

St. Lucie Public Schools

# Fort Pierce Westwood High School



2015-16 School Improvement Plan

## Fort Pierce Westwood High School

1801 PANTHER LN, Fort Pierce, FL 34947

<http://www.stlucie.k12.fl.us/fpw/>

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
High	Yes	77%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	79%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	C*	D	D	C

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan is pending approval by the St. Lucie County School Board.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

Ensuring all students are safe and graduate equipped with knowledge, skills and the desire to succeed

##### Provide the school's vision statement

Student-centered school focused on high expectations and increasing student achievement

#### School Environment

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

During our weekly SLC collaborative planning sessions our teachers will be engaging in professional conversations about our students. The protocol includes discussions regarding student attendance, behavior and ability as well as cultural barriers. The purpose is to propose solutions that all teachers can use to support our students in a collaborative way.

Teachers and students will be organizing and participating in community events geared towards cultural awareness and tolerance.

We are a Kids at Hope school promoting all students are capable of success through teacher-student relationships and student-student relationships. The student and Treasure Hunter pledge are stated each morning during announcements through a rotating faculty schedule.

"At Risk" students are identified and mentored by faculty and peer mentored by AVID students.

We are currently in the development of a new student government organization with faculty sponsors. Regular meetings are held to support the student led organization address issues brought forth from the student body.

Grade level assemblies are held to disseminate information utilizing student and guest speakers. Utilizing the master schedule to align students with common barriers and pair them with teachers equipped to break down those barriers.

Common planning for teachers who teach the same course.

Freshmen seminar course for all 9th grade students. The Freshman Seminar course is used to help ninth grade students explore career academy options for their high school course selections. The Freshman Seminar course is used to help 9th grade students explore the career academy options in each small learning community so that they can choose their high school course selections with great awareness.

Operation Graduation is in place to target "at risk" students and support them in a multitude of ways to ensure success.

ESOL Developmental Language pilot program in place to assist in ESOL to English transition  
The Westwood High School's Marine and Oceanographic Academy (MOA) of the St. Lucie County School District is a high school program which targets a diverse MOA population of students from all neighborhoods in the county. This academy, located on the campus of Florida Atlantic University's world renowned Harbor Branch Oceanographic Institution, is a district wide attractor program available to students from any zone. A specifically selected teaching team working with a full time site administrator has been dedicated by St. Lucie County and Fort Pierce Westwood High School to the students and specific curriculum that makes WW/MOA unique.



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

Before School:

Adult presence on campus prior to the bell throughout the school.  
Increased supervision in the cafeteria and patio during breakfast.  
Identified staff utilize the radio units to communicate any and all concerns.  
SRO/SRD presence  
Teachers offer tutoring prior to the bell

During School:

All faculty and staff are visible during transitions.  
Discipline in the secondary classroom training for all faculty.  
Clear and concise school wide expectations aligned to the PBIS plan.  
Two Deans and two gatekeepers.  
Guidance counselors available to support students.  
Project Success counselor on campus  
Classroom walk throughs, visible teacher support for instruction  
Administration operates on an open door policy

After School:

Supervision at dismissal  
Supervision at sporting events and activities  
Faculty and staff attendance at sporting events and activities  
Student Government meetings with sponsorship

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

MTSS/PBIS:

Our goal at Westwood High School is to recognize and applaud socially acceptable behavior promoting positive behavior through a reward system rather than adhere to a solely traditional and punitive philosophy. To this end Ft. Pierce Westwood High School has adopted Positive Behavioral Intervention Supports (PBIS) and has currently implemented it school wide. The PBIS philosophy is grounded in the belief that multiple interventions should be exercised while shaping student behaviors and performance. This belief will enable students to identify how their actions affect themselves and those around them in both present and future circumstances.

A school-based PBIS team has been established with several school-based teachers, a dean, a secretary, a fund raiser, a behavioral analyst, a social worker, and a school-based administrator. As a goal, the team collaboratively works with faculty, staff, students, parents, and community members to establish a tiered level approach in an effort to attain student achievement through positive reinforcement strategies. The PBIS team has set clear, consistent, and measurable standards and goals which serve to communicate expectations, rewards, and ways students who may not have adhered to the standard previously may be able to recover their standing. Data is used in all instances to ensure the program is equitable as well as implemented with fidelity.

