms.

**Plan to Monitor Progress Toward the Goal**

Progress book, individual conference

**Person or Persons Responsible**

Student, tutor, administration

**Target Dates or Schedule:**

weekly, monthly

**Evidence of Completion:**

Progress book

**G3.** By June 2014, we will reduce the number of Out-of-School suspensions by 3% (88 students).

**Targets Supported**

- EWS - High School

**Resources Available to Support the Goal**

- Discipline Report Suspension Report

**Targeted Barriers to Achieving the Goal**

- Students may not have knowledge of the Orange County Student Code of Conduct. Student's feeling out-of-place in the school.

**Plan to Monitor Progress Toward the Goal**

Monitor the number of out of school suspensions.

**Person or Persons Responsible**

The Principal, Assistant Principals, Deans

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Review of Discipline Report

**G4. By June 2014 71% of students will score 3.5 or higher on FCAT Writes****Targets Supported**

- Writing

**Resources Available to Support the Goal**

- English teachers participated in a 5 day summer workshop focusing on grammar to impact writing skills.
- Teachers are using the book, "Teaching Argumentative Writing" as a resource to build writing skills
- A summer articulation meeting between ninth and tenth grade English teachers with middle school English teachers took place to plan a common understanding of grammar and writing skills middle school students need to know when they arrive in high school. Teachers developed a common grammar pretest along with editing symbols and skills to ensure students are prepared for the rigor of high school writing assignments.

**Targeted Barriers to Achieving the Goal**

- Students do not have elementary grammatical skills mastered (capitalization, end punctuation, and verb tenses/shifts).
- Students are using formulaic writing with overused and ineffective transitions.

**Plan to Monitor Progress Toward the Goal**

Review writing Samples and OCPS Writes data in PLC's to see what is working and what is not and realign lessons for those not making improvements.

**Person or Persons Responsible**

Students PLC Groups Administrators

**Target Dates or Schedule:**

Ongoing through out school year

**Evidence of Completion:**

Student writing samples OCPS Writes data Teacher Information Page data

**G5. By June 2014, 38% of biology students will score at level 3 and 47% will score at or above level 4 on the EOC Biology test.****Targets Supported**

- Science - Biology 1 EOC

**Resources Available to Support the Goal**

- Instructional/Literacy Coach Lead English teacher trained in Close Reading instruction

**Targeted Barriers to Achieving the Goal**

- Standard level biology students have difficulty reading content.

### Plan to Monitor Progress Toward the Goal

Will monitor benchmark and common assessment score of biology students.

**Person or Persons Responsible**

Teachers Administrators

**Target Dates or Schedule:**

On going throughout school year

**Evidence of Completion:**

Increase in assessment scores

**G6.** By 2014 43% of Algebra 1 students will score at level 3 and 12% will score at or above level 4 on EOC Algebra.

**Targets Supported**

- Algebra 1 EOC

**Resources Available to Support the Goal**

- Tabor Rotation Model
- Before and after school tutoring and weekend EOC camp
- Data Meetings

**Targeted Barriers to Achieving the Goal**

- New teachers not trained in the Tabor Rotation Model
- Students not attending tutoring or weekend EOC camp
- Teachers needing help accessing and analyzing student data

### Plan to Monitor Progress Toward the Goal

Mastery of algebraic concepts

**Person or Persons Responsible**

Teachers and Administrators

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Student data from mini assessments, benchmark and common assessments, and daily assignments. The Teacher Information page will record the ongoing progress monitoring

**G7. AMO goal:** Our baseline data shows that 74% of our total population scored satisfactorily in Reading in 2013.. In the year 2014 we will have 77% of our students scoring satisfactory on the FCAT reading assessment.

**Targets Supported**

- Reading (AMO's)

**Resources Available to Support the Goal**

- Classroom teachers; classroom walk throughs, regular monitoring of teacher lesson plans and student work by teachers and administration.

**Targeted Barriers to Achieving the Goal**

- Text complexity increase with each grade level.

