

Orange County Public Schools

Winter Park High



2021-22 Schoolwide Improvement Plan

Table of Contents	
School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	15
Planning for Improvement	25
Positive Culture & Environment	30
Budget to Support Goals	0

Winter Park High

2100 SUMMERFIELD RD, Winter Park, FL 32792

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

Demographics

Principal: Matthew Arnold

Start Date for this Principal: 6/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	39%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (66%) 2017-18: A (65%) 2016-17: B (59%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	15
Planning for Improvement	25
Title I Requirements	0
Budget to Support Goals	0

Winter Park High

2100 SUMMERFIELD RD, Winter Park, FL 32792

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	30%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	51%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

School Board Approval

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

SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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: School Information

School Mission and Vision

Provide the school's mission statement.

With the support of families and the community, we create enriching and diverse pathways to lead our students to success

Provide the school's vision statement.

To ensure every student has a promising and successful future

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Caliari, Daniel	Assistant Principal	ACFI/HDIR Custodians Emergency Drills Energy Management Evacuation Maps Facility Use/Rentals Grounds Crew ICC Keys Master Calendar Newsletter New Work Projects Open/Close Procedures Parking PTSA Liaison SAFE School Plan Security/Safety SERT Team Settlement Agreement Sonitrol Supervision Plan Work Orders
Arnold, Matthew	Principal	Budget Contracts Emergency Shelter Enrollment Projections Inter-Rater Reliability Marketing & Recognition Media Contact Personnel Decisions Professional Development SAC/PTSA Testing Vertical Articulation Weekly Newsletter WP Foundation WP Health Foundation
Demory, Katherine	Math Coach	Coaching Cycle Data Analysis Math Lab Model Classroom MTSS Team Progress Monitoring Pull-outs Lower 25% Staff Development Support Math Support New Teachers

Name	Position Title	Job Duties and Responsibilities
		Testing Team Tutoring/Sat School
Disney, Andrew	Instructional Coach	Accreditation AP Co-Coordinator AVID Support Coach Teachers Data Analysis DPLC ELA Support Math Support MTSS Team Progress Monitoring Support New Teachers Testing Team
Green, Lakeica	Assistant Principal	Attendance Character Lab Debate ESOL Compliance Expectation Graduation Food Service Interns Khan Academy Leadership Orange Day Oar Awards Project Impact Saudi Grant Special Events Substitutes Testing WP Foundation Liaison World Heart Day Yearbook
John, Curtis	Dean	Discipline 10th Attendance PBS Food Service Grounds Crew Lunch Detention MAO MTSS - 10th Parking PPE Inventory Restorative Justice Security/Cameras SOS/MLS

Name	Position Title	Job Duties and Responsibilities
		Special Events Vending
Louisjean, Grisel	Dean	Discipline 9th 'Q-Z' Attendance PBS AVID Coordinator Additions/PIE Character Lab Five Star Portfolio Fieldtrips Gold/Silver School Restorative Justice SAC Special Events Teach-In Threat Assessment Transportation WP Foundation
Maldonado, Paul	Assistant Principal	Accreditation AdvancEd AP/IB AP/IB Testing AP/IB Tutoring Certify Data Corrections Data Reports Data - by Teacher Digital Curriculum DCTL Five Star FTE & Audit Box Laptop Distrib. Laptop Recovery Property/Inventory SAC/SIP Spring Break Camp Summer Sch Co-Principal Weekly Newsletter
Mindermann, Johnathon	Instructional Coach	Certification ACP Coaching Cycle College St Observations Data Analysis Deliberate Practice DPLC/SELL Team Interns Mentor Coordinator