All staff members, including the cafeteria and custodial staff, are trained throughout the year to help our students remain in the educational environment and realize their potential both academically and socially. Together all stakeholders are committed to working together in order to create a safe and enjoyable community of learners, one that that utilizes the positive decision making process and is conducive to learning and achievement.

Established expectations:

There is a protocol in place to limit classroom disruptions.

Faculty and Staff handbook outlines procedures for FPWHS as well as district and state guidelines relating to discipline.

Students and their families are notified of school rules and policies through the School Messenger service and in class notification of the handbook.  
There are pertinent emergency safety plan information in each room.  
All staff is trained in anti-bullying strategies and on how to report it in the instance it does occur.

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

Personnel identified to assist students in times of crisis include school counselors, school social worker, school psychologist, school resource officers, school nurse, school behavior specialist and any other trained individual.  
Students are placed into small learning communities in which there is an administrator, counselor, dean and administrative assistant. This model allows all of the key individuals to personally know the students and be able to meet their needs. Students are also able to readily make contact with the individual that can address their concerns because all of these people are centrally located. In addition students have access to a project success counselor.  
The Freshmen Seminar class is an essential component of our ninth grade academy. Strong emphasis is on self-awareness and career exploration. A major objective of the Freshmen Seminar class is for students to identify a purpose and focus for their studies toward senior project and graduation. The class teaches study skills, goal setting, and organizational skills required for successful transition to high school and beyond.  
Students identified as needing additional support are placed in a leadership courses designed to provide them with the skills necessary to be successful not only in high school but in life.

**Early Warning Systems**

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

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

- Students missing 10 or more absences per year.
- One or more suspensions.
- Course failure in ELA and/or Math
- A level 1 on ELA and/or Math standardized assessment
- Failure on district performance based assessments
- Continued failure on common course assessments
- Students fall below 2.0 GPA

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

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	10	115	129	88	342
One or more suspensions	73	47	54	28	202
Course failure in ELA or Math	97	101	118	77	393
Level 1 on statewide assessment	85	0	1	0	86

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	106	120	138	92	456

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

**Operation Graduation**

The Fort Pierce Westwood High School Operation Graduation is a school-based intervention program to assist “at-risk” students by providing a mentor, one-to-one direct guidance relationship, an advocate, and a caring adult during the student's four (4) year academic experience. The purpose of this program is to ensure we as a school offer opportunities to students by fostering a positive relationships. At- Risk students are defined as individuals who are habitually absent, missing credits for graduation, below the state’s indicated Grade Point Average of a 2.0, did not pass the state’s assessment requirements for Math and Communications. This intervention program seeks to minimize the factors for dropping out of high school and promote graduation success.

**Credit Recovery**

Fort Pierce Westwood High School’s Credit Recovery Program is an opportunity to achieve credits and earn grade forgiveness through an online program called Edgenuity (E2020). Students are strategically placed in courses in order to satisfy the graduation requirements and build higher G.P.A’s with the goal of graduating successfully with their diploma. In addition to the normal scheduling courses for Edgenuity, students will be afforded opportunities after school for two (2) days a week to ensure course completion.

**Family and Community Involvement**

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

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

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

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

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

**Description**

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

We developed a Public Relations Plan inline with the district Information initiative in which we established an objective and four goals. The objective of the PR plan is to establish positive relationships with the local media in an effort positively promote the programs, students, teachers, and events at Westwood High School. The goals are as follows:

1. Establish a constant stream of positive news and updates to the community via our local media.
2. Create awareness of the variety of programs offered at FPWHS.
3. Dispel the false rumors of FPWHS in the community.
4. Improve the image and perception of FPWHS in the community.

To date, we have established business partnerships to help us provide monetary resources for our students and teachers. We have an alumni association that is having regular meetings in an effort to

rebuild the relationships with the community. We have been on the local radio station to promote the activities and events occurring at the school. We are updating our website and marquee to ensure consistent information and news is readily available. We have also implemented the regular use of Twitter and Facebook.

