

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 2011-2012

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EVALUATION OF SCHOOL IMPROVEMENT PLAN 2010-2011

- Core Performance Objective #1:** To increase by 2 (59% to 61 %) the percent of accountability group students scoring Level 3 or above in Reading on the 2011 FCAT.
Objective met - 64% (503 of 782) of accountability group students scored at Level 3 or above on the 2011 FCAT Reading.
- Core Performance Objective #2:** To increase by 2 (46% to 48 %) the percent of accountability group students in the lowest quartile making Annual Learning Gains in Reading on the 2011 FCAT.
Objective met - 48% (102 of 214) of accountability group students in the lowest quartile made Annual Learning Gains on the 2011 FCAT Reading.
- Core Performance Objective #3:** To increase by 3 (82% to 85 %) the percent of accountability group students scoring Level 3 or above in Math on the 2011 FCAT.
Objective met - 85% (343 of 404) of accountability group students scored at Level 3 or above on the 2011 FCAT Math.
- Core Performance Objective #4:** To increase by 3 (56% to 59 %) the percent of accountability group students in the lowest quartile making Annual Learning Gains in Math on the 2011 FCAT.
Objective met - 79% (87 of 110) of accountability group students in the lowest quartile made Annual Learning Gains on the 2011 FCAT Math.
- Core Performance Objective #5:** To increase by 3 (82% to 85 %) the percent of accountability group students scoring Level 4.0 or above in Writing on the 2011 FCAT.
Objective met - 86% (353 of 409) of accountability group students scored at Level 4 or above on the 2011 FCAT Writing.
- Core Performance Objective #6:** To increase by 10 (52% to 62 %) the percent of accountability group students scoring Level 3 or above in Science on the 2011 FCAT.
Objective not met - 48% (181 of 380) of accountability group students scored at Level 3 or above on the 2011 FCAT Science.
- Core Performance Objective #7:** To increase by 2 (36% to 38 %) the percent of student subgroups successfully completing advanced level classes in 2010-2011 school year.
Objective met - 91% of student subgroups successfully completed advanced level classes in 2010-2011.
- Core Performance Objective #8:** To decrease by 50 the total number of disciplinary referrals (duplicated count) in 2010-2011 school year from 1953 to 1903.
Objective met – 1666 students received one or more disciplinary referrals in 2010-2011.
- Core Performance Objective #9:** To decrease by 5 (62.1 % to 57.1 %) the percent of Economically Disadvantaged students (unduplicated count) receiving an out-of-school suspension in 2010-2011 school year.
Objective met - 10% (73 of 701) Economically Disadvantaged students received an out-of-school suspension in 2010-2011.
- HS Grade Level Objective #10:** To increase by 2 (12.8% to 14.8 %) the percent of Economically Disadvantaged students participating in Cheerleading in 2010-2011 school year.
Objective met – 17.6% (6 of 34) Economically Disadvantaged students participated in cheerleading in 2010-2011.
- HS Grade Level Objective #11:** To increase by 3 (1% to 4 %) the percent of Economically Disadvantaged students participating in the National Honor Society in the

2010-2011 school year.

Objective met - 4% (4 of 100) Economically Disadvantaged students participated in the National Honor Society in 2010-2011.

HS Grade Level Objective #12: To increase by 2 (90.7% to 92.7%) the percent of the 2010 graduation rate.
Objective met - 95% the 2010 graduation rate.

HS Grade Level Objective #13: To increase our Scholastic Aptitude Test (SAT) average by 10 points (1529 to 1539) for 2010.
Objective not met - 1528 points (1529 to 1528) the 2010-2011 Scholastic Aptitude Test average.

School Performance Obj. #14: **In alignment with Seminole County Public Schools History Making Goals all subgroups will make AYP.**

Overall Adequate Progress: **Met or Not met**

11 of 14 objectives were successfully completed.

Overall adequate progress was defined as meeting 7 out of 14 objectives.

EXECUTIVE SUMMARY OF SCHOOL IMPROVEMENT PLAN 2011-2012

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Reading and Math Goals (accountability group)		Reading				Math					
		Current	% +/-	Expected	Actual	Met (Y,N,P)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		64.3%	2%	66.3%		N/A	84.9%	2%	86.9%		N/A
High standards Level 4+		35.3%	2%	37.3%		N/A	61.1%	2%	63.1%		N/A
Proficiency Level 3+ in AYP subgroups											
	White	69.6%	2%	71.6%		N/A	90.0%	2%	92%		N/A
	Black	42.0%	2%	44%		N/A	53.3%	2%	55.3%		N/A
	Hispanic	49.3%	2%	51.3%		N/A	77.1%	2%	79.1%		N/A
	ELL	16.7%	2%	18.7%		N/A	66.7%	2%	68.7%		N/A
	ED	47.2%	2%	49.2%		N/A	66.2%	2%	68.2%		N/A
Learning Gains		57.3%	2%	59.3%		N/A	82.6%	2%	84.6%		N/A
Lowest 25% making Learning Gains		47.7%	2%	49.7%		N/A	79.1%	2%	81.1%		N/A
Learning Gains Levels 4/5		50.0%	2%	52%		N/A	100.0%	0%	100%		N/A
Learning Gains in AYP subgroups											
	White	62.1%	23.9%	86		N/A	87.1%	1.9%	89		N/A
	Black	39.7%	46.3%	86		N/A	81.1%	4.9%	86		N/A
	Hispanic	47.9%	38.1%	86		N/A	82.7%	3.3%	86		N/A
	ELL	43.5%	42.5%	86		N/A	83.3%	2.7%	86		N/A
	SWD	37.0%	49%	86		N/A	85.4%	0.6	86		N/A
	ED	47.5%	38.5%	86		N/A	80.6%	5.4%	86		N/A