Name	Position Title	Job Duties and Responsibilities
		New Teachers - Lead PD Calendar Skyward Staff Development Testing Team
Romaine, Cheryl	Dean	Discipline 12th Attendance PBS Additions/PIE Angel Fund Fieldtrips MTSS - 12th Pit Crew Radios Restorative Justice Saturday School Special Events Sr. Awards Ceremony Title IX
Sharpe, Jeffrey	Assistant Principal	Accel/Grad Rates ACT/SAT Fee Waivers Certify - FISH College & Career Center Data Corrections Diplomas Dual Enrollment Exchange Students First Day/Week Logistics Grades Healthy School Team Industry Certifications Master Schedule Pre-Planning Week Progress Reports Registration Report Cards Schedule Distribution SAC/SIP - Assist Threat Assessment
Wilhite, Paul	Assistant Principal	Athletics/Clubs Athletic Admin Coverage Baccalaureate Community Groups Faculty Handbook Graduation

Name	Position Title	Job Duties and Responsibilities
		Intra-Club Council Kiwanis Awards Marketing & Recognition Pre-Planning SAC/PTSA Settlement Agrmnt Student Planners Student Records Substitutes Vertical Articulation WP Foundation WP Health Foundation
Wilson, William	Dean	Discipline 9th 'A-P' Attendance PBS Curriculum Fair Facilities Keys MAO Property/Inventory Restorative Justice Security Work Orders

Demographic Information

Principal start date

Friday 6/1/2018, Matthew Arnold

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

20

Total number of teacher positions allocated to the school

195

Total number of students enrolled at the school

3,210

Identify the number of instructional staff who left the school during the 2020-21 school year.

5

Identify the number of instructional staff who joined the school during the 2021-22 school year.

15

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	5	755	790	766	732	3048
Attendance below 90 percent	0	0	0	0	0	0	0	0	4	129	167	141	128	569
One or more suspensions	0	0	0	0	0	0	0	0	0	34	34	20	4	92
Course failure in ELA	0	0	0	0	0	0	0	0	2	167	141	118	106	534
Course failure in Math	0	0	0	0	0	0	0	0	0	114	140	93	76	423
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	3	96	132	86	68	385
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	2	96	120	76	64	358
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	126	139	104	60	429

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	4	173	198	137	119	631

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	3	1	0	4

Date this data was collected or last updated

Tuesday 7/13/2021

2020-21 - As Reported

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	5	886	869	845	809	3414
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	1	125	138	150	187	601
One or more suspensions	0	0	0	0	0	0	0	0	0	1	62	32	64	88	247
Course failure in ELA	0	0	0	0	0	0	0	0	0	4	182	172	190	116	664
Course failure in Math	0	0	0	0	0	0	0	0	0	2	186	139	144	110	581
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	2	153	105	104	97	461
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	2	142	99	90	121	454

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	4	221	185	206	191	807	

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	5	1	0	0	1	7	
Students retained two or more times	0	0	0	0	0	0	0	0	0	5	5	3	5	18	

2020-21 - Updated

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	5	886	869	845	809	3414
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	1	125	138	150	187	601
One or more suspensions	0	0	0	0	0	0	0	0	0	1	62	32	64	88	247
Course failure in ELA	0	0	0	0	0	0	0	0	0	4	182	172	190	116	664
Course failure in Math	0	0	0	0	0	0	0	0	0	2	186	139	144	110	581
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	2	153	105	104	97	461
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	2	142	99	90	121	454

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	4	221	185	206	191	807	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	5	1	0	0	1	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	5	5	3	5	18

