

Orange County Public Schools

# Winter Park High School



2023-24

Schoolwide Improvement Plan (SIP)

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## Winter Park High

2100 SUMMERFIELD RD, Winter Park, FL 32792

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

### SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

#### Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

#### Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

#### Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## **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 Department 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.

## 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, Stakeholder Involvement and SIP Monitoring

**School Leadership Team**

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 as it relates to SIP implementation for each member of the school leadership team.:

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
Mora, Elisa	Assistant Principal	Monitors and supports acceleration and graduation outcomes. Responsible for: ACT/SAT Fee Waivers, Advanced Placement and International Baccalaureate, Certify- FISH, Data Corrections, College and Career Center, Diplomas, Dual Enrollment, ESE/Gifted Compliance, ESE and BPIE Team, Exchange Students, First day / week logistics, Grades, Healthy School Team, 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 ESE teachers
Zenzel, Jonathan	Assistant Principal	Monitors and supports Facilities and Schoolwide Discipline and Safety Systems. Responsible for: ACFI/HDIR, Custodians, Code of Conduct Reviews, Discipline, Energy Management, Facility Use/Rentals, FSSAT, Grounds Crew, Key Distribution, 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 teachers, Security Guards, Custodians, and Discipline Clerk.
Farley, Doug	Assistant Principal	Monitors and supports Attendance, MTSS, and Testing Systems. Responsible for: Attendance Processes, Debate, ESOL Compliance, Food Service, FTE and Audit Boxes, Interns, Khan Academy, Leadership Orange Day, Classroom Libraries, Project Impact, Social Media, Special Events, Testing, Yearbook, MTSS, Website Updates Supervises and evaluates English Language Arts and Reading/ESOL teachers, and Main Office and Attendance clerks.
Vetter, Mary	Assistant Principal	Monitors and supports Emergency Response Procedures, Communications, Digital Device, and Property Inventory Systems. Responsible for: Accreditation, Administrative Coverage of Athletic Events, 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, Substitutes, Website and Weekly Newsletter communications.

Name	Position Title	Job Duties and Responsibilities
		Supervises and evaluates Science, Visual / Performing Arts Teachers, Tech Support Representative and Media Center Clerk.
King, William James	Assistant Principal	Monitors and supports Acceleration Rate progress monitoring through Career Technical Education Certifications Responsible for: Acceleration Rate, Athletics, Clubs, Organizations, Faculty Handbook, Field Trips, Gaggle/Fortify Monitoring, InterClub Council, Industry Certifications, Open/Close Procedures, PTSA Liaison, Settlement Agreement, Summer School Co-Principal, Superintendent's Advisory Council, Transportation, World Heart Day Supervises and Evaluates World Language, Physical Education, ROTC and Career Technical Education Teachers on both main and freshman campuses.
	Assistant Principal	Monitors and supports tutoring and student climate systems Responsible for: AVID program, Additions and Partners in Education, 12th grade Discipline Processes, Positive Behavior Support for Cool Cats, Reboot Club, Restorative Justice, School Advisory Council, Summer School Co-Principal, Senior Awards Ceremony, Threat Assessment, High-Impact Tutoring, Tutors, Winter Park Foundation Supervises and evaluates the Math teachers
Sharpe, Jeffrey	Assistant Principal	Monitors and supports ninth grade campus operations and community engagement systems Responsible for: Athletics, Clubs, Organizations, All Community Groups, Faculty Handbook, Final Roar, Graduation, Intra-Club Council, Kiwanis/Oar Awards, Marketing and Recognition, Settlement Agreement, Student Records, Substitutes, and Vertical Articulation Supervises and evaluates English Language Arts, Science, Math, Social Studies and Elective Teachers, and Front office staff on ninth grade campus
Wilson, Bill	Dean	Discipline Dean on ninth grade campus: Responsible for attendance monitoring, positive behavior support program, curriculum fair, facilities and work orders, keys, Minority Achievement Office initiatives, Property/Inventory, restorative practices, security and threat assessment team.
Byrne, Ana	Dean	Discipline Dean on ninth grade campus: Responsible for attendance and positive behavior supports, Additions and Partners in Education, Bulletin Boards, Dance Team Liaison, Field Trips, Lockers, Restorative Justice, Special Events, Teach In, Threat Assessments, Title IX.
Campbell, Matthew	Dean	Discipline Dean on main campus: Responsible for all 11th grade discipline, attendance and positive behavior support. Responsible for Lockers,



