

Orange County Public Schools

Winter Park High



2022-23 Schoolwide Improvement Plan

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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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	39%
2021-22 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	2021-22: A (65%) 2018-19: A (66%) 2017-18: A (65%)
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	N/A
* 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.

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2100 SUMMERFIELD RD, Winter Park, FL 32792

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

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	39%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	52%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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SIP Authority

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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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Arnold, Matthew	Principal	Responsible for: Budget, Contracts, Emergency Shelter Operations, Enrollment Projections, Inter-rater Reliability, Marketing & Recognition, Media Contact, Personnel Decisions, Professional Development, SAC/PTSA, School and District Assessments, Vertical Articulation, Weekly Newsletter, WP Foundation, WP Health Foundation Supervises and evaluates Assistant Principals and the Instructional Leadership team.
Sharpe, Jeffrey	Assistant Principal	Monitors and supports acceleration and graduation outcomes. Responsible for: ACT/SAT Fee Waivers, Advanced Placement and International Baccalaureate, Athletics and Clubs, Certify- FISH, Data Corrections, Diplomas, Dual Enrollment, Exchange Students, First day / week logistics, Grades, Healthy School Team, Industry Certifications, Kiwanis/Oar Awards, Master Schedule, pre-planning week schedule, Progress Reports and Report Cards, Registration and Enrollment, Student Schedule Distribution, Threat Assessments. Supervises and evaluates Student Services team including: School Counselors, Nurse, Health/Trainers, SAFE coordinator, and CTE teachers.
Zenzel, Jonathan	Assistant Principal	Responsible for: ACFI/HDIR, BPIE Team, Custodians, Code of Conduct Reviews, Discipline, Energy Management, Facility Use/Rentals, Grounds Crew, Minority Achievement Office Initiatives, New Work Projects, Student and Staff Parking, Positive Behavior Support, Restorative Justice, SAFE School Plan, Security/Safety, Sonitrol, Supervision Plan, Title IX. Supervises and evaluates Social Studies, Physical Education and ROTC teachers, Security Guards and Custodians.
Green, Lakecia	Assistant Principal	Responsible for: Attendance, Debate program, ESOL Compliance, Expectation Graduation, Food Service, Interns, Khan Academy Implementation and Monitoring, Leadership Orange Day, Project Impact, Special Events, Substitute Coordinator, School and District Assessments, World Heart Day, Yearbook. Supervises and evaluates English Language Arts, Reading, and ESOL teachers and paraprofessionals, main office and attendance classified staff.
Vetter, Mary	Assistant Principal	Responsible for: Accreditation, Data Reports and Data by Teacher, Digital Curriculum, Emergency Drills, Evacuation Maps, Laptop Distribution and Recovery, Master Calendar, Property Inventory, School Advisory Council and School Improvement Plan, School Emergency Response Team, Social Media Co-Coordinator, Spring Break Camp, Summer School Co-Principal, Website and Weekly Newsletter communications. Supervises and evaluates Science and Visual / Performing Arts Teachers.
Mora, Elisa	Assistant Principal	Responsible for: Athletics and Clubs, Certify, College and Career Center, Data Corrections, ESE Compliance including monitoring IEP progress, FTE and Audit Box, Gifted Compliance, Inter Club Council, Inventory and

