

Seminole County Public Schools

The mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes necessary to be successful in adult life.



Winter Springs High School

School Improvement Plan 2009-2010

TABLE OF CONTENTS

Contents	Page No.
Evaluation of SIP for 2008-2009	3
Executive Summary of SIP for 2009-2010	5
Carry-Over Objectives	7
Core Performance Objective #1 – Reading (Proficiency)	8
Core Performance Objective #2 – Reading (Lowest Quartile)	10
Core Performance Objective #3 – Math (Proficiency)	11
Core Performance Objective #4 – Math (Lowest Quartile)	12
Core Performance Objective #5 – Writing (Proficiency)	13
Core Performance Objective #6 – Science (Proficiency)	14
Core Performance Objective #7 – Advanced Course (Completion)	15
Core Performance Objective #8 – Discipline (Referrals)	16
Core Performance Objective #9 – Discipline (Disparity)	17
Grade Level Objective (HS) #10 – Cheerleading (Participation)	18
Grade Level Objective (HS) #11 - National Honor Society (Participation)	19
Grade Level Objective (HS) #12 - Graduation Rate	20
Grade Level Objective (HS) #13 - College Readiness Exams (SAT)	21
School Performance Objective #14 - AYP	22
Budget Summary of SIP for 2008-2009	23
Addendum – Response to Intervention	24
Addendum - Continuous Improvement Model	25
School Advisory Council Signatures	27

EVALUATION OF SCHOOL IMPROVEMENT PLAN 2008-2009

- Core Performance Objective #1:** To increase by 5 (57.3% to 62.3%) the percent of all curriculum students scoring Level 3 or above in reading on the 2009 FCAT.
Objective not met – 50.4% (530 of 1051) of all curriculum students scored at Level 3 or above on the 2009 FCAT Reading.
- Core Performance Objective #2:** To increase by 3 (48% to 51%) the percent of all curriculum students in the lowest quartile making Annual Learning Gains in reading on the 2009 FCAT.
Objective not met – 35.7% (89 of 249) of all curriculum students in the lowest quartile made Annual Learning Gains on the 2009 FCAT Reading.
- Core Performance Objective #3:** To increase by 4 (79.3% to 83.3%) the percent of all curriculum students scoring Level 3 or above in math on the 2009 FCAT.
Objective not met – 78.1% (814 of 1042) of all curriculum students scored at Level 3 or above on the 2009 FCAT Math.
- Core Performance Objective #4:** To increase by 3 (68.1% to 71.1%) the percent of all curriculum students in the lowest quartile making Annual Learning Gains in math on the 2009 FCAT.
Objective not met – 54.2% (130 of 240) of all curriculum students in the lowest quartile made Annual Learning Gains on the 2009 FCAT Math.
- Core Performance Objective #5:** To increase by 3 (74.9% to 77.9%) the percent of all curriculum students scoring Level 4.0 or above in writing on the 2009 FCAT.
Objective not met – 70.9% (372 of 525) of all curriculum students scored at Level 4 or above on the 2009 FCAT Writing.
- Core Performance Objective #6:** To increase by 10 (56.2% to 66.2 %) the percent of all curriculum students scoring Level 3 or above in science on the 2009 FCAT.
Objective not met – 49.4% (244 of 494) of all curriculum students scored at Level 3 or above on the 2009 FCAT Science.

Core Performance Objective #7: To increase by 1 (97.3% to 98.3 %) the percent of all student subgroups successfully completing advanced level classes in 2008-09 school year.
Objective met or not met – 58.7% (1278 of 2177) student subgroups successfully completed advanced level classes in 2008-09.

Core Performance Objective #8: To decrease the total number of disciplinary referrals (duplicated count) in 2008-09 school year from 2116 to 2000.
Objective not met – 2005 students received one or more disciplinary referrals in 2008-09.

Core Performance Objective #9: To decrease by 5 (49% to 44%) the percent of Economically Disadvantaged students (unduplicated count) receiving an out-of-school suspension in 2008-09 school year.
Objective not met – 55.4% (77 of 139) Economically Disadvantaged students received an out-of-school suspension in 2008-09.

Grade Level Objective - #10: To increase by 1 (11.1% to 12.1 %) the percent of Economically Disadvantaged students participating in cheerleading in 2008-2009 school year.
Objective not met – 9.1% (4 of 44) Economically Disadvantaged students participated in cheerleading in 2008-09.

Grade Level Objective - #11: To increase by 3 (2.8% to 5.8%) the percent of Economically Disadvantaged students participating in the National Honor Society in the 2008-2009 school year.
Objective not met – 5.4% (8 of 147) Economically Disadvantaged students participated in the National Honor Society in 2008-09.

