

# Weeki Wachee High School



2015-16 School Improvement Plan

## Weeki Wachee High School

12150 VESPA WAY, Weeki Wachee, FL 34614

[www.edline.net/pages/hcsb\\_wwhs](http://www.edline.net/pages/hcsb_wwhs)

### 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	No	63%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	24%

### 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>	B*	B	B	A

*\*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 was approved by the Hernando County School Board on 11/17/2015.

### 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
Not In DA	4	<a href="#">Jim Browder</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

Where all members of the school community are responsible for ensuring learning and academic achievement for all students.

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

We're all about students.

#### School Environment

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

Teachers learn about student culture through classroom rapport building, student surveys, and journals. Coaches and fine arts teachers build lasting relationships as students join their programs year after year. Teachers call home when students show signs of struggling in class, which helps inform teachers about their students and adds to their ability to build those relationships. The Guidance Department, ESE Case-workers, and teacher-leaders also form mentor relationships with students to encourage success in the academic arena.

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

WWHS uses school-wide expectations that are enforced consistently across the school. Through these expectations, it is evident that the students understand the importance of behaving in positive manners and encouraging school safety. Posters and visual material are placed around the school to enhance success in academics and behavior, providing an inviting and welcoming atmosphere for our students. All equipment and areas of the school are designed in manners that promote and adhere to guidelines for safety. The school is kept clean and free from harmful debris to assist in safety. The students are proud of our school, and help to make sure it stays clean. We have groups that help with recycling initiatives and other programs to help increase pride in the school. Several clubs, such as the Fellowship of Christian Athletes, the Gay-Straight Alliance, the Sci-Fi club and the Chess Club, are hosted on campus. The support and facilitation of these clubs show students that their unique interests are valued, their rights respected, and their safety is secured both in school and after.

##### **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**

WWHS has clear, school-wide expectations that are enforced across all avenues of the school. These are directly related to the school's PBS motto of STING (reSpectful, acTive, equiped, respoNsible, orGanized). All students have a high expectation for appropriate behavior within the school, and know these expectations must be followed to ensure academic success. All staff within WWHS value academic time greatly, minimizing the number of classroom disruptions and adhering to guidelines in ensuring student behavior is positive within the school. In addition, discipline issues are handled in a timely manner, with consistent consequences among all students, followed and supported by the District Discipline Policy, and monitored for needs of change in implementation and/



or support for students. Further, WWHS uses a standard of discipline for chronic repeaters with Guidance Counselor support, check-in and check-out systems through behavioral monitoring, and when necessary, the District Intervention Team.

WWHS has also implemented PBS STING (reSpectful, acTive, equlpped, respoNsible, orGanized) expectations for all grade levels. We have developed a Behavior Tracking Form to ensure the system is fair and consistent. Students are rewarded based on the expectations that they follow in all areas of school. In turn, the students are able to redeem their Stinger cards weekly at a school store on wheels. The Principal has given another incentive to those that are following the Sting by having a quarterly drawing for a fun item. Those that do not wish to redeem their Stinger cards at the school store will also be able to enter the quarterly drawing for that fun item. Training for new staff can be found in the form of lessons for each expectation that includes: lesson plans, PowerPoints, activities, and assessments. This is found on our WWHS News folder on our email. Teachers are also encouraged to give some type of motivational speech to their students referencing the expectations at least twice a year, once at the beginning of the school year and again after Winter Break.

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

Our school's Guidance department works regularly with students that display the need for additional assistance with social-emotional needs. They provide counseling to the students via one on one counseling sessions and group sessions through our Rtl-B process. In addition, they work with the school psychologist and our Student Services department at our District Office to provide additional services displayed as a need for the students.

We also use a PBS system for our students that provides support, education, and motivation for growing socially and emotionally while at school. The system provides clear expectations for our students, and incentives when these expectations are met.

We also started a teacher mentoring program for "at-risk" students that are in need of academic, attendance, and/or behavioral support in and out of the classroom. Each teacher at our school has been assigned 5 students as part of a school-wide "draft" program, and checks in with their students at least once a month to ensure they remain on track throughout the year.

