



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Winter Springs High School

130 TUSKAWILLA RD

Winter Springs, FL 32708

407-320-8750

[http://www.scps.k12.fl.us/schools/  
schoolinfopage.cfm?schoolnumber=0911](http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0911)

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## School Demographics

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**School Type**

High School

**Title I**

No

**Free and Reduced Lunch Rate**

49%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority Rate**

41%

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## School Grades History

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**2013-14**

A

**2012-13**

B

**2011-12**

B

**2010-11**

A

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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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**Table of Contents**

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Part I: Current School Status</b>	<b>6</b>
<b>Part II: Expected Improvements</b>	<b>15</b>
<b>Goals Summary</b>	<b>21</b>
<b>Goals Detail</b>	<b>21</b>
<b>Action Plan for Improvement</b>	<b>24</b>
<b>Part III: Coordination and Integration</b>	<b>26</b>
<b>Appendix 1: Professional Development Plan to Support Goals</b>	<b>27</b>
<b>Appendix 2: Budget to Support Goals</b>	<b>0</b>

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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 Springs High School

##### Principal

Mickey Reynolds

##### School Advisory Council chair

LeAnne McKelvey

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

Name	Title
Jaime Washington	Assistant Principal
Dennis McComb	Assistant Principal
Barbara Monte-Carlo	Assistant Principal
Jordan Rodriguez	Assistant Principal
Ana Kennedy	Instructional Coach
Debbie Abel	Administrative Dean
Joan Toro	Guidance Counselor
Octavius Clark	Dean of Students
Matt Hesselbart	Dean of Students

#### District-Level Information

##### District

Seminole

##### Superintendent

Dr. Walt Griffin

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

11/11/2013

### 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

LeAnne McKelvey-Chairperson

Angel Collins, Christa Lira & LeeAnn Stout-Instructional Personnel

Kim York-Non-Instructional Personnel

Noah Davis-Student

Tammy Loftus, Nora L'Heureux, Bobbie Demme-SanFilippo, Carol Waters & Elaine Connors-Parent/Community

**Involvement of the SAC in the development of the SIP**

The School Advisory Council was actively involved in the discussion, action steps taken to accomplish goals for the evaluation of all high-stakes assessments and the assessment of the budget.

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

SAC consistently evaluates the SIP to ensure alignment with curriculum and funding. Our SAC committee will assist teachers throughout the year via teacher grants and academic tutoring to ensure student achievement is met in all areas identified by the SIP.

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

All of the SAC funds will be allocated towards academic tutoring, teacher grants and any request that may come from the instructional staff that would be in alignment with the SIP.

**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**

5

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Mickey Reynolds**

Principal

Years as Administrator: 11

Years at Current School: 2

**Credentials**

Dr. Reynolds received the following degrees:  
 Bachelor's of Arts in English Education  
 Master's of Arts in Educational Leadership  
 Doctor's of Education in Educational Leadership  
 State of Florida Department of Education certification in the following areas:  
 Educational Leadership K-12  
 School Principal K-12  
 English Education (Grades 6-12)  
 School grades for the past 3 years at Winter Springs High school were as follows:  
 2010: A  
 2011: A  
 2012: B

**Performance Record**

**Dennis McComb**

Asst Principal

Years as Administrator: 31

Years at Current School: 3

**Credentials**

Mr. McComb completed his credentials in the following areas:  
 Bachelor of Arts in Mathematics;  
 Master's of Arts in Administration/Supervision K-12  
 State of Florida Department of Education certification in the following areas:  
 Mathematics (Grade 6-12)  
 ESE (Grade K-12)  
 School Principal All Levels  
 School Grade at Winter Springs High School for the last 3 years are as follows:  
 2010: A  
 2011: A  
 2012: B

**Performance Record**

**Barbara Monte-Carlo**

Asst Principal

Years as Administrator: 16

Years at Current School: 16

**Credentials**

Ms. Monte-Carlo received the following credentials in the following areas:  
 Bachelor of Science in English Education  
 Masters of Education in English Education  
 State of Florida Department of Education certification in the following areas:  
 English 6-12  
 Educational Leadership All Levels  
 Reading K-12  
 The School Grade at Winter Springs High School for the past 3 years are as follows:  
 2010: A  
 2011: A  
 2012: B

**Performance Record**



**Dr. Jordan Rodriguez**

Asst Principal	Years as Administrator: 5	Years at Current School: 1
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**Credentials**