Grade Level Objective - #12: To increase by 3 (86.8% to 89.8%) the percent of the 2008 graduation rate.
Objective met – 93.3% graduation rate.

Grade Level Objective - #13: To increase our Scholastic Aptitude Test (SAT) average by 5 points (1538 to 1543) for 2008.
Objective not met - 1528 points for the 2008-2009 Scholastic Aptitude Test average.

Overall Adequate Progress: **Not met**
1 of 13 objectives was successfully completed.
Overall adequate progress was defined as meeting 7 out of 13 objectives.

EXECUTIVE SUMMARY OF SCHOOL IMPROVEMENT PLAN 2009-2010

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- Core Performance Objective - #1:** To increase by 5 (50.4% to 55.4%) the percent of all curriculum students scoring Level 3 or above in reading on the 2010 FCAT.
- Core Performance Objective - #2:** To increase by 5 (35.7% to 40.7%) the percent of all curriculum students in the lowest quartile making Annual Learning Gains in reading on the 2010 FCAT.
- Core Performance Objective - #3:** To increase by 4 (78.1% to 82.1%) the percent of all curriculum students scoring Level 3 or above in math on the 2010 FCAT.
- Core Performance Objective - #4:** To increase by 3 (54.2% to 57.2%) the percent of all curriculum students in the lowest quartile making Annual Learning Gains in math on the 2010 FCAT.
- Core Performance Objective - #5:** To increase by 3 (70.9% to 73.9%) the percent of all curriculum students scoring Level 4.0 or above in writing on the 2010 FCAT.
- Core Performance Objective - #6:** To increase by 10 (49.4% to 59.4 %) the percent of all curriculum students scoring Level 3 or above in science on the 2010 FCAT.
- Core Performance Objective - #7:** To increase by 3 (58.7% to 61.7 %) the percent of all student subgroups successfully completing advanced level classes in 2009-2010 school year.
- Core Performance Objective - #8:** To decrease the total number of disciplinary referrals (duplicated count) in 2009-2010 school year By 5% (2005 to 1905).
- Core Performance Objective - #9:** To decrease by 5 (55.4% to 50.4 %) the percent of Economically Disadvantaged students (unduplicated count) receiving an out-of-school suspension in 2009-2010 school year.

- Grade Level Objective** - #10: To increase by 2 (9.1% to 11.1%) the percent of Economically Disadvantaged students participating in cheerleading in 2009-2010 school year.
- Grade Level Objective** - #11: To increase by 3 (5.4% to 8.4%) the percent of Economically Disadvantaged students participating in the National Honor Society in the 2009-2010 school year.
- Grade Level Objective** - #12: To increase by 1 (93.3% to 94.3%) the percent of the 2009 graduation rate.
- Grade Level Objective** - #13: To increase our Scholastic Aptitude Test (SAT) average by 5 points (1538 to 1543).
- School Performance Objective** - #14: In alignment with the Seminole County Public Schools History Making Goals, all WSHS subgroups will make Annual Yearly Progress (AYP).

Adequate Progress for 2009-2010: is defined as meeting 5 out of 13 objectives.

CARRY-OVER OBJECTIVES

2009-2010

Carry-Over Objective #1: Winter Springs High School will continue to provide health and wellness information to students and adults in our school community to assist them in making better life choices and promoting a healthy lifestyle. Included in the activities related to health and fitness are the following:

- Provide access to the weight training facility for students and staff before and after school.
- Provide “healthy options” on the breakfast and lunch menus for students and staff.
- Reduce the number of carbonated beverage options and increase the fruit and water options in vending machines.
- Administer the President’s Physical Fitness Challenge Test to all students enrolled in Personal Fitness class.
- Advertise the availability of the Cross Seminole Trail as a fitness trail for students and staff.
- Expand the elective offerings for Physical Education classes.

CORE PERFORMANCE OBJECTIVE #1 – READING PROFICIENCY

State Priorities: A-F

Objective 1

PRIORITY NEED: On the 2009 FCAT, 50.4 % (530 of 1051) of all curriculum students scored at Level 3 or above in reading.

PERFORMANCE OBJECTIVE: To increase by 5 (50.4% to 55.4%) the percent of all curriculum students scoring Level 3 or above in reading on the 2010 FCAT.

