



North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), and the Commission on International and Trans-Regional Accreditation (CITA) are accreditation divisions of AdvancED.

## Standards Assessment Report

### Winter Springs High School

130 Tuscawilla Road Winter Springs, Florida 32708

Prepared for the AdvancED Quality Assurance Review

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# Standards Assessment Report

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# Introduction & Purpose of the Report

## Introduction

### Purpose of the Report

The Standards Assessment Report is designed to serve as a valuable self-assessment and as a tool to help schools prepare for their Quality Assurance Review (QAR). The report is based on the AdvancED standards, which serve as the foundation of the accreditation process. In order to earn and maintain accreditation, schools must meet the AdvancED standards, engage in a process of continuous improvement, and host a Quality Assurance Review at least once every five years.

The Standards Assessment Report engages the school community in an in-depth assessment of each of the seven AdvancED standards. In completing the report, the school identifies the data, information, evidence, and documented results that validate that it is meeting each standard. This self assessment helps the school identify areas of strength and opportunities for improvement.

The Standards Assessment Report also serves as the primary resource for the Quality Assurance Review Team, which uses the report to prepare for the visit to the school. The team uses insights gathered from the report and information obtained during the on-site visit to provide feedback to the school and to make an accreditation recommendation.

### Structure of the Report

The Standards Assessment Report is organized by the AdvancED standards. For each standard, the report includes four sections: 1) Indicators rubric; 2) Indicators evidence; 3) focus questions; and 4) overall assessment. Each section reinforces the other sections by asking a question that builds on the prior section.

The Indicators rubric enables the school to assess the degree to which practices and/or processes are in place that indicate adherence to the standard and Indicators. For each Indicator, the school may check if the practices and/or processes are highly functional in the school, operational, emerging, or not evident. The school should use the rubric as an opportunity to ask itself challenging questions and to respond with accurate answers geared toward self-improvement. After completing the rubric, the school can quickly see areas of strength and opportunity. The section asks, "To what degree are the noted practices/processes in place?"

The Indicators evidence allows school personnel to think about the practices and/or processes being implemented and identify evidence that will support its responses to the Indicators rubric and focus questions. This section helps school stakeholders engage in a discussion about how it knows it is adhering to the standards. The section asks, "What practices/processes are being implemented, and are they effective?" or said another way, "How do we know we are doing what we say we are doing?"

The focus questions allow the school to expand on and think more deeply about the responses to the Indicators rubric. The focus questions provide an opportunity for the school to describe the systematic and systemic processes that are in place to support its ability to meet the Indicators. The section asks, "How are the

practices/processes implemented?"

The overall assessment describes how well schools are implementing practices and/or processes and the impact these practices and/or processes have on student results and overall school effectiveness. The overall assessment helps schools judge where they are in relation to each standard. The "operational" level is required in order to demonstrate meeting the standard. The section asks, "How well are we meeting the standard overall?"

Together, the Indicators rubric, Indicators evidence, focus questions, and overall assessment provide a comprehensive view of how schools address each of the standards.

## Demographics

Public/Non-public:	<b>Public</b>
School Type:	<b>High School</b>
Charter School:	
Enrollment:	<b>2182</b>
Gender at School:	<b>Co-Ed</b>
Grade(s):	<b>9,10,11,12</b>
Location Type:	<b>Suburban</b>
Gender at School:	<b>Co-Ed</b>

# Standard 1. Vision and Purpose

**STANDARD:** The school establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.

**Impact Statement:** A school is successful in meeting this standard when it commits to a shared purpose and direction. The school establishes expectations for student learning aligned with the school's vision that is supported by school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and school effectiveness. The school's vision guides allocations of time and human, material, and fiscal resources.

**Indicators Rubric:** Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

**Indicators Evidence:** For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

**Definitions of Indicators Rubric:**

<b>Not Evident</b>	Little or no evidence exists
<b>Emerging</b>	Evidence indicates early or preliminary stages of implementation of practice
<b>Operational</b>	Evidence indicates practices and procedures are actively implemented
<b>Highly Functional</b>	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

**INDICATORS:** In fulfillment of this standard, the school:

**1.1 Establishes a vision for the school in collaboration with its stakeholders:**

*Highly Functional*

Evidence Provided:

Leadership demonstrates stakeholder support

Mission Statement visible throughout school and/or district

Stakeholder perception data used to develop mission

Stakeholders are knowledgeable about vision, mission

Strategic Plans include mission

Vision, mission statements include all elements of stakeholder inclusion

**1.2 Communicates the vision and purpose to build stakeholder understanding and support:**

*Highly Functional*

Evidence Provided:

Handbooks include vision, mission

Meetings incorporate elements of vision, mission

Stakeholders are knowledgeable about vision, mission

Website/page includes vision, mission

**1.3 Identifies goals to advance the vision:**

*Highly Functional*

Evidence Provided:

Goals distributed through publications and communication

Goals that are data-driven and measurable

School improvement plan includes vision, mission

School improvement planning incorporates vision, mission

Stakeholders demonstrate involvement in and knowledge of goal setting

Strategic Plan includes vision, mission

Strategic planning incorporates vision, mission

**1.4 Develops and continuously maintains a profile of the school, its students, and the community:**

*Highly Functional*

Evidence Provided:

Community-based data

Newsletters, articles

Publications, brochures, handbooks

School Improvement Plan

School/district profile is used during parent/community meetings

School/district profile is used during staff meetings

Stakeholders demonstrate knowledge of school/district profile

**1.5 Ensures that the school's vision and purpose guide the teaching and learning process:**

*Highly Functional*

Evidence Provided:

Curriculum demonstrates alignment with vision, mission

Extra -curricular activities incorporate vision, mission

Instructional practices demonstrate alignment with vision, mission

Lesson plans demonstrate alignment with vision, mission

School Improvement Plan demonstrates alignment of vision, mission with teaching and learning

School improvement planning demonstrates alignment with vision, mission

Staff and Parent Handbooks demonstrate alignment of vision, mission with teaching and learning

Student report cards demonstrate alignment with vision, mission

**1.6 Reviews its vision and purpose systematically and revises them when appropriate:**

*Highly Functional*

Evidence Provided:

Agendas, minutes for strategic planning demonstrate review

Strategic planning process demonstrates review by stakeholders

**Focus Questions:**

***1. What is the process for establishing and building understanding of and commitment to the vision statement among stakeholders?***

Since the original mission statement was written in 1998, it has been revisited and revised several times to renew the commitment of Winter Springs High School to educate its students. Most recently, a committee composed of representatives from various stakeholder groups—parents, teachers, and administrators—deliberated over and discussed the mission statement and core beliefs. The members of the committee reached consensus that the mission statement and core beliefs have not changed. The mission statement remains as follows: "In an increasingly competitive and technological world, we at Winter Springs High School will strive for individual excellence in a collaborative community. We will value all students as unique individuals and foster their development to its full potential. We will promote an atmosphere that values diversity, stimulates responsibility, recognizes achievement, and provides challenges in a safe environment. We will graduate adults who are well prepared and motivated to meet the responsibilities of family, career, community service, and life-long learning." This mission statement is based on our core beliefs:

- Each student is a valued individual with unique physical, social, emotional, and intellectual needs.
- All students are capable of learning to their potential.
- Students need to develop a deep understanding of essential knowledge and skills, apply their learning to solve problems, and produce high-quality work.
- A safe and supportive learning environment promotes student achievement.
- All students are responsible for their own actions and are obligated to contribute positively to school and society.

This mission statement and core beliefs appear on the school website and in classrooms and other public areas throughout the campus. The mission statement also appears in the student planner. The administrative team uses these guiding principles at the beginning of the school year to direct the annual instructional goals. They share these goals with and entrust them to the faculty and staff during faculty pre-plan orientation meetings. The staff development coordinator also considers the vision statements when establishing the calendar of in-service opportunities.

***2. What is the school's process for developing a profile and systematically maintaining and using information that describes the school, its students, and their performance?***

Winter Springs High School collects and uses a broad range of statistical data. These data include internal testing results, like those produced from SRA and lexile diagnostic testing; progress monitoring instruments in the areas of reading, math, writing, science; external testing results, like those produced from the administration of AP, SAT, PSAT, ACT, and FCAT exams; demographic information; and results of school climate surveys submitted by representatives from the different stakeholder groups.

Statistical data help guide classroom instruction. The principal makes extensive use of student and school performance data to set the school's yearly goals, which he shares with the collected staff during pre-plan in his "State of the School" presentation. At the beginning of the new school year, the guidance department staff coordinates information with the classroom instructors to ensure that individual students with varying exceptionalities receive accommodations that will serve to maximize their learning. Teachers use the Seminole County Public School database, the ESPP (Electronic Student Performance Profile), to access the testing performance data available for every SCPS student which empowers them to tailor their instruction accordingly. Guidance counselors use student performance data to help students select classes. Administrators conduct periodic data summits with individual teachers to ensure that every student receives the support necessary to learn to his potential.

Many of these metrics are published annually in the official school profile—a document published in both print and web-based formats. This profile describes the general composition of the various elements of the school partnership: the community, the faculty and staff, and the student body. A broad variety of more subjective evidence of school and student historical performance appears in an archive on the school website.

***3. How does the leadership ensure that the school's vision, purpose, and goals guide the teaching and learning process?***

The administration, along with various student, teacher, and community volunteers, uses the School Advisory Council (SAC) to implement the school's vision, purpose, and goals through the School Improvement Plan (SIP). The SAC also plays a vital role in deciding budget items that support the pursuit of the vision, purpose, and goals in individual classrooms through the awarding of grants that enable programs aligned with the directives of the SIP.

In addition to the measures outlined in #2 above, members of the administrative team guide and review each teacher's Individual Professional Development Plan (IPDP) to ensure that teachers are using objective measurements aligned with the school's guiding principles to drive classroom focus. Administrators conduct weekly classroom visitations to observe classroom management and implementation of objectives. Administration also conducts appraisals of the teaching and learning process, employing formal, contractually-

directed faculty evaluations and periodic reviews of lesson plans that, coupled with informal classroom observations and department meeting participation, ensure that the school's vision is realized in the school's instruction. For the last several years, administrators have compiled for teachers data on their students. This data has been organized in graphs as well as individual student data. Mini-data conferences are held among administrators, teachers and counselors to discuss data and trends.