**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 are first identified using data reports, grade reports, and teacher input, based on the following indicators: attendance below 90 percent, course failures, in and out of school suspensions, Level 1 on Algebra EOC, Level 1 on FCAT Reading, GPA below 2.0, and low credits earned. Teachers meet every week to do team data chats, and every 4.5 weeks with Administration to do overall data chats. At this time, teachers provide data on common assessments, standardized assessments, class grades, and overall performance to the principal. Using this, the teachers and administration are able to create lists identifying students based on the above indicators.

**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	62	78	77	74	291
One or more suspensions	0	2	5	7	14
Course failure in ELA or Math	0	84	45	49	178
Level 1 on statewide assessment	150	126	86	57	419
Level 1 on Reading statewide assessment	154	167	131	85	537
GPA below 2.0	0	78	53	51	182

**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	47	44	70	47	208

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

Students are placed in credit recovery classes for any course failures and given the opportunity to retake the course for credit. This can be achieved in a face-to-face setting or through a program called Compass.

Teachers notify parents weekly of any issues in regards to student grades. Guidance and the Graduation Cohort Team begin working with the identified students from the data reports (starting with Seniors and working their way down the grade levels) to provide support and create plans to address these indicators. Administration also meets with specified students to monitor progress through 4.5 Week Data Chats and standardized assessment reports. In addition, WWHS has a dedicated AIA (Academic Improvement Assignment) Course for each student that is designed to meet his/her specific needs. In an effort to "provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement described in section 6311 (b)(1)(D)" under 20 U.S. Code § 6314, WWHS has devised a program called A.I.A (Academic Improvement Assignments) which incorporates additional targeted instruction based on indicators present. Through Academic Improvement Assignments (A. I. A.), low-performing students receive additional instruction to develop skills required to pass critical end of course exams. Additionally, members of the WWHS Future Administrator Collaborative Team (FACT) and the School Based Leadership Team (SBLT) take on mentor roles for students that need additional encouragement and direction in hopes of preventing failure and encouraging attendance.

**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?**

No

**PIP Link**

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

### Description

WWHS strives to increase parental involvement within the school, as we know that is a vital support when it comes to increasing student achievement. Many opportunities are given to parents to encourage informed involvement in our students' education and school. WWHS ensures parental empowerment when it comes to supporting our school in several ways. Numerous surveys have been sent out to parents requesting information to improve operations and collaboration within the stakeholders of the school. Other activities include, but are not limited to, an Open House before school starts for new students, and one two weeks later, to encourage parents to come to the school, speak with their child's teacher, observe school-wide initiatives and inspirations, and get an overall understanding of the school as a whole. In addition, each parent is provided access to Edline, an online portal for student grades and teacher websites, to keep them informed about classroom progress. Big Mouth Phone Messages are calling regularly with important information about upcoming events at the school. Parent Conferences and ESE Staffings are arranged for students, some at the request of the parent, for those who need additional assistance and/or accommodations within the classroom. Teachers make bi-quarterly phone calls to parents of students with low performing grades in class. To encourage prospective Freshman, WWHS conducts a 9th Grade Information Night during the month of May prior to their year of enrollment into the school. This acts like a smaller version of our school's Open House. In addition we have a School Advisory Council, Booster Clubs, community volunteers, and school concerts and plays to bring parents on campus.

### **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**

Community partnerships are highly valued and sought after on a continual basis. The main ones, of course, involve our School Advisory Council in which members and parents of the community are empowered to assist in decisions and support for our school. In addition, both our Athletic and Fine Arts Departments have Booster clubs that provide volunteer support at events throughout the school. WWHS also has a partnership with the City of Brooksville in which we participate in annual parades and tree lighting ceremonies. We have multiple fundraiser partnerships through discount cards, local restaurants, donations, car washes, bucket drops, program advertisements, silent auctions, and our Annual Food Truck Fiesta. Our Art Department participates in Art shows through the Hernando Fine Arts Council, District shows, and Congressional Art Shows. Our choral and band groups provide performances for local theaters, including Stage West, Live Oak Theater, the Show Palace Dinner Theater, the Hernandy Symphony Orchestra, Hernando Harmonizer, and the Nature Coast Festival of Singers. In addition to performances, our school offers Open Houses and Freshman Orientations for community partners to participate. Further, our school proposes projects with local business including Lowe's and Home Depot, as well as the Environmental Center in conjunction with Weeki Wachee Springs to enrich student research and innovation.