ACTION PLAN:	RESOURCE	PERSON(S) RESPONSIBLE:
1. All 9 th and 10 th graders scoring in Level 1 and Level 2 on the reading section of the FCAT will be enrolled in reading classes. Based on fluency scores, those students determined to be disfluent will be placed in an intensive reading block.	St	Administrators, Guidance Counselors, Reading Coach
2. 9 th and 10 th grade students scoring low Level 3 on the reading FCAT will be enrolled in a semester Advanced Reading course.	St	Administrators, Guidance Counselors, Reading Coach
3. 9 th and 10 grade standard and honors English teachers will continue to implement the strategy-based district curriculum.	St, Im	Administrators, English teachers, Language Arts Department Chair
4. 9 th and 10 th grade English teachers will articulate as a group to share best practices.	St	Administrators, English teacher
5. Staff development opportunities will continue to be provided to equip content teachers with strategies to teach literacy skills	St, T	Administrators, Reading Coach
6. Training and articulation time will continue to be provided to World History teachers to focus on implementation of reading and writing strategies.	St, T	Administrators, Reading Coach, Social Studies Department Chair
7. A Mentoring Model designed to provide guidance and encouragement to students in the lowest quartile will be implemented.	St, T	Administrators, Reading Coach
8. FAIR progress monitoring will be utilized for periodic evaluation of students' reading levels.	St, Tech, B	Reading Coach
9. Parents will be informed and encouraged to keep track of their students' progress through PIN.	St, Tech	Administrators, Technology Facilitator

RESOURCE: Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Training (t)

EVALUATION AND REVIEW: At the beginning of 2009-2010, teachers and administrators will review 2009 FCAT Reading data. Administrators, the Reading Coach and reading teachers will review lexile scores and assess the progress made by students in the reading program. Quarterly lexile updates will be provided to the faculty and to SAC.

CORE PERFORMANCE OBJECTIVE #2 – LOWEST QUARTILE READING

State Priorities: A-F

Objective 2

PRIORITY NEED: On the 2009 FCAT, 35.7 % (89 of 249) of all curriculum students in the lowest quartile made annual learning gains in reading.

PERFORMANCE OBJECTIVE: To increase by 5 (35.7% to 40.7%) the percent of all curriculum students in the lowest quartile making annual learning gains in reading on the 2010 FCAT.

ACTION PLAN:	RESOURCE	PERSON(S) RESPONSIBLE:
1. Those students with disabilities who are mainstreamed into standard classes will receive support through support facilitation or co-teaching.	St, SSS	Administrators, ESE teachers
2. ESOL students who score Level 1 or 2 on FCAT will be placed into an ESOL reading block.	St	Guidance Counselors
3. The reading progress of all students in reading classes will be monitored by periodic FAIR testing.	St, Tech	Reading Coach
4. Teachers will continue to be trained in learning strategies and will be afforded time to articulate.	St, T	Administrators, Reading Coach
5. All 9 th and 10 th grade students will be evaluated by FAIR	St, B, Tech	Administrators, Reading Coach
6. A Mentoring Model designed to provide guidance and encouragement to students in the lowest quartile will be implemented.	St, T	Administrators, Reading Coach
7. System 44 will be incorporated into the curriculum.	St	Administrators, Teachers

RESOURCE: Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Training (t)

EVALUATION AND REVIEW: At the beginning of 2009-2010, teachers and administrators will review 2009 FCAT Reading data. Administrators, the Reading Coach and reading teachers will review lexile scores and assess the progress made by students in the reading program. Quarterly lexile updates will be provided to the faculty and to SAC.

CORE PERFORMANCE OBJECTIVE #3 – MATH PROFICIENCY

State Priorities: A-F

Objective 3

PRIORITY NEED: On the 2009 FCAT, 78.1 % (814 of 1042) of all curriculum students scored at Level 3 or above in math.

PERFORMANCE OBJECTIVE: To increase by 4 (78.1% to 82.1%) the percent of all curriculum students scoring Level 3 or above in math on the 2010 FCAT.

ACTION PLAN:	RESOURCE	PERSON(S) RESPONSIBLE:
1. Students scoring in Level 1 on the math section of FCAT will be enrolled in a CPM block.	St	Administrators, Guidance Counselors
2. Math teachers will incorporate preparation strategies twice weekly into their math curricula.	St	Administrators, Math teacher
3. ESE teachers and regular education teachers will co-teach selected math classes to provide support for mainstreamed students with disabilities.	St, Im	Administrators, ESE and Math teachers
4. Support facilitation will be provided for those students with disabilities not in a co-taught math class.	St, T	Administrators, Guidance Counselors, ESE teachers
5. Articulation opportunities will continue to be provided to teachers.	St, Tech	Administrators, Department Chairs
6. The district Progress Monitoring Assessment will be administered to all 9 th and 10 th grade students.	St, Tech	Administrators, Technology Facilitator
7. After-school tutoring will be provided for those students experiencing difficulties.	St, B	Administrators, Math teachers
8. A Mentoring Model designed to provide guidance and encouragement to students in the lowest quartile will be implemented.	St, T	Administrators, Reading Coach

RESOURCE: Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Training (t)

EVALUATION AND REVIEW: At the beginning of 2009-2010, teachers and administrators will review 2009 FCAT Math data. Math Department Chair and all math teachers will review students' scores on the progress monitoring instrument. Quarterly updates will be provided to the faculty and to SAC.

