

Seminole County Public Schools

The Mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens.



www.scps.k12.fl.us

Winter Springs High School

School Improvement Plan 2021-2022

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 Strategic Plan, designed to help district leadership make the necessary connections between school and district system initiatives. 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.

School Information

Provide the school's mission statement

Our community’s mission is to create productive global citizens who cultivate intercultural understanding, respect for humankind, and a commitment to lifelong learning.

Provide the school's vision statement

Bears Building Integrity through Empathy, Honesty and Perseverance.

Describe how the school involved parents and the community in developing this plan and how it will be shared with all stakeholders and in a language parents can understand.

WSHS, through the 5 Essentials Survey, gains input from the community on how to continually improve the school.

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.

Winter Springs High School teachers and administrators use multiple strategies to contact families, including but not limited to,(1) contacting families prior to the start of school to welcome the students to the new school year, (2)inviting families to curriculum nights and open house meetings to meet teachers and school staff and to learn about the curriculum, (3) providing access to school grades, progress monitoring data and other relevant achievement information through the SCPS Skyward Family Access, (4) ensuring students show evidence of "owning their data" and scheduling student led conferences as applicable,(5) inviting families to participate in SAC and PTSA Boards, (6) inviting families to attend PTSA meetings and participate in school related events, (7) using multiple genres of social networking, as well as sending electronic/paper-based newsletters to families on a regular basis, (8) advertising events on school marquees, (9) and numerous other out-reach strategies developed by school staff.

Supportive Environment

Describe how the school addresses building a positive school culture and environment. Include how the school culture and environment will impact positive student experiences. (e.g. PBS supports)

Our school offers counseling that is provided from our Certified School Counselors, New Horizons Counselor, Mental Health Counselor and Social Worker. New Horizons offers both individual and group counseling on mental health and substance abuse issues. Mentoring takes place with our administrative staff, teachers, and peer mentors. Additionally, students who are a part of our 9th Grade Bear Academy program have the opportunity to meet with either a community, faculty or peer mentor weekly through our Bear Connections mentoring program. Mentoring efforts are focused on our lower-quartile population along with students with daily stressors who have social-emotional needs affecting their academic performance. Finally, our 9th Grade offerings also includes a seminar class with a social-emotional curriculum.

Identify stakeholders and their role in promoting a positive culture and environment at the school. Stakeholder groups may include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

WSHS works with our variety of stakeholder to promote a positive school culture and environment at WSHS. From our Student Services Team to our SGA, to our counseling team , to our club sponsors, to our teachers and staff, to our Athletic Department, we all work to promote a positive culture by bringing a “sense of belonging” to WSHS!

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.

Our school offers counseling that is provided from our Certified School Counselors, New Horizons Counselor, Mental Health Counselor and Social Worker. New Horizons offers both individual and group counseling on mental health and substance abuse issues. Mentoring takes place with our administrative staff, teachers, and peer mentors. Additionally, students who are a part of our 9th Grade Bear Academy program have the opportunity to meet with either a community, faculty or peer mentor weekly through our Bear Connections mentoring program. Mentoring efforts are focused on our lower-quartile population along with students with daily stressors who have social-emotional needs affecting their academic performance. Finally, Academy program also includes a seminar class with a social-emotional curriculum.

List the members of the leadership team.

Name	Title	Email	Responsibilities
Pete Gaffney	Principal	peter_gaffney@scps.k12.fl.us	Oversee all aspects of Winter Springs High School
Kenny Bevan	Assistant Principal	kenny_bevan@scps.k12.fl.us	Social Studies, World Languages
Jakob Jarzynka	Assistant Principal	jakob_jarzynka@scps.us	Math, English/ELA, CTE , Athletics, Field Trips, Fundraisers, Testing, Summer School, Covid-19
KeJuana Carpenter	Assistant Principal	carpenkl@scps.k12.fl.us	World Languages, YMOE/YWOE, Director 9th Grade Academy, Bear Connections Mentoring Program, Dividends, PBS –Positive Behavior Support Program, MTSS
Lori Bowman	Assistant Principal	lori_bowman@scps.k12.fl.us	ELA/Reading, Fine Arts, Visual Arts, JROTC, IB Coordinator, Cluster Liaison, Professional Development, Graduation, PTSA,
Matt Hesselbart	School Administration Manager	matt_hesselbart@scps.k12.fl.us	Director of Facilities, Supervision Assignments, School Safety Guards, School Safety / Fire Drills / Code Red, Blood Drives, Rental Contracts, Alumni Coordinator
Angel Collins	School Administration Manager	angel_collins@scps.k12.fl.us	9th and 12th Grade Discipline, MTSS Behavior / Tardy Support, Student Activities, Athletics Academic Support Liaison, Honor Roll, Juvenile Justice Notification, Senior Class Support, Graduation Support, Awards Night

