

Winter Park High



2014-15 School Improvement Plan

Winter Park High

2100 SUMMERFIELD RD, Winter Park, FL 32792

[no web address on file]

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

35%

Alternative/ESE Center

No

Charter School

No

Minority

44%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	A	A	A

School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	24
Appendix 1: Implementation Timeline	33
Appendix 2: Professional Development and Technical Assistance Outlines	35
Professional Development Opportunities	36
Technical Assistance Items	38
Appendix 3: Budget to Support Goals	39

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community

Provide the school's vision statement

To be the top producer of successful students in the nation

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Winter Park High School fosters the use of students' life experiences as the starting points for learning. We encourage students to use their personal experiences to make sense of classroom content. We promote learning about students' home cultures and adapt teaching practices that will incorporate students' cultural characteristics.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Winter Park High School creates an educational environment that is safe, fair and respectful for all students, including those identified as having a serious emotional disability. Students feel safe both physically and psychologically, through a setting that is attractive, comfortable and well maintained. Students see the classroom as a worthwhile place and know that they are valued. Our belief statements are listed below and they reflect key characteristics of the school.

- All students learn when presented with clear expectations for their grade level.
- Curriculum and instructional practices should incorporate a variety of challenging learning activities to accommodate differences in learning styles and to provide opportunities for student success.
- Each student is a valued individual with unique physical, social, emotional, and intellectual needs.
- Student self-esteem is enhanced by positive relationships and mutual respect among and between parents, students, faculty, and the community.
- A safe and physically comfortable learning environment promotes student learning.
- Teachers, administrators, parents, and our community share responsibility for promoting our school's mission.
- A commitment to continuous improvement is imperative for our school to develop students who are confident, self-directed, lifelong learners.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

An expectation of proper student conduct exists at Winter Park High School. Our discipline system begins with teachers implementing classroom policies and procedures. Students are given the responsibility to act properly so that classroom learning is not disrupted. The administration team and staff members utilize the OCPS Student Code of Conduct to implement discipline in a fair, firm and consistent manner. The goal is to not have classroom disruptions or safety issues arise from student misconduct. To accomplish this goal, consequences are given to students who commit infractions.

The Code of Conduct is our guiding document for those consequences. A second goal is for students who have been involved with misconduct to respond by not committing any further infractions. To help ensure that there is consistency across the grade levels, we provide some common classroom and school rules. Examples are found in our tardy policy and our guide to the use of electronic devices.

Between teacher action and our administrative team's processing, discipline is handled quickly and smoothly. If a student commits a serious infraction, our team moves quickly and with strong consequences. Parents are involved in the process and their partnership is a key to reducing repeat offenses. We also refer students to our SAFE coordinator, Progress to Success coordinator, guidance counselors or CHILL counselors when such support is needed.

During pre- planning, the administration team provides a discipline procedures training to new teachers. Throughout the year, the administration team actively monitors teacher interaction with students in the classroom and provides teachers with classroom management strategies and interventions.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Winter Park High School has several services in place to meet student needs. Through a longstanding partnership with the Winter Park Health Foundation, two CHILL counselors and interns are provided to help students with struggles or crisis situations. Additionally, our school staff has a talented team of eight guidance counselors and one Safe coordinator to service our students in an array of ways. Examples of these services are checking students' progress toward graduation, providing academic guidance in the selection of courses, and assisting in developing comprehensive, long range plans. One of our counselors has been designated to work with our students who are at risk. That particular counselor monitors students' progress and identifies needed support services. We also have a parent volunteer program called "Progress to Success" which is a one-on-one mentoring opportunity for students who need extra support and accountability. Our freshman campus provides study skills classes to assist students as they transition to high school. Mentors and tutors from nearby Rollins College assist identified freshmen on a regular basis and numerous intervention steps are taken to support students with low grade point averages. Steps include parent contacts, mentoring and tutoring assistance.