Writing Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Score 4.0+		86.3%	2%	88.3%		N/A
High standards Score 6.0		10.8%	2%	12.8%		N/A
Proficiency Score 4.0+ in AYP subgroups						
	White	86.2%	2%	88.2%		N/A
	Black	86.7%	2%	88.7%		N/A
	Hispanic	86.5%	2%	88.5%		N/A
	ELL	62.5%	2%	64.5%		N/A
	ED	81.7%	2%	83.7%		N/A

High standards Score 6.0 in AYP subgroups						
	White	12.4%	2%	14.4%		N/A
	Black	3.3%	2%	5.3%		N/A
	Hispanic	6.8%	2%	8.8%		N/A
	ELL	0.0%	2%	2%		N/A
	ED	4.6%	2%	6.6%		N/A

Advanced Coursework Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Participation in advanced coursework	54%	2%	56%		N/A
Performance in advanced coursework	91%	2%	93%		N/A

Discipline Goals	Male					Female				
	Current	% +/-	Expected	Actual	Met (Y,N,P)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Reduce disparity between AYP subgroups receiving discipline referrals (unduplicated)										
Subgroup(s): ED	52%	-2%	50%		N/A	35%	-2%	33%		N/A
SWD	45%	-2%	43%		N/A	23%	-2%	21%		N/A
Reduce disparity between AYP subgroups receiving out-of-school suspensions (unduplicated)										
Subgroup(s): ED	14%	-2%	12%		N/A	6%	-2%	4%		N/A
SWD	13%	-2%	11%		N/A	4%	-2%	2%		N/A

Graduation/At-Risk Graduation/On-Time Promotion Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Students graduating or advancing with age-level peers	95.0%	1%	96%		N/A
At-Risk students graduating or advancing with age-level peers	89.0%	2%	91%		N/A

Post-Secondary Readiness Goals (high school only)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Graduating seniors readiness in Reading	85%	2%	87%		N/A
Graduating seniors readiness in Math	77%	2%	79%		N/A

Extracurricular Activities Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Reduce disparity in representation of AYP subgroups					
Activity and subgroup(s)					
ED students participating in Cheerleading	17.6%	2%	19.6%		N/A
ED students participating in National Honor Society	4%	2%	6%		N/A

School Defined Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
All Subgroups will make AYP					
Reading					
White	62.1%	23.9%	86		N/A
Black	39.7%	46.3%	86		N/A
Hispanic	47.9%	38.1%	86		N/A
ELL	43.5%	42.5%	86		N/A
SWD	37.0%	49%	86		N/A
ED	47.5%	38.5%	86		N/A
Math					
White	87.1%	1.9%	89		N/A
Black	81.1%	4.9%	86		N/A
Hispanic	82.7%	3.3%	86		N/A
ELL	83.3%	2.7%	86		N/A
SWD	85.4%	0.6	86		N/A
ED	80.6%	5.4%	86		N/A
Writing					
White	86.2%	2%	88.2%		N/A
Black	86.7%	2%	88.7%		N/A
Hispanic	86.5%	2%	88.5%		N/A
ELL	62.5%	2%	64.5%		N/A
SWD					
ED	81.7%	2%	83.7%		N/A

Goal Summary

Number of Goals Met: ___

Number Not Met: ___

Number Partially Met: ___

READING GOALS

Aligned with Strategic Plan System Initiative B

Reading Goal #1: To increase the percent of accountability group students achieving proficiency (Level 3+) on the 2012 FCAT 2.0 Reading

2011 Current Level of Performance 64.3% (503 of 782)

2012 Expected Level of Performance 66.3%

Reading Goal #2: To increase the percent of accountability group students achieving high standards (Level 4+) on the 2012 FCAT 2.0 Reading

2011 Current Level of Performance 35.3% (276 of 782)

2012 Expected Level of Performance 37.3%

Reading Goal #3: To increase the percent of accountability group students in AYP subgroups (Ethnicity, ELL, SWD, ED) achieving proficiency (Level 3+) on the 2012 FCAT 2.0 Reading

	White	Black	Hispanic	ELL	ED
2011 Current Level of Performance	69.6% (377 of 542)	42% (21 of 50)	49.3% (72 of 146)	16.7% (3 of 18)	47.2% (116 of 246)
2012 Expected Level of Performance	<u>71.6%</u>	<u>44%</u>	<u>51.3%</u>	<u>18.7%</u>	<u>49.2%</u>

Reading Goal #4: To increase the percent of accountability group students making Learning Gains on the 2012 FCAT 2.0 Reading

2011 Current Level of Performance 57.3% (493 of 861)

2012 Expected Level of Performance 59.3%

Reading Goal #5: To increase the percent of accountability group students in Lowest 25% making Learning Gains on the 2012 FCAT 2.0 Reading