Name	Position Title	Job Duties and Responsibilities
		Distribution of Facility Keys, monitoring MTSS processes, Open/Close procedures, PTSA Liaison, Settlement Agreement, Summer School Co-Principal, Social Media Co-Coordinator, Senior Awards Ceremony, Superintendent Advisory Council. Supervises and evaluates ESE and World Language Teachers, ESE paraprofessionals, program assistants and job coaches.
Wilhite, Paul	Assistant Principal	Responsible for student safety, supervision and daily operations of 9th Grade Campus. Athletics and Clubs, Athletic Administrative Coverage, Final Roar, Community Groups, Faculty Handbook, Graduation, Intra-Club Council, Kiwanis/ Oar Awards, Marketing & Recognition, School Advisory Council, PTSA, Settlement Agreement, Student Records, Substitutes, Vertical Articulation, Winter Park Foundation, Winter Park Health Foundation. Supervises and evaluates English Language Arts, Science, Social Studies and Elective Teachers, and Front office staff on 9th Grade Campus.
Louisjean, Grisel	Assistant Principal	Responsible for: Discipline, Attendance, Positive Behavior Support, AVID program, Additions and Partners in Education, Character Lab, Five Star Portfolio, Field Trips, Gold/Silver School, Restorative Justice, School Advisory Council, Special Events, Teach In, Threat Assessment, Transportation and Winter Park Foundation on 9th Grade Campus. Supervises and evaluates Mathematics Teachers on 9th Grade Campus and Main Campus.
Disney, Andrew	Instructional Coach	Responsible for: Accreditation, Advanced Placement Coordinator, AVID support, Coaching Teachers, Data Analysis, ELA and Math Instructional Support, MTSS Team, Progress Monitoring, Support New Teachers, Testing Team on 9th Grade Campus.
Mindermann, Johnathon	Curriculum Resource Teacher	Responsible for: Certification of ACP teachers, Coaching Cycles, College Student Observations, Data Analysis, Deliberate Practice Plans, SELL Team, Interns, Mentor Coordinator, New Teachers Lead, Professional Development Calendar, Skyward, Staff Development, Testing Team.
Blackmon, Donald	Magnet Coordinator	AP/IB Coordinator; Data Analysis and Progress Monitoring for all AP and IB students and teachers. Responsible for staff development and testing team member.
Kirk, Shelby	Instructional Coach	Testing coordinator for all EOCs, FSA, FAST assessments. Supports teacher use and professional development in Performance Matters data analysis and assessments. Data collection and tracking for all assessments including ACT/SAT opportunities. Responsible for Honor Roll Certificates and supports PSAT testing process.

Name	Position Title	Job Duties and Responsibilities
Nix, Lisa	Instructional Media	Responsible for supporting and providing digital curriculum, textbooks, and ID Badges. Laptop distribution, recovery, and inventory. Media Center manager and supports senior awards ceremony.
Curry, Catherine	School Counselor	Lead School Counselor and responsible for communicating with student services resources and personnel to coordinate support for students and families.
Cullen, Margaret	Graduation Coach	College and Career Specialist: responsible for College and Career Center resources and coordinating college visits and FAFSA completions. Coordinates parent volunteers and provides resume assistance. Supports senior awards ceremony and developing Super Scholars.
Wilson, Bill	Dean	Discipline Dean on Ninth Grade Center. Responsible for attendance monitoring, positive behavior support program, curriculum fair, facilities and work orders, keys, MAO Property/Inventory, restorative practices, security and threat assessment team.
Byrne, Ana	Dean	Discipline Dean on Main Campus: Responsible for all 11th grade discipline, attendance and positive behavior support. Responsible for Bulletin Boards, Food Service, Lockers, Restorative Practices, Special Events, Teach In, Vending machines and Threat Assessments.
Ziegler, Carolyn	Dean	Discipline Dean for all 12th grade attendance and positive behavior support. Responsible for Additions/Partners In Education, Angel Fund, Field Trips, Radios, Restorative practices, Special Events, Senior Awards Ceremony, Title IX, Transportation and Threat Assessments.
Battaglini, Charles	Dean	Discipline Dean for all 10th grade attendance and positive behavior support. Responsible for Keys, Lunch Detention, MAO, Parking, Restorative Practices, Security/Cameras, Work Orders, Special Events and Threat Assessments.

Demographic Information

Principal start date

Friday 6/1/2018, Matthew Arnold

Number of teachers with a 2022 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 2022 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.*

17

Total number of teacher positions allocated to the school

188

Total number of students enrolled at the school

3,304

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

23

Identify the number of instructional staff who joined the school during the 2022-23 school year.