Our Exceptional Student Education department provides many different services to students with various disabilities. One of our new initiatives is the Pit Crew. In this program peer students assist specifically identified ese students in the classroom.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

To improve the academic performance of our students, we use our Early Warning System, which is a tool to identify students that are not on track to graduate from high school with a diploma. The administration and guidance teams are given a set of students that have been targeted based on indicators. Early Warning Indicators that the school uses as a part of the Early Warning System includes, but are not limited to:

- 3 or more level 2 or higher referrals within a 9 week period
- 5 or more excused/unexcused absences within a 9 week period
- Low/failing scores on common/formative assessments
- 2 or more D's or F's in core classes within a 9 week period

Lack of required credits to graduate

This system is in place with the hopes that students will reach key academic goals.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level			Total
	10	11	12	
Attendance below 90 percent	95	100	127	322
One or more suspensions	57	58	38	153
Course failure in ELA or Math	25	18	19	62
Level 1 on statewide assessment	69	55	66	190

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	10	11	12	
Students exhibiting two or more indicators	13	16	20	49

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Each member of the administration and guidance teams meets with their set of students one-on-one to discuss their 14-year plan. As a part of the 14 year plan, students discuss their life goals, their grades and test scores, their behavior/referrals and any personal concerns the student may have or experiencing. The school also uses the Multi-Tiered System of Support (MTSS) as a guide map when identifying, discussing and providing resources to students.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Winter Park High School has a parent and student friendly web page that addressed all of these areas specifically and can be translated in foreign languages, the home language of many of our students.

Winter Park utilizes the volunteer program called ADDitions. As of June 2014, Winter Park High School ADDitions logged in 24,284.5 of volunteer hours. By June 2015, we will continue to increase overall parental involvement hours with an emphasis on events and collaborations that directly affect student growth and learning.

We have a very active PTSA that provides on-going support to the school through out the school year.

Progress to Success is a parent mentoring program designed to support students in grades 9-12 who are at-risk for not graduating. The program strives to assist students in their own goal planning and to

support them in achieving those goals.

The College Career Resource Center is a combined resource for students to gather information on scholarships and colleges. The Center is available to assist rising seniors to complete their college applications. The Center is staffed by very knowledgeable parent volunteers.

SAC, our School Advisory Council, is comprised of the school principal and an appropriately balanced number of teachers, education support employees, parents, students, and other business and community members

to support our school SIP and other programs as needed.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Winter Park High School makes it a priority to build and sustain partnerships with local businesses and community members. The school fosters its' partnership with their stakeholders. The schools' Partner-in-Education coordinator meets with their stakeholders regularly and the school holds monthly School Advisory Committee (SAC) and Parent Teacher Student Association (PTSA) meetings on campus that affords the schools, local businesses, community members and parents the opportunity to collaborate, discuss and plan ways that businesses and community members can help the school/students succeed. Not only does the school provide opportunities for their stakeholders to volunteer to tutor students, chaperone trips or events, assist with testing or providing funds to purchase reading novels for the students, but the school strives to recognize and thank their stakeholders by acknowledging their partners and community members in the schools newsletters/marquee and sending them formal thank you cards.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Wilson, William	Dean
Owens, Marcia	Dean
Carbenia, Michael	Assistant Principal
Miller, Saraya	Assistant Principal
Scanlan, Maureen	Assistant Principal
Smith, Timothy	Principal
Glore, Patricia	Guidance Counselor
Kirk, Shelby	Other
Stanley, David	Assistant Principal
McClure, Elizabeth	Instructional Coach
Ivey, Vivian	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Administrators oversee the process and implementation
Guidance Counselors to provide GPA, course schedules and interventions
Staffing specialist identifies needs of students and plans interventions with teachers
Classroom Teacher- academic and behavior reports

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

We will have a focus group designed to follow the format of the LSI that includes the following:
Data is collected from teachers, guidance counselors and resource teachers on teaching and learning at WPHS. We will use the Conditions for Learning Inventory and a Leadership Survey. The team will then look for areas in need of improvement and complete a Root Cause analysis. Based on the results an Action Plan will be developed. Action plans are implemented specific to students and teachers.

Teachers receive training during their planning period on best instructional practices as well as on the district initiatives. Professional development books are purchased for teacher training within PLC groups.