**Plan to Monitor Progress Toward the Goal**

Student reading achievement will be monitored

**Person or Persons Responsible**

Teachers, students, Administrators and Resource Teachers

**Target Dates or Schedule:**

On going

**Evidence of Completion:**

Benchmark results, FAIR data, Achieve 3000 reports, Read 180 reports, and student work samples

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** By June 2014 51% of SWD students will score level 3 or above on EOC algebra/geometry

**G1.B1** The time needed to make up basic mathematical skills to meet the challenges of the algebra and geometry EOC tests. .

**G1.B1.S1** Low performing students are placed in an additional intensive math class that will be using the Carnegie program to boost math skills. Math teachers will use math word problems in their Close Reading exercises.

### Action Step 1

Teachers will be trained to use the Carnegie Program Low performing students are placed in an additional intensive math class that will be using the Carnegie program to boost math skills. Math teachers will use math word problems in their Close Reading exercises. EOC algebra and geometry "camps" will be held after school hours to provide additional instruction to students prior to EOC testing.

#### Person or Persons Responsible

Students Teachers Guidance Counselors

#### Target Dates or Schedule

On going

#### Evidence of Completion

Guidance counselors will place identified students in intensive math classes to receive additional support. Students will participate in the Carnegie program, Close Reading of word problems in math classes and participation in the after school EOC "camps" prior to testing.

#### Facilitator:

Carnegie trainer

#### Participants:

Intensive math teachers

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

Student progress of SWD in algebra and geometry will be reviewed on an ongoing basis.

#### **Person or Persons Responsible**

Students Teachers Administrators

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Data Chats with students. Increased achievement on ongoing progress monitoring measures: mini-assessments, benchmarks, student work samples and common assessments.

### **Plan to Monitor Effectiveness of G1.B1.S1**

Teachers will be observed using the Carnegie program, Close reading of word problems. Student data will be reviewed on an ongoing basis.

#### **Person or Persons Responsible**

Students Teachers Administrators

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Observations made in classroom walk throughs, student progress monitoring reports utilizing mini assessment, benchmark assessment, and common assessment data. The Teacher Information Page will be reviewed by administrators.

**G2.** In June, 2013 65% of our lowest 25% made learning gains. By June, 2014, 68% of reading students in the lowest 25% will make learning gains.

**G2.B1** Additional intervention for students already receiving intensive intervention in reading.

**G2.B1.S1** Adult mentors, through the Rtl team, work with students, tutoring during the school day.

**Action Step 1**

one on one tutoring

**Person or Persons Responsible**

Principal Rtl team

**Target Dates or Schedule**

daily, weekly, through the school year

**Evidence of Completion**

Benchmark data, survey data, common assessment data, tutoring rosters

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

tutoring rosters, comments

**Person or Persons Responsible**

Principal Rtl team

**Target Dates or Schedule**

weekly

**Evidence of Completion**

Benchmark data, survey data, common assessment data, tutoring rosters

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

Progress book, Benchmark data, survey data, common assessment data, tutoring rosters

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

weekly, monthly

**Evidence of Completion**

Progress Book Benchmark data, survey data, common assessment data, tutoring rosters

**G2.B2** Test complexity increases with each grade level.

**G2.B2.S1** Ensure that teachers are using appropriate lexiled leveled text to support student learning. Also using more informational text and technical print as instructional tools for implementing quality reading strategies to support same. Provide students with monitoring tools to check on their own progress.

**Action Step 1**

Ensure that teachers are using appropriate lexiled leveled text to support student learning. Also using more informational text and technical print as instructional tools for implementing quality reading strategies to support same. Provide students with monitoring tools to check on their own progress.