CORE PERFORMANCE OBJECTIVE #4 – LOWEST QUARTILE MATH

State Priorities: A-F

Objective 4

PRIORITY NEED: On the 2009 FCAT, 54.2 % (130 of 240) of all curriculum students in the lowest quartile made annual learning gains in math.

PERFORMANCE OBJECTIVE: To increase by 3 (54.2% to 57.2%) the percent of all curriculum students in the lowest quartile making annual learning gains in math on the 2010 FCAT.

ACTION PLAN:	RESOURCE	PERSON(S) RESPONSIBLE:
1. Those students with disabilities will receive support through either support facilitation or co-teaching.	St, SSS	Administrators, ESE teachers
2. Students scoring in Level 1 on FCAT Math will be placed into a CPM block.	St	Administrators, Guidance Counselors
3. Math teachers will incorporate FCAT preparation strategies twice weekly into their math curricula.	St	Administrators, Math Department Chair
4. After-school tutoring will be provided for those students experiencing difficulties.	St, B	Administrators, Math teachers
5. A Mentoring Model designed to provide guidance and encouragement to students in the lowest quartile will be implemented.	St	Administrators

RESOURCE: Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Training (t)

EVALUATION AND REVIEW: At the beginning of 2009-2010, teachers and administrators will review 2009 FCAT Math data. Math Department Chair and all math teachers will review students' scores on the progress monitoring instrument. Quarterly updates will be provided to the faculty and to SAC.

CORE PERFORMANCE OBJECTIVE #5 – WRITING ABOVE PROFICIENCY

State Priorities: A-F

Objective 5

PRIORITY NEED: On the 2009 FCAT, 70.9 % (372 of 525) of all curriculum students scored at Level 4.0 or above in writing.

PERFORMANCE OBJECTIVE: To increase by 3 (70.9% to 73.9%) the percent of all curriculum students scoring Level 4.0 or above in writing on the 2010 FCAT.

ACTION PLAN:	RESOURCE	PERSON(S) RESPONSIBLE:
1. All English teachers will be trained in the “6 Traits of Writing” model.	St, T	Administrators, English teachers
2. FCAT Writes results will count as a test grade for 4 th nine weeks in English II	St, T	Administrators, English teachers
3. Teachers will be provided time to articulate strategies to teach the writing process.	St, T	Administrators
4. World history teachers will receive training in teaching the writing process and will articulate regularly to share strategies.	St, T	Administrators, World history teachers
5. English teachers will implement the “6 Traits of Writing” model.	St, T	Administrators, English teachers
RESOURCE: Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Training (t)		

EVALUATION AND REVIEW: At the beginning of 2009-2010, teachers and administrators will review 2009 FCAT Writing data. English teachers will compile entrance and periodic writing scores and share these with other content teachers. These scores will be reviewed by administrators and SAC twice a year.

CORE PERFORMANCE OBJECTIVE #6 – SCIENCE PROFICIENCY

State Priorities: A-F

Objective 6

PRIORITY NEED: On the 2009 FCAT, 49.4 % (244 of 494) of all curriculum students scored at Level 3 or above in science.

PERFORMANCE OBJECTIVE: To increase by 10 (49.4% to 59.4%) the percent of all curriculum students scoring Level 3 or above in science on the 2010 FCAT.

ACTION PLAN:	RESOURCE	PERSON(S) RESPONSIBLE:
1. FCAT materials will be provided to all science teachers.	St, Im	Administrators, Science Department Chair
2. All science teachers will incorporate FCAT practice twice a week into their curricula.	St	Administrators, Science teachers
3. Teachers will be provided time to articulate with each other. They will also be encouraged and provided time to observe one another and to share strategies.	St	Administrators, Science teachers
4. Staff development will be provided for teachers to learn strategies to prepare students for FCAT.	St, T, B	Administrators, Science teachers
5. Students will be evaluated by the progress monitoring tool.	St, T	Administrators, English teachers

RESOURCE: Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (ss) Technology (tech) Training (t)

EVALUATION AND REVIEW: At the beginning of 2009-2010, teachers and administrators will review 2009 FCAT Science data. Science teachers will review the scores on the Write Score science progress monitoring tests. These scores will be reviewed by administrators and SAC twice per year.