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				69%	55%	56%	66%	54%	56%
ELA Learning Gains				58%	53%	51%	58%	51%	53%
ELA Lowest 25th Percentile				40%	40%	42%	45%	40%	44%
Math Achievement				54%	43%	51%	60%	49%	51%
Math Learning Gains				55%	49%	48%	50%	44%	48%
Math Lowest 25th Percentile				53%	46%	45%	47%	39%	45%
Science Achievement				84%	70%	68%	81%	66%	67%
Social Studies Achievement				85%	73%	73%	84%	69%	71%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2021					
	2019	66%	52%	14%	55%	11%
Cohort Comparison						
10	2021					
	2019	68%	50%	18%	53%	15%
Cohort Comparison		-66%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	81%	67%	14%	67%	14%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	86%	69%	17%	70%	16%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	37%	63%	-26%	61%	-24%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	59%	53%	6%	57%	2%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Orange Country Public Schools (OCPS) uses district-created benchmark assessments to assess student progress. The assessments are called progress monitoring assessments (PMA), and students received scores and feedback in the fall, winter, and spring.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	64	59	63
	Economically Disadvantaged	47	39	47
	Students With Disabilities	30	29	34
	English Language Learners	27	28	32
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	60.5	57
	Economically Disadvantaged	N/A	54	49
	Students With Disabilities	N/A	57	43.5
	English Language Learners	N/A	39	49.5
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	74	76	77
	Economically Disadvantaged	64	63	73
	Students With Disabilities	42	52	40
	English Language Learners	50	58	54
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	59	62	61
	Economically Disadvantaged	42	47	44
	Students With Disabilities	44	24	31
	English Language Learners	35	26	34
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	33	49	40.5
	Economically Disadvantaged	36	44.5	37.5
	Students With Disabilities	25	16	24.5
	English Language Learners	32	29.5	50
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	49	52	42
	Economically Disadvantaged	42	45	37
	Students With Disabilities	44	37	33
	English Language Learners	35	31	33
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	80	78	100
	Economically Disadvantaged	50	50	100
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	30	32.5	16.5
	Economically Disadvantaged	25	44.5	31
	Students With Disabilities	100	56	29
	English Language Learners	50	42.5	47.5
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	67	17	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	N/A	0	0
	English Language Learners	100	100	0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	67	77	68
	Economically Disadvantaged	55	69	58
	Students With Disabilities	37	53	47
	English Language Learners	41	65	53

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	44	29
	Economically Disadvantaged	0	35	41.5
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	0	33.5	50
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	80	79	68
	Economically Disadvantaged	75	71	75
	Students With Disabilities	0	N/A	N/A
	English Language Learners	100	100	100

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	28	34	22	20	30	32	47	38		87	28
ELL	30	59	59	26	37	22	51	45		92	69
ASN	72	60	47	62	39		94	84		100	85
BLK	41	40	24	26	25	19	61	49		99	44
HSP	48	52	41	28	31	24	60	63		94	62

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
MUL	74	76	70	32	28		70	50		100	56
WHT	78	64	43	59	33	35	88	79		99	77
FRL	46	49	38	23	25	26	59	54		95	55
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	24	28	25	32	36	30	49	61		95	30
ELL	36	45	37	41	53	43	58	65		92	42
ASN	80	66	38	77	72		91	89		100	77
BLK	47	52	42	29	50	60	55	76		97	29
HSP	54	51	39	44	49	47	76	78		95	55
MUL	58	53	31	46	59		86	86		97	61
WHT	81	63	42	69	60	61	91	91		99	72
FRL	50	48	36	41	50	52	73	73		97	43
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	24	42	34	33	33	27	54	58		75	20
ELL	28	48	43	40	42	30	47	50		80	41
ASN	75	62	53	70	50		94	86		95	76
BLK	43	48	41	39	42	44	59	72		88	29
HSP	47	50	42	46	46	49	66	72		88	46
MUL	67	52	55	69	46		96	78		96	63
WHT	79	65	53	72	55	50	90	92		97	75
FRL	47	49	40	43	41	41	69	71		87	43