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

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

Federal SAFE schools money provides a SAFE counselor.

IDEA provides ESE support funding.

CBVE provides job coaching for ESE students.

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

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Marcia Owens	Teacher
Elizabeth Frawley McClure	Teacher
Maureen Douglas	Parent
Tracy Beattie	Business/Community
Melody Mitchell	Parent
Barbara Kinson	Parent
Audra Group	Parent
Vinnie Knauf	Parent
Kelly Garcia	Parent
Ana Nazarian	Parent
Shari Hopwood	Parent
Rob Hopwood	Parent
Neal Hayes	Business/Community
Keemane Carter	Student
Anna Myers	Student
Ariadna Marin	Student
Jakki Kennney	Education Support Employee

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Combining solid instructional practices with software programs (Achieve 3000, Read 180 and System 44) resulted in reading scores climbing. We also utilized Tabor Rotations and Carnegie software in math. All of our annual measurable objectives subgroups increased their performance in math.

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

The school's annual budget is prepared each spring and adjusted according to student enrollment in the fall. Our plan is established in the first quarter of the school year after we receive student performance data. Expenditures are made in association of the plan.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Plans were in place to use school improvement dollars last spring for Achieve 3000's annual fees. We were most appreciative when learning that our district was paying those annual fees. As a result, we rolled over the dollars to this year's budget cycle and currently have two purchase orders to buy Teach Live professional development services from the University of Central Florida. The cost of this professional development is \$5,820. This is simulated training module where teachers strengthen

their instructional ability through the interaction with this avatar based program. The second expenditure is for curriculum materials to be used in English classes that are preparing students for college readiness. The cost of these books is \$6,080 for 200 books.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Scanlan, Maureen	Assistant Principal
McClure, Elizabeth	Instructional Coach
Ivey, Vivian	Instructional Coach
Smith, Timothy	Principal
Miller, Saraya	Assistant Principal
Arnold, Timothy	Teacher, K-12
Kimberly, Wilkes	Teacher, K-12
Richardson, Tara	Teacher, K-12
Parker, Stewart	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Florida ELA literacy initiatives introduced last year will guide instruction in all content area classes as well as frame the PLC discussions. Each department discussed and outlined a plan of how to recognize quality student work and celebrate student success through their respective PLCs last year.

A new focus for this year is integrating writing across the day, specifically using DBQ's as a frame for close reading and text-driven writing. We will continue to provide opportunities for all students to engage in authentic literacy experiences in classrooms, clubs, and in the media center. This will occur through club service projects, community writing/read projects, classroom book-talks, curriculum celebrations, monthly genres of literature highlighted in media centers, and authors visits and/or workshops through out the school year. We are continuing to support our on-going initiatives, to promote literacy across all content areas by implementing a school-wide literacy plan and support interdisciplinary literacy instruction. Our Media Center to encourage students to read MORE than their goals, provides students that earn 50 points a AR Reward Card that entitles them to privileges and rewards. A multi-tiered reward system is in place to reward students who read more than 50 points. These increments are 50,100,150,200,300,400 and 500.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers meet in their content area PLC two Wednesday every month, to discuss data that will drive their instruction, create instructional plans and construct common assessments. When the common assessment is reviewed, interventions are developed to help students that did not show mastery on the assessment. Teachers also meet in their cross-curriculum groups to work on their book study. Instructional Coaches provide teachers, once a month by planning period, with professional development activities specific to the topics of developing common assessments, monitoring for student growth, and writing across the curriculum.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

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

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

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

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

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Winter Park High School has adopted curriculum through the district, that has been written and designed for just this purpose.

All of our teachers are using the Measurement Topic Plans (MTPs) that have been developed for all courses which have been aligned with the Florida standards and the state and district End of Course Exams (EOC).

Curriculum specific materials are as follows:

Math has Florida Explorations Core Math (Pearson) and Algebra Nation, English is using HRH, and Reading is using ACHIEVE 3000.