Ocky Clark	Dean of Students	ocky_clark@scps.k12.fl.us	10th and 11th Grade Discipline, Transportation, Expulsion Packets, Liaison to Journeys, Detention / In-School Suspension, Lockers, Bullying Contact, Student Code of Conduct
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Mina Raky	Network Specialist	mina_raky@scps.us	IT
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Scott Gomrad	Athletic Director	scott_gomrad@scps.us	Athletics
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List the members of the literacy leadership team.

Name	Title	Email	Responsibilities
Paula Vickers	Reading Coach	paula_vickers@scps.us	Reading coach
Kathy Brosch	Tech Facilitator	kathy_brosch@scps.us	Curriculum Tech Support
Carmen Beasley	Testing Coordinator	Carmen_beasley@scps.us	Testing
Marsha McBryde	Lead Guidance Counselor	Marsha_mcbryde@scps.us	Student Services

Student Transition and Readiness

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.

At Winter Springs High School, our guidance counselors provide the following services to ensure that all of our student's course of study is personally meaningful in an academic and/or career manner: conduct credit checks, personal visits to classrooms, college/career field trips, college visits by a variety of representatives along with academic advising to address all facets of life. Additionally, our student services host an annual college and career fair and multiple college-themed evening events for parents and students.

Identify the career and technical education programs available to students and industry or community organizations.

At Winter Springs High School, we offer a variety of courses in Career and Technical Education that range from Renewable Energy, certification in Computer Science, Digital photo, Digital & Web Design, Digital Video Editing, Culinary Academy, Information Technology and Heroes of Tomorrow Program. Students have an opportunity to enroll in ePathways to ensure they are future-ready for an evolving economy. The entire faculty and staff members at Winter Springs High School go the extra mile to get to know the students and uncover their future goals. By establishing a positive relationship with our students, the discussion evolves into the relevancy of how important it is for each and every student to graduate from high school to continue their path in life.

High School Essential Instructional Priorities

Essential Instructional Priority #1: Quality Instruction

All Seminole County Public Schools will strive for excellence in English/Language Arts, Mathematics and Science based on the current Florida Department of Education A+ Accountability Program.

- A. Lessons aligned to Florida/B.E.S.T./Next Generation Sunshine State Standards at the appropriate level of complexity
- B. Ongoing feedback loop between leadership and teacher, students and teachers and student with students
- C. PLC focused on data, instructional planning and student evidence of learning

All SCPS schools serving K-8 students have an Early Warning system in place that is in compliance with s. 1001.42(18)(b), F.S.; SCPS academic intervention/support programs and/or dropout prevention programs reflected per s. 1003.53(2)(b), F.S.

**All data targets are reported as percentages with the exception of 5E data targets, which are reported as scale scores.*

ELA		
Indicators (Actual)	Strategic Plan	Target
Achievement	B.1.1	95
Achievement for sub group: Black	B.1.1	95
Achievement for sub group: Hispanic	B.1.1	95
Achievement for sub group: White	B.1.1	95
Achievement for sub group: Mul	B.1.1	95
Achievement for sub group: SWD	B.1.1	95
Achievement for sub group: FRL	B.1.1	95
Achievement for sub group: ELL	B.1.1	95
Learning Gains	B.1.1	95
Learning Gains of the Low 25%	B.1.1	95
Learning Gains for High 1 levels	B.1.1	95
Learning Gains for High 2 levels	B.1.1	95
Learning Gains for Low 3 levels	B.1.1	95
Learning Gains for sub group: Black	B.1.1	95
Learning Gains for sub group: Hispanic	B.1.1	95
Learning Gains for sub group: White	B.1.1	95
Learning Gains for sub group: Mul	B.1.1	95
Learning Gains for sub group: SWD	B.1.1	95
Learning Gains for sub group: FRL	B.1.1	95
Learning Gains for sub group: ELL	B.1.1	95