***4. What process is used to ensure that the vision and purpose of the school remain current and aligned with the school's expectations for student learning and school effectiveness?***

The administrative staff, the SAC, and the Accreditation Committees meet with regularity to review past performance indicated by all manner of information as described above. These meetings guide the school's goal setting process. Moreover, they facilitate both any necessary recalibration of the school's guiding statements to the current shared vision and any necessary refocusing of the school's actions in pursuit of that shared vision. These review processes publish their findings to the entire array of the school's educational partners through a variety of media. This exposes the school's self-examination regime to as wide an audience as possible. Such broad scrutiny strengthens the alignment process and helps maximize student learning and school effectiveness.

**Overall Assessment:**

**Highly Functional:** The school has achieved a wide commitment by all groups of stakeholders to a shared purpose and direction. The school has clearly defined expectations for student learning aligned with the school's vision that is fully supported by school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and school effectiveness. The school's vision guides allocations of time and human, material, and fiscal resources. The preponderance of the evidence supports an overall assessment of "highly functional" and is substantiated in the responses to the Indicators Rubric.

## Standard 2. Governance and Leadership

**STANDARD:** The school provides governance and leadership that promote student performance and school effectiveness.

**Impact Statement:** A school is successful in meeting this standard when it has leaders who are advocates for the school's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The school's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

**Indicators Rubric:** Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

**Indicators Evidence:** For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

### Definitions of Indicators Rubric:

<b>Not Evident</b>	Little or no evidence exists
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<b>Highly Functional</b>	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

**INDICATORS:** In fulfillment of this standard, the school operates under the jurisdiction of a governing board that:

### 2.1 Establishes policies and procedures that provide for the effective operation of the school:

*Highly Functional*

#### Evidence Provided:

Agendas, minutes of governing authority meetings

Governance Policy handbook: board, district, school

Governing authority affirms understanding of their role in the operation of the school/district

Local, state, and federal policy handbooks

Organizational chart

Procedural policies: emergencies, contact information, calling tree, discipline, due process, logistics, placement and transfer

Staff and students affirm their understanding of emergency and operational procedures

Staff and/or student handbooks

Stakeholders affirm understanding of operational procedures

Students and staff affirm their understanding of discipline policies and due process

**2.2 Recognizes and preserves the executive, administrative, and leadership prerogatives of the administrative head of the school:**

*Highly Functional*

Evidence Provided:

Governing Board Policies demonstrate leadership prerogatives

Organizational chart

Policies demonstrate protocols for remediation and due process

Roles and responsibilities of governing board, advisory councils, and ad hoc committees are clearly outlined

Staff are knowledgeable about leadership prerogatives

Staff are knowledgeable about organizational chart

Staff demonstrate knowledge about due process

**2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations:**

*Highly Functional*

Evidence Provided:

Documentation of access to legal counsel

Documentation of adherence to ethical business practices

Documentation of compliance with all regulations regarding copyright law, intellectual property, and international restrictions

Documentation of resolutions of any complaints

Documentation of State and Federal Compliances and Assurances, including NCLB/Title I, EEO, Title IX

Documentation of utilization of all requirement elements of curriculum standards

Documentation with all regulations that apply to accreditation by NCA CASI, SACS CASI, or AdvancED

Staff are knowledgeable about access to legal counsel

Staff are knowledgeable about curriculum standards

Staff demonstrates use of curriculum standards in the teaching and learning process

Staff responsible for the implementation of state and/or federal programs are knowledgeable about compliance

Stakeholders affirm compliance with Equal Employment Opportunity practices and procedures

Stakeholders affirm compliance with ethical business practices

Stakeholders are involved in the establishment and monitoring of adherence to all regulations

**INDICATORS:** In fulfillment of this standard, the school has leadership that:

**2.4 Employs a system that provides for analysis and review of student performance and school effectiveness:**  
*Highly Functional*

Evidence Provided:

Record of student performance data analysis

Student database management system

Student performance data are used during staff meetings

Student performance data are used for extra-curricular planning

Student performance database for formative assessments

**2.5 Fosters a learning community:**

*Highly Functional*

Evidence Provided:

All stakeholders are knowledgeable about the rules of engagement and behavior

Artifacts displayed throughout the school/district demonstrate inclusion of all stakeholder communities

Professional learning plan includes all stakeholders

Rules of appropriate engagement and behavior are prominently displayed

Stakeholders affirm a sense of belonging and engagement

Website provides forum for feedback and dialogue

**2.6 Provides teachers and students opportunities to lead:**

*Highly Functional*

Evidence Provided:

Accreditation team members are representative of staff and students

Agenda and minutes of meetings demonstrate shared leadership with staff

Organizational chart demonstrates shared leadership responsibilities

Policies for staff/student leadership opportunities outside the school/district environment

Staff affirm their involvement in shared leadership opportunities

Staff and students affirm their involvement in the accreditation process

Student governance is formalized with bylaws, policies, and procedures

Students are involved in student governance

**2.7 Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership:**

*Operational*

Evidence Provided:

Accreditation team members are representative of stakeholder groups

Calendar, agendas, minutes of stakeholder meetings

Committee members are representative of all stakeholder groups

Parent/community compacts

Stakeholders affirm their involvement in the accreditation process

Stakeholders affirm their involvement in the decision-making process

Stakeholders affirm their involvement on committees

**2.8 Controls curricular and extracurricular activities that are sponsored by the school:**

*Highly Functional*

Evidence Provided:

Policy demonstrates roles, responsibilities, and compensation for staff responsible for co-curricular and extra-curricular organizations, events, and activities

Record of co-curricular organizations and activities: calendars, membership, sponsors

Record of extra-curricular events and activities: calendars, rosters, chaperones

Staff and students affirm involvement in co-curricular organizations and activities

Staff and students affirm involvement in extra-curricular events and activities

**2.9 Responds to community expectations and stakeholder satisfaction:**

*Operational*

Evidence Provided:

Record of Advisory Committee: calendars, membership, minutes

Stakeholder survey data

Stakeholders affirm that leadership hears and acts upon their suggestions and recommendations

**2.10 Implements an evaluation system that provides for the professional growth of all personnel:**

*Highly Functional*

Evidence Provided:

Documentation of salary schedules

Handbooks demonstrate staff evaluation system

Policies demonstrate evaluation criteria, timelines, and termination processes

Policies demonstrate professional growth opportunities

Professional development plan for all staff

Staff are engaged in professional learning opportunities

Staff are knowledgeable about opportunities for professional growth

Staff are knowledgeable about their evaluation criteria and timeline

Walk-about demonstrate review of instructional practices

**Focus Questions:**

***1. What is the process for establishing, communicating, and implementing policies and procedures for the effective operation of the school?***

Winter Springs High School follows the Seminole County Public Schools handbook and guidelines and the contracts between the school board its employees. At the beginning of each school year, faculty and staff are provided with the above information as well as the WSHS Staff Handbook. They are also made aware of the availability of all of these documents on the server.

Policies and procedures particular to WSHS are presented to the faculty and staff each year. Employees new to WSHS are assembled on a separate day prior to pre-plan for an orientation. Administrative staff are introduced, procedures outlined, technology training provided and a tour of the campus by student leaders conducted. New staff are also assigned a peer teacher.

Information essential to all stakeholders is disseminated through a variety of other means which include the following: The Bear Necessities newsletter, Blackboard, WSHS website, ListServe and The Monday Growl for faculty and staff.

New information and updates are shared at the monthly faculty meetings, department chair and department meetings. An open door policy exists at WSHS as teachers and staff members feel comfortable bringing issues to the administration for consideration. Parents can gain easy access to any administrator or guidance counselor through appointments and often drop by.

Teachers also discuss issues within their articulation groups which meet at least once a month. A representative

then presents any concerns or often research to the administration.

An organizational chart is available to all stakeholders.

***2. What process does the school's leadership use to evaluate school effectiveness and student performance?***

Administrators, guidance counselors, the reading coach and teachers use a wide variety of data to evaluate school effectiveness and student performance. The most prominent instrument is test data. Progress monitoring assessments are administered periodically throughout the year in the areas of reading, writing, math and science. Data from these are studied and shared with pivotal stakeholders. Data from the following tests are used to evaluate student performance: FCAT, PSAT, SAT, ACT, CPT.

In addition to these instruments, teachers self-evaluate through their Individual Professional Development Plans and their own students' data. Administrators monitor teacher performance through perusal of lesson plans, walk-throughs, conferences and formal observations. The Reading Coach provides support and facilitation with implementation of learning strategies and interpretation of data. Evaluative tools are inherent in the research-based programs used in the intervention courses, i.e. READ 180, Rewards, CPM.

Of course, each year, all school staff members evaluate effectiveness through the analysis of FCAT data, AP scores, graduation rate and other objectives set in the School Improvement Plan.

Parent, student and staff feedback is measured through the yearly School Climate Surveys.

***3. In what ways are stakeholders, including staff, given opportunities to provide leadership and to contribute to the decision-making process?***

WSHS with its open door policy always welcomes input from all stakeholder groups and provides many avenues for these groups to contribute to the decision-making process.

First, the WSHS Student Leadership Group is well-established and renowned throughout the district and area. Students apply to be part of the 35+ member Student Government Association class which meets daily as a course. This group plans every event on campus that involves all student clubs, classes and groups. They participate in the district student government activities. Their input is regularly sought by the administration and they feel free to present their ideas and concerns on an ongoing basis.

There are many parent/community groups within WSHS. These include PTSA, SAC, Parent Booster Organizations, Business Partners. Matters are often brought before these various groups and they in turn bring issues and concerns to the attention of the administration.

Teachers fulfill many different leadership roles. These include department chairs, class and club sponsors, athletic coaches, committee chairs, reading coach, technology facilitator, network specialist, media specialist. There are regular meetings and communications with these individuals to discuss concerns and to disseminate information. Teachers also have an established Building Committee that meets regularly to represent the concerns of all faculty and staff members. The Building Committee presents these concerns to the administration following every meeting. The principal communicates to the faculty and staff a response to each issue.

***4. What policies and processes are in place to ensure equity of learning opportunities and support for innovation?***

WSHS encourages all students to challenge themselves academically. There is an open enrollment policy for all

courses, especially honors level and Advanced Placement. Students are advised by their teachers and counselors in regard to proper placement in courses and levels, but no child is restricted from trying as long as prerequisites are met.