2011 Current Level of Performance 47.7% (102 of 214)

2012 Expected Level of Performance 49.7%

Reading Goal #6: To increase the percent of accountability group students in Levels 4/5 making Learning Gains on the 2012 FCAT 2.0 Reading

2011 Current Level of Performance 50.0% (7 of 14)

2012 Expected Level of Performance 52%

Reading Goal #7: To increase the percent of accountability group students in AYP subgroups (Ethnicity, ELL, SWD, ED) making Learning Gains on the 2012 FCAT 2.0 Reading

	White	Black	Hispanic	ELL	SWD	ED
2011 Current Level of Performance	62.1% (355 of 572)	39.7% (23 of 58)	47.9% (78 of 163)	43.5% (10 of 23)	37% (34 of 92)	47.5% (131 of 276)
2012 Expected Level of Performance	<u>86%</u>	<u>86%</u>	<u>86%</u>	<u>86%</u>	<u>86%</u>	<u>86%</u>

Action Plan

Strategy	Reading Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
FAIR progress monitoring will be utilized for periodic evaluation of students' reading levels.	RG 3, 5	Technology failure	Reading Coach	Baseline, mid-year	Review and evaluate	B, st, tech
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.	RG 5	Scheduling & delay of test results	Administrator Guidance Counselors, Reading Coach	Mid-year	FCAT	st
9 th and 10 th grade students with lower Level 3 scores on the reading FCAT will be enrolled in a semester Advanced Reading course.	RG 1,3,4	Prerequisite skills & background knowledge	Administrator Guidance Counselors, Reading Coach	Mid-year	FCAT	st
All 9 th and 10 th grade standard and honors English teachers will continue to implement the strategy-based district curriculum.	RG 1-7	Time for PD	Administrator English teachers, Language Arts Department Chair	Ongoing	FCAT	Im, st
All 9 th and 10 th grade English teachers will collaborate as a group to share best practices.	RG 1-7	Time for PD	Administrator English teachers	Ongoing	Admin walk through	st
Staff development opportunities will continue to be provided to equip content teachers with strategies to teach literacy skills.	RG 1-7	Time for PD	Administrator Reading Coach	Ongoing	Admin walk through	St, t

Training will continue to be provided to World History teachers to focus on implementation of reading and writing strategies.	RG 1-7	Pushback from teachers	Administrator Reading Coach, Social Studies Curriculum leader	Ongoing	Admin walk through	St, t
A Mentoring Model designed to provide guidance and encouragement to students in the lowest quartile will continue.	RG 5	Lack of student motivation	Administrator Reading Coach	Ongoing	FCAT	St, t
Parents will be informed and encouraged to keep track of their students' progress through Family Access.	RG 1-7	Technology failure	Administrator Technology Facilitator	Ongoing	Student log in	St, tech

RESOURCES: Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Title I,II,III (TI, TII, TIII) Training (t)

Evaluation for Goals 1 and 3 (assessed annually and with DA)

Reading Goals	#1					
	Level 3+	White	Black	Hispanic	ELL	ED
2011 Current Perf. Level	64.3%	69.6%	42.0%	49.3%	16.7%	47.2%
Baseline (DA)						
Mid-Year (DA)						
2012 Actual Perf. Level						
Expected Perf. Level	66.3%	71.6%	44%	51.3%	18.7%	49.2%
Difference						

Review/Discussion (Narrative) Provide a summary of the data at the mid-year assessment period below. Also indicate any changes in PD, strategies, or resources resulting from this assessment.

Mid-Year:

Evaluation for Goals 2, 4, 5, 6, and 7 (assessed annually)

Reading Goals	#2	#4	#5	#6	#7 (AYP subgroups Learning Gains)					
	Level 4+	LG	Lowest 25% LG	Levels 4/5 LG	White	Black	Hispanic	ELL	SWD	ED
2011 Current Perf. Level	35.3%	57.3%	47.7%	50.0%	62.1%	39.7%	47.9%	43.5%	37.0%	47.5%
2012 Actual Perf. Level										
Expected Perf. Level	37.3%	59.3%	49.7%	52%	86%	86%	86%	86%	86%	86%
Difference										

MATH GOALS

Aligned with Strategic Plan System Initiative B

(ES, MS and HS-Algebra only)

Math Goal #1: To increase the percent of accountability group students achieving proficiency (Level 3+) on the 2012 FCAT 2.0 Math

2011 Current Level of Performance **84.9%** (343 of 404)
 2012 Expected Level of Performance **86.9%**

Math Goal #2: To increase the percent of accountability group students achieving high standards (Level 4+) on the 2012 FCAT 2.0 Math

2011 Current Level of Performance **61.1%** (247 of 404)
 2012 Expected Level of Performance **63.1%**

Math Goal #3: To increase the percent of accountability group students in AYP subgroups (Ethnicity, ELL, SWD, ED) achieving proficiency (Level 3+) on the 2012 FCAT 2.0 Math

	White	Black	Hispanic	ELL	ED
2011 Current Level of Performance	90% (260 of 289)	53% (16 of 30)	77.1% (54 of 70)	66.7% (4 of 6)	66.2% (86 of 130)
2012 Expected Level of Performance	<u>92%</u>	<u>55.3%</u>	<u>79.1%</u>	<u>68.7%</u>	<u>68.2%</u>