Social Studies			
Indicators		Strategic Plan	Target
Achievement		B.1.1	95
Achievement for sub group: Black		B.1.1	95
Achievement for sub group: Hispanic		B.1.1	95
Achievement for sub group: White		B.1.1	95
Achievement for sub group: Mul		B.1.1	95
Achievement for sub group: SWD		B.1.1	95
Achievement for sub group: FRL		B.1.1	95
Achievement for sub group: ELL		B.1.1	95

Common Assessments			
Indicators	Grade Level/Subject	Strategic Plan	Target
ELA Common Assessment students scoring on grade level	Grade 9	B.2.4	95
	Grade 10	B.2.4	95
History Common Assessment students scoring on grade level	US History	B.2.4	95

High School Essential Instructional Priority 1 – Quality Instruction

Math		
Indicators	Strategic Plan	Target
Achievement	B.1.1	95
Achievement for sub group: Black	B.1.1	95
Achievement for sub group: Hispanic	B.1.1	95
Achievement for sub group: White	B.1.1	95
Achievement for sub group: Mul	B.1.1	95
Achievement for sub group: SWD	B.1.1	95
Achievement for sub group: FRL	B.1.1	95
Achievement for sub group: ELL	B.1.1	95
Learning Gains	B.1.1	95
Learning Gains of the Low 25%	B.1.1	95
Learning Gains for High 1 levels	B.1.1	95
Learning Gains for High 2 levels	B.1.1	95
Learning Gains for Low 3 levels	B.1.1	95
Learning Gains for sub group: Black	B.1.1	95
Learning Gains for sub group: Hispanic	B.1.1	95
Learning Gains for sub group: White	B.1.1	95
Learning Gains for sub group: Mul	B.1.1	95
Learning Gains for sub group: SWD	B.1.1	95
Learning Gains for sub group: FRL	B.1.1	95
Learning Gains for sub group: ELL	B.1.1	95

Science		
Indicators	Strategic Plan	Target
Achievement	B.1.1	95
Achievement for sub group: Black	B.1.1	95
Achievement for sub group: Hispanic	B.1.1	95
Achievement for sub group: White	B.1.1	95
Achievement for sub group: Mul	B.1.1	95
Achievement for sub group: SWD	B.1.1	95
Achievement for sub group: FRL	B.1.1	95
Achievement for sub group: ELL	B.1.1	95

Common Assessments			
Indicators	Grade Level/Subject	Strategic Plan	Target
Math Common Assessment students scoring on grade level	Algebra 1	B.2.4	95
	Geometry	B.2.4	95
Science Common Assessment students scoring on grade level	Environmental Science	B.2.4	95
	Biology	B.2.4	95

5 Essentials		
Indicators	Strategic Plan	Target
5E_SM_Classroom Rigor	B.1.1	70
5E Ambitious Instruction	B.1.1	70
5E Collaborative Teachers	B.1.1	70

Essential Instructional Priority 1 – Quality Instruction

Student Owned Progress Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
ELA / Reading Data Tracking Sheets for all levels	Jakob Jarzynka, Reading Teachers, ELA Teachers	Ongoing	Y	Weekly	EdInsight Reports, Achieve Reports, Write Score Reports, Quarter / Semester Reports, Student Data Trackers, End-of-Year Results, Assessment Data, PLC Meetings
Algebra 1 / Geometry Data Tracking Sheets	Jakob Jarzynka, Algebra 1 Teachers, Geometry Teachers	Ongoing	Y	Weekly	Khan Reports, EdPuzzle Reports, Quarter / Semester Reports, Student Data Trackers, End-of-Year Results, Assessment Data, PLC Meetings
US History Data Tracking Sheets	Kenny Bevan, US History Team	Ongoing	Y	Weekly	Quarter / Semester Reports, Student Data Trackers, End-of-Year Results, Assessment Data, PLC Meetings
Biology Data Tracking Sheets	Lori Bowman, Biology Teachers	Ongoing	Y	Weekly	EdInsight Reports, Quarter / Semester Reports, Student Data Trackers, End-of-Year Results, Assessment Data, PLC Meetings