As an Exceptional Student Education center offering programs for all exceptionalities, Winter Springs High School has worked hard to provide adequate support for these students. Students are mainstreamed into as many courses as they and their parents feel they can handle. To support these efforts, we offer support facilitation and co-teaching in all of the academic areas. Student study teams meet regularly and IEP's are current and provided for appropriate personnel.

WSHS offers a comprehensive ESOL program which includes a research-based reading program and math program for those ESOL students who have not passed the FCAT.

Free supportive services are offered to all students who are experiencing difficulties in academic areas. There is twice weekly math tutoring, English tutoring, these offered by faculty and honor society students. Also peer counseling, New Horizons substance abuse counseling and Safe School Ambassador counseling are available for students needing those services.

Teachers are always encouraged to explore new techniques. A variety of support is available for professional development opportunities. WSHS teachers are experts in the use of technology and are constantly sharing with others both here and at other schools. Many of our teachers use the following on a regular basis: 21st Century Classroom, Tools Brain Pop, Poll Everywhere, Google Docs, Animoto, Slide Share, iPod Flashcards, and Lit Circles/Podcasting, Twitter, the Document Reader, InterWrite pads, and many other technology tools.

Finally, an atmosphere of collegiality and innovation is fostered through designating many early-release Wednesdays as teacher articulation days. Teachers form their own articulation groups and utilize this time as well as working lunches and other opportunities to share and develop plans, strategies and assessments.

### **Overall Assessment:**

**Highly Functional:** The school has leaders who are advocates for the school's vision and improvement efforts. The leaders provide direction, lend support, and systematically allocate resources for systemic and sustainable implementation of curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders ensure collaboration and shared responsibility for school improvement among stakeholders with clearly defined expectations for each stakeholder group. The leaders provide stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership. The school's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation and are deeply embedded in the way the school functions. The preponderance of the evidence supports an overall assessment of "highly functional" and is substantiated in the responses to the Indicators Rubric.

## Standard 3. Teaching and Learning

**STANDARD:** The school provides research-based curriculum and instructional methods that facilitate achievement for all students.

**Impact Statement:** A school is successful in meeting this standard when it implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

**Indicators Rubric:** Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

**Indicators Evidence:** For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

### Definitions of Indicators Rubric:

<b>Not Evident</b>	Little or no evidence exists
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<b>Highly Functional</b>	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

**INDICATORS:** In fulfillment of this standard, the school:

### 3.1 Develops and implements curriculum based on clearly defined expectations for student learning: *Highly Functional*

Evidence Provided:

Communication of NCLB performance targets

Curriculum pacing guides

Formative assessments: quarterlies, etc.

Graphs, charts, displays of student learning goals

Individualized Development Plans

Lesson plans that indicate learning objectives

Master schedule

Policy on credit requirements for program completion

Policy on grading criteria

Special program promotion, completion requirements

Staff can articulate curriculum sequencing and grouping

Staff can articulate student learning expectations

Staff meet regularly to discuss student progress and remediation

Staff meetings highlight discussions of student learning expectations

Student Handbook outlines student learning expectations

Students affirm their knowledge of what is expected of them

Syllabi or course catalogues

Textbooks are aligned to learning goals, curriculum

**3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning:**

*Highly Functional*

Evidence Provided:

Course syllabi outlining criteria for student involvement

Lesson plans that show how students are involved in establishing their own learning goals

Master schedule

Peer editing

Samples of student work

Staff meet to share student work

Student discussion groups

Student mentoring programs

Students affirm their involvement in their own learning

**3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices:**

*Highly Functional*

Evidence Provided:

Assessment data

Course evaluations

Grade reports

Professional development calendar and topics

Staff can identify research used to align instruction

Staff meet to analyze data and align instruction

Staff meet to review current research

Staff meetings regularly include data analysis

Surveys

Transcripts, certificates

**3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice:**

*Highly Functional*

Evidence Provided:

Lesson plans

Professional development calendar and topics

Professional learning opportunities focus on best practice instruction

Staff meet to share best practices

Staff meetings regularly include discussions about effective instructional design and delivery

Student display of project-based learning opportunities

Student portfolios

Variety of instructional design and delivery strategies

**3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity:**

*Highly Functional*

Evidence Provided:

Curriculum includes attention to diversity

Graduation requirements

Master schedule

Policies that reflect attention to issues of equity

Promotion, graduation criteria

Staff are knowledgeable about state and national curriculum standards

Staff are representative of the school and community demographics

Standards-based curriculum: state and national standards

Students affirm that there are opportunities to excel

**3.6 Allocates and protects instructional time to support student learning:**

*Highly Functional*

Evidence Provided:

Instructional calendar: days, hours

Lesson plans are followed during teacher absence

Master schedule

Policies and guidelines that demonstrate that all program requirements are met

Policies demonstrate that substitute teachers are responsible for delivery instruction

Staff affirm that their instructional time is protected

There are few instructional interruptions: PA system, visitors, etc.

**3.7 Provides for articulation and alignment between and among all levels of schools:**

*Operational*

Evidence Provided:

Agendas, minutes of staff meetings indicating vertical and horizontal articulation

Content-specific staff are knowledgeable about each other's course syllabus

Policies and guidelines granting dual-credit, transfer of credit

Staff are knowledgeable about student learning expectations of previous and subsequent grade levels

Transition policies

**3.8 Implements interventions to help students meet expectations for student learning:**

*Highly Functional*

Evidence Provided:

After-school programs

Counseling programs: curriculum, schedules, staffing

Individualized Development/Career Plans

Online support

Policies for student orientation, interventions, remediation

Schedule of opportunities, activities that support special learning needs

Staff affirm that there are multiple opportunities for students to get support

Students affirm that they have opportunities to explore their interests and career options

Students affirm that they have opportunities to get support for their school experience

Supplemental educational services: NCLB tutorial

**3.9 Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning:**

*Highly Functional*

Evidence Provided:

Curriculum reflects attention to issues of school climate

Database of student behavioral incidents

Parents/community indicate that the school/district focuses on positive school/district climate

Peer intervention programs; peer counseling

Policies for student behavior, remediation, due process, appeals

Staff affirm that they are involved in promoting positive school climate

Staff meetings provide time for discussions about climate

Stakeholder satisfaction survey data

Students affirm that they are involved in promoting positive school climate

Team-teaching is a regular part of the instructional program

**3.10 Provides comprehensive information and media services that support the curricular and instructional programs:**

*Highly Functional*

Evidence Provided:

Budget allocating appropriate funds for media services

Calendar and schedule of media services to students

Facilities map indicating media services location

Labor agreement that outlines media services responsibilities

Media services staff demonstrate the use media resources to support student achievement

Staff affirm the use of media services in their curriculum and instructional programs

Staffing chart demonstrating allocation of appropriate media staff

Students and staff affirm their involvement in media services program

**3.11 Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program:**

*Highly Functional*

Evidence Provided:

Budget allocating appropriate funds for technology - software, hardware, and infrastructure

Calendar and schedule of technology services to students

Facilities map indicating technology services/lab

Staff affirm that technology supports their curriculum and instructional programs

Staffing chart demonstrating allocation of appropriate technology staff

Students and staff affirm that technology is embedded within the teaching and learning process

Technology staff/services demonstrate their involvement in support of student achievement

**Focus Questions:**

***1. How does the school ensure that the curriculum, instructional strategies, and assessments are aligned and articulated across grade levels in support of the expectations for student learning?***

All teachers are provided the standards and benchmarks particular to their courses and the No Child Left Behind performance targets.

To foster an atmosphere of support and articulation, teachers' classrooms are assigned based on subject and grade level taught. For instance, all 10th grade English and reading teachers are clustered into one hallway, chemistry teachers are clustered to share a common storage/work area, grade level math teachers are clustered into their own hallway. This has built collegiality with common goals. Teachers have Blackboard websites which can be accessible not only to students, parents and administrators, but to their peers as well.

Periodic and frequent early release Wednesdays are designated for teacher articulation. Articulation groups are formed early in the school year. On those articulation Wednesdays, teachers meet and write a short summary of what they discussed and planned. These reports are submitted to the administrator in charge of professional development. Teachers are also encouraged to articulate for cross-curricular planning. Many like subject area teachers articulate to create common assessments, to share reading strategies, to develop similar grading rubrics.

Teachers must submit weekly lesson plans which include Sunshine State Standards, appropriate benchmarks and objectives. Administrators file these plans and check to see if the standards are evident. In weekly walk-throughs, they observe classes to monitor strategies, curriculum and adherence to the lesson plans and the standards.

Winter Springs High School developed an action plan for the 2009-2010 year which includes every department and staff member. To offer assistance in carrying out this action plan, WSHS offers its own workshops throughout the year to teach learning and reading strategies to teachers of all content areas and opportunities to attend other professional development training such as Advanced Placement, cooperative learning, differentiated instruction.

Goals and strategies are monitored also through the administration of Progress Monitoring Assessments in the areas of reading, writing, math and science.

***2. In what ways does the school ensure the implementation of research-based instructional strategies, innovations, and activities that facilitate achievement for all students?***

There is a strong commitment on the part of the administration to offer support to teachers for professional development training. All of the Advanced Placement teachers have attended College Board workshops. Most recently math teachers have received training in CPM; reading teachers in READ 180, SRA and SOAR; foreign language teachers in the use of supplemental materials with their new textbooks. Some teachers have also participated in Kagan Cooperative Learning workshops, training in the 6 Traits of Writing and sessions on Differentiated Instruction.

Teachers may access technology training through podcasts, webinars, and other online resources. They are adept in the use of Blackboard, College Board resources and many other training opportunities through the web. WSHS's teachers often offer their own workshops after school, on teacher workdays, in pre and post planning during which they present instructional strategies, the latest technology and best practices. The WSHS media center contains valuable professional resources.

In the math and reading intervention programs, district officials schedule periodic visits to ensure fidelity to the research-based programs. Consultants from those programs have also visited classrooms. WSHS administrators conduct weekly walk-throughs and communicate regularly with teachers to discuss the implementation of all of our programs.

Winter Springs High School has implemented the ESE inclusion model with support facilitation and co-teaching in full operation. A research-based reading program in ESOL has been implemented.