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	59
Total Points Earned for the Federal Index	639
Total Components for the Federal Index	11
Percent Tested	92%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	68
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	62
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	66
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Trending data across grade levels show most 9th-grade content areas scoring higher on progress monitoring data (PMAs) (English- 63% proficiency, Mathematics- 57% proficiency, and Biology at 77% proficiency). Subgroup data compared to core content areas trend toward students with economic disadvantages (ED) scoring lower in English courses (9th grade English 63% and 10th grade English 61%). Mathematics students with disabilities (SWD) scored lower than the other subgroups (9th-grade Mathematics- 57% and 10th-grade Mathematics- 24.5%). Overall 9th-grade Biology scored higher than 9th-grade English and 9th-grade Mathematics (9th-grade Biology- 77%). 10th-grade English scored higher than Mathematics and Biology (9th-grade English- 61%). US History on test in the 11th-grade, so comparisons are limited to comparing subgroups and trends comparing the fall to winter PMA results and the winter to spring PMA results. PMA results for US History demonstrated lower performance among SWD with 47% of SWD proficiency. The fall to winter PMA data increased for all subgroups; however, the scores regressed in the winter to spring comparison (US History- Fall to Winter 67% to 77%, Winter to Spring 77% to 68%).

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The data component that comprises the greatest need for improvement (based on 2019 EOC data) is English Language Arts (ELA), among our lowest 25%. All components are above the district and state averages ranging from +3 to +16 points. ELA is on par compared to the district average; however, it is -2 points lower than the state average. 2020-2021 PMA (Progress Monitoring Assessment) data also indicates English when combining 9th and 10th-grade scores is lower than math, biology, and U.S. History.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

A potential contributing factor is the performance of students with disabilities (SWD) and English language learners (ELL). Students with disabilities scored at 34% proficiency, and English language learners scored at the proficiency of 32%, far below the overall average of 63%. Instructional leadership team members will provide additional supports (e.g., instructional observations to include implementation of SWD and ELL-specific strategies) for teachers to improve student outcomes.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based on last year's progress monitoring compared with the 2019 state assessments, the components that showed the greatest improvement are biology and English. However, compared to the 2020-2021 data, English scores fell compared to the other content areas. Thus, the PMA data suggests biology has continued to improve, and English has fallen behind U.S. history.

What were the contributing factors to this improvement? What new actions did your school take in this area?

A potential contributing factor in improving instruction and supports for our students with disabilities (SWD). Students with disabilities scored lower in all content areas when compared to all the subgroups suggesting that students with disabilities are not achieving at the expected levels. In addition, ESSA scores suggest SWD students have not met achievement expectations. Based on the Federal Index, SWD scored 40% below the 41% threshold. Instructional leadership team members will provide additional supports (e.g., instructional observations to include implementation of SWD-specific strategies) for teachers to improve student outcomes.

What strategies will need to be implemented in order to accelerate learning?

To accelerate learning, it is crucial to provide students with standards-aligned instruction to prevent lost instructional time. Poor planning and execution of standards-aligned planning contribute to lost instructional time when lessons are not focused on appropriate learning goals. In addition, students need opportunities to catch up and accelerate. Implementation of rigorous high-quality instructional strategies will accelerate student learning. Furthermore, students will need tutoring and extended time to fill gaps in learning due to the pandemic.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development is planned for the following high-yield strategies:

Social Emotional Learning (SEL) strategies promote a positive classroom culture and improve students' self-efficacy, self-regulation, and motivation.

-Standard aligned planning strategies to create and implement lesson plans that focus on targeted learning goals.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Based on the need to improve SWD outcomes, the following high-yield strategies are planning for our exceptional student education (ESE) department:

- Develop and implement a system of teaching social behaviors

Teachers should explicitly teach appropriate interpersonal skills, including communication and self-management, ensuring lessons align with classroom and schoolwide expectations for student behavior. Before teaching, teachers should determine the nature of the social skills challenge. If students do not know how to perform at the targeted social skill, direct social skills instruction should be provided until mastery is achieved. If students display performance problems, the appropriate social skill should initially be taught, that emphasis should shift to prompting the student to use the skill and ensuring the "appropriate" behavior for the same or a similar outcome (i.e., is reinforcing to the student).