**Person or Persons Responsible**

Classroom teachers Supervising Administrator Instructional/ Reading Coach

**Target Dates or Schedule**

Classroom walk throughs and monitoring of teacher lesson plans and materials

**Evidence of Completion**

Classroom walk throughs documentation Assessment results Lesson Plan and delivery of same

**Facilitator:**

**Participants:**

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

See Action Step 1

**Person or Persons Responsible**

See Action Step 1

**Target Dates or Schedule**

See Action Step 1

**Evidence of Completion**

See Action Step 1

## Plan to Monitor Effectiveness of G2.B2.S1

See Action Step 1

### Person or Persons Responsible

See Action Step 1

### Target Dates or Schedule

See Action Step 1

### Evidence of Completion

See Action Step 1

## G2.B3 Differentiated instruction is not occurring within classrooms.

**G2.B3.S1** Provide professional development and plc time for teachers to define what student success looks like through our data and support student teacher data chats at regular intervals to support student success.

### Action Step 1

Provide professional development for teachers on what student progress looks like : specifically how to “drill” down the data by student and their performance and how teachers can enhance student learning through Differentiated Instruction (DI). Data chats with students and teachers to support development of understanding of this barrier.

#### Person or Persons Responsible

Administration, teachers, instructional coaches

#### Target Dates or Schedule

Professional development and PLC meetings

#### Evidence of Completion

Sign in sheets for PD PLC logs Student assessment data

#### Facilitator:

Reading Coach

#### Participants:

Reading teachers

### Plan to Monitor Fidelity of Implementation of G2.B3.S1

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

### Plan to Monitor Effectiveness of G2.B3.S1

**Person or Persons Responsible**

**Target Dates or Schedule**

Classroom walk throughs Monitoring of student data Sample lesson plans incorporating Differentiated instruction

**Evidence of Completion**

**G3.** By June 2014, we will reduce the number of Out-of-School suspensions by 3% (88 students).

**G3.B1** Students may not have knowledge of the Orange County Student Code of Conduct. Student's feeling out-of-place in the school.

**G3.B1.S1** At the beginning of each nine weeks, Teachers will review and discuss the Orange County Student Code of Conduct. Provide students with mentors.

**Action Step 1**

Sign off sheets will be provided for each teacher that has all students in their classes.

**Person or Persons Responsible**

Discipline AP Administrative Deans

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Student Names will then be checked off for compliance.

### **Plan to Monitor Fidelity of Implementation of G3.B1.S1**

Discussion of the Code of Conduct and mentor meetings will be monitored

**Person or Persons Responsible**

Assistant Principal Guidance

**Target Dates or Schedule**

Each nine weeks

**Evidence of Completion**

Code of Conduct Log Mentoring Log

### **Plan to Monitor Effectiveness of G3.B1.S1**

Code of Conduct reports and mentoring logs from students on out of school suspension will be reviewed

**Person or Persons Responsible**

Administrators and Guidance

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Administrative report

**G4.** By June 2014 71% of students will score 3.5 or higher on FCAT Writes

**G4.B1** Students do not have elementary grammatical skills mastered (capitalization, end punctuation, and verb tenses/shifts).

**G4.B1.S1** Teachers will use a non-negotiable grammar plan that details what skills are being taught that have the greatest impact on student writing based on a plan developed in the summer for 9th and 10th grade students.

**Action Step 1**

Teachers will use a non-negotiable grammar plan that details what skills are being taught that have the greatest impact on student writing based on a plan developed in the summer for 9th and 10th grade students. The focus will be grammar that impacts meaning in their writing: such as pronoun use, sentence structure, and verb use.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

On going throughout school year

**Evidence of Completion**

Student writing samples showing improved grammar usage.

**Facilitator:**

PLC Leader

**Participants:**

Teachers

**Plan to Monitor Fidelity of Implementation of G4.B1.S1**

Will examine writing samples to monitor growth in proper grammar usage.

**Person or Persons Responsible**

Teachers Administrators

**Target Dates or Schedule**

Ongoing through out school year

**Evidence of Completion**

Writing samples Data in Teacher Information Page

## Plan to Monitor Effectiveness of G4.B1.S1

Will monitor writing samples for evidence of improved grammar

### Person or Persons Responsible

Students Teachers Administrators

### Target Dates or Schedule

Pn going throughout school year

### Evidence of Completion

Scores on classroom writing assessments Scores on OCPS Writes assessments Scores on FCAT Writes

## G4.B2 Students are using formulaic writing with overused and ineffective transitions.

**G4.B2.S1** Teachers are implementing strategies from the "Teaching Argumentative Writing " book that deal with explaining why students' ideas, evidence, and examples matter. Plans for increasing rigor in student writing were made during the 5 days summer workshop training.