***3. What processes are implemented to ensure that teachers are well-prepared and effectively implementing the curriculum?***

Teachers are afforded frequent opportunities to articulate with each other about the implementation of the standards, their own strategies and their best practices. They are encouraged to continue to articulate, to visit each other's classrooms and to share methods. Their close classroom proximity fosters this.

At the beginning of each year, administrators and department chairs ensure that all teachers have information regarding standards and benchmarks, testing data and school and district goals. They receive the Staff Handbook, District Handbook, FCAT guidelines, and other important data. Teachers have access to ESPP (Electronic Student Performance Profile), a district information system that provides student test data. Most recently, they have been provided with additional student data through a new district instrument Performance Matters.

Administrators check weekly lesson plans, periodically view teachers' Blackboard sites, conduct weekly walk-throughs to ensure that curriculum is being effectively implemented.

Department chairs plan during the summer and order appropriate supplies and textbooks so that all materials are ready for the opening of school.

A building committee of teachers meets regularly to discuss problems and hindrances to meeting their objectives. These concerns are submitted to the administration which responds with solutions and recommendations.

***4. How does the school provide every student access to comprehensive information, instructional technology, and media services?***

Winter Springs High School has comprehensive access to technology. All teachers have computers in their classrooms with Internet access. Many classrooms have computer stations for student use. To supplement this need, there is access to mobile and stationary computer labs. Textbooks offer websites to which students and teachers have access and which can provide supplemental exercises for students to increase comprehension.

The school employs a full-time network specialist and a full-time technology facilitator. These people ensure that all systems are available and operational. They also offer training to facilitate the use of technology in the classroom.

WSHS has funded sites like turnitin.com and Brain Pop. It has also dedicated funds to be used on technology in the classrooms, such as Interwrite pads, document cameras, LCD projectors with wireless controls, live streaming videos and Smartboards. A podcasting station is established in the technology facilitator's office.

Students can enroll in elective courses which utilize advanced technology and work with advanced programs, i.e. Photoshop, InDesign. Each student has an account in Blackboard which offers access to teachers' individual websites.

One full-time media specialist and one full-time media assistant oversee the school media center which is open for student use before and after school and during lunches. Students view daily announcements advertising events and curricular issues through closed-circuit TV and our WBER news station. They also receive information via the school newspaper The Bear Truth. Students, parents and community members can stay informed with the school website which is updated daily. They can also sign up for the school ListServe to receive important updates via email.

**Overall Assessment:**

**Highly Functional:** The school implements a curriculum based on clear and measurable expectations for student learning that provides multiple opportunities for all students to acquire requisite knowledge, skills, and attitudes. The school has a formalized process to align instructional practices with the curriculum and demonstrates results through systemic and sustainable implementation across the school. Teachers use proven, research-based, instructional practices that actively engage students in the learning process and encourage students to take ownership of their learning. Teachers consistently provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students frequent feedback using a variety of methods to improve their performance. The preponderance of the evidence supports an overall assessment of "highly functional" and is substantiated in the responses to the Indicators Rubric.

## Standard 4. Documenting and Using Results

**STANDARD:** The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.

**Impact Statement:** A school is successful in meeting this standard when it uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to school leaders, teachers, and other stakeholders in understanding student performance, school effectiveness, and the results of improvement efforts.

**Indicators Rubric:** Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

**Indicators Evidence:** For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

### Definitions of Indicators Rubric:

<b>Not Evident</b>	Little or no evidence exists
<b>Emerging</b>	Evidence indicates early or preliminary stages of implementation of practice
<b>Operational</b>	Evidence indicates practices and procedures are actively implemented
<b>Highly Functional</b>	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

**INDICATORS:** In fulfillment of this standard, the school:

**4.1 Establishes performance measures for student learning that yield information that is reliable, valid, and bias free:**

*Highly Functional*

Evidence Provided:

All stakeholders are knowledgeable about behavioral standards

All stakeholders are knowledgeable about grading and appeals

All stakeholders are knowledgeable about learning expectations and targets for student performance

Assessment system that records multiple assessments

Assessment system that safeguards validity, confidentiality, identification

Database that records graduation, completion, GPA, placement, retention rates

Policies that outline targets for behavioral standards: attendance, discipline

Policies that outline targets for student performance and are aligned to state/national standards

Special database for career preparation, special education, bilingual education programs

Staff affirm the use of multiple measures for student performance

Staff use data to inform their practice

Student/Staff Handbook that outlines grading scales, syllabus criteria, and appeal process

**4.2 Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning:**

*Operational*

Evidence Provided:

Agendas, minutes from staff meetings indicate utilization of data systems

Calendar of assessment activities

Data graphs, charts display student performance expectations

Examples of student work are prominently displayed

Online assessment system

Policies outline administration of multiple assessments and their purpose

Record of multiple assessments administered, including program-specific required assessments

Staff meet regularly to discuss student work

Staff utilize assessment data for the purpose of instructional and program planning

Stakeholders are familiar with the administration and purpose of multiple assessments

Stakeholders are knowledgeable about the assessment schedule

Stakeholders implement multiple assessment system

Students affirm knowledge about their learning expectations

The development and administration of multiple assessments consider limited-language learners, students with disabilities, and multiple learning styles

**4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes:**

*Highly Functional*

Evidence Provided:

Criteria for evaluation of staff performance include the use of data for instructional planning

Criteria for feedback on performance

Staff affirm their understanding of how data are used to evaluate their effectiveness

Staff are knowledgeable about how to use student performance data for the purpose of instructional planning

Staff demonstrate the use of data when planning instruction, through vertical and horizontal articulation

Staff Handbook outlines expectations about the use of student performance data for instructional planning

Student performance data reports, charts, graphs indicate system-wide use of data for instructional planning

**4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance:**

*Highly Functional*

Evidence Provided:

Data from community/business

Data from multiple surveys indicate wide scale use of data to analyze instructional and organizational effectiveness

Database that records graduation, post-graduate engagement

Staff utilize business and community data to guide program planning

Staff utilize perception data from surveys to guide program planning

**4.5 Communicates the results of student performance and school effectiveness to all stakeholders:**

*Operational*

Evidence Provided:

Agendas, minutes from meetings where student performance and school effectiveness were highlighted

Criteria that establishes student performance data as a component of parent-teacher conferences

Newsletters demonstrate communication of student performance and school effectiveness

Stakeholders affirm their familiarity with student performance and organizational effectiveness

Stakeholders affirm their involvement in meetings in which the topic of student performance and organizational effectiveness were highlighted

**4.6 Uses comparison and trend data of student performance from comparable schools in evaluating its effectiveness:**

*Highly Functional*

Evidence Provided:

Reports that outline comparable data analysis - across programs

Reports that outline comparable data analysis - across schools, districts, states, nationally

Staff affirm their involvement in meetings in which comparative data were highlighted

**4.7 Demonstrates verifiable growth in student performance:**

*Operational*

Evidence Provided:

Data reports disaggregate student performance growth

Data reports include behavioral and environmental data

Data reports utilize identified growth model that is valid, reliable, and psychometrically appropriate

Data reports verify growth in student performance

Staff can identify reasons why student performance has increased/decreased

Staff can identify strategies for increasing student performance

Stakeholders can speak to and support the growth data

**4.8 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations:**

*Highly Functional*

Evidence Provided:

Policies that outline the conditions for safeguarding and transferring transcripts

Policies that safeguard accuracy and security of all data

Reports that satisfy local, state, and national requirements

Staff affirm their comfort with the level of data accuracy and security

Stakeholders are knowledgeable about the conditions under which transcripts are safeguarded and transferred

Stakeholders indicate that they have seen reports that satisfy local, state, and national requirements

**Focus Questions:**

***1. How is the assessment system currently used in your school to analyze changes in student performance?***

Winter Springs High School utilizes a variety of assessment tools to analyze student performance. In the areas of reading, writing, science and math, Progress Monitoring instruments and procedures are in place. For the past several years WriteScore has been purchased and administered three times a year to measure the progress of all 9th and 10th grade students in the areas of reading and writing. After each administration, teachers have met with the Reading Coach and with the supervising administrator to analyze their students' performances. Likewise WriteScore has been used in the area of science to assess the progress of all 11th grade students. Science teachers have met with each other and with the supervising administrator to analyze this data. Math teachers have

administered twice a year a Seminole School District instrument to measure their students' skills. They have met as well in groups and with their supervising administrator. In addition to this progress monitoring, all students take the SRI (Scholastic Reading Inventory) several times during the year to assess their lexile levels and the Oral Reading Fluency to determine their reading fluency.

Through the district SASI and ESPP student information systems, teachers can access their own students' FCAT, SRI and ORF scores. Teachers may also access PSAT, SAT, ACT and Advanced Placement scores on all of their students.

Teachers use all of the above data to determine placement and grouping into various levels for each content area. All of the above reading scores are used to properly place students into one of several options of reading intervention.

Teachers, counselors and administrators study students' progress reports and their nine weeks' and semester grades to measure progress.

***2. What are you doing to ensure that assessment results are timely, relevant, and communicated in a way that can be used by teachers, students, parents, and external stakeholders to aid the performance of individual students?***

In previous years, the major source for accessing student data has been through the ESPP (Electronic Student Performance Profile System) available through the Seminole County Public Schools information system. This year a new product has been purchased and instituted -- Performance Matters. Each administrator and the Reading Coach received training at the beginning of this school year in the many aspects of Performance Matters. Several refresher courses have been offered and all administrators and the Reading Coach have navigated through this system to access student and school data. Eventually all student performance data will be available through this system, i.e. FCAT, SAT, ACT, etc.

As soon as FCAT results are sent from the state, these are made available to teachers. Teachers also have immediate access to PSAT, SAT, ACT and AP scores. When disaggregated data are available to the school, this information is shared with teachers.

Progress monitoring results are also made available to teachers as quickly as these are delivered to the school.

This school year has brought changes in the progress monitoring assessment tools. With budget constraints, WriteScore has become financially prohibitive. Seminole County has, however, created some alternative tools. District assessments have just been administered in writing, math and science. Math and science student tests have been delivered to the district for scoring. Writing samples were just scored by WSHS teachers. All of this data will be available to teachers soon. Despite the problems with the newly adopted FAIR assessment, nearly all of WSHS students' have been tested. Results, hopefully, will be forthcoming.