## Effective Leadership

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

### School Leadership Team

#### Membership:

Name	Title
Lynch, John	Principal
Clayton, Dominick	Assistant Principal
Sloan, James	Assistant Principal
Taylor, Leslie	Assistant Principal
Lezeau, Joseph	Assistant Principal
Armas, Matye	Other
Bell, Tomonica	Instructional Coach
Irving, Monica	Instructional Coach
Kavaliauskas, Nicole	Instructional Coach
Partners, Instructional	Instructional Coach
Peters, Molly	Instructional Coach
Woltjen, Fred	Instructional Technology

#### Duties

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

The principal has delegated each assistant principal to be responsible for a Small Learning Community (SLC) at Westwood. That role includes observing, supporting, collaborating, developing and evaluating all teachers making in the SLC's. Each administrator is involved in the decision making process for all decisions that impact curriculum and instruction. Each assistant principal has been assigned a specific curriculum area to lead and focus on increasing student achievement. Those roles and responsibilities are as follows:

- John Lynch - Principal, School-wide leadership, Coaches and Non Instructional Employees
- Dominick Clayton - Assistant Principal, 9th grade SLC, ELA and Reading, AVID
- Leslie Taylor - Assistant Principal, 10th grade SLC, Science, Attendance, MTSS and Activities
- Joseph Lezeau - Assistant Principal, 11th and 12th grade SLC, CTE, Testing, Facilities
- Jim Sloan - Assistant Principal, Marine and Oceanographic SLC, Social Studies and AP
- Molly Peters - Instructional Coach 9-12
- Nicole Kavaliauskas - Reading Teacher/Literacy Coach 9-12
- Monica Irving - Reading Teacher/Literacy Coach 9-12
- Tamonica Patterson - Math Coach 9-12, Geometry focus
- Matye Armas - Graduation Coach 12
- Fred Woltjen - Technology Coach 9-12
- Jason Bragg - Instructional Partner 9-12, Algebra focus

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

There are several entities that are responsible for making decisions regarding student achievement and the best use of school funds. The School Advisory council that is responsible for determining the use of SAC funds use school data to determine the best use of those funds.

The school leadership team made up of administration, Math, Literacy, and Technology coaches, Exceptional Student Education specialists, Graduation Coach and teacher leaders are charged with the task of ensuring that teachers are participating in quality collaborative planning that leads to quality instruction that promotes student engagement in high quality work. Discussions about the Florida standards, the scope of the standards, and the Framework for Quality Instruction are necessary to ensure that teachers are clear about the expectations from the state, the district and the school. Collaborative planning sessions are scheduled weekly for cross curricular planning and weekly for common course planning.

Department meetings take place monthly, SLC collaborative planning meets each Wednesday morning, Roll a like collaborative planning by subject area meets once a week during period planning, Administrators meet weekly, and SLC meetings occur monthly on early release Professional Development days. In addition there is a new educator support meeting monthly through the district and additional monthly support through the school.

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
John Lynch	Principal
Jesse Steckler	Education Support Employee
Alexandra Sanders	Business/Community
Theodore Sanders	Business/Community
Chris Taylor	Business/Community
Melissa Phillips-Hill	Teacher
Dominick Clayton	Education Support Employee
Joseph Lezeau	Education Support Employee
Leslie Taylor	Education Support Employee
Yonetta Allen	Parent
Pamela Carithers	Business/Community
Leslie Warner	Business/Community

#### Duties

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

*Evaluation of last year's school improvement plan*

Each meeting agenda includes a line item for reviewing school improvement data in the SIP. The schools goals are matched with actual data to determine how well be are progressing closer to the

goal and if not, determine next steps on how to proceed. Looking at what worked and what did not based on a variety of measures were used to determine the effectiveness of last year's school improvement plan. The use of funding aligns with the areas of concerns and are used to support the areas of need.

*Development of this school improvement plan*

The members of the SAC committee met to identify needs of Fort Pierce Westwood that needed to be addressed based on last school year's data. Those recommendations were taken by the principal and implemented into the Needs Assessment portion of the SIP.

*Preparation of the school's annual budget and plan*

The budget ties into the needs of the school that the SAC has identified.

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

None allocated last school year.

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
Clayton, Dominick	Assistant Principal
Irving, Monica	Instructional Coach
Peters, Molly	Instructional Coach
Kavaliauskas, Nicole	Instructional Coach
Taylor, Leslie	Assistant Principal
Sloan, James	Assistant Principal
Lezeau, Joseph	Assistant Principal
Lynch, John	Principal

**Duties**

**Describe how the LLT promotes literacy within the school**

The LLT has met and determined that the Content Literacy Standards are going to be the main focus. First, working with the content teachers to familiarize them with the rigor and depth of the required Language Arts Florida Standards (LAFS). This is achieved by assisting the content teachers with unpacking those standards and using the district scales. The LLT will then facilitate collaborative planning in ELA grades 9-12 with a focus on grades 9 and 10.