### Action Step 1

Teachers are implementing strategies from the "Teaching Argumentative Writing " book that deal with explaining why students' ideas, evidence, and examples matter. Plans for increasing rigor in student writing were made during the 5 days summer workshop training.

### Person or Persons Responsible

Teachers Students

### Target Dates or Schedule

On going throughout the school year

### Evidence of Completion

Writing samples using argumentative writing.

### Facilitator:

PLC Leader

### Participants:

English teachers

### **Plan to Monitor Fidelity of Implementation of G4.B2.S1**

Student writing samples will be monitored for increased complexity of writing.

#### **Person or Persons Responsible**

Classroom teachers Administrators

#### **Target Dates or Schedule**

Ongoing throughout the school year

#### **Evidence of Completion**

Increased complexity of writing samples Data recorded in Teacher Information Page

### **Plan to Monitor Effectiveness of G4.B2.S1**

Student writing samples will be reviewed to determine if increased complexity of writing is evident. Data from OCPS Writes will be reviewed for increased complexity of writing.

#### **Person or Persons Responsible**

Students, Teachers, Administrators

#### **Target Dates or Schedule**

Ongoing through out the school year

#### **Evidence of Completion**

Student writing samples Data in Teacher Information Page

**G5.** By June 2014, 38% of biology students will score at level 3 and 47% will score at or above level 4 on the EOC Biology test.

**G5.B1** Standard level biology students have difficulty reading content.

**G5.B1.S1** Biology teachers will participate in professional development provided by the Lead English teacher on how to use Close Reading in the biology classroom. Biology teachers will be trained in the "rotation model" used in reading classes by the Instructional/Literacy Coach. Biology teachers will implement Close Reading and the "rotation model" to help students with the required reading in standard level biology classes.

**Action Step 1**

Teachers will be trained in Close Reading and the Rotation Model and implement both in biology classes.

**Person or Persons Responsible**

Lead English Teacher Instructional/Reading Coach Standard level biology teachers

**Target Dates or Schedule**

Ongoing through out school year

**Evidence of Completion**

Classroom observations of the rotation model and close reading being implemented.

**Facilitator:**

Lead English Teacher Instructional/Reading Coach

**Participants:**

Biology Teachers

**Plan to Monitor Fidelity of Implementation of G5.B1.S1**

Biology teachers will be observed implementing close reading and rotations in biology classes

**Person or Persons Responsible**

Administrators Instructional/Literacy Coach

**Target Dates or Schedule**

Ongoing through out the year

**Evidence of Completion**

Close Reading activities in biology classes. Rotations in biology classes.

## Plan to Monitor Effectiveness of G5.B1.S1

Will monitor benchmark scores and common assessment scores

### Person or Persons Responsible

Teachers Administrators

### Target Dates or Schedule

Ongoing throughout the year

### Evidence of Completion

Increased benchmark and common assessment scores. Increased EOC scores.

**G6.** By 2014 43% of Algebra 1 students will score at level 3 and 12% will score at or above level 4 on EOC Algebra.

## G6.B1 New teachers not trained in the Tabor Rotation Model

**G6.B1.S1** The Tabor Rotation Model will be used to engage students in hands on activities that will help them understand Algebra 1 concepts using real world applications.

### Action Step 1

Teachers will be trained in the Tabor Rotation Model and implement the collaborative groups to engage students in authentic learning experiences

### Person or Persons Responsible

Algebra 1 Teachers Students

### Target Dates or Schedule

Trained teachers will instruct new teachers to the rotation model during regular PLC meetings

### Evidence of Completion

Classroom walk throughs showcasing students in the rotation model

### Facilitator:

PLC Leader

### Participants:

Teachers

### Plan to Monitor Fidelity of Implementation of G6.B1.S1

Teachers and administrators will observe active student engagement using Tabor Rotation Model in algebra 1 classes

#### Person or Persons Responsible

Teachers, Administrators

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Students working in collaborative groups that are engaged in hands on learning activities leading to greater understanding of algebraic concepts.