Math Goal #4: To increase the percent of accountability group students making Learning Gains on the 2012 FCAT 2.0 Math

2011 Current Level of Performance **82.6%** (381 of 461)
 2012 Expected Level of Performance **84.6%**

Math Goal #5: To increase the percent of accountability group students in Lowest 25% making Learning Gains on the 2012 FCAT 2.0 Math

2011 Current Level of Performance **79.1%** (87 of 110)
 2012 Expected Level of Performance **81.1%**

Math Goal #6: To increase the percent of accountability group students in Levels 4/5 making Learning Gains on the 2012 FCAT 2.0 Math

2011 Current Level of Performance **100%** (6 of 6)
 2012 Expected Level of Performance **100%**

Math Goal #7: To increase the percent of accountability group students in AYP subgroups (Ethnicity, ELL, SWD, ED) making Learning Gains on the 2012 FCAT 2.0 Math

	White	Black	Hispanic	ELL	SWD	ED
2011 Current Level of Performance	87.1% (269 of 309)	81% (30 of 37)	82.7% (62 of 75)	83.3% (5 of 6)	85.4% (35 of 41)	80.6% (116 of 144)
2012 Expected Level of Performance	<u>89%</u>	<u>86%</u>	<u>86%</u>	<u>86%</u>	<u>86%</u>	<u>86%</u>

Action Plan

Strategy	Math Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Students scoring in Level 1 on the math section of FCAT will be enrolled in a CPM block.	MG 4-5	Lack of student motivation	Administrator Guidance Counselors	Mid-year	EOC	St
Math teachers will incorporate preparation strategies twice weekly into their math curricula.	MG 1-7	Planning	Administrator Math teacher	Ongoing	EOC	St
ESE teachers and regular education teachers will co-teach selected math classes to provide support for mainstreamed students with disabilities.	MG 3,4,5	Teacher expectations of student	Administrator ESE and Math teachers	Ongoing	EOC	Im, st
Support facilitation will be provided for those students with disabilities not in a co-taught math class.	MG 3,4,5	Prerequisite skills & background knowledge	Administrator Guidance Counselors, ESE teachers	Ongoing	EOC	St, t
Collaboration opportunities will continue to be provided to teachers.	MG 1-7	Time for PD	Administrator Curriculum leaders	Ongoing	EOC	St, tech
District Progress Monitoring Assessment will be administered to all 9 th and 10 th grade students.	MG 1-7	Technology failure	Administrator Technology Facilitator	Baseline, mid-year	EOC	St, tech
After-school tutoring will be provided for those students experiencing difficulties.	MG 4-5	Prerequisite skills & background knowledge	Administrator Math teachers	Ongoing	EOC	B, st
All 9 th and 10 th grade transition students and the at-risk graduation cohort are being placed in a study skills course to assist with tutoring, learning strategies and homework assistance from upper classmen who have a 3.5 gpa or higher.	MG 3-5	Prerequisite skills & background knowledge	Administrator Teachers	Ongoing	EOC	St

RESOURCES: Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Title I,II,III (TI, TII, TIII) Training (t)

Evaluation for Goals 1 and 3 (assessed annually and with DA)

Math Goals:	#1					
	Level 3+	White	Black	Hispanic	ELL	ED
2011 Current Perf. Level	84.9%	90%	53.3%	77.1%	66.7%	66.2%
Baseline (DA)						
Mid-Year (DA)						
2012 Actual Perf. Level						
Expected Perf. Level	86.9%	92%	55.3%	79.1%	68.7%	68.2%
Difference						

Review/Discussion (Narrative) Provide a summary of the data at the mid-year assessment period below. Also indicate any changes in PD, strategies, or resources resulting from this assessment.

Mid-Year:

Evaluation for Goals 2, 4, 5, 6, and 7 (assessed annually)

Math Goals	#2	#4	#5	#6	#7 (AYP subgroups Learning Gains)					
	Level 4+	LG	Lowest 25% LG	Levels 4/5 LG	White	Black	Hispanic	ELL	SWD	ED
2011 Current Perf. Level	61.1%	82.6%	79.1%	100.0%	87.1%	81.1%	82.7%	83.3%	85.4%	80.6%
2012 Actual Perf. Level										
Expected Perf. Level	63.1%	84.6%	81.1%	100%	89%	86%	86%	86%	86%	86%
Difference										

WRITING GOALS

Aligned with Strategic Plan System Initiative B

Writing Goal #1: To increase the percent of accountability group students achieving proficiency (Score 4.0+) on the 2012 FCAT Writing

2011 Current Level of Performance **86.3%** (353 of 409)
 2012 Expected Level of Performance **88.3%**

Writing Goal #2: To increase the percent of accountability group students achieving high standards (Score 6.0) on the 2012 FCAT Writing

2011 Current Level of Performance **10.8%** (44 of 409)
 2012 Expected Level of Performance **12.8%**

Writing Goal #3: To increase the percent of accountability group students in AYP subgroups (Ethnicity, ELL, SWD, ED) achieving proficiency (Score 4.0+) on the 2012 FCAT Writing

	White	Black	Hispanic	ELL	ED
2011 Current Level of Performance	86.2% (250 of 290)	86.7% (26 of 30)	86.5% (64 of 74)	62.5% (5 of 8)	81.7% (107 of 131)
2012 Expected Level of Performance	<u>88.2%</u>	<u>88.7%</u>	<u>88.5%</u>	<u>64.5%</u>	<u>83.7%</u>