Low 30% Monitoring Action Plan

Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Identification of students by name, grade, Past FSA/EOC results, C9 data, current schedule	Jakob Jarzynka, Paula Vickers, All Teachers, PLC's, School Counselors	Before School Starts	N	Once	Skyward, SCPS One, EdInsight Reports
Ongoing conversations focusing on identified student needs pertaining to the ELA 9/10, Algebra 1 EOC, US History EOC, Biology EOC data.	Pete Gaffney, Jakob Jarzynka, Kenny Bevan, Lori Bowman, Paula Vickers, All Teachers, PLC's, School Counselors	Ongoing	Y	Weekly	EdInsight Reports, Achieve Reports, Write Score Reports, Khan Reports, EdPuzzle Reports, Quarter / Semester Reports, Student Data Trackers, End-of-Year Results, Assessment Data, PLC Meetings
Student monitoring through data trackers	Jakob Jarzynka, KeJuana Carpenter, Lori Bowman, Paula Vickers, All Teachers, PLC's, School Counselors	Ongoing	Y	Weekly	EdInsight Reports, Achieve Reports, Write Score Reports, Khan Reports, EdPuzzle Reports, Quarter / Semester Reports, Student Data Trackers, End-of-Year Results, Assessment Data, PLC Meetings
9th Graders will be monitored students grades and various formative assessments	Jakob Jarzynka, Paula Vickers, Teachers, PLC	Ongoing	Y	Weekly	EdInsight Reports, Achieve Reports, Quarter / Semester Reports, Student Data Trackers, End-of-Year Results, Assessment Data, PLC Meetings

High Level 1 and 2 Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Individual student scale scores will be identified and targeted goals will be established to help students achieve learning gains.	Pete Gaffney, Jakob Jarzynka, KeJuana Carpenter, Lori Bowman, Kenny Bevan, Paula Vickers, all teachers, PLC's, and School Counselors	Ongoing	Y	Daily	EdInsight Reports, SCPS One, Skyward, Achieve Reports, Write Score Reports, Khan Reports, EdPuzzle Reports, Quarter / Semester Reports, Student Data Trackers, End-of-Year Results, Assessment Data, PLC Meetings

Low Level 3 Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Individual student scale scores will be identified and targeted goals will be established to help students achieve learning gains.	Pete Gaffney, Jakob Jarzynka, KeJuana Carpnetter, Lori Bowman, Kenny Bevan, Paula Vickers, all teachers, PLC's, and School Counselors	Ongoing	Y	Daily	EdInsight Reports, SCPS One, Skyward, Achieve Reports, Write Score Reports, Khan Reports, EdPuzzle Reports, Quarter / Semester Reports, Student Data Trackers, End-of-Year Results, Assessment Data, PLC Meetings

High School Essential Instructional Priorities

Essential Instructional Priority #2: Conditions for Learning

The district has identified the conditions for learning as physical safety, student wellness, attendance, teacher-student relationships, social-emotional learning and student conduct. System focus on continuous improvement of these conditions will benefit student learning.

- A. Cultivation of positive, appropriate relationships resulting in increasing engagement of all students
- B. Development of a student centered culture
- C. Continued focus on campus safety and building a culture of respect
- D. Sharing collective responsibility for the success of all students in the school

**All 5E data targets are reported as scale scores, SCPS Safety data targets are out of 10, and other data targets are reported as percentages.*

Indicators	Strategic Plan	Target
5E Supportive Environment	D.1	70
SCPS Safety	D.1	10
5E_SE_Academic Personalism	D.3	70

Indicators	Strategic Plan	Target
5E_SE_Student-Teacher Trust	D.3	70
5E_CT_Collective Responsibility	B.1.1	70
Students with 10+ Absences	D.2	25