Social Studies

Science

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Teachers meet at least two Wednesdays a month with their content area PLCs and discuss their common assessment and Benchmark data and create intervention activities for students who did not master the material as well as enrichment activities for those students who did. During group activities or rotations, teachers will provide small group assistance with the students that have been previously identify, when the data was review, as not proficient in the standards that were assess. For the rest of the students an enrichment activity will be provided. The students that experienced difficulties on the previous assessment will be re-tested after the content has been re-taught and review during small group instruction.

Tutoring is also provided after school for students that need additional assistance.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 108,000

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

Strategy Rationale

Some students required more time and additional assistance to master standards.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Miller, Saraya, saraya.miller@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

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

Teachers report data to administrators on the Teacher Information Page.

Strategy: Summer Program

Minutes added to school year: 31,235

Summer workshops for teacher professional development.

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

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

Strategy: Summer Program

Minutes added to school year: 1,200,000

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

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Students completion of credit retrieval course with improved grade

Strategy: Weekend Program

Minutes added to school year: 106,800

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

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

EOC and FCAT and AP scores

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Counselors visit both of our feeder middle schools, Glenridge and Maitland and meet with all 8th graders to provide assistance with their schedules, including information on clubs, extracurricular activities and services provided by our school. All counselors meet with all students in a yearly basis to review their progress and graduation requirements. For students that required more assistance Counselors will meet with them at least once every quarter.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

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

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

We also have an annual CAREER day, when professionals from our community come and speak to students in their individual content area classes.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

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

Other Electives offered are: Drafting and Engineering, Culinary, Web Design, Media/TV Production, Marketing, Hospitality & Tourism, and Bio Medical Principles.

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

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

NAF Academy of Hospitality & Tourism: Nationally accredited curriculum that integrates the principles of tourism/hospitality with academic course work.

Project Lead the Way/Bio Medical Principles: Nationally recognized coursework with focus on careers in the medical field.

College and Career Resource Center: The College and Career Center's focus is to assist students with College and University readiness, including assistance with SAT, ACT and college applications. This center also focuses on Career Preparation which includes student training in resume and interview skills and guidance regarding military careers.

Specific courses and/or programs are listed below:

College Readiness Classes in Math and English

TERC program in the media center

College and Career Center

NJROTC Career and Technical Ed courses

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

According to the High School Feedback Report for 2012 Public High School Graduates, the most current report available, Winter Park High School had 749 graduates with standard diploma or GED. Pre-graduation indicators: The percent of graduates who scored at Level 3 or higher on the 10th grade FCAT in math was 96.6%, reading 67.1%, and 65.2% in both reading and math. The percent of 2012 graduates who completed a college prep curriculum was 74.4 %, compared to the State's 62.3%. Among those who graduated in 2012, 62.3% were eligible for some level of Bright Futures awards: 16% Florida Academic Scholars, 20.4% Florida Medallion Scholars, and .133% Florida Gold Seal Vocational. Over 50% (62.3%) completed at least one Advanced Placement or Dual Enrollment course. There were 33.9% enrolled in Algebra 1 or its equivalent in a public school prior to 9th grade, 67.8% who completed at least one Level 3 high school math course, and 3.60% who completed at least one dual enrollment math course. There was 69% who completed at least one Level 3 science course, and 1.73% who completed at least one dual enrollment science course. Student who took the SAT/ACT/CPT and scored at or above college-level cut scores were 83.9% in math, 87.7% in

reading, 90.9 % in writing and 75.4% in all three subjects. Post-graduation indicators: Of those who graduated in 2012, 52.8% enrolled in a Florida public postsecondary institution in Fall 2012, and 5.07% were enrolled in Independent Colleges and Universities of Florida (ICUF). Other Florida postsecondary enrollments for 2012 graduates include 30.5% at a community college, 22.8% at a state university, and 0.534% at a technical education center. The percent of graduates enrolled in college credit courses in Fall 2012 at Florida public postsecondary institution earning a GPA above 2.0 was 82.6%, above both the 79.0% District average and the 77.6% State average. Those with a GPA above 2.0 enrolled in college credit courses at Independent Colleges and Universities in Florida was 87.8%, above the District and State average of 81.4% and 82.4%, respectively. Of the graduates enrolled in a math course in Florida in the Fall 2012, 71.4 % were in entry-level math (for math credit), and 70% in advanced math who were successful. All of these averages were above State averages. The percentages in English courses successfully completed 77.8 % Freshmen Comp I or II), and 80.5% in other college-level English, which is above both the District and State averages.