-Provide intensive instruction (standards and reading instruction)

Teachers match the intensity of instruction to the intensity of the students learning and behavioral challenges. Intense instruction involves working with students with similar needs on a smaller number of high priorities, clearly defined skills, or concepts critical to academic success. Teachers group students based on common learning needs with clearly defined learning goals and use systematic, explicit, and well-placed instruction. They frequently monitor student progress and adjust their instruction accordingly. Students have many opportunities to respond to immediate, corrective feedback with teachers and peers to practice their learning within intensive instruction.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale:	<p>Description: Integrate and monitor resources and strategies that strengthen a culture for social and emotional learning to grow every student academically, socially, and emotionally</p> <p>Rationale: Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to the subject material. By strengthening our school's culture for social and emotional learning, we will address the following school needs:</p> <p>In the 2021-2022 school year, we will engage student opportunities to generate a sense of belonging on campus. Students who engage in clubs, sports, and the arts develop a sense of belonging through the school's programs. Teachers also bolster a sense of belonging when they develop rapport with their students. Through SEL strategies, we will train and support our staff members as they reconnect with our students.</p>
Measurable Outcome:	<p>Panorama Survey Data:</p> <p>Student Survey - School Climate, Sense of Belonging</p> <p>Teachers and Staff - School Climate, School Leadership, Professional Learning About SEL</p> <p>Family Members - Barriers to Engagement, School Climate</p>
Monitoring:	Qualitative data from students, staff, and families
Person responsible for monitoring outcome:	Matthew Arnold (matthew.arnold@ocps.net)
Evidence-based Strategy:	<p>Evidence-based Strategy: Use distributive leadership and social and emotional learning to implement a continuous improvement plan for social and emotional learning focused on implementing a school-wide SEL curriculum, intentionally integrating aligned instructional strategies, and deliberate school supports for families.</p> <p>Description of Monitoring: Our school will plan and implement two cycles of professional learning to provide training, opportunities for safe practice, and examination of impact data. Our school will monitor and measure the impact of our implemented professional learning through analysis of the Panorama Surveys, needs assessments, classroom observations, school environment observations, and implementation surveys. We will modify our action plan as indicated by data, student needs, staff needs, and family needs.</p>
Rationale for Evidence-based Strategy:	<p>Rationale for Strategy Selection: In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building, including its families. To strengthen a culture of social and emotional learning with families, staff, and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the integration of instructional strategies and deliberate school supports necessary for collective organizational improvement and change.</p> <p>Resources/Criteria: Research indicates that for sustainable improvement efforts to be realized, collective ownership is necessary. Through a distributive leadership model, our school can implement efficient and sustainable continuous improvement practices that will support the social, emotional, and academic development of every student.</p>

Action Steps to Implement

- Implement a school-wide SEL curriculum
- Ensure a school team receives training on implementation of a school-wide SEL curriculum
- Create a training plan that leverages the trained school team members to train all necessary stakeholders

in -the implementation of the curriculum
-Implement a school-wide SEL curriculum

Person Responsible Matthew Arnold (matthew.arnold@ocps.net)

Integrating Aligned Instructional and SEL Strategies

- Identify student social and emotional learning needs to prepare for academic instruction
- Determine cognitive and conative strategies that align with the standard
- Interpret standards and student needs to intentionally integrate aligned instructional strategies

Person Responsible Matthew Arnold (matthew.arnold@ocps.net)

Deliberate School SEL Supports for Families

- Identify strategies to support family engagement based on Panorama Family Members Survey - Barriers to Engagement that relates to strengthening communication, building community, and creating connections such as:
 - Strengthening Communication
- Create and facilitate opportunities to welcome families and introduce key staff (back to school night, Open House)
- Develop a school-wide digital communication outreach plan to inform students and families of how they can connect to the school events and resources

Person Responsible Matthew Arnold (matthew.arnold@ocps.net)