Essential Instructional Priority 2 – Conditions for Learning

Attendance Monitoring Action Plan

Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Attendance Letter to home 5 / 10 / 15 - Day	Pete Gaffney, Kenny Bevan, all teachers, School Counselors, School Social Worker, MTSS Team, Attendance Secretary	Ongoing	N	Weekly	Attendance Data, MTSS Data, Graduation Rate
MTSS referral after 5 absences	Pete Gaffney, Kenny Bevan, all teachers, School Counselors, School Social Worker, MTSS Team, Attendance Secretary	Ongoing	N	Weekly	Attendance Data, MTSS Data, Graduation Rate
Weekly administration review of attendance reports	Pete Gaffney, Kenny Bevan, Jakob Jarzynka, KeJuana Carpenter, Lori Bowman, all teachers, School Counselors, School Social Worker, MTSS Team, Attendance Secretary	Ongoing	Weekly	Attendance Data, MTSS Data, Graduation Rate	N/A

Safety Survey Action Plan

Topic Item	Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Reduce Vaping on Campus	Instill student course designed to help student understand the dangers of vaping	Admin, Security, Deputies	May-21	Yes	As students are given consequences	Discipline data reduction
How Safe to you feel at School?	Increase 7.1 data point and build relationships with all students	Admin, teachers, and staff	May-21	Yes	Yearlong	Data point increase from 7.1

Communication about Safety Action Plan

Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Safety and supervision reviewed at weekly administration meeting. School Threat Team will meet on monthly basis.	Pete Gaffney, Matt Hesselbart, Deputy Richardson	Ongoing	N	Weekly	Meeting Notes
Teacher / Staff professional development	Pete Gaffney, Matt Hesselbart, Kenny Bevan, Jakob Jarzynka, KeJuana Carpenter, Lori Bowman, Deans, SAFE TEAM, SRO, Threat Assessment Team	Ongoing	Y	Throughout School Year	Professional Development Logs
Emergency Management Plans	Pete Gaffney, Matt Hesselbart, Kenny Bevan, Jakob Jarzynka, KeJuana Carpenter, Lori Bowman, Deans, SAFE TEAM, Threat Assessment Team, SRO	Ongoing	Y	Preplan	Emergency Management Plans
RAVE / P3 Apps	Pete Gaffney, Matt Hesselbart, Kenny Bevan, Jakob Jarzynka, KeJuana Carpenter, Lori Bowman, Deans SRO	Ongoing	Y	As needed	App Enrollment

Building Relationships and Connecting with Stakeholders Action Plan

Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Focus for the school year is relationships and building them! Our Pre-plan vision and structure was focused on this!	ALL WSHS stakeholders	Ongoing	Y	Weekly	Discipline Data reduction

High School Essential Instructional Priorities

Essential Instructional Priority #3: Skills for Future Ready Graduates

Seminole County Public Schools will prepare each student for academic and job related success in the 21st century by offering rigorous learning environments.

- A. Schools will provide advanced academic courses and academic support to Advanced Opportunities students.
- B. All students will have access to courses through Advanced Placement, International Baccalaureate, dual enrollment and industry certification that can lead to post-secondary credit.
- C. High Schools will prepare and support all students to graduate with their age-appropriate cohort.

SCPS high schools review feedback reports on graduation rate, acceleration and post-secondary success per s. 1008.37(4), F.S.

**All data targets are reported as percentages.*

Indicators	Strategic Plan	Target	Indicators	Strategic Plan	Target
College and Career Success	B.1.1	95	Graduation Rates	A.2	95
College and Career Success: Black	B.1.1	95	Graduation Rates: Black	A.2	95
College and Career Success: Hispanic	B.1.1	95	Graduation Rates: Hispanic	A.2	95
College and Career Success: White	B.1.1	95	Graduation Rates: White	A.2	95
College and Career Success: Mul	B.1.1	95	Graduation Rates: Mul	A.2	95
College and Career Success: SWD	B.1.1	95	Graduation Rates: SWD	A.2	95
College and Career Success: FRL	B.1.1	95	Graduation Rates: FRL	A.2	95
College and Career Success: ELL	B.1.1	95	Graduation Rates: ELL	A.2	95
AO students enrolled in advanced courses: Black	B.2.7	95	5E – School Wide Future Orientation	A.2	70
AO students enrolled in advanced courses earning a grade of C or higher: Black	B.2.7	95	5E – Expectations for Postsecondary Education	A.2	70
AO students enrolled in advanced courses: Hispanic	B.2.7	95	Industry Certifications Earned	C.3	70
AO students enrolled in advanced courses earning a grade of C or higher: Hispanic	B.2.7	95			
AO students enrolled in advanced courses: FRL	B.2.7	95			
AO students enrolled in advanced courses earning a grade of C or higher: FRL	B.2.7	95			
AO students enrolled in advanced courses earning a grade of C or higher: FRL	B.2.7	95			