CORE PERFORMANCE OBJECTIVE #7 – ADVANCED COURSE COMPLETION

State Priorities: A-F

Objective 7

PRIORITY NEED: During the 2008-2009 school year, 58.7 % (1278 of 2177) of all curriculum subgroups successfully completed advanced level classes.

PERFORMANCE OBJECTIVE: To increase by 3 (58.7% to 61.7%) the percent of all curriculum subgroups successfully completing advanced level classes in 2009-2010 school year.

ACTION PLAN:	RESOURCE	PERSON(S) RESPONSIBLE:
1. Teachers will notify guidance counselors at progress report and quarter grade times of those students who are struggling in their advanced classes.	St	Guidance counselors, Administrators
2. Information on tutoring for math and English will be disseminated to all students and advertising of this information will be increased both in the newsletter and on WBER News.	St, B	Guidance counselors, Administrators, Math and Language Arts Department Chairs
3. National Honor Society and subject honor societies will provide extra help to struggling students.	St, B	Honor Society sponsors, Administrators
4. Administrators will study the grade distributions of each teacher. They will meet with those who have high numbers of D's and F's to investigate ways to improve student success.	St	Administrators
5. The topic of at least one articulation session will be strategies to help struggling students in advanced courses.	St	Administrators

RESOURCE: Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Training (t)

EVALUATION AND REVIEW: Each nine week grading period, administrators and teachers will review grade distributions and monitor the progress of all curriculum subgroups in advanced courses.

CORE PERFORMANCE OBJECTIVE #8 – DISCIPLINE

State Priorities: A, B, D, E, & F

Objective 8

PRIORITY NEED: During school year 2008-2009, a total of 2005 disciplinary referrals (duplicated count) occurred.

PERFORMANCE OBJECTIVE: To decrease the total number of disciplinary referrals (duplicated count) incidents in 2009-2010 school year by 5% (2005 to 1905).

ACTION PLAN:	RESOURCE	PERSON(S) RESPONSIBLE:
1. The Safe School Ambassadors program will be continued.	St, T	Administrators, selected teachers
2. The Mentor Model will be implemented to provide guidance and encouragement to students in the lowest quartile.	St	Administrators
3. Articulation time will be provided to teachers to discuss best practices in dealing with at risk students.	St, T	Administrators

RESOURCE: Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Training (t)

EVALUATION AND REVIEW: Administrators will review discipline reports each week. Reports will be presented to SAC three times per year.

CORE PERFORMANCE OBJECTIVE #9 – DISCIPLINE DISPARITY

State Priorities: A, B, D, E, & F

Objective 9

PRIORITY NEED: During the 2008-2009 school year, 55.4 % (77 of 139) of students who received an out-of-school suspension (unduplicated count) were Economically Disadvantaged students.

PERFORMANCE OBJECTIVE: To decrease by 5 (55.4% to 50.4%) the percent of Economically Disadvantaged students (unduplicated count) receiving an out-of-school suspension in 2009-2010 school year.

ACTION PLAN:	RESOURCE	PERSON(S) RESPONSIBLE:
1. The Safe School Ambassadors program will be continued.	St, T	Administrators, selected teachers
2. Plan for the implementation of Positive Behavior Support (PBS) in 2010.	St	Administrators
3. The Mentor Model will be implemented to provide guidance and encouragement to students in the lowest quartile.	St	Administrators
4. Articulation time will be provided to teachers to discuss best practices in dealing with at risk students.	St, T	Administrators

RESOURCE: Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Training (t)

EVALUATION AND REVIEW: Administrators will review discipline reports each week. Reports will be presented to SAC three times per year.

GRADE LEVEL OBJECTIVE (HS) #10 - CHEERLEADING

State Priorities: D, E, & F

Objective 10

PRIORITY NEED: During the 2008-2009 school year, 9.1 % (4 of 44) of Economically Disadvantaged students participated in cheerleading.

PERFORMANCE OBJECTIVE: To increase by 2 (9.1% to 11.1%) the percent of economically disadvantaged students participating in cheerleading in 2009-2010 school year.

ACTION PLAN:	RESOURCE	PERSON(S) RESPONSIBLE:
1. Cheerleading coaches will be made aware of this objective and will consciously recruit economically disadvantaged students to try out.	St	Administrators, Cheerleading coaches
2. Public service announcements will be made over WBER news advertising tryouts and meetings.	St, Tech	Administrators, Cheerleading coaches
3. Efforts will be made to keep the operating costs of cheerleading as minimal as possible.	St	Administrators, Cheerleading coaches

RESOURCE: Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Training (t)

EVALUATION AND REVIEW: Administrators will review membership in cheerleading each year and share this information with SAC.