20

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	0	767	822	815	798	3202
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	160	282	245	254	941
One or more suspensions	0	0	0	0	0	0	0	0	0	72	89	65	42	268
Course failure in ELA	0	0	0	0	0	0	0	0	0	34	23	33	13	103
Course failure in Math	0	0	0	0	0	0	0	0	0	51	16	15	13	95
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	159	169	122	1	451
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	111	135	126	40	412
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	154	107	121	61	443

Using the table above, complete the table below with the number of students by current grade level who have 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	0	156	197	157	65	575

Using current year data, complete the table below with the number of students identified as being "retained.":

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	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	4	0	4	0	8

Date this data was collected or last updated

Monday 7/18/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	64%	49%	51%				69%	55%	56%
ELA Learning Gains	59%						58%	53%	51%
ELA Lowest 25th Percentile	42%						40%	40%	42%
Math Achievement	47%	36%	38%				54%	43%	51%
Math Learning Gains	57%						55%	49%	48%
Math Lowest 25th Percentile	53%						53%	46%	45%
Science Achievement	75%	31%	40%				84%	70%	68%
Social Studies Achievement	81%	43%	48%				85%	73%	73%

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

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
2022					
2019	81%	67%	14%	67%	14%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	86%	69%	17%	70%	16%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	37%	63%	-26%	61%	-24%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	59%	53%	6%	57%	2%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	26	39	33	23	44	46	41	48		96	35
ELL	26	46	42	25	49	55	46	54		99	51
ASN	79	81	83	67	64		91	88		100	80
BLK	43	50	44	32	49	63	54	62		93	42
HSP	47	51	39	35	51	51	57	72		99	60
MUL	70	59		48	69		81	83		100	71
WHT	75	61	40	62	63	59	87	90		99	79
FRL	45	50	40	34	49	48	59	67		97	53
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
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	52
Total Points Earned for the Federal Index	700
Total Components for the Federal Index	11
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
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%	0
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%	0
Asian Students	
Federal Index - Asian Students	81
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	53
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	56
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	73
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	72
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

ELA 9 proficiency dropped by 3% from 66% in 2019 to 63% in 2022. ELA 10 proficiency dropped by 4% from 68% in 2019 to 64% in 2022. Algebra 1 proficiency dropped by 4% from 37% in 2019 to 33% in 2022. Geometry proficiency dropped by 3% from 60% in 2019 to 57% in 2022. Winter Park High School students demonstrate higher proficiency than state and district averages in ELA 9, ELA 10, and Geometry. The state (54%) and district (51%) proficiency average was greater than WPHS Algebra 1 proficiency average of 33%. Our Biology proficiency increased on the End of Course exam beyond outcomes predicted by the quarter 3 progress monitoring activities. Our US History proficiency increased on the End of Course exam beyond outcomes predicted by the quarter 3 progress monitoring activities. Our ESSA subgroup of students with disabilities increased from 37% in 2021 to 40% in 2022 overall proficiency, however this outcome is below the Federal Index of 43%.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on the comparison of state, district and school monitoring assessment data, Algebra 1 and ELA 9 proficiency demonstrate the greatest needs for improvement. ELA 10 students with disabilities

proficiency remained constant in comparing FSA ELA 2021 to FSA ELA 2022 proficiency averages. Students with disabilities continue to be a subgroup of our student population that needs improvement.

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

Student proficiency averages are decreased due to attendance, distance learning in 2020-21 impacted instruction of spiraling standards in English and Math classes which increase in rigor each year. The gap in knowledge and skills acquisition impacted student ability to build upon foundational skills. Teachers will require professional learning in understanding and implementing the new BEST standards in English and Math instruction. Several ESE teachers are new to the school and will need to learn strategies and develop relationships to best support our SWD students. ESE classes were moved back to the main campus building, allowing these students to interact more with students in the general education program, developing interpersonal and social communication skills.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Our Geometry proficiency based on the 2022 End of Course Exam was the highest in the district. Our US History and Biology EOC proficiency increased from predictions based on quarter 3 progress monitoring activities.