Planning for postsecondary participation is a critical activity that must begin when a student enters the ninth grade. The list below includes many areas of emphasis recognized by the Winter Park High School staff as ways to support students and parents during their high school years:

- All Freshman placed in Study Skills class for acclimation to high school
- Focus on improving and maintaining reading achievement scores
- Focus on improving and maintaining math achievement scores (Algebra 1 EOC)
- Counsel towards upper level math and science courses
- Counsel towards foreign language credit requirements (3 to 4 years)
- Counsel to maximize use of Bright Futures scholarships such as Florida Academic Scholars, Florida Medallion Scholars, and Florida Gold Seal Vocational Scholarship
- Counsel towards enrollment in IB, Advanced Placement courses and college dual enrollment
- Counsel towards college placement exams such as PERT, SAT, and ACT
- Seniors enrolled in college prep for English and mathematics courses as indicated by PERT scores
- Increase emphasis on career counseling and career planning for all students with specific focus on postsecondary options
- Increase utilization of technical school dual enrollment as stepping stone to other postsecondary programs
- Encourage students to utilize the College and Career Resource Center
- Low performing sophomores and juniors in danger of not meeting graduation requirements placed with an @Risk Counselor in Grad Prep
- Mentoring Program for low performing students
- Utilize career and college planning on-line assistance
- After School Math tutoring provided for students in need

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** By June 2015, 70% of students will score 3.5 or higher on FAA Writing Assessment.
- G2.** By 2015 41% of Algebra 1 students will score at level 3 and 25% will score at or above level 4 on EOC Algebra.
- G3.** AMO goal: Our baseline data shows that 77% of our total population scored satisfactorily in Reading in 2014.. In the year 2015, we will have 79% of our students scoring satisfactory on the ELA reading assessment.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. By June 2015, 70% of students will score 3.5 or higher on FAA Writing Assessment. 1a

G038907

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	70.0

Resources Available to Support the Goal 2

- All teachers will participate on professional development session on how to use DBQs in their content Area.
- A summer articulation meeting between ninth and tenth grade English teachers with middle school English teachers took place to plan a common understanding of grammar and writing skills middle school students need to know when they arrive in high school. Teachers developed a common grammar pretest along with editing symbols and skills to ensure students are prepared for the rigor of high school writing assignments.

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Maureen Scanlan

Schedule

Quarterly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Student writing samples OCPS Wites data Teacher Information Page data

G2. By 2015 41% of Algebra 1 students will score at level 3 and 25% will score at or above level 4 on EOC Algebra. 1a

G038909

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	66.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G2. 8

Mastery of algebraic concepts

Person Responsible

Paul Wilhite

Schedule

Quarterly, from 8/18/2014 to 6/3/2015

Evidence of Completion

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

G3. AMO goal: Our baseline data shows that 77% of our total population scored satisfactorily in Reading in 2014.. In the year 2015, we will have 79% of our students scoring satisfactory on the ELA reading assessment. 1a

G038910

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	79.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

- Text complexity increase with each grade level.

Plan to Monitor Progress Toward G3. 8

Student reading achievement will be monitored

Person Responsible

Elizabeth McClure

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

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

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. By June 2015, 70% of students will score 3.5 or higher on FAA Writing Assessment. **1**

 G038907

G1.B1 Students do not have elementary grammatical skills mastered (capitalization, end punctuation, and verb tenses/shifts). **2**

 B093580

G1.B1.S1 Teachers will implement DBQs in all content areas and required students to answer their questions using correct grammar and spelling. **4**

 S104624

Strategy Rationale

Students will be able through practice writing through-out the school day.