GRADE LEVEL OBJECTIVE (HS) #11 – NATIONAL HONOR SOCIETY PARTICIPATION

State Priorities: A-F

Objective 11

PRIORITY NEED: During the 2008-2009 school year, 5.4 % (8 of 147) of economically disadvantaged students participated in the National Honor Society.

PERFORMANCE OBJECTIVE: To increase by 3 (5.4% to 8.4%) the percent of economically disadvantaged students participating in the National Honor Society in the 2009-2010 school year.

ACTION PLAN:	RESOURCE	PERSON(S) RESPONSIBLE:
1. The NHS sponsor, Guidance counselors and honors teachers will be made aware of this objective and will consciously recruit economically disadvantaged students for membership.	St	Administrators, Guidance counselors, honors teachers
2. Public service announcements will be made over WBER news advertising membership and meetings and follow-up meeting will be held with economically disadvantaged students who qualify but fail to apply.	St, Tech	Administrators, NHS sponsor
3. Information on membership will be included in the parent newsletter and on the school website.	St, Tech	Administrators, Webmaster

RESOURCE: Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Training (t)

EVALUATION AND REVIEW: Administrators will review the membership in NHS each semester and report this to SAC.

GRADE LEVEL OBJECTIVE (HS) #12 – GRADUATION RATE

State Priorities: A-F

Objective 12

PRIORITY NEED: Our 2008 graduation rate was 93.3%.

PERFORMANCE OBJECTIVE: To increase by 1 (93.3% to 94.3%) the 2009 graduation rate.

ACTION PLAN:	RESOURCE	PERSON(S) RESPONSIBLE:
1. Administrators will target at-risk students through use of Progress Monitoring. They will then disseminate this information to Guidance counselors and teachers.	St, Tech	Administrators
2. Seniors who are behind in credits will be recommended and assigned to the Project Grad credit-retrieval program.	St, Tech	Administrators, Guidance counselors
3. Seniors who have not passed the FCAT can prepare for a take the ACT to earn a concordant score.	St, Tech	Administrators, Guidance counselors
4. The Mentor Model will be implemented to provide guidance and encouragement to students in the lowest quartile.	St	Administrators

RESOURCE: Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Training (t)

EVALUATION AND REVIEW: Guidance counselors will conduct credit checks for all seniors and will review semester grades. They will evaluate data on seniors who are lacking credits for graduation.

GRADE LEVEL OBJECTIVE (HS) #13 – COLLEGE READINESS EXAMS

State Priorities: A-F

Objective 13

PRIORITY NEED: Our 2008 Scholastic Aptitude Test (SAT) average (total score) is 1538.

PERFORMANCE OBJECTIVE: To increase our SAT average by 5 points (1538 to 1543).

ACTION PLAN:	RESOURCE	PERSON(S) RESPONSIBLE:
1. The Critical Thinking course will continue to be offered during the school year, in summer school and on Saturdays.	St, Im	Administrators
2. Guidance counselors will advise students to take the SAT.	St	Guidance counselors
Math and English teachers will incorporate SAT preparation and strategies into their curriculum.	St, Im	Math & English teachers, Administrators
3. We will continue to advertise the benefits of taking the PSAT and continue to encourage 9 th graders to take it.	St	Guidance counselors, Administrators
4. The new Advanced Reading course will teach PSAT, SAT and ACT test-taking strategies.	St	Advanced reading teacher

RESOURCE: Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Training (t)

EVALUATION AND REVIEW: Guidance counselors and administrators will review SAT scores and the related disaggregated data, then review these with SAC.

SCHOOL PERFORMANCE OBJECTIVE #14 – ANNUAL YEARLY PROGRESS

State Priorities: A-F

Objective 14

PRIORITY NEED: The following subgroups did not make AYP in reading, math, and/or writing: Hispanic (reading and math), Economically Disadvantaged (reading and math), and Students with Disabilities (reading and math)

PERFORMANCE OBJECTIVE: In alignment with Seminole County Public Schools History Making Goals all subgroups will make AYP.

ACTION PLAN:	RESOURCE	PERSON(S) RESPONSIBLE:
1. There will be an emphasis on action plans associated with the lower quartile in reading (see page 10 of this plan)	St, Im	Administrators
2. There will be an emphasis on action plans associated with the lower quartile in math (see page 12 of this plan)	St	Guidance counselors
3. There will be an emphasis on action plans associated with writing (see page 13 of this plan)	St, Im	Math & English teachers, Administrators

RESOURCE: Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Training (t)

EVALUATION AND REVIEW: Guidance counselors and administrators will review SAT scores and the related disaggregated data, then review these with SAC.