### Plan to Monitor Effectiveness of G6.B1.S1

Progress monitoring using classroom assignments, mini assessments, common assessments, and benchmark tests showing improved algebraic understanding.

#### Person or Persons Responsible

Teachers and Administrators

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Ongoing progress monitoring, mini assessments, benchmark data, Teacher Information Page

### G6.B2 Students not attending tutoring or weekend EOC camp

**G6.B2.S1** Offer several Wednesday EOC review days for students who can't attend on the weekend.

#### Action Step 1

Tutoring for EOC Algebra

#### Person or Persons Responsible

Teachers and Administrators

#### Target Dates or Schedule

Before and after school, Wednesdays before EOC Algebra and two weekends before EOC Algebra

#### Evidence of Completion

Student attendance

### **Plan to Monitor Fidelity of Implementation of G6.B2.S1**

Monitor sign up lists to see attendance numbers

#### **Person or Persons Responsible**

Teachers and administrators

#### **Target Dates or Schedule**

When tutoring and EOC prep sessions begin

#### **Evidence of Completion**

Student attendance at EOC prep sessions

### **Plan to Monitor Effectiveness of G6.B2.S1**

Attendance of low performing students at EOC prep sessions.

#### **Person or Persons Responsible**

Teachers and Administrators

#### **Target Dates or Schedule**

On the days of EOC prep sessions

#### **Evidence of Completion**

Increased student attendance at work sessions resulting in increased EOC Algebra scores

**G6.B3 Teachers needing help accessing and analyzing student data**

**G6.B3.S1** Teachers will be trained to use Performance Matters to select pertinent student data and will review the data within PLC groups for support in analyzing student performance. Teachers will add common assessments to data spreadsheets included in their Teacher Information Page that is reported to administrators. Teachers will have data chats with their students to review progress.

**Action Step 1**

Teachers will be trained to use Performance Matters to select pertinent student data and will review the data within PLC groups for support in analyzing student performance. Teachers will add common assessments to data spreadsheets included in their Teacher Information Page that is reported to administrators. Teachers will have data chats with their students to review progress.

**Person or Persons Responsible**

Teachers Performance Matters Champions PLC

**Target Dates or Schedule**

On going throughout the school year

**Evidence of Completion**

Student data spreadsheets Teacher Information page

**Facilitator:**

PLC Leader Performance Matters Champion

**Participants:**

Algebra 1 teachers

**Plan to Monitor Fidelity of Implementation of G6.B3.S1**

Will review student data on teacher created spreadsheets and Teacher Information Page.

**Person or Persons Responsible**

Teachers Administrators

**Target Dates or Schedule**

On going throughout school year

**Evidence of Completion**

Data Spreadsheets Teacher Information Page

## Plan to Monitor Effectiveness of G6.B3.S1

Teachers will examine data in PLC groups and make adjustments to instruction when data does not indicate increased student achievement. Students will gain insights into their strengths and weakness after reviewing their individual data via data chats.

### Person or Persons Responsible

Teachers Administrators

### Target Dates or Schedule

Ongoing throughout school year

### Evidence of Completion

Data Spreadsheet Teacher information page Increased student achievement on progress monitoring assessments.

**G7.** AMO goal: Our baseline data shows that 74% of our total population scored satisfactorily in Reading in 2013.. In the year 2014 we will have 77% of our students scoring satisfactory on the FCAT reading assessment.

**G7.B1** Text complexity increase with each grade level.

**G7.B1.S1** Ensure that teachers are using appropriate lexiled leveled text to support student learning. Using more informational and technical text as instructional tools for student exposure to and practice with will implementing reading strategies to support same. Provide students with their own monitoring tools to check on their progress.