Name	Position Title	Job Duties and Responsibilities
		Restorative Practices, Special Events, Teach In, Title IX, Transportation, and Threat Assessments.
Battaglini, Charles	Dean	Discipline Dean for all 10th grade attendance and positive behavior support. Responsible for Lunch Detention, MAO, Parent and Student Parking, Restorative Justice Practices, Security/Cameras, Work Orders, Special Events and Threat Assessments
John, Steve	Other	Facilitates student safety and support systems for mental health and access to resources Responsible for: Angel Fund, Food Service, Grounds Crew, Life Skills, MVP Liaison, Positive Behavior Support, Threat Assessment, Wildcat Outreach, Willie's Mart
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 ninth grade campus
Mindermann, Johnathon	Curriculum Resource Teacher	Monitors and supports Instructional Practice and Coaching systems 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.
Kirk, Shelby	Other	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.
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.
Nix, Lisa	Instructional Media	Responsible for supporting and providing digital curriculum, textbooks, Canvas support, and ID Badges. Laptop distribution, recovery, and inventory. Media Center manager and supports senior awards ceremony.

Name	Position Title	Job Duties and Responsibilities
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.
Fowler, Cecilio	Other	Tracking attendance for at-risk students, Communicating with students and parents regarding attendance expectations; Supporting the truancy process; Facilitating Pit Crew student tasks.
Owens, Marcia		

### Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

School leadership team members meet with School Advisory Council members to review various school data points throughout the year, including but not limited to benchmark proficiency data, AP/IB participation and performance data, and Annual School Survey results for students, parents, and staff. In June, July, and August the SIP Areas of Focus are discussed in relation to the data and are selected by the School Leadership team and the School Advisory Council. Our School Advisory Council includes students, faculty, parents and business/community leaders. The areas of focus and action steps are discussed with staff and faculty throughout the first semester. Our Professional Development Calendar is developed by our CRT in conjunction with the Areas of Focus. Throughout the year, SAC and PTSA members share feedback, provide input and participate in activities to support the Areas of Focus. Our School Improvement Plan is linked for the public on our school website. School leadership team members reflect and debrief on progress or changes needed in action steps throughout the year. A specific reflection process takes place in January/February and then again in May/June when survey data is available.

### SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Each Area of Focus and action steps are monitored by individual school leadership team members. During weekly team meetings, members provide updates on the progress. Additionally, data points are analyzed and synthesized to show trends or needs for revisions to the plan to ensure continuous improvement. Quarterly assessment data is analyzed for subgroup trends and progress. School leadership and SAC members will agree upon revisions as needed.

### Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	No
<b>2022-23 Minority Rate</b>	52%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	39%
<b>Charter School</b>	No
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	N/A
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: A  2019-20: A  2018-19: A  2017-18: A
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

## II. Needs Assessment/Data Review

### ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

**On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.**

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	62	49	50	64	49	51	66		
ELA Learning Gains				59			58		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Lowest 25th Percentile				42			41		
Math Achievement*	53	34	38	47	36	38	43		
Math Learning Gains				57			32		
Math Lowest 25th Percentile				53			26		
Science Achievement*	81	66	64	75	31	40	78		
Social Studies Achievement*	81	66	66	81	43	48	69		
Middle School Acceleration					44	44			
Graduation Rate	98	87	89	99	62	61	98		
College and Career Acceleration	67	65	65	71	70	67	69		
ELP Progress	41	45	45	52			59		

\* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

#### ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	69
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	483
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	98

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0

2021-22 ESSA Federal Index	
Total Points Earned for the Federal Index	700
Total Components for the Federal Index	11
Percent Tested	97
Graduation Rate	99

### ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	45			
ELL	48			
AMI				
ASN	85			
BLK	59			
HSP	61			
MUL	71			
PAC				
WHT	82			
FRL	59			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	43			
ELL	50			
AMI				
ASN	81			
BLK	53			
HSP	56			
MUL	73			
PAC				

**2021-22 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
WHT	72			
FRL	52			

**Accountability Components by Subgroup**

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

**2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	62			53			81	81		98	67	41
SWD	22			24			47	55		24	6	
ELL	26			32			53	40		52	7	41
AMI												
ASN	79			73			88	91		79	6	
BLK	45			48			65	66		32	6	
HSP	48			41			74	65		62	7	40
MUL	73			40			80	79		55	6	
PAC												
WHT	71			65			87	92		75	6	
FRL	47			42			68	65		49	7	49