Writing Goal #4: To increase the percent of accountability group students in AYP subgroups (Ethnicity, ELL, SWD, ED) achieving high standards (Score 6.0) on the 2012 FCAT Writing

	White	Black	Hispanic	ELL	ED
2011 Current Level of Performance	12.4% (36 of 290)	3.3% (1 of 30)	6.8% (5 of 74)	0% (0 of 8)	4.6% (6 of 131)
2012 Expected Level of Performance	<u>14.4%</u>	<u>5.3%</u>	<u>8.8%</u>	<u>2%</u>	<u>6.6%</u>

Action Plan

Strategy	Writing Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Progress monitoring assessments will be given twice before FCAT Writes and will be graded using the rubric for a 6.0 score.	WG 1-4	Technology failure and test fatigue	Administrator English teachers	Baseline, mid-year	FCAT	St, t, tech

English teachers will implement the “6 Traits of Writing” model.	WG 1-4	Resources	Administrator English teachers	Ongoing	Writing assignments	St, t
World History teachers will receive training in teaching the writing process and will collaborate regularly to share strategies.	WG 1-4	Identifying areas of weaknesses of students	Administrator World history teachers	Ongoing	Writing assignments	St, t
Teachers will be provided time to collaborate strategies to teach the writing process.	WG 1-4	Time for PD	Administrator	Ongoing	Writing assignments	St, t
FCAT Writes results will count as a test grade for 4 th nine weeks in English II.	WG 1-4	Test fatigue	Administrator English teachers	End of year	Practice test	St, t
All English teachers will be trained in the “6 Traits of Writing” model.	WG 1-4	Time for PD	Administrator English teachers	Mid-year	FCAT	St, t

RESOURCES: Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Title I,II,III (TI, TII, TIII) Training (t)

Evaluation for Goals 1 and 3 (assessed annually and with DA)

Writing Goals:	#1					
	Level 4+	White	Black	Hispanic	ELL	ED
2011 Current Perf. Level	86.3%	86.2%	86.7%	86.5%	62.5%	81.7%
Baseline (DA)						
Mid-Year (DA)						
2012 Actual Perf. Level						
Expected Perf. Level	88.3%	88.2%	88.7%	88.5%	64.5%	83.7%
Difference						

Review/Discussion (Narrative) Provide a summary of the data at the mid-year assessment period below. Also indicate any changes in PD, strategies, or resources resulting from this assessment.

Mid-Year:

Evaluation for Goals 2 and 4 (assessed annually)

Writing Goals:	#2					
	Level 6	White	Black	Hispanic	ELL	ED
2011 Current Perf. Level	10.8%	12.4%	3.3%	6.8%	0.0%	4.6%
2012 Actual Perf. Level						
Expected Perf. Level	12.8%	14.4%	5.3%	8.8%	2%	6.6%
Difference						

ADVANCED COURSEWORK GOALS

Aligned with Strategic Plan System Initiative A

Advanced Coursework Goal #1: To increase the percent of students “participating” in advanced coursework

Elementary School: Middle School level coursework

Middle School: High school level coursework

High School: Accelerated Coursework: (HS Accountability formula)

2011 Current Level of Participation 54%

2012 Expected Level of Participation 56%

Advanced Coursework Goal #2: To increase the percent of students “performance” in advanced coursework

2011 Current Level of Performance 91%

2012 Expected Level of Performance 93%

Action Plan

Strategy	Advanced Coursework Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies (Skyward)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Utilize the AP Potential program provided by the College Board to identify candidates for AP classes.	AC 1	Prerequisite skills & background knowledge	Administrator Guidance Counselors, Teachers	Ongoing	PSAT	St
Articulation time will be provided to teachers to discuss best practices in dealing with at risk students.	AC 1-2	Time for PD	Administrator	Ongoing	Weekly walk-through by administration	St, t
The Mentor Model will be implemented to provide guidance and encouragement to students in the lowest quartile.	AC 1-2	Lack of cultural awareness	Administrator	Ongoing	Report Cards and AP Exam	B, st
Teachers will notify guidance counselors at progress report and quarter grade times of those students who are struggling in their advanced classes.	AC 2	Prerequisite skills & background knowledge	Administrator selected teachers	Ongoing	Progress reports and report card	St

DISCIPLINE GOALS

Aligned with Strategic Plan System Initiative C

Discipline Goal #1: To reduce the disparity between AYP subgroups receiving disciplinary referrals (unduplicated)

Each school should have at least one discipline goal for referrals and one goal for out-of-school suspensions. Additional goals may be added as needed.