Action Step 1 **5**

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Person Responsible

Maureen Scanlan

Schedule

Quarterly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Student writing samples showing improved grammar usage.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

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

Person Responsible

Maureen Scanlan

Schedule

Quarterly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Writing samples Data in Teacher Information Page

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Will monitor writing samples for evidence of improved grammar

Person Responsible

Maureen Scanlan

Schedule

Semiannually, from 8/18/2014 to 6/3/2015

Evidence of Completion

Scores on classroom writing assessments Scores on OCPS Writes assessments Scores on FAA Writing Assessment

G1.B2 Students are using formulaic writing with overused and ineffective transitions. 2

 B093581

G1.B2.S1 Teachers are implementing strategies from the "Teaching Argumentative Writing " book that deal with explaining why students' ideas, evidence, and examples matter. Plans for increasing rigor in student writing were made during the 5 days summer workshop training. 4

 S104625

Strategy Rationale

Action Step 1 5

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

Person Responsible

Wilkes Kimberly

Schedule

Quarterly, from 9/1/2014 to 5/1/2015

Evidence of Completion

Writing samples using argumentative writing.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

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

Person Responsible

Schedule

Evidence of Completion

Increased complexity of writing samples Data recorded in Teacher Information Page

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

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

Person Responsible

Schedule

Evidence of Completion

Student writing samples Data in Teacher Information Page

G2. By 2015 41% of Algebra 1 students will score at level 3 and 25% will score at or above level 4 on EOC Algebra. 1

 G038909

G2.B1 New teachers not trained in the Tabor Rotation Model 2

 B093584

G2.B1.S1 The Tabor Rotation Model will be used to engage students in hands on activities that will help them understand Algebra 1 concepts using real world applications. 4

 S104628

Strategy Rationale

Using the Tabor Rotation Model in the classroom facilitates collaborative learning.

Action Step 1 5

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

Person Responsible

Paul Wilhite

Schedule

Annually, from 8/18/2014 to 6/3/2015

Evidence of Completion

Classroom walk throughs showcasing students in the rotation model

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

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

Person Responsible

Paul Wilhite

Schedule

Quarterly, from 8/18/2014 to 8/18/2014

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

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

Person Responsible

Paul Wilhite

Schedule

Quarterly, from 8/18/2014 to 6/3/2015

Evidence of Completion

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

G2.B2 Students not attending tutoring or weekend EOC camp **2**

 B093585

G2.B2.S1 Offer several Wednesday EOC review days for students who can't attend on the weekend. **4**

 S104629

Strategy Rationale

Review days after school on Wednesday will provide all students with an opportunity to review the mathematical skills needed to be successful and pass the Algebra I EOC.

Action Step 1 **5**

Tutoring for EOC Algebra

Person Responsible

Paul Wilhite

Schedule

Daily, from 9/1/2014 to 5/29/2015

Evidence of Completion

Student attendance

Plan to Monitor Fidelity of Implementation of G2.B2.S1 **6**

Monitor sign up lists to see attendance numbers

Person Responsible

Schedule

On 5/29/2015

Evidence of Completion

Student attendance at EOC prep sessions

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Attendance of low performing students at EOC prep sessions.

Person Responsible

Schedule

Evidence of Completion

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

G2.B3 Teachers needing help accessing and analyzing student data 2

 B093586

G2.B3.S1 Teachers will be trained to use Performance Matters to select pertinent student data and will review the data within PLC groups for support in analyzing student performance. Teachers will add common assessments to data spreadsheets included in their Teacher Information Page that is reported to administrators. Teachers will have data chats with their students to review progress. 4

 S104630

Strategy Rationale

Information from the data discussions will be use to drive classroom instruction and service the needs of every student.

Action Step 1 5

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

Person Responsible

Vivian Ivey

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Student data spreadsheets Teacher Information page

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

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

Person Responsible

Schedule

On 5/29/2015

Evidence of Completion

Data Spreadsheets Teacher Information Page

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

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

Person Responsible

Schedule

Evidence of Completion

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

G3. AMO goal: Our baseline data shows that 77% of our total population scored satisfactorily in Reading in 2014.. In the year 2015, we will have 79% of our students scoring satisfactory on the ELA reading assessment.