Parents have access to their students' data through a number of means. They can access their child's grades through PIN (Parent Information Network); they can check their child's assignments through teachers' websites on Blackboard; they receive test results through information sent home. Over half of WSHS parents receive frequent email updates on important issues through ListServe. The school website is updated daily and many of the WSHS parents avail themselves of the opportunities for parent/teacher conferences. In addition, many of the teachers have automatic emails sent home to parents apprising them of progress grades and several teachers utilize Twitter and have interactive websites.

***3. How are data used to understand and improve overall school effectiveness?***

Data from many sources are used to drive almost all aspects of Winter Springs High School. First and foremost is FCAT data. As soon as this is released, scores are used for placement of students into intensive reading and math courses. ORF scores are used for placement into the particular reading intervention. Teachers study individual and overall scores and percentages in each of the math, reading and science strands. This information determines curriculum and strategies.

Advanced Placement scores and individual skill percentages are provided to the AP teachers who analyze this information to influence their curriculum decisions and planning. Teachers also use SAT and ACT data to determine areas that need attention within their content areas.

Reading teachers keep data notebooks with essential information on each of their students. They share this individual data with each of their students to ensure that students understand their own learning and progress.

Administrators meet during the summer to analyze overall and disaggregated data on each of the subgroups. After careful study and discussion with representative teachers, they formulate an action plan for the year. The objective is to improve student performance in every subgroup. The overall driving force is the core belief that all students can learn and that no child should be left behind.

Of course, FCAT, AP, graduation rate, discipline data are used in developing the School Improvement Plan each year. Each teacher also uses the data available to write their Individual Professional Development Plans.

#### ***4. How are teachers trained to understand and use data in the classroom?***

In past years, supervising administrators met with departments and other small groups of teachers to look at teachers' class data. They helped teachers interpret and understand the data and guided them in designing their curricula and strategies based on students' needs. This school year each supervising administrator met with individual teachers to review their data. Each teacher was given a chart produced from Performance Matters. This color-coded chart contained percentages of each of their students' performances in each of the reading, math and science FCAT strands. There was discussion between the administrator and teacher about the implications for instruction.

Also in the past, staff development has been offered to guide teachers in the use of ESPP so that they could access FCAT, SRI, ORF, math and science data on their students. Many of WSHS teachers are adept in navigating this system.

Assessment data is utilized by all programs throughout the school including but not limited to: reading and math intervention classes, ELL services, ESE services, test prep courses, school improvement, college readiness, etc.

At least one early release Wednesday a month is designated as an articulation day. On this day, teachers meet in self-appointed articulation groups to study data and plan together. Teachers articulate content and strategies, develop common assignments, labs, projects and tests to improve student performance.

**Overall Assessment:**

**Highly Functional:** The school uses a comprehensive assessment system based on clearly defined performance measures that yield valid and reliable results, including multiple measures of individual student achievement that assess higher order thinking skills and are of adequate technical quality. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, design and improve instructional strategies and practices, and determine interventions to improve and enhance student performance. The assessment system yields timely and accurate information that is meaningful and useful to school leaders, teachers, and other stakeholders in understanding student performance, school effectiveness, and the results of improvement efforts for individual students and groups and subgroups of students. The preponderance of the evidence supports an overall assessment of "highly functional" and is substantiated in the responses to the Indicators Rubric.

## Standard 5. Resource and Support Systems

**STANDARD:** The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

**Impact Statement:** A school is successful in meeting this standard when it has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The school employs and allocates staff that are well qualified for their assignments. The school provides ongoing learning opportunities for all staff to improve their effectiveness. The school ensures compliance with applicable local, state, and federal regulations.

**Indicators Rubric:** Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

**Indicators Evidence:** For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

### Definitions of Indicators Rubric:

<b>Not Evident</b>	Little or no evidence exists
<b>Emerging</b>	Evidence indicates early or preliminary stages of implementation of practice
<b>Operational</b>	Evidence indicates practices and procedures are actively implemented
<b>Highly Functional</b>	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

**INDICATORS:** In fulfillment of this standard, the school:

### 5.1 Recruits, employs, and mentors qualified professional staff that are capable of fulfilling assigned roles and responsibilities:

*Operational*

#### Evidence Provided:

Agendas, minutes, decisions for IEP meetings

Appropriate space is provided for special need support programs

IEP: Individualized Education Plans

Personnel policies ensuring appropriate hiring practices

Personnel policies ensuring certification, licensure, evaluation, training

Professional learning opportunities

Program descriptions: Special Needs Populations

Schedules

Staff can affirm that special needs students receive needed support

Staff Handbook

Staff schedules and assignments

Student Handbook

**5.2 Assigns professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge, and experience):**

*Operational*

Evidence Provided:

Labor agreement

Personnel policies ensuring appropriate placement

Personnel policies ensuring certification, licensure, evaluation, training

Policies regarding NCLB highly qualified teachers

Professional learning opportunities

Staff Handbook

Staff schedules and assignments

Staffing of both administrative and teaching positions is appropriate and adequate

**5.3 Ensures that all staff participate in a continuous program of professional development:**

*Highly Functional*

Evidence Provided:

Budget demonstrates appropriate allocation for PD

Calendar, agenda, summaries of PD opportunities

Evaluation of PD data

Personnel policies that stipulate PD requirements

Professional development plan

Staff are actively engaged in discussions that have resulted from their professional development experience

Staff are aware of the requirements for continuous learning

Staff can affirm their involvement in professional learning opportunities

Staff implement effective strategies based on their professional development experience

**5.4 Provides and assigns staff that are sufficient in number to meet the vision and purpose of the school:**

*Operational*

Evidence Provided:

Budget demonstrates appropriate allocation for staffing

Class size indicates appropriate and effective support of student learning

Master schedule

Personnel policies and practices

Policies regarding NCLB highly qualified teachers

**5.5 Budgets sufficient resources to support its educational programs and to implement its plans for improvement:**

*Highly Functional*

Evidence Provided:

Annual budget

Facilities plan

Facilities protection documentation: insurance, amortization

Fiscal policies: use of all funding, including donations, reserves, discretionary

Infrastructure plans: short and long range

Practices that support appropriate use of allocated funds

Purchasing/replacement policies: adherence to EEO

School-level budgets

Space is adequate and appropriate to support student learning

State and Federal program budgets for targeted support

**5.6 Monitors all financial transactions through a recognized, regularly audited accounting system:**

*Highly Functional*

Evidence Provided:

Audit reports

Fiscal protection plans: insurance

Organizational oversight of fiscal authority

Payroll and purchasing policies and processes

Practices that support appropriate use of fiscal resources

Refund policies

Secure management of all fiscal processes

**5.7 Maintains the site, facilities, services, and equipment to provide an environment that is safe and orderly for all occupants:**

*Operational*

Evidence Provided:

All facilities on school/district property are maintained

Calendar of safety drills: fire, tornado, emergency crisis

Facilities maintenance reports and plans

HAZMAT (hazardous materials): policies and training

Policies and processes regarding safety

Policies and processes related to student/staff injury

Policies regarding dispensing prescription medications

School/District environment is clean and safe

Staff are involved in developing and implementing safety policies

Stakeholder survey data supporting safety

State and Federal regulations regarding special program safety requirements

Support staff are knowledgeable about safety policies

**5.8 Possesses a written security and crisis management plan with appropriate training for stakeholders:**

*Operational*

Evidence Provided:

Crisis intervention committee

Crisis intervention plan

Emergency procedures

Health support staff are available

Secure record system

Staff and students are knowledgeable about emergency procedures

Staff are involved in the crisis intervention team

Staff Handbook

Student Handbook

Wellness policy

**5.9 Ensures that each student has access to guidance services that include, but are not limited to, counseling, appraisal, mentoring, staff consulting, referral, and educational and career planning:**

*Highly Functional*

Evidence Provided:

Alternative Education Program

Community based programs

Curriculum for Career Preparation

Enrollment data

Guidance and Counseling Department

Individualized Development Plans

Job Placement program

Master schedule indicates availability of career preparation

Orientation to Career Preparation programs

Professional development: calendar, topics

Staff are knowledgeable in all aspects of appropriate social/emotional support for student learning behavior

Staff assigned to career preparation programs

Staffing of Counseling and Guidance programs

Student referral policies and practices

Students are enrolled in career preparation

Students are knowledgeable about career planning programs

**5.10 Provides appropriate support for students with special needs:**

*Highly Functional*

Evidence Provided:

Classroom instruction demonstrates variety of instructional methodologies to support all students

IEP: committee, minutes, calendar, agenda, sign-in sheets

Labor agreements demonstrating appropriate special needs staffing

Master schedule demonstrating support for special needs

Policies and procedures that are ADA and IDEA compliant

Professional development calendar and topics

Response To Intervention program is demonstrated in the classroom

Staff affirm their use of instructional strategies that support special needs inclusion

Stakeholders affirm their support for the school's/district's special needs programs

Student referral process and procedures

Students and staff affirm their understanding of special needs populations

Teacher certification, licensure, etc. supporting special needs

Translated materials demonstrate communication to special needs population

### **Focus Questions:**

#### ***1. What is the process for recruitment, induction, placement, development, evaluation, and retention of qualified teachers, administrators, and support staff?***

Seminole County Public Schools advertises openings in schools and at the district level. Once applications are cleared by the district, they are sent to the individual schools. Interviewers check references and certification of the applicants. When a school makes a decision on an applicant, that person is then referred to the district for a New Employee Orientation. The district conducts job fairs both in and out of state in the effort to find qualified personnel. Representatives from the district also attend university and college job fairs. For administrative positions, the district follows the state program of selecting candidates for the administrative pool. Those candidates then participate in the training process for targeted selection and principal certification. Vacancies for support staff positions are handled in the same manner as teaching positions--the district advertises, then the schools interview and check references.

The district and state policies for induction of teachers are followed. A teacher new to the system who has not completed a college led internship or who has not had prior certified teaching experience must participate in a year-long induction program. Those new teachers are paired with a peer teacher who has completed Clinical Supervision. The peer teacher must observe the new teacher at least three times and the supervising administrator must observe at least twice. Those individuals meet frequently with the new teacher to offer support and document this process. Teachers involved in the alternative certification process participate in an extensive training program. Teachers new to a school but not requiring the induction program are paired with a mentor teacher to orient them to the new school. Department chairs also offer support to those teachers. New administrators are often paired with veteran administrators during their first year of service. Support staff are supervised by an administrator and offered support by the department chair as well.