### 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
La Barbara, Troy	Principal
Chapin, Bev	Assistant Principal
Kalament, Thomas	Assistant Principal
Kane, Laura	Assistant Principal

## Duties

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

The Principal meets with the leadership team daily to discuss discipline issues, instructional observations and walk through data and discusses important upcoming events. During these meetings, daily, weekly, monthly data is analyzed from informal instructional data to formative instructional data. From these meetings action plans are developed to insure success. The Breakthrough Coach Model is utilized to insure monitoring and accountability to meet said objectives. The Principal and Assistant Principals work together to conduct walk-throughs were proper monitoring of board configuration and Danielson's domains 2 and 3 are targeted. Results from the walk-throughs are shared bi-weekly through the sharing of reports to the entire faculty and staff. Professional development is provided to teachers via coaching notes. Helping to ensure improvements are being made in the instructional setting,. Further professional development and counseling is conducted each 4 1/2 weeks during Coffee with the Principal which has been embedded in Weeki Wachee's school culture over the past three years.

Assistant Principals attend academic department meetings when common assessment data is being reviewed, when scheduling allows. Collaboration with those departments occurs to determine plans of action in regard to student success data and common assessment data. Assistant Principals are there to assist and help to seek resources to resolve problems in regard to school data. From this collaboration either remediation or enrichment is determined.

### ***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***

Within our problem solving process we utilize the following steps; 1. Identify the problem 2. Why is it occurring? 3. What are we going to do about it? and 4. Is it working? We use this process to develop action plans and accountability plans to ensure that we are meeting goals developed. Major areas that are reviewed are reading, math and writing assessment data (major high stakes data). We also review non-assessment components which are acceleration rate, graduation rate and college readiness. With utilizing the data components that are associated with each area, (attendance impacting graduation rate and student success) we determine which students are considered at risk. This enables us to collaboratively develop action plans in which cost to implement these plans is determined. We utilize our School Advisory Council to contribute needed resources.

A survey is conducted annually to determine professional development needs by our faculty and staff. From this feedback we determine what is needed within our school culture. Also contributing to this determination is our entire faculty's review of our School Improvement Plan Goals quarterly. This is used as a formative assessment to help determine our success on our SIP goals. When school grade information is released and a final review of the School Improvement Plan is conducted, then a final summative report of the School Improvement Plan is developed. This summative report, along with all of the data components mentioned is utilized to develop a professional development plan for the following year. Title II funds and district resources are utilized for the expenses incurred by the professional development needed.

Our professional development is delivered through professional learning communities by department weekly. This year, our PLCs focus is on two major "high impact" strategies. These strategies are "Academic Improvement Assignments" and "Common Assessments". "Academic Improvement Assignments" is a daily remediation and acceleration program, in which every student is assigned a non-credit homeroom in order to receive the proper instruction based on need. "Common Assessments" are developed through departments based on the Florida Standards. This data is shared and analyzed through common course alignment. Resources will be used to fund these two

"high impact" strategies. Analysis of success is conducted through the following means: weekly PLC meeting, 4.5 week data chats (Coffee with the Principal), bi-weekly SBLT meetings, and monthly faculty meetings.

A weekly review of budget and money streams are conducted by the principal with the school's bookkeeper to ensure that resources are being used efficiently. From this meeting, a determination as to what projects need to be funded by which funding source is made. This information is then shared with the leadership team, along with project managers (as determined by the action plans developed). This information is used to help advise the school's grant writing committee as to what grants need to be sought out in order to meet the school's needs.

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
David Foster	Business/Community
Debbie Foster	Parent
Lori Adesso	Parent
Mary Stone	Parent
Peggy O'Gorman	Parent
Laura Santiago	Parent
Morgan VanHouten	Student
Troy LaBarbara	Principal
Bev Chapin	Principal
Nancy Jacobs	Teacher
Kirsten Mihok	Teacher
Shellee Johnston	Parent
R. Maldonado	Parent
J. O'Connell	Parent
M. Beal	Parent
J. Beal	Parent
William Beal	Student
M. O'Connell	Parent
T. Moyer	Parent
T. Watson	Parent
S. Cordero	Parent
D. Emanuel	Parent
R. Black	Parent
C. Boorman	Parent

#### 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*

SAC was given the opportunity to develop and review the SIP. The entire SIP was forwarded to all SAC members for their review and feedback. Upon completion of the SIP, SAC once again reviewed the plan and supported the implementation of the SIP. The Principal throughout the school year presented SAC with school wide data indicating progress toward meeting SIP goals. Baseline data was shared as well as the results of 4 1/2 week data chats on an ongoing basis. In addition to academic goals, behavioral goals as they related to PBS and its implementation were also described and reviewed periodically.