Secondly, providing professional development via modeling, coaching, lesson study, etc. to ensure the effective implementation of the content based literacy standards. Model classrooms have been established as the literacy coaches have partial teaching schedules. This promotes collegiality in planning as well as a venue to model and co-teach the delivery of those planned lessons.



Thirdly, the LLT participates in classroom observations with Administrators to establish need for support. The LLT then follows up with feedback to the content teachers and adjusts the coaching cycle as needed for individual success.

## Public and Collaborative Teaching

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

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

We have established a Small Learning Community site. All of our teachers have been assigned to a small learning community based on the grade level they teach. Those SLC's meet monthly on early release/PD days to have common time together for professional development and planning. In addition, Department Heads and Academic Coaches facilitate collaborative cross curricular planning and learning forums for the teachers every week during the common planning time the teachers have in the mornings before school. The expectation is for teachers to have professional, collegial conversations about their content and concerns for shared students.

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

This school year we began with roughly a quarter of our faculty being new to Westwood. Our strategies to retain our effective teachers is to assist our brand new teachers with our NEST program, provide regular and ongoing professional development through our SLC's and departments. Through the NEST program our new teachers are aligned with a mentor to acquaint them with the campus and school expectations. In addition we have monthly meetings to discuss and share best practices, classroom management techniques and align instructional practices to the Framework for Quality Instruction. We also have utilized the district teacher fair, the Florida Teach-In, Teacher to Teacher and our district Retention and Recruitment liaison.

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

NEST is our teacher mentoring program on site. Each new teacher is assigned a mentor who assists with academic advice as well as professional well-being advice. Mentors are chosen based on years of experience in teaching and on campus as well as common subject area to provide relevant and meaningful discussion. The group meets once a month. Various topics from instruction to classroom management are covered.

Administration has been assigned mentees as well and all mentor/mentee meetings occur formally and informally as needed.

## Ambitious Instruction and Learning

### **Instructional Programs and Strategies**

#### **Instructional Programs**

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

Instructional programs are vetted through the curriculum review board at the district level and materials go through the leadership team at the school level. The materials used must meet the depth of the standard as it is assessed.

Programs we have implemented include but are not limited to:  
AVID

Edunuity  
Freshmen Seminar  
Intensive Reading  
ESOL Developmental Language Pilot  
CTE programs with direct connection to ELA and Math  
Operation Graduation  
USA Test Prep

### **Instructional Strategies**

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

Fort Pierce Westwood High School administers informative, comprehensive, and common assessments in all of the core subject areas. The data from these assessments are captured on a data reporting sheet by all teachers and academic coaches. The data reporting sheet is then used during collaborative planning sessions to make instructional decisions. The data are disaggregated into various categories, i.e. lower quartile, black, white, hispanic, free and reduced lunch, ESE, ESOL, etc. Teams collaborate to decide the most effective and appropriate strategies to enhance student performance. As a result of breaking down the data by class and by student, lessons are designed with deliberate interventions and strategies for specific students based on their individual needs.

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

**Strategy:** Extended School Day

**Minutes added to school year:** 3,600

We are applying for a grant which will support offering 2 days of after school tutoring, weekly, focusing on E20/20 (Edunuity), Algebra Boot camp, and tutoring for PERT/ACT/SAT prep for 90 minute sessions. The goal is to offer this for a minimum of 20 weeks. Time allotment will fluctuate with completion of the registered coursework.

#### ***Strategy Rationale***

E20/20 will provide credit recovery opportunities for students who have fallen behind. Algebra Boot Camp will provide additional support for students who still need to take and pass the Algebra I EOC for graduation. PERT/ACT/SAT prep will assist our students who are looking to increase their score for college entrance.

#### ***Strategy Purpose(s)***

- Core Academic Instruction

#### ***Person(s) responsible for monitoring implementation of the strategy***

Lezeau, Joseph, joseph.lezeau@stlucieschools.org

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

Attendance will be recorded to measure and track student participation. The performance of the participating students will be tracked based on progress monitoring of standards covered.



**Strategy:** Weekend Program

**Minutes added to school year:** 360

Biology Boot Camp

**Strategy Rationale**

Enrichment support leading up to the Biology EOC will be offered twice a week for 3 weeks prior to test. Each session will focus on a cluster of content assessed on the EOC. Biology Boot Camp will provide review materials and strategies necessary for success on the Biology EOC.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Taylor, Leslie, [leslie.taylor@stlucieschools.org](mailto:leslie.taylor@stlucieschools.org)

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

Comprehensive data acquired from Performance Matters and common assessment data acquired from Biology teachers.