Dr. Rodriguez received his credentials in the following areas:  
 Bachelor's of Arts in Radio/Television Broadcasting  
 Master's of Arts in Educational Leadership  
 Doctor of Education in Educational Leadership  
 State of Florida Department of Education certification in the following areas:  
 Social Science 6-12  
 Educational Leadership K-12  
 School Principal All Levels  
 School grade for the last three years at Seminole High school were as follows:  
 2010: B  
 2011: B  
 2012: A

**Performance Record**

**Jaime Washington**

Asst Principal	Years as Administrator: 5	Years at Current School: 5
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**Credentials**

Mrs. Washington received her credentials in the following areas:  
 Bachelors of Science in Cardiopulmonary Sciences  
 Master's of Science in Educational Leadership  
 Currently working on her Doctorate of Education in Administrator Leadership for Teaching and Learning  
 State of Florida Department of Education certification in the following areas:  
 Middle Grade Science (Grades 5-9)  
 Educational Leadership (Grades K-12)  
 School grade for Winter Springs High School for the last 3 years are as follows:  
 2010: A  
 2011: A  
 2012: B

**Performance Record**

**Instructional Coaches**

**# of instructional coaches**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

<b>Analexis Kennedy</b>		
<b>Full-time / School-based</b>	<b>Years as Coach: 2</b>	<b>Years at Current School: 5</b>
<b>Areas</b>	Reading/Literacy, Mathematics, Science, Data, RtI/MTSS	
<b>Credentials</b>	<p>Mrs. Kennedy has the following credentials: Bachelor of Science in Elementary Education, Master of Science in Reading Education (K-12), Ed.S. in Curriculum and Instruction with a Specialization in Literacy and National Board Certification in Literacy:Reading/ Language Arts.</p> <p>State of Florida Department of Education certification reflects:                      Elementary Education Grades 1-6                      ESOL Endorsement K-12                      Reading K-12</p> <p>Winter Springs High School grades for the last 3 years are as follows:                      2010: A                      2011: A                      2012: B</p>	
<b>Performance Record</b>	<p>2010-2012: Classroom teacher. Data not available                      2013: Biology EOC: 72.5% proficient                      FCAT Rading: 61.9% proficient in 2013 compared to 62.7% proficient in 2012                      2.4% increase in Learning Gains of our Level 1 and Level 2 students in 9th and 10th grade.                      Algebra EOC: 46% proficient                      Geometry EOC: 73.5% proficient</p>	

**Classroom Teachers**

<b># of classroom teachers</b>	122
<b># receiving effective rating or higher</b>	0, 0%
<b># Highly Qualified Teachers</b>	99%
<b># certified in-field</b>	115, 94%
<b># ESOL endorsed</b>	12, 10%
<b># reading endorsed</b>	9, 7%
<b># with advanced degrees</b>	69, 57%

**# National Board Certified**

4, 3%

**# first-year teachers**

13, 11%

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

17, 14%

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

44, 36%

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

48, 39%

**Education Paraprofessionals****# of paraprofessionals**

10

**# Highly Qualified**

9, 90%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

0

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**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**

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

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

**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**

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

### **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**

The school has a core Multi-Tiered System of Supports (MTSS) problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and determines why the problem is occurring. The MTSS team designs and implements research-based interventions and regularly monitors student progress/response to interventions. The school utilizes the online MTSS module to document all interventions, meetings, and parent involvement in the process.

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

Barbara Monte-Carlo-Administrator/Oversee & adhere implementation of the MTSS program

Jaime Washington-Administrator/Oversee and adhere implementation of SIP goals

McKenzie Kaplan-Guidance Counselor Lead-Facilitate all meetings

Rob Washburn-Guidance Counselor-Monitor student progression whom have been identified

Vickie Wilson-Guidance Counselor-Monitor student progression whom have been identified

Marsha McBryde-Guidance Counselor-Monitor student progression whom have been identified

Joan Toro-Guidance Counselor-Monitor student progression whom have been identified

Analexis Kennedy-Instructional Coach-Initiate intervention plan and support teacher with intervention strategies

Jason Maitland-Behavior Intervention Specialist-Support students /teachers affected by MTSS

General Education Teachers-Identify students, provide interventions, document progress monitoring data and analyze data

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

EdInsight is the system in place here at Winter Springs High School that houses the meeting notes, data, and intervention plan.

#### **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**

Discovery Education is the main tool for progress monitoring along with EdInsight as the management system.