*Development of this school improvement plan*

All teachers were asked to develop goals they felt were necessary to increase student achievement. The results of that input guided the development of the SIP. The SIP was presented to the SAC for their comments and suggestions. Goals were presented to the SAC as well as the barriers and strategies to accomplish developed goals. SAC was given the rationale for the selected goals and the data supporting their development. SAC approved the SIP at the October 6, 2014, meeting. Revisions to the SIP may be made throughout the school year. SAC will be asked to contribute by reviewing the SIP's progress and amending goals as necessary.

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

The schools funding model and appropriations are shared with the SAC by the Principal. SAC is approached for financial assistance for projects or needs, by individual teachers or groups, that are not readily available through the budget. SAC reviews the proposed need, determines its merit and its alignment with the SIP and approves or denies.

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

No funds were requested last year from SAC.

***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
Bouchard, Kathleen	Teacher, K-12
Long, Mary	Teacher, K-12
Jacobs, Nancy	Teacher, K-12
Kane, Laura	Assistant Principal

**Duties**

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

The Literacy team collaborates to determine school wide literacy initiatives and on-going support for reading instruction. The team shares information with the staff about literacy based competitions in which students may participate as these opportunities arise. Additionally, members of the literacy teams collaborate to plan and organize the Annual Literacy Week events to include events like a literary scavenger hunt, novels for local shelters, and fund raising for additional reference materials.

Since reading and writing are closely related the writing committee chairperson and the literacy committee chairperson collaborate to incorporate and encourage the use of text-based evidence through out all subject areas.

In conjunction with the Reading Counts Series, the Literacy Leadership Team coordinates the student rosters and competitions with Reading Counts Points. Using lexile and text complexity, books within the library are marked with RC levels to increase interest and difficulty. This graduated process is monitored by the teachers and the media specialist.

The Literacy Leadership Team also confers with the district reading coach to implement school-wide literacy initiatives across content areas.

Reading strategies are promoted on WWHS News through email for easy access for teachers within all content areas.

## 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**

WWHS administrators facilitate the ability for teachers of similar content to collaborate routinely through the careful scheduling of common planning periods and strategic proximity throughout the building. Where possible, teachers of the same content are positioned within the same learning communities to increase the likelihood collaboration during planning periods. Teachers who teach the same subject are encouraged to work collaboratively to plan lessons and design assessments. Data is gathered to drive future instruction.

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

WWHS hosts interns when the need arises to develop and retain highly qualified teachers. Teachers receive professional development to give them the support they need to experience success in the classroom with their students. Additionally, WWHS forms partnerships with Educational Institutions and hosts interns through our mentoring program. A rigorous evaluation rubric and the S.T.A.R. interview process are utilized during the hiring process. New teachers are provided mentors and ongoing professional development is facilitated.

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

The lead mentor oversees mentors, the hosting of interns, conducts walk-throughs, and organizes mentee-mentor documentation. The WWHS New Teacher Academy is hosted by the lead mentor. This academy is for teachers new to the field to meet with their mentors and discuss current school issues, complete on-going documentation of mentor duties, and ask for any assistance that may be needed. Additionally, veteran teachers that are new to the campus are encouraged to attend as are 2nd year teachers who are ineligible for additional support funded through district funds. The monthly NTA meetings include professional development, guidance about the school culture, and support for new teachers to reduce teacher attrition rates.

## 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**

All instructional materials and curriculum are aligned with the Florida's standards. In fact, our district adopted new curriculum series for English and Math to ensure they are aligned with these standards. Teachers are trained on these programs at the beginning of the year. In addition, we have also begun to use common assessments, developed completely based on our Florida standards, to monitor program and student progress throughout the year. Supplemental materials are also used with the curriculum to scaffold daily instruction. Examples of this are Close Reader for English and PERT resources for College Prep courses.