**Student Transition and Readiness**

**PreK-12 Transition**

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

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

Ninth graders are adolescents undergoing the difficult transition from middle school to high school. As they face the social, emotional, physical, and intellectual challenges of this stage of their development, it is easy for them to feel overwhelmed, confused and alone. Incoming cohorts are visited by our 9th grade SLC leadership group, consisting of the assistant principal, guidance counselor, and various teachers. They are presented with course offerings and information about FPWHS. We then support all freshmen with our Freshmen Seminar course, where they learn about all of their high school graduation requirements, study skills, and available courses within the various SLC's we have to offer. All 9th graders are members of the PRIDE Academy (small learning community)

The goal of the PRIDE Academy is to create a support-rich environment that maximizes student success in the first year of high school. Our commitment is to ease the transition into high school and help more students stay in school and progress towards graduation.

Highlights include:

Teams of core academic teachers, a resource teacher, a guidance counselor, dean, and an administrator who collaborate and share responsibility for success

A pyramid of interventions including parent involvement, support services, and after-school tutoring  
Team Time (Academic Intervention)

Senior Mentoring

Required Freshmen Seminar Class

Student led conferences provide a structure whereby students describe their own academy progress and performance to their parents

The Freshmen Seminar class is an essential component of our ninth grade academy. Strong emphasis is on self-awareness and career exploration. A major objective of the Freshmen Seminar

class is for students to identify a purpose and focus for their studies toward senior project and graduation. The class teaches study skills, goal setting, and organizational skills required for successful transition to high school and beyond.

The Freshman Seminar course is used to help ninth grade students explore career academy options for their high school course selections. The Freshman Seminar course is used to help 9th grade students explore the career academy options in each small learning community so that they can choose their high school course selections with great awareness.

Outgoing cohorts meet with their individual counselor(s) to review credits, GPA and post-secondary options. We offer various college rep visits as well as tech schools and the military branches. Through our guidance department and our graduation coach, we assist our students with paperwork and procedures to ensure a smooth and successful transition.

## College and Career Readiness

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

We are in our third year of implementation of the AVID program. We have a total of 6 AVID elective classes currently offered this school year. We have 9th and 10th grade classes. Those students along with any student interested will have the opportunity to meet with visiting college representatives as well as go on college tours. We have also improved our master schedule to offer more advanced placement and dual enrollment courses on our two campuses. Our main campus and Marine and Oceanographic campus offers the majority of our honors level, AP and dual enrollment courses.

AP courses offered include:

AP Literature, AP Composition, AP Environmental Science, AP Biology, AP Physics, AP Chemistry, AP US History, AP World History, AP Human Geography.

Certifications exist for the following courses:

Agritechnology, Veterinary Assisting, Allied Health

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

The Westwood High School Global Business Studies (GBS) is a small learning community functioning within the framework of Westwood High School. The mission of GBS is to collaboratively nurture, expose, and develop students to be business professionals and entrepreneurs with skills necessary for success in the 21st century. The industry certifications within GBS are Web Development, Microsoft Academy, Culinary Arts, and Criminal Justice.

The Health and Environmental Services Small Learning Community is a collection of students enrolled in Pre-Vet, Pre-Med, and Agriculture Science Classes. These career technical teachers (CTE) are supported by a group of core teachers (math, science, English, and social studies). With collaboration among the core teachers and CTE teachers, students are able to receive an integrated curriculum that supports the development of their career goals. The industry certifications within HES are Allied Health, Veterinary Technology, and Agritechnology

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

Our career technical teachers (CTE) are supported by a group of core teachers (math, science, English, and social studies) within each learning academy. With collaboration among the core teachers and CTE teachers, students are able to receive an integrated curriculum that supports the development of their career goals.

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

Our report shows the need for improvement with our students' college readiness scores and our graduation rate. We have implemented Operation Graduation. We have hired a new graduation coach and implemented a plan to inform and assist students with success planning. Our grad coach also runs after school programs aimed at test prep for the SAT, ACT, and PERT assessments. Our grad coach along with our guidance department has run credit checks on all senior and help a parent night for our at-risk students to inform the parents the success plan their student(s) have in place.

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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#### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Faculty and Staff will experience an increase in positive school culture and climate.
- G2.** Students will receive classroom instruction that is standards based and meets the rigor and full intent of the standards.