Teachers are assigned teaching assignments based on their areas of certification, experience and interest. Winter Springs has a number of National Board certified teachers who serve as mentors for new teachers. Administrators are assigned duties based on their areas of certification, experience and strengths. Support staff are also placed

based on their experience and training.

All teachers and staff are afforded opportunities and encouraged to participate in professional development training. District trainings are advertised on the SCPS website. Information on out of district trainings and workshops is disseminated to appropriate personnel. The district provides a yearly budget of \$3500 for professional development. Advanced Placement funds have also been used for teachers to attend College Board training. Administrators attend many workshops and training during the school year. Some examples are data, discipline, technology, subject specific trainings, among many other areas.

Annual contract employees are observed once each semester and given feedback on the district evaluation form. Informal walk-throughs by administrators provide teachers with ongoing observation. These employees also receive annual assessments. Professional contract employees are observed and assessed once per year. These employees also receive walk-throughs and ongoing input. All teachers write Individual Personal Development Plans at the beginning of the year. The supervising administrators work with the teachers to complete data-driven goals. Support staff are also assessed once per year and receive ongoing feedback.

Teachers partner with local colleges and universities in their areas to increase their knowledge and earn credit or inservice points for recertification. Teachers are offered professional development both in and out of district to improve in their areas and to earn inservice points toward recertification.

***2. How does the leadership ensure that the allocation of financial resources is supportive of the school's vision, educational programs, and its plans for school improvement?***

Winter Springs High School's distribution of financial resources supports the school's vision and the achievement of all students. The allocation of funds is directly linked to the School Improvement Plan which is aligned with both district and state plans and expectations. The SIP and budget preparation are shared with the faculty in administrative meetings and department chair meetings. The School Advisory Council manages its budget in accordance with fulfilling the goals outlined in the School Improvement Plan. SAC has funded such programs as WriteScore, FCAT and math tutoring and individual teacher grants.

One assistant principal directs the professional development of the faculty and staff. That person oversees the budget provided by the district for this purpose. Teachers and staff must submit a request to attend an inservice or workshop with information on the location, subject and need. The assistant principal and principal must approve this request for funds and for temporary duty. The request then goes to the district for approval.

***3. How does the leadership ensure a safe and orderly environment for students and staff?***

Winter Springs distributes to all faculty and staff the SCPS Emergency Procedures Guide. The emergency plans for fire drills, Code Yellow and Code Red situations are posted in every classroom.

The school employs 3 deans, 3 full-time security personnel, 1 full-time resource officer to ensure the safety of our staff and students. One security person patrols the parking lots with the others patrolling all other parts of the campus. Staff and students must display appropriate parking decals and park in designated places. Administrators are committed to visiting classrooms regularly and to being visible throughout the school day during class changes, during lunches, before and after school. There is also an administrator on duty at all home events.

Winter Springs is proud of its unique program -- Safe Schools Ambassadors. Each year representative students from all ethnic and social groups are recommended to participate in this program. They engage in an extensive training program and are then charged with noticing and diffusing volatile situations between students. They do

just that and then immediately report these situations to administrators. In addition to this program, there is a peer facilitation class which undergoes similar training. Both groups meet periodically to discuss situations and how they were handled.

Another program unique to WSHS is the Non-Negotiables. Most teachers participate in this teacher-created and maintained discipline plan. Several simple behaviors are deemed to be non-negotiable, i.e. students will not be tardy, students will not display electronic devices at unapproved times. The consequences are clear and teachers supervise the after-school detentions.

***4. What process is used to ensure and monitor that each student has access to guidance and resource services that meet the needs of the student?***

A team of five guidance counselors, an ESE job specialist, three support personnel staff the Guidance Department. Each is certified, qualified and experienced. An assistant principal supervises this department.

Each counselor has a manageable number of students that they advise. They meet with students to make recommendations for appropriate courses and other educational and career choices. They also meet with students throughout the year to facilitate and recommend interest, vocational and career assessments designed to give information regarding appropriate career paths. Counselors also conduct crisis interventions when needed. A New Horizons counselor is also assigned to WSHS. This person conducts counseling sessions for students who have been referred for substance abuse counseling and who have been victims of abuse.

Counselors supervise all standardized test administrations. They conduct credit checks for seniors, juniors and sophomores and hold group orientation sessions for freshmen. They are available for parent-student-teacher conferences when necessary. In addition, they arrange visits and educational trips with students to local institutions.

Various activities and events are offered throughout the year to provide both students and parents with information they need in planning their students' educational futures. Some examples are Financial Aid Night, Advanced Placement Night, 8th Grade Parent Night, Open House.

The Guidance Department invites colleges, universities, technical institutions and other educational schools to disseminate information to students in small group settings. There is a College/Career Room in Guidance that contains an extensive research library with information about choices and options for post high school careers. Scholarship information is extensive and available in this room and also on the school website.

**Overall Assessment:**

**Highly Functional:** The school effectively uses human, material, and fiscal resources to implement a curriculum that enables students to achieve and exceed expectations for student learning, to meet special needs of all students, and to comply with applicable regulations. The school systematically employs and allocates staff members who are well qualified for their assignments in all content areas. The school provides and fully supports ongoing, job-embedded learning opportunities for all staff to improve their effectiveness, including both professional and support staff. The school ensures compliance with applicable local, state, and federal regulations. The preponderance of the evidence supports an overall assessment of "highly functional" and is substantiated in the responses to the Indicators Rubric.

# Standard 6. Stakeholder Communications and Relationships

**STANDARD:** The school fosters effective communications and relationships with and among its stakeholders.

**Impact Statement:** A school is successful in meeting this standard when it has the understanding, commitment, and support of stakeholders. School personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts.

**Indicators Rubric:** Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

**Indicators Evidence:** For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

**Definitions of Indicators Rubric:**

<b>Not Evident</b>	Little or no evidence exists
<b>Emerging</b>	Evidence indicates early or preliminary stages of implementation of practice
<b>Operational</b>	Evidence indicates practices and procedures are actively implemented
<b>Highly Functional</b>	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

**INDICATORS:** In fulfillment of this standard, the school:

**6.1 Fosters collaboration with community stakeholders to support student learning:**

*Highly Functional*

Evidence Provided:

Agendas, minutes, calendar of parent meetings

Calendar of events that promote stakeholder involvement

Internship/partnership agreements with community-based business and agencies

Parents and community members regularly volunteer time in school/district

Policies regarding suggestions, grievances

Staff affirm that stakeholders are involved in many aspects of school/district

Stakeholder survey data

Stakeholders affirm that they are involved in many aspects of school/district

**6.2 Has formal channels to listen to and communicate with stakeholders:**

*Highly Functional*

Evidence Provided:

Calendars, agendas, minutes of parent meetings

Emails, phone answering system

Newsletters, brochures, letters, memos

Parent - Teacher conferences schedule

Policies regarding formal inclusion of stakeholder involvement

School Improvement Committee: agendas, minutes, membership

Stakeholders affirm they have variety of opportunities to be formally involved in life of school/district

Steering Committee meetings: agendas, minutes, membership

Web page dedicated to parents/community members

Wide variety of stakeholder communication documents/avenues

**6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the school:**

*Highly Functional*

Evidence Provided:

Advisory Committee

Calendar, agendas, minutes, committee membership

Policies regarding volunteer involvement

Schedule of volunteer activities

Staff affirm that they regularly include community in preparing instructional delivery activities

Stakeholder survey data

Stakeholders affirm that their suggestions and recommendations are acted upon

Stakeholders affirm that they are actively involved in providing expertise

**6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders:**

*Highly Functional*

Evidence Provided:

Brochures, pamphlets

Newsletters about student performance

Online calendar, schedule, and news/updates

Parent -teacher conferences

Parents and students are involved in developing individualized learning plans for students

Parents and students are involved in making course selections

Regularly published newsletters to community

Stakeholders affirm that they are knowledgeable about student learning

Student Handbook

**6.5 Provides information about students, their performance, and school effectiveness that is meaningful and useful to stakeholders:**

*Highly Functional*

Evidence Provided:

Parent - Teacher Conferences

Policies regarding reporting schedule

Report cards

**Focus Questions:**

***1. How does the school's leadership ensure that the school is responsive to community expectations and stakeholder satisfaction?***

The major avenue to measure community expectations and stakeholder satisfaction is the School Climate Survey. This survey is given to three groups of stakeholders. The faculty/staff survey is completed after one of the faculty/staff meetings. The student survey is administered to all 10th grade students during their English classes. The parent survey is sent home with all students. Students are held accountable for returning the parent surveys, so WSHS has an extremely high return rate. This affords the school much needed parent and community input. All of the surveys are scanned at the district level and percentages of responses are sent back to the school for use in school improvement.

In addition to the School Climate Surveys, WSHS has active parent organizations -- PTSA, SAC, Band Boosters, Chorus Boosters, ROTC Parent Group and all athletic teams boosters. Through these organizations, parents have avenues of communication in regard to a number of issues including expectations and satisfaction.

Parents are always encouraged to contact teachers via email and parent/teacher conferences. This encouragement is disseminated at Open House, through the newsletter The Bear Necessities, through the school website and through ListServe communications. Regular articles and information are submitted to local news vehicles. The student newspaper The Bear Truth communicates student news, accomplishments, opinions. It is published monthly and is now online. Parents and community members may also access school information through the

Curriculum Guide, Student Planners, and Twitter.

The school website is quite comprehensive and is updated each day. All teachers have websites set up through Blackboard. Students and parents can access this valuable tool.

At weekly administrative meetings and guidance meetings, matters brought from the community are presented and discussed. Also these matters are discussed at department chair meetings and monthly department meetings.

## ***2. How does the school's leadership foster a learning community?***

One of the major ways that WSHS fosters a learning community is by designating many early-release Wednesdays as articulation days. Teachers form articulation groups to discuss best practices, strategies and to plan common assessments. They often meet beyond these Wednesdays, on teacher workdays, during lunches and plan periods and at off-campus sites. Another way that a learning community is fostered is by placement of teacher rooms. Teachers are grouped by content and by grade level to provide planning and collaboration time. This placement also offers an environment for effective testing. PSAT and FCAT are administered in designated hallways and students are placed with familiar teachers to optimize testing conditions. AP exams are administered either off-campus or in designated secluded spots to offer quiet, uninterrupted testing sites.