**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**

We use common mid and end of quarter assessments to guide instruction and determine Response to Intervention needs for Rtl. Department facilitators create standards-driven exams to progress monitor student performance and conduct Rtl accordingly. These common assessments are, of course, aligned with our current Florida Standards and are given among all teachers' classes on each particular course. Once given, data is provided to the Assessment Coordinator and the Administrative Team to analyze and monitor the progress. Department level Data Chats are conducted to go over each standard/skill and ensure mastery is occurring with the students. In addition, the principal conducts a "Coffee with the Principal" meeting each 4.5 weeks to go over data and provide needed support to the teachers. For those standards that are not being mastered, the teachers use spiral review strategies to go back and refocus on increasing achievement. This is done through mini focus lessons, spiral review lessons, and Rtl lessons.

Teachers use the data from common and state-wide assessments to determine the specific needs of each student and class and provide necessary focus lessons to increase mastery among the standard. Through this program, teachers are able to "pin-point" specific areas of weakness or needs for enrichment and deliver support accordingly. Areas where additional support is needed by the teacher are addressed by the Assessment Team.

We also conduct Boot Camps for assessment preparation. We have provided boot camps for the Algebra 1 and Geometry EOC's, FCAT Reading, and Writing. These are offered to the students prior to each round of testing at the school. We also participate in school-wide writing.

**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: After School Program**

**Minutes added to school year: 720**

Boot Camp for academic assessment areas

**Strategy Rationale**

Providing after school Boot Camps allows for increased support for students when it comes to increasing their achievement on assessments.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Neuman, Jessica, neuman\_j2@hcsb.k12.fl.us

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

EOC scores and FCAT scores will be collected as they are reported. The increase in scores will be used to determine effectiveness of this strategy.

**Strategy: Extended School Day**

**Minutes added to school year: 5,400**

Academic Improvement Assignment (AIA)

**Strategy Rationale**

Students are provided an additional class called A.I.A. that focuses specifically on each student's areas of weakness and/or needs for enrichment. These are designed as remedial, enrichment, differentiated, and acceleration support classes.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

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

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

EOC scores and FCAT scores will be collected as they come in. Increases in scores will be used to determine effectiveness of this strategy.

**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***

WWHS genuinely cares for each of its students from the moment they walk through the door to the moment they leave the campus, and beyond. Prior to the end of each school year, a WWHS Open House Night is offered to incoming 9th graders for the following year where the parents and students are able to meet the staff at the school, tour the campus, and learn the many offerings available to them at the school. In addition, they are invited back the week before school starts to do the same process again, as well as get their class schedules. WWHS is also working with one of the feeder schools to promote and advance the school's blended technology in the classrooms in order to meet the needs of the incoming 9th graders next school year.

The outgoing students are provided many opportunities before they leave to obtain certifications through technology, Job Core training, Reduced Scheduling for job and/or higher education opportunities, Dual Enrollment and AP Classes on campus, meetings with recruiters from all divisions of the military for those interested and multiple community service opportunities. In addition, a Scholarship Committee meets monthly to provide information to students regarding scholarships available to them. Guidance also sets up days for colleges to bring information and meet with students that may be interested. Currently we have about 10 colleges scheduled to visit our campus throughout this year.

### **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***

Many opportunities are provided to our students to obtain certifications through technology, Job Core training, Reduced Scheduling for job and/or higher education opportunities, Dual Enrollment and AP Classes on campus, meetings with recruiters from all divisions of the military for those interested and multiple community service opportunities. We currently have multiple community partnerships that assist with supplies and volunteering in our school. In addition, a Scholarship Committee meets monthly to provide information to students regarding scholarships available to them. Guidance also sets up days for colleges to bring information and meet with students that may be interested. Currently we have about 10 colleges scheduled to visit our campus throughout this year.

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

Digital Media and MultiMedia 1, 2, and 3  
Video Game and Simulation 1  
User Interface  
Web Script Fundamentals

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

There are many ways in which teachers utilize career education within their curriculum, with strategies that are normally only found in CTE courses. For example, our Science department teaches about Environmental Technology within the curriculum to support a garden project. The English Department and other academic areas teach Power Point to their students for presentations for projects. The Math Department also infuses Excel into their curriculum for basic spreadsheet skills. The Art and Music Departments infuse Stage Craft within their curriculum. The Art Department also infuses 3-D printing within its curriculum, through the help of our current CTE teachers.