## Strategic Goals Detail

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

**G1. Faculty and Staff will experience an increase in positive school culture and climate.** 1a

G070375

**Targets Supported** 1b

Indicator	Annual Target
Teacher attendance rate	95.0

**Resources Available to Support the Goal** 2

- Coaches: graduation coach, instructional coach, Reading coaches, math coach, technology coach
- SAC committee members
- Club sponsors

**Targeted Barriers to Achieving the Goal** 3

- Lack of belief that students can learn and are capable of success which has led to a history of low morale as seen in climate survey data.

**Plan to Monitor Progress Toward G1.** 8

Climate survey data results will be used to monitor the establishment of a school culture that is positive and improving.

**Person Responsible**

John Lynch

**Schedule**

Quarterly, from 11/2/2015 to 6/3/2016

**Evidence of Completion**

Positive changes in the climate survey results.

**G2.** Students will receive classroom instruction that is standards based and meets the rigor and full intent of the standards. **1a**

G070376

**Targets Supported** **1b**

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	87.0
Algebra I EOC Pass Rate	50.0
Geometry EOC Pass Rate	50.0
Bio I EOC Pass	51.0
ELA/Reading Lowest 25% Gains	80.0
FSA English Language Arts - Achievement	50.0

**Resources Available to Support the Goal** **2**

- Instructional Coaches (4)
- District Curriculum Support
- Test Specs and FSA
- Resources (text) for ELA Intensive Classes that is FSA based
- Departmental collaborative planning structures.
- SLC structures.
- 

**Targeted Barriers to Achieving the Goal** **3**

- Seven brand new teachers, twenty-nine new teachers to Westwood, seventeen teachers new to SLPS, fourteen second year teachers, five classrooms staffed with long-term substitutes, and one open position (Math)

**Plan to Monitor Progress Toward G2.** **8**

Student data will provide evidence that the PD, Collaborative Planning, SLCs are effective.

**Person Responsible**

Marilyn Pryor

**Schedule**

On 6/3/2015

**Evidence of Completion**

Student Grades and monitoring assessments such as Comprehensives, USA Test Prep, Common Semester Exams, and FSA, FCAT, FCAT Retakes and EOC.

## Action Plan for Improvement

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

### Problem Solving Key


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

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Faculty and Staff will experience an increase in positive school culture and climate. **1**

 G070375

**G1.B1** Lack of belief that students can learn and are capable of success which has led to a history of low morale as seen in climate survey data. **2**

 B183276

**G1.B1.S1** Organize social interactions among colleagues with every SLC meeting. **4**

 S195017

#### Strategy Rationale

Offer time for faculty and staff to interact in a positive, social setting on campus and build collegial relationships.

#### Action Step 1 **5**

Each SLC will host a monthly meeting and organize refreshments and food items for the entire staff prior to the actual SLC meeting.

#### Person Responsible

John Lynch

#### Schedule

Weekly, from 8/7/2015 to 6/3/2016

#### Evidence of Completion

Climate survey data will be collected quarterly to monitor the school culture for the purposes of improvement.

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

Each Assistant Principal will monitor the SLC social organization.

**Person Responsible**

John Lynch

**Schedule**

Monthly, from 9/30/2015 to 5/25/2016

**Evidence of Completion**

SLC meeting sign in sheets will be used to monitor attendance to the social prior to each meeting.

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

Quarterly climate surveys will be released for faculty and staff participation.

**Person Responsible**

John Lynch

**Schedule**

Quarterly, from 11/2/2015 to 6/3/2016

**Evidence of Completion**

Improved climate and culture based on the results from the climate survey data.



**G1.B1.S2** Promote positive student achievement and faculty achievements in a public manner using display boards, email, social media and meeting settings. 4

 S195018

### **Strategy Rationale**

Highlight the many positive happenings on and off campus and promote

### **Action Step 1** 5

Student performance highlights will be shared with faculty, staff and the community through various modes of communication including but not limited to social media, district website, email, bulletin boards and meetings.

#### **Person Responsible**

Leslie Taylor

#### **Schedule**

Weekly, from 8/7/2015 to 6/3/2016

#### **Evidence of Completion**

Electronic copies of postings and notifications will be collected as evidence.

### **Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

Monitoring of the group email and social media to ensure regular postings of various accolades are published.