1

 G038910

G3.B1 Text complexity increase with each grade level. 2

 B093587

G3.B1.S1 Ensure that teachers are using appropriate lexiled leveled text to support student learning. Using more informational and technical text as instructional tools for student exposure to and practice with will implementing reading strategies to support same. Provide students with their own monitoring tools to check on their progress. 4

 S104631

Strategy Rationale

Action Step 1 5

observable instructional practices

Person Responsible

Elizabeth McClure

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Monitoring appropriately leveled lexile text

Person Responsible

Schedule

Evidence of Completion

Feedback to teachers from administration

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Monitoring the effectiveness of using lexiled text

Person Responsible

Schedule

Evidence of Completion

increased lexile and benchmark scores

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.	Scanlan, Maureen	8/18/2014	Student writing samples showing improved grammar usage.	6/3/2015 quarterly
G1.B2.S1.A1	Teachers are implementing strategies from the "Teaching Argumentative Writing " book that deal with explaining why students' ideas, evidence, and examples matter. Plans for increasing rigor in student writing were made during the 5 days summer workshop training.	Kimberly, Wilkes	9/1/2014	Writing samples using argumentative writing.	5/1/2015 quarterly
G2.B1.S1.A1	Teachers will be trained in the Tabor Rotation Model and implement the collaborative groups to engage students in authentic learning experiences	Wilhite, Paul	8/18/2014	Classroom walk throughs showcasing students in the rotation model	6/3/2015 annually
G2.B2.S1.A1	Tutoring for EOC Algebra	Wilhite, Paul	9/1/2014	Student attendance	5/29/2015 daily
G2.B3.S1.A1	Teachers will be trained to use Performance Matters to select pertinent student data and will review the data within PLC groups for support in analyzing student performance. Teachers will add common assessments to data spreadsheets included in their Teacher Information Page that is reported to administrators. Teachers will have data chats with their students to review progress.	Ivey, Vivian	9/1/2014	Student data spreadsheets Teacher Information page	5/29/2015 monthly
G3.B1.S1.A1	observable instructional practices	McClure, Elizabeth	8/18/2014	Student work samples demonstrating mastery; Benchmark assessments; teacher developed common assessments	5/29/2015 weekly
G1.MA1	Review writing Samples and OCPs Writes data in PLC's to see what is working and what is not and realign	Scanlan, Maureen	8/18/2014	Student writing samples OCPs Wites data Teacher Information Page data	6/3/2015 quarterly

Orange - 1411 - Winter Park High - 2014-15 SIP
Winter Park High

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	lessons for those not making improvements.				
G1.B1.S1.MA1	Will monitor writing samples for evidence of improved grammar	Scanlan, Maureen	8/18/2014	Scores on classroom writing assessments Scores on OCPS Writes assessments Scores on FAA Writing Assessment	6/3/2015 semiannually
G1.B1.S1.MA1	Will examine writing samples to monitor growth in proper grammar usage.	Scanlan, Maureen	8/18/2014	Writing samples Data in Teacher Information Page	6/3/2015 quarterly
G1.B2.S1.MA1	Student writing samples will be reviewed to determine if increased complexity of writing is evident. Data from OCPS Writes will be reviewed for increased complexity of writing.		Student writing samples Data in Teacher Information Page	one-time	
G1.B2.S1.MA1	Student writing samples will be monitored for increased complexity of writing.		Increased complexity of writing samples Data recorded in Teacher Information Page	one-time	
G2.MA1	Mastery of algebraic concepts	Wilhite, Paul	8/18/2014	Student data from benchmark and common assessments, and daily assignments. The Teacher Information page will record the ongoing progress monitoring.	6/3/2015 quarterly
G2.B1.S1.MA1	Progress monitoring using classroom assignments, common assessments, and benchmark tests showing improved algebraic understanding.	Wilhite, Paul	8/18/2014	Ongoing progress monitoring, mini assessments, benchmark data, Teacher Information Page	6/3/2015 quarterly
G2.B1.S1.MA1	Teachers and administrators will observe active student engagement using Tabor Rotation Model in algebra 1 classes	Wilhite, Paul	8/18/2014	Students working in collaborative groups that are engaged in hands on learning activities leading to greater understanding of algebraic concepts.	8/18/2014 quarterly
G2.B2.S1.MA1	Attendance of low performing students at EOC prep sessions.		Increased student attendance at work sessions resulting in increased EOC Algebra scores	once	
G2.B2.S1.MA1	Monitor sign up lists to see attendance numbers		9/1/2014	Student attendance at EOC prep sessions	5/29/2015 one-time
G2.B3.S1.MA1	Teachers will examine data in PLC groups and make adjustments to instruction when data does not indicate increased student achievement. Students will gain insights into their strengths and weakness after reviewing their individual data via data chats.		Data Spreadsheet Teacher information page Increased student achievement on progress monitoring assessments.	one-time	
G2.B3.S1.MA1	Will review student data on teacher created spreadsheets and Teacher Information Page.		9/1/2014	Data Spreadsheets Teacher Information Page	5/29/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.MA1	Student reading achievement will be monitored	McClure, Elizabeth	8/18/2014	Benchmark results, FAIR data, Achieve 3000 reports, Read 180 reports, and student work samples	5/29/2015 weekly
G3.B1.S1.MA1	Monitoring the effectiveness of using lexiled text		increased lexile and benchmark scores	once	
G3.B1.S1.MA1	Monitoring appropriately leveled lexile text		Feedback to teachers from administration	once	