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

District personnel will render professional development for staff members and then the MTSS team will hold meetings with all stakeholders to ensure comprehension and implementation of MTSS.

**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:** 4,860

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

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

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

**Literacy Leadership Team (LLT)**

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

Name	Title
Analexis Kennedy	Instructional Coach
Paul Sacks	Chemistry Teacher
Gloria Macia	American History Teacher
Christie Blatt	Fine Arts Teacher
Judy Peck	English Teacher

**How the school-based LLT functions**

The LLT meets on Wednesdays once a month. The goal has been to celebrate literacy and integrate literacy activities throughout all content areas.

**Major initiatives of the LLT**

The major initiative of the LLT this year will be literacy activities utilizing the homecoming theme for 2013. Additionally, the LLT has held a Teacher summer reading contest to encourage more literacy amongst staff members. The LLT also has revamped the summer reading program for all students here at WSHS.

## Every Teacher Contributes to Reading Instruction

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

Here at Winter Springs High school, our teachers have met during pre-plan to address the Common Core Standards reading and writing in all content areas. Utilization of document based questions in english and the social studies department. A focus of writing throughout all content areas with a major push of professional development centered around literacy.

## 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

At Winter Springs High School, we offer a variety of courses in Career and Technical Education that range from Renewable Energy, certification in Computer Science, Digital & Web Design, Digital Video Editing, Culinary Academy, Construction Technology and Hospitality & Tourism. We offer 29 Advanced Placement courses that students are allowed to openly enroll for without any prerequisite being needed to register for the course. The entire faculty and staff members here at Winter Springs High School goes the extra mile to get to know the students and uncover their future goals. By establishing a positive relationship with our students, the discussion evolves into the relevancy of how important it is for each and every student to graduate from high school to continue their path in life. Our school's theme this year is Welcome to the Den: Where Collaboration Meets Personalization!

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

At Winter Springs High School, our guidance counselors provide the following services to ensure that all of our student's course of study is personally meaningful in a academic and/or career manner: conduct credit checks, personal visits to classrooms, college/career field trips, college visits by a variety of representatives along with academic advising to address all facets of life.

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

Strategies that are used at Winter Springs High School for improving student readiness would be the progress monitoring is one tool being utilized. This monitoring zones in on weakened areas and assist with elevating students up to proficiency. Additionally, with the use of professional learning communities, teachers work on various instructional strategies to ensure student achievement in all curriculum areas. Literacy is a huge component and ensuring writing is done across all curriculums.

## 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	73%	62%	No	76%
American Indian				
Asian	88%	57%	No	89%
Black/African American	57%	33%	No	61%
Hispanic	61%	51%	No	65%
White	78%	72%	No	80%
English language learners	35%	12%	No	42%
Students with disabilities	51%	31%	No	56%
Economically disadvantaged	61%	48%	No	65%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	262	27%	29%
Students scoring at or above Achievement Level 4	342	35%	37%

#### 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>		19%
Students scoring at or above Level 7	12	52%	54%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	583	63%	65%
Students in lowest 25% making learning gains (FCAT 2.0)	147	59%	61%

**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)	43	71%	73%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	21	36%	38%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	29	52%	54%

**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	264	52%	54%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		58%

**Area 3: Mathematics**

**Elementary and Middle School Mathematics**

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	64%		No	68%
American Indian				
Asian				
Black/African American	43%		No	49%
Hispanic	53%		No	58%
White	69%		No	72%
English language learners	22%		No	30%
Students with disabilities	50%		No	55%
Economically disadvantaged	55%		No	60%

**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	64%	70%	Yes	68%
American Indian				
Asian				
Black/African American	43%	48%	Yes	49%
Hispanic	53%	60%	Yes	58%
White	69%	78%	Yes	72%
English language learners	22%	29%	Yes	30%
Students with disabilities	50%	46%	No	55%
Economically disadvantaged	55%	59%	Yes	60%

**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>		19%
Students scoring at or above Level 7	12	52%	54%

**Learning Gains**

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	432	64%	66%
Students in lowest 25% making learning gains (EOC)	99	51%	53%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	101	37%	39%
Students scoring at or above Achievement Level 4	24	9%	11%

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	147	34%	36%
Students scoring at or above Achievement Level 4	167	39%	41%

**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]		35%
Students scoring at or above Level 7	[data excluded for privacy reasons]		41%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	203	41%	43%
Students scoring at or above Achievement Level 4	158	32%	34%