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 includes the application of a peer mentoring program for our students with disabilities. Peer to peer academic support also took place during after-school tutoring. Students with disabilities scored lower in all content areas when compared to all subgroups suggesting that students with disabilities are not achieving at expected levels. Leadership team members provided additional supports for teachers to improve student outcomes (for example, feedback on implementation of SWD-specific strategies).

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. Strategies to specifically support our student with disabilities are needed.

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 / Life Skills strategies to 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 planned for our exceptional student education 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 behavior.
- Teachers should provide appropriate standards-based instruction while implementing close reading strategies. Teachers will match the rigor of instruction to the students learning and behavioral needs. Individualized instruction involves working with students with similar needs on a smaller number of high priorities, clearly defined skills or concepts needed for academic success. Teachers monitor student progress and adjust instruction, providing feedback. Students have opportunities to practice and revise learning, while responding to timely and relevant feedback.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

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#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

With the new BEST standards being implemented this school year in Math and English Language Arts classrooms, a focus on developing standards-aligned instruction is needed. This focus on standards-aligned instruction ensures that every standard is taught 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 clearly communicate the learning goals and targets to their students. During the planning process, teachers will have an opportunity to include connections between their students' 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.

Our overarching goal is to improve student readiness for the public postsecondary level based on an annual analysis of the postsecondary feedback report data.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We plan to improve our instructional outcomes with students with disabilities from 40% to 43% with the use of standards-aligned 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: Describe how this Area of Focus will be monitored for the desired outcome.

1. Provide teachers with training on standards-based instructional planning and implementation.
2. Conduct Professional Learning Community discussions around the 4 essential questions, starting with "What do we expect our students to learn?"
3. Coach teachers on effectively using step-by-step processes for planning standards-based instruction.
4. Ensure teachers know how and where to access 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)

Evidence-based Strategy: Describe the evidence-based strategy

-Educators will use Collaborate, Plan, Align, Learn, Motivate and Share (CPALMS), Curriculum Material Resources (CRMs), and item specifications to identify the standards. Teachers will have access to daily lessons and the schedule of workshops on learning technologies, and resources to support technology integration.

-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.

being implemented for this Area of Focus.

- Teachers will develop questions at the appropriate complexity level to be used during formative assessments and instruction.
- Teachers will use formative assessments to track progress of students on the standards. Teachers will strive to incorporate reading, writing, critical thinking, digital learning, and collaboration in every lesson.
- Teachers will work together to be responsive to students' specific needs, adjusting their teaching methods and implementing interventions during instruction to support student success.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

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 students' background knowledge to provide meaningful content in the lesson as practical and relevant. Through an intense focus on standards-aligned instruction, Winter Park High School will see an increase in student achievement on State and District assessments. The goal of this strategy is to improve our teachers' ability to focus instruction around clear objectives and learning targets. We want our teachers to effectively plan their lessons to align with the proper level of complexity using the most appropriate instructional strategy. With standards-aligned instruction, PLC discussions will be focused on 1. "What do we expect our students to learn?" and 2. "How will we know if students have learned it?" PLC members are then ready to discuss intervention or acceleration opportunities for students.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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.

Person Responsible Johnathon Mindermann (johnathon.mindermann@ocps.net)

Step 2- Teachers will determine the level of rigor using the language in the standard and then plan an appropriate sequence of student tasks designed to cognitively engage students with the content.

Person Responsible Andrew Disney (andrew.disney@ocps.net)

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 students' progress on the standards. Teachers will analyze the data outcomes to track individual student progress on individual standards and to develop intervention plans.

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 PLCs to help students be successful.

Step 7- Teachers will integrate rigor and relevance into their lesson plans in order to help students make real-world connections to the content. Teachers will connect lessons to students' background knowledge so that students see the lesson content as relevant, practical knowledge.