#### **Person Responsible**

Leslie Taylor

#### **Schedule**

Weekly, from 8/7/2015 to 6/3/2016

#### **Evidence of Completion**

The evidence that will be collected will be a spreadsheet of information that was shared and when and how it was shared.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7**

Through the logging of publications, monitoring of grade level and subject/CTE highlights will be available to then ensure all aspects of campus are highlighted.

**Person Responsible**

Leslie Taylor

**Schedule**

Monthly, from 8/7/2015 to 6/3/2016

**Evidence of Completion**

Climate survey data will be used to align publication and positive perception of Fort Pierce Westwood High School.

**G2.** Students will receive classroom instruction that is standards based and meets the rigor and full intent of the standards. 1

 G070376

**G2.B5** Seven brand new teachers, twenty-nine new teachers to Westwood, seventeen teachers new to SLPS, fourteen second year teachers, five classrooms staffed with long-term substitutes, and one open position (Math) 2

 B183283

**G2.B5.S1** Intensive Academic Support for 9th and 10th Grade. The Core Teachers in 9th/10 grade has facilitated and monitored collaborative planning, coaching, co-teaching, and mentoring. 4

 S195030

**Strategy Rationale**

The teachers have content and pedagogical needs and this intensive support and monitoring is necessary to rapidly strengthen these areas.

**Action Step 1 5**

Essential Leadership Team meetings to problem solve instructional needs for the week based on collaborative planning outcomes and student data.

**Person Responsible**

Leslie Taylor

**Schedule**

Weekly, from 10/9/2015 to 5/6/2016

**Evidence of Completion**

A coaching plan for the week and an administrative support plan for classroom walk-throughs and schedule for monitoring Collaborative Planning.

## Action Step 2 5

Small Learning Communities/Professional Development that are structured on "like-needs" observed from Action Step 1 and student data.

### **Person Responsible**

Leslie Taylor

### **Schedule**

Monthly, from 8/19/2015 to 5/25/2016

### **Evidence of Completion**

Sign in Sheets and digital versions of the PD (artifacts).

## Action Step 3 5

4 School wide SLCs meet for non-content planning and collegial discussions. (Westwood Campus - Grade 9, Grade 10, Grade 11 & 12 and MOA)

### **Person Responsible**

John Lynch

### **Schedule**

Weekly, from 9/9/2015 to 5/4/2016

### **Evidence of Completion**

Sign in sheets that get turned in weekly to the APs.

## Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Each Assistant principal is assigned an SLC and a subject area. They are responsible to ensure they are meeting and addressing data driven needs. All of the strategies for this barrier are informed by "eyes on instruction" and student achievement indicators.

### **Person Responsible**

John Lynch

### **Schedule**

Daily, from 10/5/2015 to 3/18/2016

### **Evidence of Completion**

Informal observation ratings and coaching schedule needs.

**Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7**

Instruction will improve in the areas targeted in PD.

**Person Responsible**

John Lynch

**Schedule**

Weekly, from 9/9/2015 to 6/3/2016

**Evidence of Completion**

Bloomboard ratings, and the DA walk-through tool.

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Each SLC will host a monthly meeting and organize refreshments and food items for the entire staff prior to the actual SLC meeting.	Lynch, John	8/7/2015	Climate survey data will be collected quarterly to monitor the school culture for the purposes of improvement.	6/3/2016 weekly
G1.B1.S2.A1	Student performance highlights will be shared with faculty, staff and the community through various modes of communication including but not limited to social media, district website, email, bulletin boards and meetings.	Taylor, Leslie	8/7/2015	Electronic copies of postings and notifications will be collected as evidence.	6/3/2016 weekly
G2.B5.S1.A1	Essential Leadership Team meetings to problem solve instructional needs for the week based on collaborative planning outcomes and student data.	Taylor, Leslie	10/9/2015	A coaching plan for the week and an administrative support plan for classroom walk-throughs and schedule for monitoring Collaborative Planning.	5/6/2016 weekly
G2.B5.S1.A2	Small Learning Communities/ Professional Development that are structured on "like-needs" observed from Action Step 1 and student data.	Taylor, Leslie	8/19/2015	Sign in Sheets and digital versions of the PD (artifacts).	5/25/2016 monthly
G2.B5.S1.A3	4 School wide SLCs meet for non-content planning and collegial discussions. (Westwood Campus - Grade 9, Grade 10, Grade 11 & 12 and MOA)	Lynch, John	9/9/2015	Sign in sheets that get turned in weekly to the APs.	5/4/2016 weekly
G1.MA1	Climate survey data results will be used to monitor the establishment of a school culture that is positive and improving.	Lynch, John	11/2/2015	Positive changes in the climate survey results.	6/3/2016 quarterly
G1.B1.S1.MA1	Quarterly climate surveys will be released for faculty and staff participation.	Lynch, John	11/2/2015	Improved climate and culture based on the results from the climate survey data.	6/3/2016 quarterly
G1.B1.S1.MA1	Each Assistant Principal will monitor the SLC social organization.	Lynch, John	9/30/2015	SLC meeting sign in sheets will be used to monitor attendance to the social prior to each meeting.	5/25/2016 monthly
G1.B1.S2.MA1	Through the logging of publications, monitoring of grade level and subject/ CTE highlights will be available to then ensure all aspects of campus are highlighted.	Taylor, Leslie	8/7/2015	Climate survey data will be used to align publication and positive perception of Fort Pierce Westwood High School.	6/3/2016 monthly