**2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	64	59	42	47	57	53	75	81		99	71	52
SWD	26	39	33	23	44	46	41	48		96	35	
ELL	26	46	42	25	49	55	46	54		99	51	52
AMI												
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	54

2021-22 ACCOUNTABILITY 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	ELP Progress
MUL	70	59		48	69		81	83		100	71	
PAC												
WHT	75	61	40	62	63	59	87	90		99	79	
FRL	45	50	40	34	49	48	59	67		97	53	35

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	66	58	41	43	32	26	78	69		98	69	59
SWD	28	34	22	20	30	32	47	38		87	28	40
ELL	30	59	59	26	37	22	51	45		92	69	59
AMI												
ASN	72	60	47	62	39		94	84		100	85	36
BLK	41	40	24	26	25	19	61	49		99	44	
HSP	48	52	41	28	31	24	60	63		94	62	61
MUL	74	76	70	32	28		70	50		100	56	
PAC												
WHT	78	64	43	59	33	35	88	79		99	77	
FRL	46	49	38	23	25	26	59	54		95	55	54

### Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	61%	49%	12%	50%	11%
09	2023 - Spring	62%	46%	16%	48%	14%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	47%	47%	0%	50%	-3%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	59%	45%	14%	48%	11%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	80%	63%	17%	63%	17%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	80%	62%	18%	63%	17%

### III. Planning for Improvement

#### Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

In comparing school content area proficiency on the state assessments in Spring 2023, our Algebra 1 proficiency at 48% is the lowest data component compared to the state total percentage proficiency at 54%. One teacher was a brand new teacher and had not received all of the training that our veteran teachers have. While this was our lowest performance in statewide comparisons, our Algebra 1 scores ranked 2nd out of all 22 Orange County Public High Schools. Algebra 1 is an area in which we have shown improvement as a school over the past several years.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

Our English proficiency showed the greatest decline from 64% in 2022 to 61% in 2023. Implementation of the new BEST standards, a new assessment format and process potentially contributed to this decline across our school, district and the state. Additionally, changes in school leadership, as well as the extended vacancy of two English teachers impacted ELA student proficiency.



**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

Our English proficiency of 61% has the greatest gap compared to the state average of 49% in 2023. Our students enter high school with strong literacy foundations and parental support, as well as with high standards and internal motivations to achieve. These are contributing factors that are not present for the majority of students at every high school in the state of Florida. Over the past five years, our ELA proficiency is consistently 5-10 points higher than the state each year, even through COVID.

**Which data component showed the most improvement? What new actions did your school take in this area?**

Our Algebra 1 proficiency increased from 33% in 2022 to 48% in 2023. Additionally, our Science proficiency increased from 75% in 2022 to 80% in 2023. Our Algebra 1 students received additional support through an additional period of math with the same teacher. In addition, we increased the number of tutors that supported our students through push in and pull out support during electives. Our Science proficiency increased because our teachers used PLC created common assessments to identify level 2 students with potential to improve proficiency with targeted supports (tutoring, during school day interventions).

**Reflecting on the EWS data from Part I, identify one or two potential areas of concern.**

According to the EWS data, each grade level has 178 or more students with 10 or more unexcused absences; therefore attendance for each grade level is a potential area for concern. The number of level 1 proficient students in 9th, 10th, 11th, and 12th grades is another potential area for concern.

**Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.**

ELA literacy across content areas to build proficiency  
 Attendance monitoring  
 Positive culture and safe environment  
 Math proficiency

**Area of Focus**

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

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

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

With the BEST benchmarks in Math and English Language Arts classrooms in year 2 of implementation, a focus on developing literacy strategies through benchmark-aligned instruction is needed. This focus on literacy strategies across all subject areas ensures that every benchmark is taught using the most appropriate activity and level of rigor. When teachers integrate literacy strategies during collaborative planning this leads to improved literacy proficiency throughout the school. Teachers can clearly communicate the benchmarks through learning goals and targets to their students. Academic learning is enhanced when students make meaningful connections between literacy and other subject matter material.

**Measurable Outcome:**

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

With the integration of literacy strategies across the content area, our English Language Arts student proficiency will increase from 61% to 63%. The quarterly BEST Performance Monitoring assessments will be used as the metric to measure student success on this outcome.