BUDGET SUMMARY OF SCHOOL IMPROVEMENT DOLLARS 2008-2009

INCOME:

Original Allocation:	\$11,500.00
Adjustment:	(\$225.00)
Carry Over:	\$ 4,697.09
Total Income:	\$15,972.09

EXPENDITURES:

	State Priority	Actual Cost	Balance
FCAT Tutoring	3,4	\$ 2,005.40	\$375.73
Write Score	3, 4	\$ 4,000.00	0
Checkpoint Security Maintenance	8, 9		\$ 500.00
Park It Security Maintenance	8, 9	\$ 100.00	0
Turn It In Maintenance	5	\$ 1,000.00	0
National Competitions	3, 11	\$ 3,000.00	0
Student Recognition	3, 9, 11	\$ 2,000.00	0
Multi-Cultural Activities	7, 8	\$ 298.51	0
Teacher Grants	1 – 6	\$ 2,572.77	\$ 137.68

CARRY OVER:

Total carry over for 2009-2010: \$ 995.41

ADDENDUM - RESPONSE TO INTERVENTION (RtI)

Please provide the information describing the components and processes associated with Response to Intervention (*RtI*) at your school. Please briefly respond to each of the items below:

1. Identify the members of your school's *RtI* Leadership Team.

Principal – Michael Blasewitz
Assistant principal – Barbara Monte Carlo
Director of Guidance – Joan Toro
Reading Coach – Trina Grenon
Assistant Principal – Jaime Washington
Dean – Vicki Hyatt
Dean – Octavius Clark
Dean – Matt Hesselbart

2. Describe how your school's *RtI* Leadership Team functions (e.g. meeting processes and roles/functions).

The RtI team meets during the summer to create an Action Plan for the year. It then meets several times during the school year to discuss how the school is implementing the Action Plan.

3. Describe the role of your school's *RtI* Leadership Team.

The RtI Leadership Team seeks input from all teachers on the academic and behavioral intervention programs, how well the programs are meeting the objectives and problems associated with the implementation of the programs.

4. Describe the data management system used to summarize tiered data.

In the past data has been gathered through the student information system SASI. The district provided FCAT, reading and math progress monitoring, behavioral and various other data. Administrators and teachers had to analyze and organize this information. For the upcoming school year, a new tool Progress Monitoring will be implemented to enhance the information and data provided by SASI. This tool will provide much more data, charts and comparative information.

5. Describe the plan to train staff on *RtI*.

Administrative staff and team members will first be trained in PBSP through district leadership. Then school personnel will be trained through staff development sessions on early release Wednesdays and optional plan period sessions.

6. Outline your plan to achieve school-wide implementation of the *RtI* process by the start of the 2011-2012 school year.

Administrators and the reading coach will organize data gained from Performance Matters and SASI. Each supervising administrator will provide data and training for each teacher in how to interpret and use data on their students. They will also ensure that the response to intervention programs in reading and math are properly implemented. Administrators, guidance counselors and the reading coach will ensure that students are identified and placed into the appropriate programs. Administrators and deans dealing with discipline will implement the behavioral component of RtI.

ADDENDUM - CONTINUOUS IMPROVEMENT MODEL

Using the SCPS Continuous Improvement Process, a cyclical model of improvement shown below, describe briefly the actions that have taken place to address student achievement in reading, writing, math, and science using this model for improving performance.

1. Identify the Critical Success Factors (key data indicators of student performance).

The Critical Success Factors are the following: graduation rate; FCAT scores; PSAT, SAT and ACT scores; participation and performance in honors level courses. Also included is the performance of all subgroups on the FCAT.

2. Define Current Levels of Performance (based on formative and summative data).

The Current Levels of Performance that are the immediate focus for WSHS are the FCAT reading, math and science scores. Our students did not make satisfactory annual learning gains. Students in our lowest quartile also did not make ALG. WSHS performed well with our graduation rate and student success in honors level courses.

3. Identify Problems (things inhibiting the accomplishment of the Critical Success Factors).

One major problem is the regression rate in reading. Over 50% of our students regressed from 8th to 9th to 10th FCAT.

Another problem is the annual learning gains of the lowest quartile in math and reading.

Reading and math performance of students in AYP subgroups is also a problem.

4. Determine and Verify the Root Causes (deep analysis of problems required).

Honors and standard level classes have not spent adequate time and attention in preparing students for the actual FCAT exam.

Students in reading intervention classes have not made the connection between the reading skills learned and how FCAT assesses those skills.

Until two years ago, many of our SLD students were in self-contained academic classes. The transition to mainstream academic classes has been a slow but gradually successful one.

ESOL students have not been challenged and held to a high standard of learning. The reading intervention program Journeys has not been fully implemented.

Many of the students in the reading intervention classes are economically disadvantaged and students with disabilities.