### Action Step 1

observable instructional practices

### Person or Persons Responsible

Administration Instructional Coaches Peer teachers

### Target Dates or Schedule

on-going

### Evidence of Completion

Student work samples demonstrating mastery; Benchmark assessments; teacher developed common assessments

### Plan to Monitor Fidelity of Implementation of G7.B1.S1

Monitoring appropriately leveled lexile text

**Person or Persons Responsible**

Administrators and Reading Coach

**Target Dates or Schedule**

On going

**Evidence of Completion**

Feedback to teachers from administration

### Plan to Monitor Effectiveness of G7.B1.S1

Monitoring the effectiveness of using lexiled text

**Person or Persons Responsible**

Teachers, students, Administrators, Resource Teachers

**Target Dates or Schedule**

On going

**Evidence of Completion**

increased lexile and benchmark scores

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title II funds are used to support professional development. Teachers attend conferences and workshops funded by this source. Professional development books are purchased for teacher training within PLC groups.

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

A grant from the Winter Park Health Foundation supports a school-wide nutrition and health program.

Federal SAFE schools money provides a SAFE counselor.

IDEA provides ESE support funding.

CBVE provides job coaching for ESE students.

Career and Technical Ed and Culinary Arts receive grants and local funds.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G1.** By June 2014 51% of SWD students will score level 3 or above on EOC algebra/geometry

**G1.B1** The time needed to make up basic mathematical skills to meet the challenges of the algebra and geometry EOC tests. .

**G1.B1.S1** Low performing students are placed in an additional intensive math class that will be using the Carnegie program to boost math skills. Math teachers will use math word problems in their Close Reading exercises.

### PD Opportunity 1

Teachers will be trained to use the Carnegie Program Low performing students are placed in an additional intensive math class that will be using the Carnegie program to boost math skills. Math teachers will use math word problems in their Close Reading exercises. EOC algebra and geometry "camps" will be held after school hours to provide additional instruction to students prior to EOC testing.

#### Facilitator

Carnegie trainer

#### Participants

Intensive math teachers

#### Target Dates or Schedule

On going

#### Evidence of Completion

Guidance counselors will place identified students in intensive math classes to receive additional support. Students will participate in the Carnegie program, Close Reading of word problems in math classes and participation in the after school EOC "camps" prior to testing.

**G2.** In June, 2013 65% of our lowest 25% made learning gains. By June, 2014, 68% of reading students in the lowest 25% will make learning gains.

**G2.B2** Test complexity increases with each grade level.

**G2.B2.S1** Ensure that teachers are using appropriate lexiled leveled text to support student learning. Also using more informational text and technical print as instructional tools for implementing quality reading strategies to support same. Provide students with monitoring tools to check on their own progress.

### **PD Opportunity 1**

Ensure that teachers are using appropriate lexiled leveled text to support student learning. Also using more informational text and technical print as instructional tools for implementing quality reading strategies to support same. Provide students with monitoring tools to check on their own progress.

#### **Facilitator**

#### **Participants**

#### **Target Dates or Schedule**

Classroom walk throughs and monitoring of teacher lesson plans and materials

#### **Evidence of Completion**

Classroom walk throughs documentation Assessment results Lesson Plan and delivery of same

**G2.B3** Differentiated instruction is not occurring within classrooms.

**G2.B3.S1** Provide professional development and plc time for teachers to define what student success looks like through our data and support student teacher data chats at regular intervals to support student success.

**PD Opportunity 1**

Provide professional development for teachers on what student progress looks like : specifically how to “drill” down the data by student and their performance and how teachers can enhance student learning through Differentiated Instruction (DI). Data chats with students and teachers to support development of understanding of this barrier.

**Facilitator**

Reading Coach

**Participants**

Reading teachers

**Target Dates or Schedule**

Professional development and PLC meetings

**Evidence of Completion**

Sign in sheets for PD PLC logs Student assessment data

**G4.** By June 2014 71% of students will score 3.5 or higher on FCAT Writes

**G4.B1** Students do not have elementary grammatical skills mastered (capitalization, end punctuation, and verb tenses/shifts).

**G4.B1.S1** Teachers will use a non-negotiable grammar plan that details what skills are being taught that have the greatest impact on student writing based on a plan developed in the summer for 9th and 10th grade students.