<b>Source</b>	<b>Task, Action Step or Monitoring Activity</b>	<b>Who</b>	<b>Start Date (where applicable)</b>	<b>Deliverable or Evidence of Completion</b>	<b>Due Date/ End Date</b>
G1.B1.S2.MA1	Monitoring of the group email and social media to ensure regular postings of various accolades are published.	Taylor, Leslie	8/7/2015	The evidence that will be collected will be a spreadsheet of information that was shared and when and how it was shared.	6/3/2016 weekly
G2.MA1	Student data will provide evidence that the PD, Collaborative Planning, SLCs are effective.	Pryor, Marilyn	9/9/2014	Student Grades and monitoring assessments such as Comprehensives, USA Test Prep, Common Semester Exams, and FSA, FCAT, FCAT Retakes and EOC.	6/3/2015 one-time
G2.B5.S1.MA1	Instruction will improve in the areas targeted in PD.	Lynch, John	9/9/2015	Bloomboard ratings, and the DA walk-through tool.	6/3/2016 weekly
G2.B5.S1.MA1	Each Assistant principal is assigned an SLC and a subject area. They are responsible to ensure they are meeting and addressing data driven needs. All of the strategies for this barrier are informed by "eyes on instruction" and student achievement indicators.	Lynch, John	10/5/2015	Informal observation ratings and coaching schedule needs.	3/18/2016 daily

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G2.** Students will receive classroom instruction that is standards based and meets the rigor and full intent of the standards.

**G2.B5** Seven brand new teachers, twenty-nine new teachers to Westwood, seventeen teachers new to SLPS, fourteen second year teachers, five classrooms staffed with long-term substitutes, and one open position (Math)

**G2.B5.S1** Intensive Academic Support for 9th and 10th Grade. The Core Teachers in 9th/10 grade has facilitated and monitored collaborative planning, coaching, co-teaching, and mentoring.

### PD Opportunity 1

Small Learning Communities/Professional Development that are structured on "like-needs" observed from Action Step 1 and student data.

#### Facilitator

This is shared by the administrative team and the coaches on the campus.

#### Participants

All of the teachers.

#### Schedule

Monthly, from 8/19/2015 to 5/25/2016

### PD Opportunity 2

4 School wide SLCs meet for non-content planning and collegial discussions. (Westwood Campus - Grade 9, Grade 10, Grade 11 & 12 and MOA)

#### Facilitator

Teacher Leaders

#### Participants

All teaching staff (coaches when requested).

#### Schedule

Weekly, from 9/9/2015 to 5/4/2016

## Technical Assistance Items

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

### Budget

#### Budget Data

1	G1.B1.S1.A1	Each SLC will host a monthly meeting and organize refreshments and food items for the entire staff prior to the actual SLC meeting.	\$0.00
2	G1.B1.S2.A1	Student performance highlights will be shared with faculty, staff and the community through various modes of communication including but not limited to social media, district website, email, bulletin boards and meetings.	\$0.00
3	G2.B5.S1.A1	Essential Leadership Team meetings to problem solve instructional needs for the week based on collaborative planning outcomes and student data.	\$0.00
4	G2.B5.S1.A2	Small Learning Communities/Professional Development that are structured on "like-needs" observed from Action Step 1 and student data.	\$0.00
5	G2.B5.S1.A3	4 School wide SLCs meet for non-content planning and collegial discussions. (Westwood Campus - Grade 9, Grade 10, Grade 11 & 12 and MOA)	\$0.00
<b>Total:</b>			<b>\$0.00</b>