***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***

We currently use the Postsecondary Education Readiness Test to assist in ensuring students are college ready before graduating. Students that pass this test are allowed to enroll in Dual Enrollment and AP Courses at the school. On the High School Feedback Report, Hernando schools showed 49.2% of our students enrolled in a postsecondary institution which was below the state average of 52.1%. As a school, we are definitely trying to increase this percentage by providing as many resources, support and information to our students and encouraging enrollment. Currently about 10 postsecondary institutions have College Days on our campus where students can talk with advisers and get information about the various schools. In addition, our scholarship committee meets monthly and puts out monthly newsletters to students regarding information on obtaining the latest scholarships. We also offer early graduation to those students that meet their requirements ahead of their peers, through our Early Graduation Program.

## 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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** WWHS will increase student achievement by creating an academic and behaviorally supportive culture.

## 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. WWHS will increase student achievement by creating an academic and behaviorally supportive culture.**

1a

G072953

**Targets Supported** 1b

Indicator	Annual Target
Algebra I FSA EOC Pass Rate	75.0
ELA Achievement District Assessment	65.0
Bio I EOC Pass	70.0
U.S. History EOC Pass	65.0
School Climate Survey - Staff	75.0
Teacher attendance rate	90.0
Students in twelfth grade exhibiting two or more EWS indicators	10.0

**Resources Available to Support the Goal** 2

- 

**Targeted Barriers to Achieving the Goal** 3

- Teacher Buy-In

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

Progress Monitoring Data (Achievement and PBS)

**Person Responsible**

Troy La Barbara

**Schedule**

On 6/3/2016

**Evidence of Completion**

PBS Teacher Data, Data Chat Form, Progress Monitoring Form (Common Assessments)

## 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.** WWHS will increase student achievement by creating an academic and behaviorally supportive culture. **1**

 G072953

**G1.B4** Teacher Buy-In **2**

 B190476

**G1.B4.S1** Development of professional capacity, with focus on the quality of the teaching staff, teachers' belief that schools can change, and participation in good professional development and collaborative work. **4**

 S201906

### Strategy Rationale

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

Train the teachers in best practices through feedback, follow-up, and mentoring.

#### Person Responsible

Troy La Barbara

#### Schedule

Weekly, from 8/24/2015 to 6/8/2016

#### Evidence of Completion

Walk through Data and feedback, Mentoring Program provided to new teachers

### Action Step 2 5

We will celebrate the accomplishments of teachers, instructional coaches, teams, students and the organization as a whole while providing incentives from donations through the PBS program.

**Person Responsible**

Thomas Kalamant

**Schedule**

Semiannually, from 8/24/2015 to 6/8/2016

**Evidence of Completion**

Teacher Climate/Culture Survey, teacher PBS data, Coffee with the Principal Agenda, Quarterly Celebrations at Faculty Meetings

### Action Step 3 5

Teachers will participate in professional development and collaboration through their PLC common planning in their departments.

**Person Responsible**

Jessica Neuman

**Schedule**

Biweekly, from 8/24/2015 to 6/8/2016

**Evidence of Completion**

Data Chat Data, PLC, PD Calendar, Common Assessments

### Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Climate Surveys will be conducted at the end of each school year to determine teachers satisfaction rates with the school's climate.

**Person Responsible**

Thomas Kalamant

**Schedule**

Quarterly, from 8/24/2015 to 6/8/2016

**Evidence of Completion**

The Climate survey will show increase in teacher satisfaction.

**Plan to Monitor Fidelity of Implementation of G1.B4.S1** 6

Teacher Attendance will be monitored throughout the school year.

**Person Responsible**

Laura Kane

**Schedule**

Quarterly, from 8/24/2015 to 6/8/2016

**Evidence of Completion**

Overall attendance data will show a decrease in the number of teacher absences, Attendance at PLC meetings will show full engagement of all teachers during the meetings.

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1** 7

Walk through data of meetings and classrooms will be conducted to monitor effectiveness.