**PD Opportunity 1**

Teachers will use a non-negotiable grammar plan that details what skills are being taught that have the greatest impact on student writing based on a plan developed in the summer for 9th and 10th grade students. The focus will be grammar that impacts meaning in their writing: such as pronoun use, sentence structure, and verb use.

**Facilitator**

PLC Leader

**Participants**

Teachers

**Target Dates or Schedule**

On going throughout school year

**Evidence of Completion**

Student writing samples showing improved grammar usage.

**G4.B2** Students are using formulaic writing with overused and ineffective transitions.

**G4.B2.S1** Teachers are implementing strategies from the "Teaching Argumentative Writing " book that deal with explaining why students' ideas, evidence, and examples matter. Plans for increasing rigor in student writing were made during the 5 days summer workshop training.

**PD Opportunity 1**

Teachers are implementing strategies from the "Teaching Argumentative Writing " book that deal with explaining why students' ideas, evidence, and examples matter. Plans for increasing rigor in student writing were made during the 5 days summer workshop training.

**Facilitator**

PLC Leader

**Participants**

English teachers

**Target Dates or Schedule**

On going throughout the school year

**Evidence of Completion**

Writing samples using argumentative writing.

**G5.** By June 2014, 38% of biology students will score at level 3 and 47% will score at or above level 4 on the EOC Biology test.

**G5.B1** Standard level biology students have difficulty reading content.

**G5.B1.S1** Biology teachers will participate in professional development provided by the Lead English teacher on how to use Close Reading in the biology classroom. Biology teachers will be trained in the "rotation model" used in reading classes by the Instructional/Literacy Coach. Biology teachers will implement Close Reading and the "rotation model" to help students with the required reading in standard level biology classes.

### **PD Opportunity 1**

Teachers will be trained in Close Reading and the Rotation Model and implement both in biology classes.

#### **Facilitator**

Lead English Teacher Instructional/Reading Coach

#### **Participants**

Biology Teachers

#### **Target Dates or Schedule**

Ongoing through out school year

#### **Evidence of Completion**

Classroom observations of the rotation model and close reading being implemented.

**G6.** By 2014 43% of Algebra 1 students will score at level 3 and 12% will score at or above level 4 on EOC Algebra.

**G6.B1** New teachers not trained in the Tabor Rotation Model

**G6.B1.S1** The Tabor Rotation Model will be used to engage students in hands on activities that will help them understand Algebra 1 concepts using real world applications.

**PD Opportunity 1**

Teachers will be trained in the Tabor Rotation Model and implement the collaborative groups to engage students in authentic learning experiences

**Facilitator**

PLC Leader

**Participants**

Teachers

**Target Dates or Schedule**

Trained teachers will instruct new teachers to the rotation model during regular PLC meetings

**Evidence of Completion**

Classroom walk throughs showcasing students in the rotation model

## **G6.B3** Teachers needing help accessing and analyzing student data

**G6.B3.S1** Teachers will be trained to use Performance Matters to select pertinent student data and will review the data within PLC groups for support in analyzing student performance. Teachers will add common assessments to data spreadsheets included in their Teacher Information Page that is reported to administrators. Teachers will have data chats with their students to review progress.

### **PD Opportunity 1**

Teachers will be trained to use Performance Matters to select pertinent student data and will review the data within PLC groups for support in analyzing student performance. Teachers will add common assessments to data spreadsheets included in their Teacher Information Page that is reported to administrators. Teachers will have data chats with their students to review progress.