1a. Subgroup: ED (Male/Female)

2010-11 Current % of subgroup receiving discipline referrals 52%/35%

2012 Expected % of subgroup receiving discipline referrals 50%/33%

Subgroup: SWD (Male/Female)

2010-11 Current % of subgroup receiving discipline referrals 45%/23%

2012 Expected % of subgroup receiving discipline referrals 43%/21%

Discipline Goal #2: To reduce the disparity between AYP subgroups receiving an out-of-school suspension (unduplicated)

2a. Subgroup: ED (Male/Female)

2010-11 Current % of subgroup receiving out-of-school suspensions 14%/6%

2012 Expected % of subgroup receiving out-of-school suspensions 12% /4%

Subgroup: SWD (Male/Female)

2010-11 Current % of subgroup receiving out-of-school suspensions 13%/4%

2012 Expected % of subgroup receiving out-of-school suspensions 11%/2%

Action Plan

Strategy	Discipline Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
The Safe School Ambassadors program will be continued.	DG 1-2	Lack of student motivation	Administrator selected teachers	Ongoing	Discipline records per nine weeks	St, t
The Mentor Model will be implemented to provide guidance and encouragement to students in the lowest quartile.	DG 1-2	Lack of cultural awareness	Administrator	Ongoing	Review of discipline data	St
Articulation time will be provided to teachers to discuss best practices in dealing with at risk students.	DG 1-2	Time for PD	Administrator	Ongoing	Discipline data	St, t

Positive Behavior Support team will meet monthly to analyze and problem solve school-wide data and continue to build faculty consensus through ongoing PBS updates.	DG 1-2	Resources, funding & Beliefs	Administrator selected teachers, Dean of Students	Every nine weeks	Discipline data	St, tech, t
Adjustments in the non-negotiable program will be made to better encourage teacher empowerment.	DG 1-2	Beliefs	Administrator Selected teachers	Ongoing	Discipline data	St

GRADUATION/AT-RISK GRADUATION AND ON-TIME PROMOTION GOALS

Aligned with Strategic Plan System Initiative A

Graduation/On-time Promotion Goal #1: To increase the percent of students graduating or advancing with their age-level peers

2011 Current Level of Performance 95%

2012 Expected Level of Performance 96%

Elementary School: Percent of students completing elementary school in 6 years

Middle School: Percent of students completing middle school in 3 years

High School: Graduation rate (HS Accountability NGA Rate)

At-Risk Graduation Goal #2: To increase the percent of At-Risk students graduating or advancing with their age-level peers

2011 Current Level of Performance 89%

2012 Expected Level of Performance 91%

Elementary School: At-Risk is defined as students who qualify for F&R Lunch

Middle School: At-Risk is defined as students in Level 1 or Level 2 in both Reading and Math on the 5th grade FCAT 2.0

High School: At-Risk is defined as students in Level 1 and Level 2 in Reading and Math on the 8th grade FCAT 2.0 (HS Accountability)

Action Plan

Strategy	Graduation/ Promotion Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Administrators will target at-risk students through use of Progress Monitoring. They will then disseminate this information to Guidance Counselors and teachers.	GG 1-2	Lack of student motivation	Administrator	Baseline	Analyze lowest quartile data	St, tech
Seniors who are behind in credits will be recommended and assigned to the Project Grad credit retrieval program.	GG 1-2	Lack of student motivation	Administrator Guidance Counselors	End of year	Evaluate transcripts	St, tech
Seniors who have not passed the FCAT can prepare to take the ACT to earn a concordant score.	GG 1-2	Test fatigue	Administrator Guidance Counselors	End of year	FCAT results	St, tech
The Mentor Model will be implemented to provide guidance and encouragement to students in the lowest quartile.	GG 1-2	Identifying areas of weaknesses of students	Administrator	Ongoing	Review of report card	St

POST-SECONDARY READINESS GOALS

Aligned with Strategic Plan System Initiative A

HIGH SCHOOL ONLY

Postsecondary Readiness Goal #1: To increase the percent of graduating seniors who demonstrate post-secondary readiness in Reading as indicated by the SAT, ACT, CPT, or PERT

2011 Current Level of Performance 85%

2012 Expected Level of Performance 87%

*Based on the High School Accountability formula

Postsecondary Readiness Goal #2: To increase the percent of graduating seniors who demonstrate post-secondary readiness in Math as indicated by the SAT, ACT, CPT, or PERT

2011 Current Level of Performance 77%

2012 Expected Level of Performance 79%

Action Plan

Strategy	Readiness Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
The Critical Thinking course will continue to be offered during the school year, in summer school and on Saturdays.	RG 1-2	Lack of higher order thinking, problems solving opportunities	Administrator	Ongoing	Review test scores for proficiency	Im, st
Guidance Counselors will advise students to take the SAT.	RG 1-2	Funding	Guidance Counselors	Annually	Identify students' career path	St
Math and English teachers will incorporate SAT preparation and strategies into their curriculum.	RG 1-2	Prerequisite skills & background knowledge	Math & English teachers, Administrator	Ongoing	Assessments on standardized testing	Im, st
Advanced Reading course will teach PSAT, SAT and ACT test-taking strategies.	RG 1-2	Lack of higher order thinking, problems solving opportunities	Advanced reading teacher	Ongoing	FCAT results	St

ACT exam will be focused on the at-risk students and any student enrolled in intensive reading or English IV standards	RG 1-2	Funding	Administrator English teachers	Ongoing	FCAT results	St
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EXTRACURRICULAR ACTIVITIES GOAL(S)

Aligned with Strategic Plan System Initiative C

Extracurricular Activities Goal #1: To reduce the disparity in representation of AYP subgroups (Ethnicity, ELL, SWD, ED) participating in extracurricular activities

Elementary: chorus, safety patrol, student council, TV production

Middle: Beta Club, NJHS, SECME, cheerleading, cross-country, track and field, volleyball

High: Mu Alpha Theta, NHS, Science Fair, Student Government, baseball, basketball, cheerleading, softball, tennis
(Each school should have at least one extracurricular activity goal. Additional goals may be added as needed.)