College Board Assessments (SAT/PSAT)			
Indicators	Grade Level	Strategic Plan	Target
EBRW	Grade 9	B.2.5	95
	Grade 10	B.2.5	95
	Grade 11	B.2.5	95
	Grade 12	B.2.5	95

College Board Assessments (SAT/PSAT)			
Indicators	Grade Level	Strategic Plan	Target
Math	Grade 9	B.2.5	95
	Grade 10	B.2.5	95
	Grade 11	B.2.5	95
	Grade 12	B.2.5	95

Essential Instructional Priority 3 – Skills for Future Ready Graduates

Advanced Opportunities and Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Identification of Students	Pete Gaffney, Kejuana Carpenter	Ongoing	Y	Weekly	AO Student Placement, Skyward, Student Data Trackers
Monitoring of Students	Pete Gaffney, Kenny Bevan Jakob Jarzynka, KeJuana Carpenter, Lori Bowman, All Teachers, and School Counselors	Ongoing	N	Daily	Skyward, Student Data Trackers, Administration Meeting Notes
Administration / Teacher Grade Monitoring	Pete Gaffney, Kenny Bevan Jakob Jarzynka, KeJuana Carpenter, Lori Bowman, All Teachers, and School Counselors	Ongoing	Y	Quarterly	Skyward Grades, Common 9 Weeks Assessments

College Board (SAT) Support and Monitoring

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Increase pass rate for IB Assessments	IB admin, IB teachers	May-21	Yes	Yearlong	Student Data
Increase pass rate for AP Assessments	Admin; AP teachers	May-21	Yes	Yearlong	Student Data

Industry Certifications Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Monitor and support our CTE programs by providing them the guidance and resources to be successful	Admin;, CTE teachers	Ongoing	N	Yearlong	Student data

Graduation Rate Action Plan

12th Grade - Action Plan for Increasing Proficiency in ELA

Current Percent Proficient and/or Achieved a Concordant Score - 59%

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Embed SAT/ACT strategies in English IV classrooms	Jakob Jarzynka	End of 1st Semester	Y	Ongoing	SAT/ACT results
ALL Senior Teachers embedding ACT Prep Strategies	Jakob Jarzynka	End of 1st Semester	Y	Ongoing	ACT results

12th Grade - Action Plan for Increasing Proficiency/Concordancy in Math

Current Percent Proficient and/or Achieved a Concordant Score - 77%

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Embed SAT/ACT strategies in Math classrooms	Jakob Jarzynka	End of 1st Semester	Y	Ongoing	SAT/ACT results
ALL Senior Teachers embedding ACT Prep Strategies	Jakob Jarzynka	End of Semester	Y	Ongoing	ACT results

Proactive Approaches for Proficiency/Concordancy - Grades 9-11

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Cohort students and assign students to Admin Team to monitor them throughout the school year	Pete Gaffney	End of 1st Semester	Y	Ongoing	Student Lists
Follow-up on the group of students to see if they have taken FSA/EOC. (Collins)	Carmen Beasley	End of 1st Semester	Y	Ongoing	Student Lists

Every Student Succeeds Act Instructional Priorities

The Every Student Succeeds Act (ESSA) was enacted by the US Department of Education in 2015 requiring each state to have a plan for ensuring the achievement of all students. ESSA requires the calculation of Federal Percent of Points Index (FPPI) that measures academic achievement of student subgroups. Florida's FPPI includes student achievement data associated with the Florida Accountability school grade components and English Language Proficiency progress as measured by the ACCESS for English Language Learners 2.0 assessment.

Schools with subgroups scoring below 42% of the points possible on the FPPI, must develop targeted support plans to accelerate learning for students in these subgroups.

See data points in Quality Instruction for the subgroups listed below.

School has a subgroup scoring below 42% on the FPPI

Yes

Finding(s):

Students with disabilities

How will your school's culture and environment be monitored through the lens of behavior or discipline data?