**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)	4		7
Participation in STEM-related experiences provided for students	121	5%	7%

**High Schools**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	1077	52%	54%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		93%	95%
Students taking one or more advanced placement exams for STEM-related courses	293	14%	16%
<b>CTE-STEM program concentrators</b>			
Students taking CTE-STEM industry certification exams	98	5%	7%
Passing rate (%) for students who take CTE-STEM industry certification exams		76%	78%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	904	44%	46%
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	117	6%	8%
Passing rate (%) for students who take CTE industry certification exams		78%	80%
CTE program concentrators			
CTE teachers holding appropriate industry certifications	6	83%	100%

**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	277	13%	11%
Students in ninth grade with one or more absences within the first 20 days	429	18%	16%
Students in ninth grade who fail two or more courses in any subject	113	21%	19%
Students with grade point average less than 2.0	270	13%	11%
Students who fail to progress on-time to tenth grade	59	11%	9%
Students who receive two or more behavior referrals	613	27%	25%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	113	5%	3%

**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**

The parental involvement target for the parents here at Winter Springs High School is to have a large majority of our parents logging into the Skyward Parent portal at least once during the school year.

**Specific Parental Involvement Targets**

<b>Target</b>	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Primary Guardian logged into Skyward Parent Portal at least once during the school year	667	36%	38%

## Goals Summary

- G1.** Our goal is to improve the academic achievement of students in all high-stakes assessment areas by an average of 2 percentage points.

## Goals Detail

**G1.** Our goal is to improve the academic achievement of students in all high-stakes assessment areas by an average of 2 percentage points.

**Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

**Resources Available to Support the Goal**

- Highly qualified instructional personnel Progress Monitoring instruments for all stakes areas

**Targeted Barriers to Achieving the Goal**

- Cultural understanding; Fiscal resources; Socioeconomic status of student population; Parent support and resources; outdated teacher attitudes towards student assessment; limited staffing

## Plan to Monitor Progress Toward the Goal

Students whom are affected by high-stakes assessment testing will improve their scores by an average of 2 percentage points.

**Person or Persons Responsible**

School-based Leadership Team

**Target Dates or Schedule:**

Fall and Spring semester when test data is available

**Evidence of Completion:**

Test results from progress monitoring and high stakes assessments.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Our goal is to improve the academic achievement of students in all high-stakes assessment areas by an average of 2 percentage points.

**G1.B1** Cultural understanding; Fiscal resources; Socioeconomic status of student population; Parent support and resources; outdated teacher attitudes towards student assessment; limited staffing

**G1.B1.S1** Design and implement ongoing support for teachers through structured PLCs. Design and deliver PD ongoing throughout the school year. Maintain that progress monitoring is occurring in high-stakes assessment areas.

### Action Step 1

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

#### Person or Persons Responsible

School-based leadership team

#### Target Dates or Schedule

Ongoing throughout the entire school year

#### Evidence of Completion

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

#### Facilitator:

Barbara Monte-Carlo

#### Participants:

All instructional staff members



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

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

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

School-based leadership team

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

Ongoing

#### **Evidence of Completion**

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

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

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

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

School-based leadership team

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

Data will be collected on an ongoing basis. Normally data will be collected and evaluated at the start of the school year, during the middle of a grading period and at the end of the semester.

#### **Evidence of Completion**

Progress monitoring from Discovery Education will be collected and evaluated along with FCAT and/or EOC testing data will be used as evidence.

## 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

Winter Springs High School will coordinate Supplemental Academic Instruction and Exceptional Student Education funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. In addition, the school district coordinates IDEA funds to provide our school additional paraprofessionals that facilitate small group instruction during the school day. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

## 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.** Our goal is to improve the academic achievement of students in all high-stakes assessment areas by an average of 2 percentage points.

**G1.B1** Cultural understanding; Fiscal resources; Socioeconomic status of student population; Parent support and resources; outdated teacher attitudes towards student assessment; limited staffing

**G1.B1.S1** Design and implement ongoing support for teachers through structured PLCs. Design and deliver PD ongoing throughout the school year. Maintain that progress monitoring is occurring in high-stakes assessment areas.

### PD Opportunity 1

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

#### Facilitator

Barbara Monte-Carlo

#### Participants

All instructional staff members

#### Target Dates or Schedule

Ongoing throughout the entire school year

#### Evidence of Completion

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