5. Identify Interventions (actions, interventions, strategies and programs).

WSHS has developed an Action Plan with a step by step formula for every teacher of every discipline to tackle the above root causes.

WSHS continues to place Level 1 and Level 2 students into intervention programs in reading and math.

This year a new course is offered Advanced Reading in which students scoring low Level 3 are placed.

We are implementing the Rewards, SOAR, Read 180, Impact and Journeys reading programs.

The student peer counseling course is developing a mentor model for the students in the lowest quartile.

The Positive Behavior Support program will be implemented.

6. Implement Interventions (execution of actions, interventions, strategies and programs).

WSHS created a comprehensive Action Plan. In this Plan teachers of all disciplines will incorporate strategies aimed to prepare students for FCAT, SAT and ACT as appropriate.

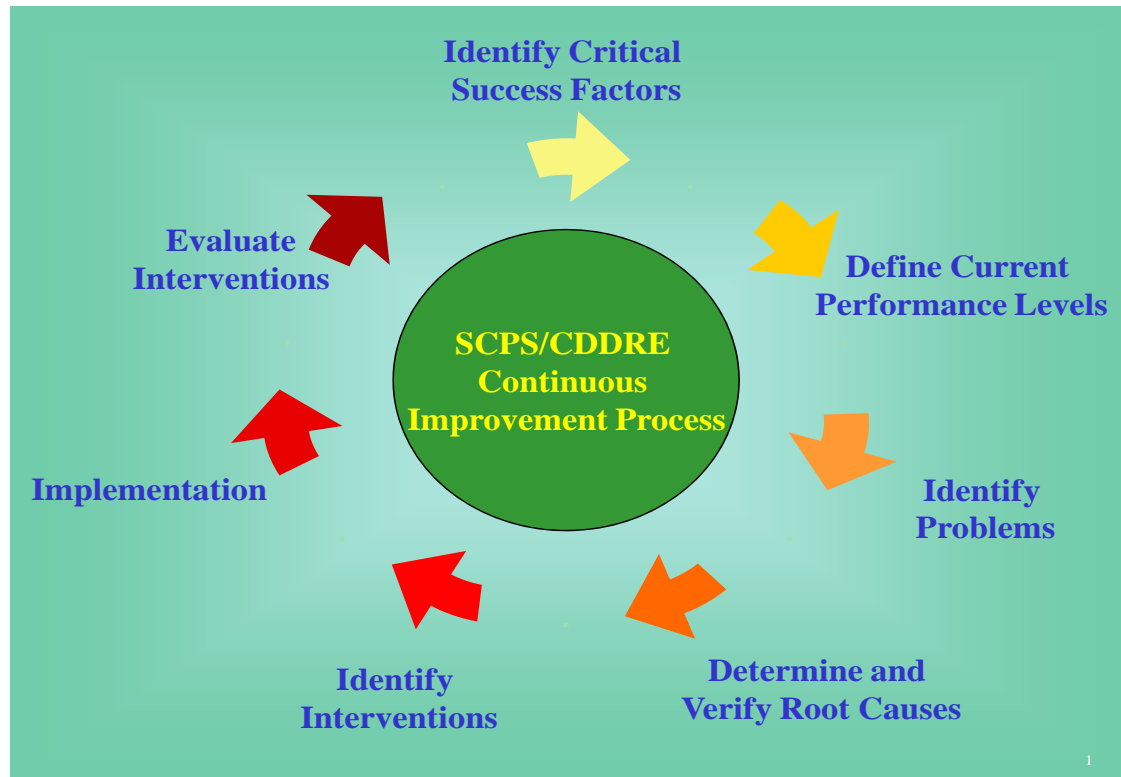
It also includes a Mentoring Model and teacher accountability.

7. Evaluate Interventions (using performance data)

FCAT, SAT, ACT, FAIR will be used to evaluate our interventions.

8. Revisit the Critical Success Factors (at the end of the school year and replicate the process).

The data from all testing will again be studied. Subsequent to this analysis, the WSHS Action Plan will be revisited and revised as needed.



SCHOOL ADVISORY COUNCIL SIGNATURES

2009-2010

FINAL COPY

The School Advisory Council has assisted in the preparation of the annual school budget as well as the School Improvement Plan.

Please Sign & Date

ADMINISTRATOR	DATE	PARENT/COMMUNITY	DATE	PARENT/COMMUNITY	DATE
Typed Name		Typed Name		Typed Name	
Member's Signature		Member's Signature		Member's Signature	
INSTRUCTIONAL					
Typed Name					
Member's Signature					
NON-INSTRUCTIONAL					
Typed Name					
Member's Signature					