1a. Activity: Cheerleading Subgroup Economically Disadvantaged

2011 Current Level of Participation 17.6% (6 of 34)

2012 Expected Level of Participation 19.6%

2a. Activity: National Honor Society Subgroup Economically Disadvantaged

2011 Current Level of Participation 4%

2012 Expected Level of Participation 6%

Action Plan

Strategy	Extracurricular Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Cheerleading coaches will be made aware of this objective and will consciously recruit economically disadvantaged students to try out.	EG 1	Funding	Administrator	Annually	Participation forms	St
Public service announcements will be made over WBER news advertising tryouts and meetings.	EG 1-2	Time & Transportation	Administrator Cheerleading Coaches	Seasonal	Announcements & participation	St
Efforts will be made to keep the operating costs of cheerleading as minimal as possible with the assistance of business partnerships.	EG 1	Funding	Administrator Cheerleading coaches	Seasonal	Evaluate the number of ED students on team	St, tech
Information on membership will be included in the parent newsletter and on the school website.	EG 1-2	Resources	Administrator Webmaster	Ongoing	Website and newsletter articles	St, tech
The NHS sponsor, Guidance Counselors and honors teachers will be made aware of this objective and will consciously recruit economically disadvantaged students for membership.	EG 2	Time	Administrator Guidance Counselors, honors teachers	Annually	Participation forms	St

SCHOOL DEFINED GOAL

Goal #1: All subgroups will make AYP in Reading, Math and Writing

Goal #2: Wireless implementation related to teaching and learning

Action Plan

Strategy	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
See action plan under Reading, Math and Writing goals					

Review/Discussion (Narrative) Provide a summary of the data at each of the assessment periods below. Also indicate any changes in PD, strategies, or resources resulting from these assessments.

Beginning:

Mid-year:

PROFESSIONAL DEVELOPMENT PLAN

PD Activity	SIP Goal #	Date or Schedule	Instructional/Other Needs Addressed	PD Participants (e.g. PLC, subject, grade level, or school-wide)	# Anticipated Participants	# Actual Participants	Position(s) Responsible
PLC Lesson Study	All	8/2011-6/2012		PLC	140		Administration
Faculty Seminar	All	8/2011-6/2012		School-wide	140		Administration
Department Meetings	All	8/2011-6/2012		School-wide	140		Administration/Curriculum Leaders
Marzano Lesson Study	All	9/2011-6/2012		School-wide	140		Administration

BUDGET SUMMARY OF SCHOOL IMPROVEMENT DOLLARS 2010-2011

INCOME:

Original Allocation:	2,050.00
Adjustment:	
Carry Over:	7,308.40
Total Income:	9,358.40

EXPENDITURES	ACTUAL COST	BALANCE
FCAT Tutoring	2,015.59	7,342.81
Write Score		
Checkpoint Security Maintenance	500.00	6,842.81
Park It Security Maintenance		
Turn It In Maintenance		
Student Recognition		
Multi-Cultural Activities		
Teacher Grants	300.00	6,542.81

} Start with your beginning balance

CARRY OVER:

Total carry over for 2011-2012: 6,542.81

This carry over will be spent on Teacher grants.

ADDENDUM 1 – RESPONSE TO INTERVENTION (RtI)

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-Jaime Washington; Director of Guidance-Joan Toro; Reading Coach-Trina Grenon; Teacher-Leeann Stout; Teacher-Brett Mulock
2. Describe how your school's *RtI Leadership Team* functions (e.g. meeting processes and roles/functions). How does it work with other school teams to organize/coordinate RtI efforts? 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 in the development and implementation of the SIP. A team member representative will be on the School Advisory Council Committee in order to provide valuable input and information in regards to our progress.
4. Describe the data source and data management system used to summarize tiered data for Reading, Mathematics, Science, Writing, and Behavior. WSHS will utilize the data provided in Skyward and the new student data management program(i.e. EduSight) when available.
5. Describe the plan to train staff on *RtI*. Administrative staff and team members have been trained in PBS through district leadership. School personnel will be trained during pre-planning, faculty meetings and staff development sessions.
6. Outline your plan to achieve school-wide implementation of the RtI process by the start of the 2011-2012 school year. 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 2 – LITERACY LEADERSHIP TEAM (LLT)

Please briefly respond to each of the items below:

1. Identify the members of your school's Literacy Leadership Team (LLT).

Michael Blasewitz-Principal; Barbara Monte-Carlo-Assistant Principal; Jaime Washington-Assistant Principal; and Trina Grenon-Reading Coach

2. Describe how your school's LLT functions (e.g. meeting processes and roles/functions).

The LLT meeting will be chaired by the Reading Coach. Data and feedback from PLC meetings will determine the focus of the monthly meeting. The LLT will assist in planning and organizing school-wide Literacy-related events and professional development inservices.