An instructional learning community is also fostered through a support facilitating or co-teaching model to provide support for students with special needs. This year WSHS added a 7th period and elected to follow a modified block schedule to provide a positive learning environment. Teachers are provided with state-of-the-art technology and training and are encouraged to share technology knowledge.

Student interns from local colleges and universities are welcomed at WSHS. Students from local community colleges often fulfill their observation hours at WSHS.

Incentive programs have been established at WSHS. These include students of the week, students of the month, teacher of the month, teacher of the year and support person of the month and year. In addition, students who earn a 3.8 GPA are treated to a Principal's Breakfast each quarter. All of these are highlighted on the school website.

Finally, WSHS has a large number of business partners who offer services ranging from providing printing needs, food for faculty, supplies for student events and even athletic contests. They advertise in the publications and with signs at athletic fields. Many business people participate in Teach-In each year. WSHS participates in the Dividend program for school volunteers.

## ***3. What avenues are used to communicate information to stakeholders about students, their performance, and school effectiveness?***

Winter Springs High School has a number of avenues of communication. Its website is maintained by a webmaster who teaches a program called the model office. Within this program students learn Indesign, Photoshop among many others. Through these programs, they are asked not only to maintain the website, but to design the Curriculum Guide, inspirational posters, programs for various drama and athletic events. Also on the website is information on scholarships and college visits. This information is also accessible in the College/Career Room housed in Guidance.

The school newsletter The Bear Necessities is published 6 times during the year and publishes important information and events for parents and community members.

To keep parents informed of their students' progress, quarterly progress reports and report cards are sent home.

Parents may access information about their child's grades throughout the year through the Parent Information Network. The phone/voicemail system is in place for a direct line of communication. Automated messages are sent home to parents to inform them of attendance issues. Parents may sign up for ListServe to receive weekly information directly from the principal. Teachers maintain their own websites through Blackboard. Parents and students are encouraged to check these for daily assignments, projects, supplemental materials and often informative links. Finally, there are always parent/teacher conferences which are encouraged. Exceptional Student Education representatives meet regularly with parents to complete IEP's and to monitor student progress.

**Overall Assessment:**

**Highly Functional:** The school has the understanding, commitment, and support of all stakeholders. School personnel actively promote and provide regular, systematic opportunities for collaboration and shared leadership among all stakeholders to help students learn and advance improvement efforts and can demonstrate a high level of meaningful participation by most shareholder groups. The preponderance of the evidence supports an overall assessment of "highly functional" and is substantiated in the responses to the Indicators Rubric.

# Standard 7. Commitment to Continuous Improvement

**STANDARD:** The school establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

**Impact Statement:** A school is successful in meeting this standard when it implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained and the school demonstrates progress in improving student performance and school effectiveness. New improvement efforts are informed by the results of earlier efforts through reflection and assessment of the improvement process.

**Indicators Rubric:** Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

**Indicators Evidence:** For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

**Definitions of Indicators Rubric:**

<b>Not Evident</b>	Little or no evidence exists
<b>Emerging</b>	Evidence indicates early or preliminary stages of implementation of practice
<b>Operational</b>	Evidence indicates practices and procedures are actively implemented
<b>Highly Functional</b>	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

**INDICATORS:** In fulfillment of this standard, the school:

**7.1 Engages in a continuous process of improvement that articulates the vision and purpose the school is pursuing (Vision); maintains a rich and current description of students, their performance, school effectiveness, and the school community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform what happens next (Results):**  
*Highly Functional*

Evidence Provided:

Continuous/School/District Improvement Plan

Information/Data system

Professional Development Plan: agenda, topics

Record of student performance improvement efforts

Specific program initiative to support continuous improvement

Staff affirm their involvement in a specific program that supports continuous improvement

Staff affirm their involvement in continuous improvement committees

State/Federal Accountability Plan

**7.2 Engages stakeholders in the processes of continuous improvement:**

*Operational*

Evidence Provided:

Calendar, agendas, minutes, sign-in sheets demonstrating stakeholder involvement in school improvement

Policies, procedures for school improvement committee work

School Improvement plan indicating membership of committees

Stakeholder survey data demonstrating stakeholder involvement in school improvement

Stakeholders affirm their involvement in continuous improvement process

**7.3 Ensures that plans for continuous improvement are aligned with the vision and purpose of the school and expectations for student learning:**

*Highly Functional*

Evidence Provided:

Calendar, agendas, minutes of school improvement meetings

Data: student performance, stakeholder opinion are used in development of school improvement plan

Evaluation data demonstrating impact of plan and actions taken to remediate

School improvement plan demonstrates alignment with vision, purpose

Staff affirm their understanding of the impact of programs that support student learning

Staff demonstrate capacity for changing methodologies to increase student performance

Staff, students affirm their understanding of student performance targets

Student performance targets are communicated to all stakeholders

Vision, purpose posted in school/district facility

**7.4 Provides professional development for school personnel to help them implement improvement interventions to achieve improvement goals:**

*Highly Functional*

Evidence Provided:

Continuous/School/District Improvement Plan

Personnel Policies that outline staff evaluation process

Professional Development Plan: agenda, topics

Staff affirm their involvement in professional learning

**7.5 Monitors and communicates the results of improvement efforts to stakeholders:**

*Operational*

Evidence Provided:

Annual Report

Information/Data system

Newsletters, brochures

Parent-Teacher conferences

Staffing assignments support monitoring and reporting of continuous improvement efforts

**7.6 Evaluates and documents the effectiveness and impact of its continuous process of improvement:**

*Highly Functional*

Evidence Provided:

Graduation and retention rates

Information/Data system

Postsecondary engagement: employment, college

Staff affirm that they regularly use data to inform their practices

Staff meetings regularly use data to inform their discussions and decisions

Stakeholder survey (satisfaction) data

**Focus Questions:**

***1. What is the process for continuous improvement used by the school and what are the results that this process is delivering for student performance and school effectiveness?***

The overall driving document for continuous improvement is the School Improvement Plan which targets FCAT scores, graduation rate, involvement and success in higher level courses, extra-curricular involvement and discipline data.

As enumerated earlier in this report, teachers administer various Progress Monitoring instruments in reading, writing, math and science. The analysis of this data then drives their curriculum and instruction. Teachers also study PSAT, SAT and ACT scores and determine specific areas that need improvement. Administrators download charts which illustrate state, district, school and individual teacher and student data. This information

influences teaching assignments and student placement.

Key teachers are placed in critical courses that are designed as interventions for low performing students. Based on their performances on the above mentioned tests, students are placed into one of many interventions. For instance, there are the following: CPM block Math classes, block reading classes for disfluent readers, SOAR reading classes for fluent readers and our newly established Advanced Reading course for low level 3 FCAT readers.

Based on GPA's and PSAT scores, students are encouraged to enroll in honors level and Advanced Placement level courses. Winter Springs High School fosters an open enrollment policy into these courses for students aspiring to challenge themselves. The progress of all of these students is closely monitored.

Reading teachers keep data notebooks on all of their students to monitor progress. These notebooks contain all essential data on students including test scores, PMA scores, IEP's, discipline referrals, parent contact. Math, English and science teachers keep similar data information.

Based on yearly test scores and trends, an Action Plan is written in addition to the SIP. This Action Plan enumerates specific goals for each department, administrator and staff member. The aim is to have commitment and involvement from every stakeholder.

The results of this continuous improvement model are significant gains in many areas. WSHS has consistently improved in areas of proficiency and learning gains on FCAT. This past year offered disappointing results, however, which has caused much reflection and reevaluation of goals and strategies. WSHS experienced increases in the numbers and successes of students enrolled in higher level courses, an increase in graduation rate, improvement in FCAT Writing, maintenance in enrollment and success in Advanced Placement courses and exams.

***2. What steps are taken to ensure that the improvement goals reflect student learning needs that are aligned with the vision and purpose of the school?***

At the end of each school year, the administrative staff meets to evaluate and reflect on the successes and weaknesses of the year. This coupled with intensive study of student data drives the creation of the Action Plan for the upcoming year. Various teacher leaders are solicited for input. In addition, the SAC and administration rewrite the SIP to reflect and refocus on the goals which are driven by the vision and purpose of the school.

The principal then presents the Action Plan and the School Improvement Plan at the beginning of the next school year in the form of a Power Point presentation and a motivational speech. Teachers then discuss the implementation of these plans with their departments and their articulation groups. Finally teachers create their Individual Professional Development Plans to align their goals with the standards and the vision of the school.

All stakeholders are constantly focused on the Sunshine State Standards, No Child Left Behind and after-high school goals of students.

All of the above are reflections of the Winter Springs High School Mission Statement and Core Beliefs.

***3. What process is used to ensure that the school personnel are provided professional development and technical assistance to implement interventions and achieve improvement goals?***

Each year a professional development plan and calendar are created. Based on the Action Plan, workshops and

trainings are built around the goals and plan. Teachers who request out of district professional development are usually granted permission and reimbursement as funds allow.

Teachers of intervention programs are provided training through the district. For example, teachers of the READ 180 and SOAR reading interventions all receive training through the district and are provided opportunities for support. Those teachers who teach the CPM math programs also receive district training. Other trainings that have been offered to WSHS teachers are 6 Traits of Writing and Content Enhancement for content area teachers.

WSHS provides training for its teachers by using its own experts. For several years, WSHS teachers have conducted trainings in reading and learning strategies, use of technology and classroom management methods for their peers on teacher workdays. This year on the last teacher workday over 120 teachers attended 3 sessions presented by WSHS teachers -- Text Coding and Standardized Tests; Planning for the Block Schedule; 21st Century Classroom, Tools Brain Pop, Poll Everywhere, Google Docs, Animoto, Slide Share, iPod Flashcards, and Lit Circles/Podcasting.

In addition to participating in articulation groups on early-release Wednesdays, teachers have also been given temporary duty days to meet and plan in content groups. For instance, world history, English I and English II have had planning days.

Teachers especially those teaching intervention programs are provided support and assistance from the school technology facilitator, the network specialist, the reading coach and the reading support person.