Building Community

- Establish a family resource center where families can access resources and information to support student and school success
- Create a welcoming environment where family culture and languages are recognized and respected (staff greetings, office appeal)
- Host events, workshops, and opportunities that are relationally connected to family interests and culture, and are linked to learning

Person Responsible Matthew Arnold (matthew.arnold@ocps.net)

Creating Connections

- Establish a family-friendly system with multiple ways to gather and respond to families' questions, suggestions, and needs
- Create flexible events and opportunities for families (e.g. different times throughout the day, face to face, virtual, pre-recorded sessions, multiple languages)

Person Responsible Matthew Arnold (matthew.arnold@ocps.net)

Monitor, Measure, and Modify

- Evaluate the climate and culture for social and emotional learning to implement necessary responsive practices
- Implement a continuous improvement plan for social and emotional learning & leadership that uses cycles of professional learning.
- Evaluate the impact of cycles of professional learning on improvement efforts
- Monitor, measure, and modify the plan for continuous improvement in social and emotional learning & leadership using data-based instructional leadership to positively impact climate and culture

Person Responsible Matthew Arnold (matthew.arnold@ocps.net)

#2. Instructional Practice specifically relating to Standards-aligned Instruction**Area of Focus Description and Rationale:**

The focus on standards-based instruction is to ensure that every standard is taught while using the most appropriate activity and level of rigor. When teachers are using the standard as a starting point for planning and collaboration, they improve their instructional effectiveness. Teachers can also clearly communicate the learning goals and targets to their students. During the planning process, teachers will have an opportunity to include connections between their student's backgrounds and cultures. Academic learning is enhanced when students and teachers have opportunities to responsibly interact with others and make meaningful connections to subject matter material.

Measurable Outcome:

We plan to improve our instructional outcomes with students with disabilities from 40% to at least 42% with the use of standards-based instruction in combination with SEL practices. Every Student Succeeds Act (ESSA) and the Federal index will be used as the metric to measure our success on this outcome.

Monitoring:

1. Provide teachers training on standards-based instructional planning and implementation period.
2. Conduct PLC discussions around the essential question of, "What do we expect our students to learn?"
3. Coach teachers on effectively using step-by-step processes for planning standards-based instruction.
4. Insured teachers know where to find the Curriculum Resource Materials (CRMs) for their courses and understand how to use them as a resource to prepare for standards-based instruction.
5. Continue to use district-provided formative assessments to determine progress toward the stated outcomes for the strategy.

Person responsible for monitoring outcome:

Matthew Arnold (matthew.arnold@ocps.net)

-Educators will use Collaborate, Plan, Align, Learn Motivate and Share (CPALMS), Curriculum Material Resources (CRMs), and item specifications to identify the standards. They will also have access to daily lessons, the schedule of workshops on learning technologies, and resources such as videos that teach teachers how to integrate technology

-Teachers will plan activities to suit the level of rigor in which students are expected to work. They will use language from the standard and understand the level of rigor needed for mastery.

Evidence-based Strategy:

-Teachers will develop questions at the appropriate complexity level to be used during formative assessments and instruction.

-Teachers are going to use formative assessments to track the progress of students on those standards.

Teachers will strive to incorporate reading, writing, critical thinking, and collaboration in every lesson.

-Teachers will work together to be responsive to student's specific needs. They will adjust their teaching methods and discuss interventions in the PLCs to lead students to success.

-Teachers will use a balance of rigor and relevance to make content relevant to the real

world. They will also look for ways to ensure instruction is relevant to the student's background knowledge to provide meaningful content in the lesson as practical and relevant. In addition, educators are responsible for providing culturally responsive teaching to support students, build team dynamics, and boost collaboration. This not only helps increase academic expertise but also contributes to students' social and empathetic skills.