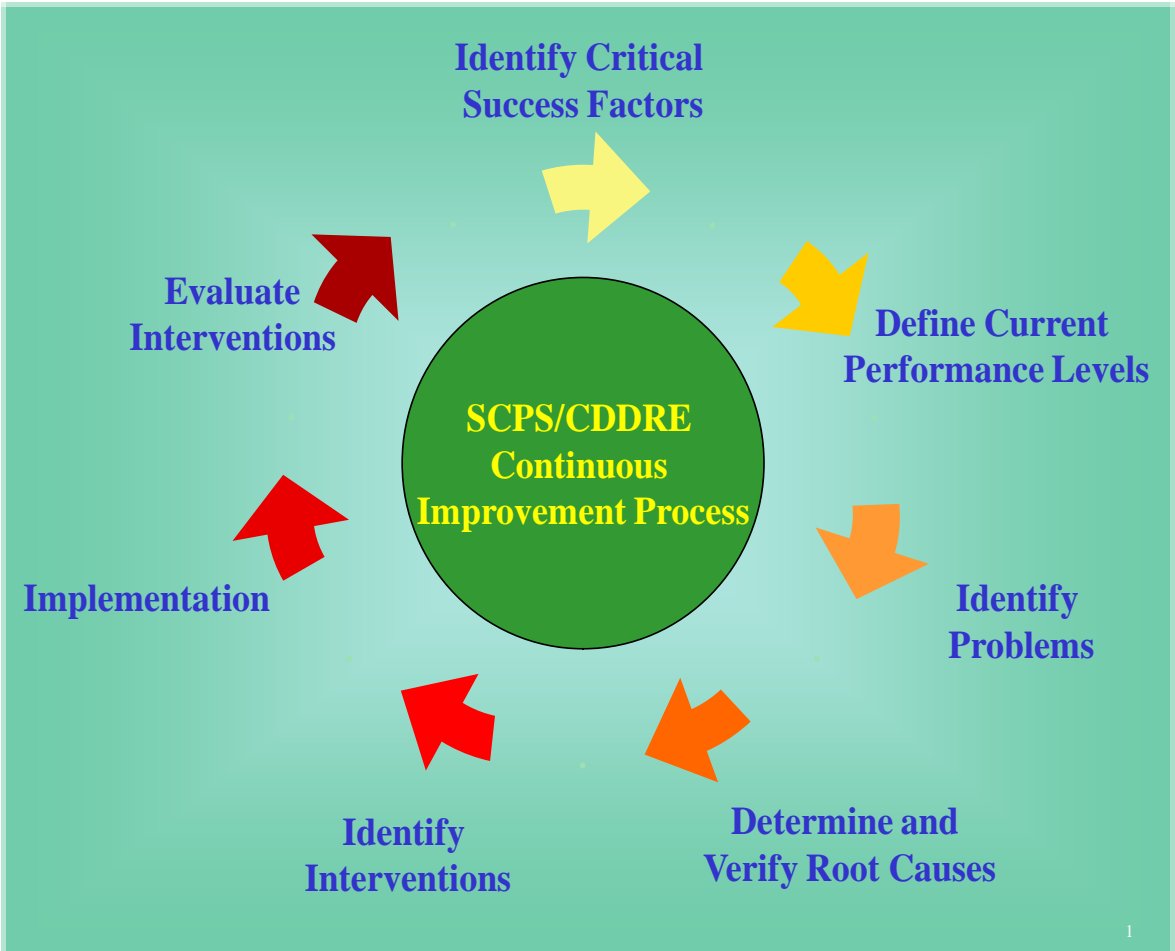
3. What will be the major initiatives of the LLT this year? The major initiatives of the LLT will include the following:

- **To continue along the continuum of developing an highly effective PLC**
- **To develop and implement high yield literacy strategies and other essential activities necessary to improve academic performance for all students.**

ADDENDUM 3 -LESSON STUDY

Please briefly summarize how professional development activities related to “Lesson Study” will be appropriately incorporated into the Action Plans included in the Goals of your School Improvement Plan.

Lesson Study is a form of long term professional development in which teachers collaboratively plan, research, and study their lesson instructions as a way to determine how students learn best. It is a process that deepens the interactions of a schools professional learning community by developing the habits of self reflection and critical thinking through very personal collaboration with their colleagues and structured observations of their students. Our administrator over Professional Development will ensure Staff development to be in alignment with Lesson Study throughout the 2011-2012 school year. The Winter Springs High School staff will participate in Lesson Studies to enhance and evaluate the differentiation of instruction in all core academic areas. Through these Lesson Studies the PLC model will be strengthened. Faculty members will be assigned to a “Block” (Subject Area) PLC to allow them an opportunity to work closely with their colleagues in order to develop common lessons and assessments. The Instructional Team and the administration will coordinate these sessions and follow-up sessions will be scheduled to help facilitate growth and direction.



SCHOOL ADVISORY COUNCIL SIGNATURES

2011-2012

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
Dr. Michael Blasewitz		Kathryn Moghadas			
	9/19/11		9/19/11		
INSTRUCTIONAL					
Angelique Hennon		LeAnne McKelvey		Carol Waters	
	9/19/11		9/19/11		9/19/11
Angel Collins					
	9/19/11	Tammy Loftus			
Trina Grenon			9/19/11		
	9/19/11				
Brett Mulock		Nora L'Heureux		Samuel Waters (Student)	
	9/19/11		9/19/11		9/19/11
		Bobbie Demme-SanFilippo			
			9/19/11		
NON-INSTRUCTIONAL					
Pamela Peet					
	9/19/11				