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

#2. Positive Culture and Environment specifically relating to Life Skills and Student Sense of Belonging

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Description: Integrate and monitor resources and strategies that strengthen a culture for life skills to grow every student academically, socially and emotionally.
 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 and supporting a positive learning environment, we will address the following needs:
 In the 2022-2023 school year, we will engage students to generate opportunities to foster a sense of belonging on campus. Students who engage in clubs, sports, and the arts develop a sense of pride and belonging through the school's programs. Teachers bolster a sense of belonging when they develop a sense of rapport with their students. Through life skills strategies and practices, we will train and support our staff members as they reconnect with our students.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Through implementation of this Area of Focus and action steps, there should be an increase in positive survey responses to items regarding the following:
 Panorama Survey Data: Student Survey- School Climate, Sense of Belonging
 Teachers and Staff- School Climate, School Leadership, Professional Learning about life skills
 Family Members- Barriers to Engagement, School Climate

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Qualitative Data from students, staff and families

Person responsible for monitoring outcome:

Matthew Arnold (matthew.arnold@ocps.net)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

The evidence-based strategy will include implementing a positive behavior support and student recognition system, character lab, and life skills strategies embedded in daily interactions with students. Additionally, a peer mentor program through the Pit Crew will be implemented to allow students to support each other. Finally we will increase communication opportunities amongst and between stakeholder groups: parent organizations, school advisory council, foundations and staff and student organizations. We will ensure that extracurricular activities and organizations are accessible for all students.

Rationale for Evidence-based Strategy: Explain the rationale for

Focusing on positive behaviors and skill sets will increase student self-advocacy, self-efficacy, and self-awareness, as well as self-management skills. A peer mentor program will allow students to positively impact each other, both academically and interpersonally. Increasing communication amongst stakeholder groups increases transparency and trust, leading to a positive culture and environment. Increasing

selecting this specific strategy.

Describe the resources/ criteria used for selecting this strategy. access to clubs/organizations will ensure that more students can feel a sense of belonging.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Implement, monitor and support a positive behavior and student recognition system.

Person Responsible Jonathan Zenzel (jonathan.zenzel@ocps.net)

Implement, monitor and support the character lab program to deepen student understanding of positive interpersonal skills.

Person Responsible Grisel Louisjean (grisel.louisjean@ocps.net)

Monitor and coach teacher implementation of life skills strategies embedded in daily interactions with students.

Person Responsible Johnathon Mindermann (johnathon.mindermann@ocps.net)

Implement, monitor and support the peer mentoring program (Pit Crew) and access to the multiple resources on campus to support student social and emotional wellbeing.

Person Responsible Elisa Mora (elisa.mora@ocps.net)

Implement and monitor communication between and amongst stakeholder groups to increase trust and transparency.

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

Increase opportunities for students to access and engage with clubs, organizations, athletics, and other extracurricular programs.

Person Responsible Elisa Mora (elisa.mora@ocps.net)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

In order to establish a positive school culture and climate, all schools will engage in ongoing, district-wide professional learning on leveraging 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 and to 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 formal processes such as the School Advisory Council, Parent Teacher Student Association, Winter Park Foundation, Winter Park Health Foundation, Student Government Association, and the Principal 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 such as the SAFE Coordinator, School Social Worker, Chill Counselors, and School Counselors to bridge the community and school, to connect families with resources, and to build a culture for authentic family engagement.

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

Students provide feedback via the student survey on school climate and sense of belonging. Students in leadership roles, engaging in clubs/organizations or extracurriculars support the positive school culture and environment during student-led and student-organized events designed to increase school pride. Teachers and staff provide feedback via the staff survey on school climate and school leadership. Teachers and staff develop professional practice through professional learning opportunities about life skills, mental health first aid, and instructional practices. Family members provide feedback via the family survey on barriers to engagement and school climate. Family members participate in school-sponsored events and activities, increasing opportunities for trust and transparency between school stakeholders and community members. PTSA provides positive recognition opportunities for teachers and staff throughout the year. Our mental health designee, school counselors, Chill counselor, SAFE counselor and school social worker provide specific support and bridge access to resources for students and families in need. Our school discipline team promotes a positive school environment through restorative practices, de-escalation techniques, and by reinforcing and celebrating positive behaviors.