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

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

G1. By June 2015, 70% of students will score 3.5 or higher on FAA Writing Assessment.

G1.B1 Students do not have elementary grammatical skills mastered (capitalization, end punctuation, and verb tenses/shifts).

G1.B1.S1 Teachers will implement DBQs in all content areas and required students to answer their questions using correct grammar and spelling.

PD Opportunity 1

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Facilitator

PLC Leader

Participants

Teachers

Schedule

Quarterly, from 8/18/2014 to 6/3/2015

G1.B2 Students are using formulaic writing with overused and ineffective transitions.

G1.B2.S1 Teachers are implementing strategies from the "Teaching Argumentative Writing " book that deal with explaining why students' ideas, evidence, and examples matter. Plans for increasing rigor in student writing were made during the 5 days summer workshop training.

PD Opportunity 1

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

Facilitator

PLC Leader

Participants

English teachers

Schedule

Quarterly, from 9/1/2014 to 5/1/2015

G2. By 2015 41% of Algebra 1 students will score at level 3 and 25% will score at or above level 4 on EOC Algebra.

G2.B1 New teachers not trained in the Tabor Rotation Model

G2.B1.S1 The Tabor Rotation Model will be used to engage students in hands on activities that will help them understand Algebra 1 concepts using real world applications.

PD Opportunity 1

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

Facilitator

PLC Leader

Participants

Teachers

Schedule

Annually, from 8/18/2014 to 6/3/2015

G2.B3 Teachers needing help accessing and analyzing student data

G2.B3.S1 Teachers will be trained to use Performance Matters to select pertinent student data and will review the data within PLC groups for support in analyzing student performance. Teachers will add common assessments to data spreadsheets included in their Teacher Information Page that is reported to administrators. Teachers will have data chats with their students to review progress.

PD Opportunity 1

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

Facilitator

PLC Leader Performance Matters Champion

Participants

Algebra 1 teachers

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Goal 1: By June 2015, 70% of students will score 3.5 or higher on FAA Writing Assessment.	2,900
Goal 2: By 2015 41% of Algebra 1 students will score at level 3 and 25% will score at or above level 4 on EOC Algebra.	1,000
Grand Total	3,900

Goal 1: By June 2015, 70% of students will score 3.5 or higher on FAA Writing Assessment.

Description	Source	Total
B1.S1.A1	General Fund	2,400
B2.S1.A1	General Fund	500
Total Goal 1		2,900

Goal 2: By 2015 41% of Algebra 1 students will score at level 3 and 25% will score at or above level 4 on EOC Algebra.

Description	Source	Total
B1.S1.A1	General Fund	1,000
B3.S1.A1	General Fund	0
Total Goal 2		1,000