**Monitoring:**

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

1. Administration and Coaches will conduct classroom walkthroughs to monitor effective integration of literacy strategies during instruction and continue to provide feedback and coaching.
2. Administration and Coaches will attend PLCs and provide support for integration of literacy strategies within content areas.
3. Staff will analyze district-provided summative assessment results to determine progress toward the stated outcomes for the strategy.

**Person responsible for monitoring outcome:**

Matthew Arnold (matthew.arnold@ocps.net)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Teachers will integrate content specific academic vocabulary, word parts and roots.
2. Teachers will integrate sentence starters and processing strategies during benchmark-aligned instruction.
3. Teachers will utilize short texts to incorporate reading comprehension strategies across all content areas.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

By providing all content area teachers with professional learning in literacy strategies, teachers will be able to effectively support all learners in developing literacy gains. Data will be collected through the classroom walkthrough tool to monitor that teachers are integrating vocabulary and reading comprehension strategies.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

Provide teachers with training on implementation of literacy strategies across all subject areas and ongoing professional development.

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

**By When:** During pre-planning and quarterly throughout the school year.

Ensure teachers know how and where to access literacy strategies within the Curriculum Resource Materials (CRMs) for their courses and understand how to use them as a resource to prepare for benchmark-aligned instruction.

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

**By When:** Bi-monthly during PLC meetings.

Analysis of district and state assessment data to drive instructional shifts.

**Person Responsible:** Mary Vetter (mary.vetter@ocps.net)

**By When:** Quarterly.

Administration and Coaches analyze classroom walkthrough data to determine coaching needs.

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

**By When:** Bi-monthly.

Administration creates classroom walkthrough tool to monitor implementation of literacy strategies.

**Person Responsible:** Doug Farley (douglas.farley@ocps.net)

**By When:** August 7.

**#2. Positive Culture and Environment specifically relating to Other****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

**Description:** Our annual Panorama Survey student responses indicate 32% of our students feel a Sense of Belonging and 44% of our students feel connected to faculty or staff. We need to integrate resources and monitor strategies to 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 with teachers and staff.

In the 2023-2024 school year, we will engage students to generate opportunities to make meaningful connections with faculty and staff. 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 to foster connections 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 will be an increase in positive survey responses on the annual Panorama Student Survey results for Sense of Belonging will increase by 3%, and Teacher-Student Relationships will increase by 3%. In addition, we will decrease the number of truant students by 1%. Students with chronic absenteeism (15+ unexcused days) from the previous year will improve their daily attendance rates for each quarter.

**Monitoring:**

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

During monthly leadership team meetings, leadership team members will monitor weekly student attendance rates through truancy reports, student participation in clubs, athletics, and arts programs, and the number of level 1 referrals related to teacher-student relationships.

**Person responsible for monitoring outcome:**

Jonathan Zenzel (jonathan.zenzel@ocps.net)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based interventions include child study team actions, positive behavior recognition, increased teacher knowledge of individual student needs, and activities encouraging students to get connected through clubs, organizations, athletics and arts programs. Additional interventions include increasing communication opportunities amongst and between stakeholder groups: parent organizations, school advisory council, foundations and staff and student organizations.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Focusing on these intervention strategies will increase positive student behavior outcomes and individual student sense of belonging within the greater school community.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

## Tier 2 - Moderate Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

Teachers will identify subgroup populations such as students with disabilities or ELL students and plan for individual student needs based on various data points.

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

**By When:** Pre-planning: August 2- August 15.

Student attendance data will be reviewed monthly to identify areas of need. Truancy meetings will be scheduled monthly to discuss students with excessive absences. Attendance interventionist will meet with truant students and parents to develop an attendance plan.

**Person Responsible:** Doug Farley (douglas.farley@ocps.net)

**By When:** Monthly

Increase opportunities for students to access and engage with clubs, organizations, athletics, and other extracurricular programs. This includes Club Rush, Open House, Welcome Back Cats, and other events throughout the year. Monitor monthly participation in organizations and clubs.

**Person Responsible:** William James King (william.king2@ocps.net)

**By When:** September 2023

Monitor level 1 referral discipline data related to teacher-student relationships. Provide coaching and classroom management professional development.

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

**By When:** Quarterly

## Budget to Support Areas of Focus

### Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
<b>Total:</b>			<b>\$0.00</b>

### Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No