**Rationale
for
Evidence-
based
Strategy:**

Through an intense focus on standards-based instruction, Winter Park High School will see an increase in student achievement on State and District assessments. The goal of standards-based instruction is to improve our teachers' ability to focus instruction around clear objectives and targets. We want our teachers to effectively plan their lessons to align with the proper level of complexity using the most appropriate instructional strategy. When the instruction is aligned to the standards, it will help drive discussions in Professional Learning Communities (PLC). The first question to answer is, "What do we expect our students to learn?" When the PLC can answer this question, they are then ready to discuss students' progress and how they are to intervene when students either struggle or already know the content.

Additionally, to create a culture of social and emotional learning with adults and students, it is critical to harness

the professional skills and leadership capabilities of everyone in the school. Our school will strengthen the team dynamics necessary to collectively support positive organizational improvement and change through a distributive leadership model. Research indicates that for sustainable improvement efforts to be realized, collective ownership is essential.

Furthermore, SEL can foster social and emotional competencies through standards-based instruction and student-centered learning approaches that help students develop communication and collaboration skills.

Action Steps to Implement

The action steps are as follows:

Step 1- Teachers will use curriculum resources such as Collaborate, Plan, Align, Learn, Motivate and Share (CPALMS), Curriculum Resource Materials (CRMs), and item specifications to identify the standards. They will also have access to daily lessons, the scope and sequence, and sample test items.

Step 2- Teachers will determine the level of rigor using the language in the standard and then plan for an appropriate activity.

Step 3- Teachers will develop questions that match the level of complexity of the standard to use during formative assessments and instruction.

Step 4- Teachers will develop formative assessments to monitor the student's progress on the standards.

Step 5- Teachers will strive to implement reading, writing, critical thinking, and collaboration components into every lesson.

Step 6- When students are not successful, teachers will differentiate their instruction to meet the needs of their students. Teachers will collaborate and discuss needed interventions in their Professional Learning Communities (PLC's) in order to help students be successful.

Step 7- Teachers will integrate rigor and relevance into their lesson plans in order to help their students make real-world connections to the content. They will also look for ways to ensure their lessons can connect to their students' background knowledge so that they can see the content in the lesson as relevant and practical knowledge. The teachers will provide culturally responsive instruction to provide

support to students that align with the standard and social and emotional learning to strengthen team dynamics and collaboration to build academic expertise.

Person Responsible Matthew Arnold (matthew.arnold@ocps.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

The following action items are in place to monitor the behavior and prevent escalated behaviors, ultimately ensuring a safe school environment.

-Discipline team trained in Restorative Practices, and

-Staff (supporting the ESE Intensive Unit have received Professional Crisis

Management (PCM) training.

-Restorative practices with students with each referral to a dean.

-Update the specified discipline matrix to assist with fair and equitable consequences.

-Discipline team meeting biweekly to review trends and calibrate on student supports.

-Data meetings to review discipline trends, systems, and structures.

-Implement a Positive Behavior Support (PBS) school-wide system to reinforce & celebrate positive behaviors

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

In order to establish a positive school culture and climate, all schools engage in ongoing, district-wide professional learning on leveraging social and emotional learning as well as leadership for student success. Through a distributive leadership model, schools use social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. Through this professional learning, schools across the district use the CASEL Core Competencies as a common language to support a positive culture of social and emotional learning and connect cognitive and conative strategies to support student success. A core team of teachers and administrators from each school, which includes a mental health designee, attend this district-wide professional learning throughout the year. The core team works with a broader school team and is charged with personalizing and implementing professional learning for staff and families, based on school and community needs. School leadership teams collaborate with students, staff, and families, through processes such as the School Advisory Council, to reflect on implementation and determine next steps. Development of positive culture and environment is further enhanced through school-based and district-wide opportunities focused on building capacity in families to support continuous school improvement and student success. Schools strategically utilize staff to bridge the community and school, connect families with resources, and build a culture for authentic family engagement in school staff.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Student Survey - School Climate, Sense of Belonging

Teachers and Staff - School Climate, School Leadership, Professional Learning About SEL

Family Members - Barriers to Engagement, School Climate