WSHS addresses and monitors our campus very tightly. This will continue. We monitor bathrooms and hold students accountable perhaps more than other schools in this report. We ignore nothing. Each week, during our school SAFE Team meeting, we review the data and make recommendations to supervise students more efficiently and use consequences to improve student choices. We will continue to promote positive behavior on our campus through the PBS program and will look for every way to celebrate our students!

Action Plan

1st Finding

Students with disabilities

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
WSHS will work with our Teachers/Support Facilitators to focus on effective teaching and learning strategies in place that will address the learning gaps.	Teachers and Support Facilitators, Admin	May, 2022	Y	Ongoing	Student Data results

Essential Instructional Priorities

Best Practices for Inclusive Education (BPIE)

- A. Supports implementation of improved inclusive practices for students with disabilities
- B. Designed to identify priority needs and organize resources
- C. Supports development of short and long term improvement strategies
- D. Aligns with the district level BPIE

Once every 3 years, each school shall complete a Best Practices in Inclusive Education (BPIE) assessment and include improvement efforts in the school district's exceptional student education policies and procedures. The due date of the new BPIE is 3 years of less from the written date. § 1003.57, Florida Statutes

General and special education teachers use regularly scheduled collaborative planning time to clarify their roles and responsibilities while planning effective instruction and assessment for all students.	Partially Almost
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All special education teachers are full, collaborative members of a general education curriculum team.	Partially Almost
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All instructional and related services personnel use formative assessment processes and tools to gather, analyze and evaluate data about effective instruction and behavior interventions for all students with and without disabilities in general education and natural contexts.	Partially Almost
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Action Plan

Indicator 1

General and special education teachers use regularly scheduled collaborative planning time to clarify their roles and responsibilities while planning effective instruction and assessment for all students.

Strategy/ Action Item 1	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
General and special education teachers use regularly scheduled collaborative planning time to clarify their roles and responsibilities while planning effective instruction and assessment for all students.	Kejuana Carpneter, Jozette Spence, Teachers, Para Professionals	Ongoing	N	Weekly	PLC Meeting Minutes

Indicator 2

All special education teachers are full, collaborative members of a general education curriculum team.

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
All special education teachers are full, collaborative members of a general education curriculum team.	Kejuana Carpenter Jozette Spence, Teachers, Para Professionals	Ongoing	N	Weekly	PLC Minutes

Indicator 3

All instructional and related services personnel use formative assessment processes and tools to gather, analyze and evaluate data about effective instruction and behavior interventions for all students with and without disabilities in general education and natural contexts.

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
All instructional and related services personnel use formative assessment processes and tools to gather, analyze and evaluate data about effective instruction and behavior interventions for all students with and without disabilities in general education and natural contexts.	Kejuana Carpenter Jozette Spence, Teachers	Ongoing	Y	Weekly	Student Achievement Data

Professional Development Plan

PD Activity	SIP Priority	Date or Schedule	Impact on improved instruction and use of assessment data	PD Participants	# Anticipated Participants	Position(s) Responsible
PLC Meetings	12,2,3	Ongoing	INstrucional needs	School Wide	180	APs, PLC leaders
Administrative Leadership Conference	1,2,3	July 2021	Instructional/ Leadership	Admin Team	8	District Office
Department Meetings	1,2,3	Ongoing	Instructional	Department Chairs	180	APs/ Principal, Dept chairs
Faculty Meetings Conditions for Learning / Safety	1,2,3	October 2021	Conditions for Learning	School Wide	180	Principal, Admin
Restorative Practices Circles	1,2,3	Preplan and ongoing	Our instructional environment will be enhanced.	Selected teachers	30	Kenny Bevan
PLC Meetings	1, 2, 3		Instructional Needs	School-wide	180	AP's / PLC Leaders
Restorative Practices Training	1, 2, 3		Conditions for Learning	School-wide	180	Administration, Trainers
Administrative Leadership Conference	1, 2, 3	TBD	Instructional / Leadership	Administrative Team	8	District Office
Administration PD Days	1, 2, 3	TBD13	Instructional / Leadership	Administrative Team	8	District Office
Department Meetings	1, 2, 3	Yearlong	Instructional	School-wide	180	AP's / Instructional Leaders