***4. How does the leadership ensure that the improvement plan is implemented, monitored, achieved, and communicated to stakeholders?***

Teachers submit weekly lesson plans that must reflect objectives aligned with the School Improvement Plan and the Action Plan as well as the Sunshine State Standards. Administrators walk through classrooms each week to monitor implementation of lesson plans and to check for alignment with standards and objectives. Teachers are observed each year and receive a formal assessments.

Each year teachers are made well aware of the School Improvement Plan, the Action Plan and specific student data. The SIP is on the school website. Goals for the year are communicated not only to teachers but to students and parents as well.

Specific information in the form of phone calls or letters is sent to parents informing them of placement of their children in the intervention programs. Administrators are always available to attend parent/teacher conferences to guide interpretation of student progress.

Administrators closely monitor data from all of the Progress Monitoring Assessments, the FCAT, PSAT, SAT, ACT, CPT and AP. Early each year, they hold mini-data summits with each of their teachers to help teachers interpret pertinent data and to guide them in addressing the needs of the students as reflected in that data. They work with teachers in writing the Individual Professional Development Plans. At the end of each year, they meet with teachers to discuss the meeting of the goals set in the IPDP's.

**Overall Assessment:**

**Highly Functional:** The school fully implements a collaborative and ongoing process for improvement that aligns all functions of the school with the expectations for student learning. Improvement efforts are systemic, sustained, and fully embedded, and the school demonstrates significant progress in improving student performance and school effectiveness. New improvement efforts are clearly informed by the documented results of earlier efforts through reflection and assessment of a highly sustained, continuous process of improvement. The preponderance of the evidence supports an overall assessment of "highly functional" and is substantiated in the responses to the Indicators Rubric.

## Conclusion

The following focus questions reflect the school's overall analysis of its internal evaluation of the accreditation standards.

### Focus Questions

*As you review your responses to the standards, what major trends, themes, or areas of focus emerge that cut across the seven standards?*

A perusal of the Standards Assessment Report reveals that the underlying focus of Winter Springs High School is clearly student achievement. The vision statement proclaims that WSHS values "all students as unique individuals and fosters their development to its full potential." To accomplish this, standard 2 stresses that "data from the following tests are used to evaluate student performance: FCAT, PSAT, SAT, ACT, CPT, AP" among other measurements. Data which are provided through the newly implemented instrument Performance Matters and which are shared with all teachers drive instruction and determine strategies as explained in standard 3. Other means of communication are used to disseminate data to all stakeholders and were enumerated in the study of standard 4. These include Blackboard, PIN, ListServe, etc.

Another theme that emerges is the emphasis on communication. In several of the committees' reports, the open door policy of the WSHS administration permeates the instructional atmosphere. Teachers, students, parents are welcomed into any office to share concerns, to offer suggestions, to work on solutions. Opinions of all stakeholders are solicited to form action plans and strategies to improve all aspects of Winter Springs High School.

Also in every report, the active articulation among groups of teachers and staff members becomes readily apparent. Time and resources are made available to all articulation groups and there is evidence that these groups create concrete and positive products.

Through all of the above efforts, the means to accomplish the desired results are through use and analysis of stakeholder data. These include test scores, progress monitoring results, school climate survey information. All are used to formulate and drive the mission of Winter Springs High School.

*Based on your review of these cross-cutting themes/trends and each of the seven standards, what would you consider to be your school's greatest strengths?*

The greatest strength of Winter Springs High School is the bond of all staff members in the goal of helping students achieve. For several years, the importance of articulation among teachers has been a paramount driving force in the school's professional development plan. Teachers have gone well beyond the time offered on early-release Wednesdays and teacher workdays to collaborate with each other. They meet during lunches, after school and on their free time off-campus to plan curriculum, strategies and assessments. They meet frequently as well to analyze student data.

This leads to another strength of WSHS, the use of student data. Teachers are adept in the use of resources to obtain student data. They regularly download information on their students from the ESPP (Electronic Student Performance Profile System), SASI, cumulative folders. They share information with each other and plan

common strategies with the individual student need as the driving force.

Every teacher has access to a myriad of technology tools. Not only do they avail themselves of these, but they actively seek training in the uses of these tools. They share this information with each other as well and spend some of their articulation time teaching and guiding other teachers. There are very few pieces of technology that go unused at WSHS.

Finally, the commitment to providing a safe learning environment for students and staff members is apparent as a strength at WSHS. From the security staffing to the Safe School Ambassadors to the teacher-driven Non-Negotiables, the importance of safety and cooperation is fully evident.

***What would you consider to be your school's greatest challenges?***

The foremost challenge at WSHS is in leaving no child behind. One of our core beliefs is that every student can learn whatever the obstacle. Many of our students have many obstacles to overcome. The fact that our lowest quartile did not make sufficient learning gains on FCAT last year has inspired us to strive harder to find ways to meet the needs of all subgroups. From materials to courses to instructional strategies to curriculum to mainstreaming to fidelity to research-based programs, WSHS will work to uncover root causes and to find solutions.

Though we are proud of the work we have done with horizontal articulation among teachers and programs, there is a need to establish a procedure for more organized and productive vertical articulation. Teachers of like courses and grade levels are accomplished in communicating and planning. Now a plan to have teachers of varying grade levels and progressions including middle school teachers is needed. Also a plan for cross-curricular articulation needs to be developed.

Finally, while there is an established program of Business Partners and active parent groups who support extra-curricular programs, there is a need to include more community members and parents in the other aspects of school life.

***How will you use the insights gained from this self-assessment to inform and enhance your quality assurance and continuous improvement efforts?***

The insights gained from the process of developing this Standards Assessment Report will drive the School Improvement Plan goals and the goals of the teachers' Individual Professional Development Plans. We will continue to make student data available to our teachers through the instruments available and will explore the information that the new product Performance Matters can provide for us. This student data will continue to drive the articulation among teachers as time and resources are afforded. The importance of more vertical and cross-curricular articulation will be stressed and means to accomplish this articulation will be explored and made available. Stakeholders will be encouraged to discover root causes which hinder the students in our lowest quartile from achieving. We will solicit more resources from our community and other groups to help us in this effort. In these difficult economic times, we will encourage volunteerism and investigate various means to enhance the time and resources required in meeting the needs of all of our students.

# Standards Assessment Report Summary

Standards & Indicators	Not Evident	Emerging	Operational	Highly Functional
<b>1. Vision and Purpose</b>				
1.1 Establishes a vision for the school in collaboration with its stakeholders				✓
1.2 Communicates the vision and purpose to build stakeholder understanding and support				✓
1.3 Identifies goals to advance the vision				✓
1.4 Develops and continuously maintains a profile of the school, its students, and the community				✓
1.5 Ensures that the school's vision and purpose guide the teaching and learning process				✓
1.6 Reviews its vision and purpose systematically and revises them when appropriate				✓
<b>2. Governance and Leadership</b>				
2.1 Establishes policies and procedures that provide for the effective operation of the school				✓
2.2 Recognizes and preserves the executive, administrative, and leadership prerogatives of the administrative head of the school				✓
2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations				✓
2.4 Employs a system that provides for analysis and review of student performance and school effectiveness				✓
2.5 Fosters a learning community				✓
2.6 Provides teachers and students opportunities to lead				✓
2.7 Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership			✓	
2.8 Controls curricular and extracurricular activities that are sponsored by the school				✓
2.9 Responds to community expectations and stakeholder satisfaction			✓	
2.10 Implements an evaluation system that provides for the professional growth of all personnel				✓
<b>3. Teaching and Learning</b>				
3.1 Develops and implements curriculum based on clearly defined expectations for student learning				✓
3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning				✓
3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices				✓
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice				✓
3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity				✓
3.6 Allocates and protects instructional time to support student learning				✓
3.7 Provides for articulation and alignment between and among all levels of schools			✓	
3.8 Implements interventions to help students meet expectations for student learning				✓
3.9 Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning				✓
3.10 Provides comprehensive information and media services that support the curricular and instructional programs				✓
3.11 Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program				✓
<b>4. Documenting and Using Results</b>				
4.1 Establishes performance measures for student learning that yield information that is reliable, valid, and bias free				✓
4.2 Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning			✓	
4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes				✓
4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance				✓
4.5 Communicates the results of student performance and school effectiveness to all stakeholders			✓	

4.6 Uses comparison and trend data of student performance from comparable schools in evaluating its effectiveness				✓
4.7 Demonstrates verifiable growth in student performance			✓	
4.8 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations				✓
<b>5. Resource and Support Systems</b>				
5.1 Recruits, employs, and mentors qualified professional staff that are capable of fulfilling assigned roles and responsibilities			✓	
5.2 Assigns professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge, and experience)			✓	
5.3 Ensures that all staff participate in a continuous program of professional development				✓
5.4 Provides and assigns staff that are sufficient in number to meet the vision and purpose of the school			✓	
5.5 Budgets sufficient resources to support its educational programs and to implement its plans for improvement				✓
5.6 Monitors all financial transactions through a recognized, regularly audited accounting system				✓
5.7 Maintains the site, facilities, services, and equipment to provide an environment that is safe and orderly for all occupants			✓	
5.8 Possesses a written security and crisis management plan with appropriate training for stakeholders			✓	
5.9 Ensures that each student has access to guidance services that include, but are not limited to, counseling, appraisal, mentoring, staff consulting, referral, and educational and career planning				✓
5.10 Provides appropriate support for students with special needs				✓
<b>6. Stakeholder Communications and Relationships</b>				
6.1 Fosters collaboration with community stakeholders to support student learning				✓
6.2 Has formal channels to listen to and communicate with stakeholders				✓
6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the school				✓
6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders				✓
6.5 Provides information about students, their performance, and school effectiveness that is meaningful and useful to stakeholders				✓
<b>7. Commitment to Continuous Improvement</b>				
7.1 Engages in a continuous process of improvement that articulates the vision and purpose the school is pursuing (Vision); maintains a rich and current description of students, their performance, school effectiveness, and the school community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform what happens next (Results)				✓
7.2 Engages stakeholders in the processes of continuous improvement			✓	
7.3 Ensures that plans for continuous improvement are aligned with the vision and purpose of the school and expectations for student learning				✓
7.4 Provides professional development for school personnel to help them implement improvement interventions to achieve improvement goals				✓
7.5 Monitors and communicates the results of improvement efforts to stakeholders			✓	
7.6 Evaluates and documents the effectiveness and impact of its continuous process of improvement				✓