**Person Responsible**

Troy La Barbara

**Schedule**

Weekly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Modeled classroom best practices during meetings, and an increase in effective to highly effective observances during walk-throughs.

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1** 7

Teacher Survey Data

**Person Responsible**

Thomas Kalamant

**Schedule**

Annually, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

increase in teacher satisfaction



**Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7**

PLC Meeting Minutes

**Person Responsible**

Jessica Neuman

**Schedule**

Weekly, from 8/26/2015 to 6/3/2016

**Evidence of Completion**

Documentation of minutes through Department Chairs

**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.B4.S1.A1	Train the teachers in best practices through feedback, follow-up, and mentoring.	La Barbara, Troy	8/24/2015	Walk through Data and feedback, Mentoring Program provided to new teachers	6/8/2016 weekly
G1.B4.S1.A2	We will celebrate the accomplishments of teachers, instructional coaches, teams, students and the organization as a whole while providing incentives from donations through the PBS program.	Kalament, Thomas	8/24/2015	Teacher Climate/Culture Survey, teacher PBS data, Coffee with the Principal Agenda, Quarterly Celebrations at Faculty Meetings	6/8/2016 semiannually
G1.B4.S1.A3	Teachers will participate in professional development and collaboration through their PLC common planning in their departments.	Neuman, Jessica	8/24/2015	Data Chat Data, PLC, PD Calendar, Common Assessments	6/8/2016 biweekly
G1.MA1	Progress Monitoring Data (Achievement and PBS)	La Barbara, Troy	8/24/2015	PBS Teacher Data, Data Chat Form, Progress Monitoring Form (Common Assessments)	6/3/2016 one-time
G1.B4.S1.MA1	Walk through data of meetings and classrooms will be conducted to monitor effectiveness.	La Barbara, Troy	8/24/2015	Modeled classroom best practices during meetings, and an increase in effective to highly effective observances during walk-throughs.	6/3/2016 weekly
G1.B4.S1.MA2	Teacher Survey Data	Kalament, Thomas	8/24/2015	increase in teacher satisfaction	6/3/2016 annually
G1.B4.S1.MA5	PLC Meeting Minutes	Neuman, Jessica	8/26/2015	Documentation of minutes through Department Chairs	6/3/2016 weekly
G1.B4.S1.MA1	Climate Surveys will be conducted at the end of each school year to determine teachers satisfaction rates with the school's climate.	Kalament, Thomas	8/24/2015	The Climate survey will show increase in teacher satisfaction.	6/8/2016 quarterly
G1.B4.S1.MA3	Teacher Attendance will be monitored throughout the school year.	Kane, Laura	8/24/2015	Overall attendance data will show a decrease in the number of teacher absences, Attendance at PLC meetings will show full engagement of all teachers during the meetings.	6/8/2016 quarterly

## 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.

**G1.** WWHS will increase student achievement by creating an academic and behaviorally supportive culture.

### **G1.B4** Teacher Buy-In

**G1.B4.S1** Development of professional capacity, with focus on the quality of the teaching staff, teachers' belief that schools can change, and participation in good professional development and collaborative work.

#### **PD Opportunity 1**

Train the teachers in best practices through feedback, follow-up, and mentoring.

##### **Facilitator**

Mr. Troy LaBarbara

##### **Participants**

All Teachers

##### **Schedule**

Weekly, from 8/24/2015 to 6/8/2016

#### **PD Opportunity 2**

Teachers will participate in professional development and collaboration through their PLC common planning in their departments.

##### **Facilitator**

Mrs. Jessica Neuman

##### **Participants**

All Teachers

##### **Schedule**

Biweekly, from 8/24/2015 to 6/8/2016

## Technical Assistance Items

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

### Budget

#### Budget Data

1	G1.B4.S1.A1	Train the teachers in best practices through feedback, follow-up, and mentoring.	\$0.00
2	G1.B4.S1.A2	We will celebrate the accomplishments of teachers, instructional coaches, teams, students and the organization as a whole while providing incentives from donations through the PBS program.	\$0.00
3	G1.B4.S1.A3	Teachers will participate in professional development and collaboration through their PLC common planning in their departments.	\$0.00
<b>Total:</b>			<b>\$0.00</b>