#### **Facilitator**

PLC Leader Performance Matters Champion

#### **Participants**

Algebra 1 teachers

#### **Target Dates or Schedule**

On going throughout the school year

#### **Evidence of Completion**

Student data spreadsheets Teacher Information page

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G2.	In June, 2013 65% of our lowest 25% made learning gains.By June, 2014, 68% of reading students in the lowest 25% will make learning gains.	\$24,635
G4.	By June 2014 71% of students will score 3.5 or higher on FCAT Writes	\$3,370
G6.	By 2014 43% of Algebra 1 students will score at level 3 and 12% will score at or above level 4 on EOC Algebra.	\$3,677
Total		\$31,682

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Evidence-Based Materials	Professional Development	Total
School Improvement, Eisenhower, SAI	\$24,635	\$0	\$0	\$24,635
Eisenhower	\$0	\$1,685	\$5,362	\$7,047
Total	\$24,635	\$1,685	\$5,362	\$31,682

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G2.** In June, 2013 65% of our lowest 25% made learning gains. By June, 2014, 68% of reading students in the lowest 25% will make learning gains.

**G2.B2** Test complexity increases with each grade level.

**G2.B2.S1** Ensure that teachers are using appropriate lexiled leveled text to support student learning. Also using more informational text and technical print as instructional tools for implementing quality reading strategies to support same. Provide students with monitoring tools to check on their own progress.

**Action Step 1**

Ensure that teachers are using appropriate lexiled leveled text to support student learning. Also using more informational text and technical print as instructional tools for implementing quality reading strategies to support same. Provide students with monitoring tools to check on their own progress.

**Resource Type**

Evidence-Based Program

**Resource**

Achieve 3000, Summer Rotation training, CD players for Read 180 audio books

**Funding Source**

School Improvement, Eisenhower, SAI

**Amount Needed**

\$12,317

**G2.B3** Differentiated instruction is not occurring within classrooms.

**G2.B3.S1** Provide professional development and plc time for teachers to define what student success looks like through our data and support student teacher data chats at regular intervals to support student success.

**Action Step 1**

Provide professional development for teachers on what student progress looks like : specifically how to “drill” down the data by student and their performance and how teachers can enhance student learning through Differentiated Instruction (DI). Data chats with students and teachers to support development of understanding of this barrier.

**Resource Type**

Evidence-Based Program

**Resource**

STEM training

**Funding Source**

School Improvement, Eisenhower, SAI

**Amount Needed**

\$12,318

**G4.** By June 2014 71% of students will score 3.5 or higher on FCAT Writes

**G4.B1** Students do not have elementary grammatical skills mastered (capitalization, end punctuation, and verb tenses/shifts).

**G4.B1.S1** Teachers will use a non-negotiable grammar plan that details what skills are being taught that have the greatest impact on student writing based on a plan developed in the summer for 9th and 10th grade students.

**Action Step 1**

Teachers will use a non-negotiable grammar plan that details what skills are being taught that have the greatest impact on student writing based on a plan developed in the summer for 9th and 10th grade students. The focus will be grammar that impacts meaning in their writing: such as pronoun use, sentence structure, and verb use.

**Resource Type**

Professional Development

**Resource**

Summer Grammar Training

**Funding Source**

Eisenhower

**Amount Needed**

\$1,685

**G4.B2** Students are using formulaic writing with overused and ineffective transitions.

**G4.B2.S1** Teachers are implementing strategies from the "Teaching Argumentative Writing " book that deal with explaining why students' ideas, evidence, and examples matter. Plans for increasing rigor in student writing were made during the 5 days summer workshop training.

**Action Step 1**

Teachers are implementing strategies from the "Teaching Argumentative Writing " book that deal with explaining why students' ideas, evidence, and examples matter. Plans for increasing rigor in student writing were made during the 5 days summer workshop training.

**Resource Type**

Evidence-Based Materials

**Resource**

"Teaching Argumentative Writing"

**Funding Source**

Eisenhower

**Amount Needed**

\$1,685

**G6.** By 2014 43% of Algebra 1 students will score at level 3 and 12% will score at or above level 4 on EOC Algebra.

**G6.B1** New teachers not trained in the Tabor Rotation Model

**G6.B1.S1** The Tabor Rotation Model will be used to engage students in hands on activities that will help them understand Algebra 1 concepts using real world applications.

**Action Step 1**

Teachers will be trained in the Tabor Rotation Model and implement the collaborative groups to engage students in authentic learning experiences

**Resource Type**

Professional Development

**Resource**

**Funding Source**

Eisenhower

**Amount Needed**

\$3,677