

Marion County Public Schools

West Port High School



2017-18 Schoolwide Improvement Plan

West Port High School

3733 SW 80TH AVE, Ocala, FL 34481

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p>2016-17 Title I School</p> <p>No</p>	<p>2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>68%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>61%</p>

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	A*	A

**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 Marion 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for West Port High School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

West Port High School cultivates success in a safe environment and positive school culture, which is strengthened by rigorous academics, student and teacher relationships, and supported by family and community involvement.

b. Provide the school's vision statement.

West Port is an innovative center of excellence inspiring student success.

2. School Environment

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

West Port High School (WPHS) welcomes and embraces students' cultures and views their heritage as a key to making meaningful connections, developing respect and understanding, and building stronger foundations for the entirety of the WPHS culture and community. West Port High School is an innovator with the implementation of Power Hour, providing students an hour long lunch period during which all teachers have office hours to tutor, mentor, provide remediation, or sponsor club activities. West Port High has a large population of staff that volunteer at school events, sponsor clubs, and coach athletics, all of which builds and develops relationships between teachers and students.

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

West Port High School creates an environment where students feel safe and respected before, during, and after school by providing well-maintained facilities that are neat, clean, and exceed expectations for student learning. Teachers welcome students to their classes each day to set a safe and respectful climate. Proactive and positive supervision of students is provided at all school activities, and behavioral expectations are clearly communicated and enforced to maintain the safe environment. West Port has a duty schedule ensuring adequate supervision before, during, and after school hours. In addition, there are clearly defined plans to manage school-wide emergency situations for severe weather, fire, tornadoes, and campus safety. These are practiced regularly to ensure preparation for actual events. The West Port High School staff and students promote and demonstrate the 4-P's: We Are Prompt, We Are Prepared, We Are Polite, We are Productive.

c. 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.

West Port High School has a behavioral system that focuses on developing positive character in all students. This begins with communicating clearly defined expectations frequently through morning announcements, daily classroom procedures, and Student Improvement Time which extends to the classrooms where clear expectations are posted by each teacher. The Marion County Public Schools (MCPS) Code of Student Conduct is followed strictly to provide the safest environment possible for students. The West Port staff uses the electronic referral process to quickly and efficiently report

disciplinary concerns to prompt response from the WPHS Student Services team. Referrals are processed using a progressive disciplinary system which takes into account a student's prior history in order to assign a fair and appropriate consequence intended to correct and reduce the likelihood of the student repeating the offense.

d. 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.

West Port High School has five (5) guidance counselors. Four (4) of the guidance counselors are assigned a specific grade and one guidance counselor monitors the ESE, Section 504, ESOL, and the Early College students as well as coordinates special programs through the guidance department. School counselors assigned to specific grade levels follow (move up) with their assigned grade level to provide consistency and continuity of service. A Problem Solving Team (PST) meets weekly to discuss individual at-risk students, share data, and develop appropriate intervention plans. The PST consists of administration, deans, guidance counselors, a behavior specialist, the school psychologist and a social worker.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

The software package Unify Performance Matters provides WPHS an interactive Early Warning Indicator Report identifying excessive absences, course failure, grade point average (GPA), credit deficiencies, discipline referrals, and achievement level on the Florida Standards Assessment (FSA) and Algebra End of Course exam (EOC).

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	163	195	240	9	607
One or more suspensions	0	0	0	0	0	0	0	0	0	60	24	19	12	115
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	8	106	140	102	356
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	247	225	242	177	891

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

The West Port High School Problem Solving Team meets regularly to review school wide data and identify specific students of concern. The members of these teams each have key roles in creating plans to best support the specific needs of those students identified as needing support. School

Deans work closely with the Behavior Specialist and School Psychologist to provide interventions for those students who demonstrated behavioral issues. The School Social Work Assistant works closely with students regarding attendance issues. Guidance counselors track student academic achievement alongside the classroom teachers to maintain parent and student contact concerning academic issues.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

It is the goal of West Port High School to encourage and maintain high levels of parent involvement in all aspects of the function of WPHS. This is done by involvement in the School Advisory Council, booster clubs, school preview events, sporting events, and ongoing spirit building activities.

2. 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.

West Port High School works very hard to build and sustain excellent partnerships within the local community. Our School Business Partner is Munroe Regional Medical Center which provides both financial and in-kind support for the multiple medical programs offered at West Port High School. On Top Of The World and Spruce Creek retirement communities provide support through volunteers, mentors and support of school activities. A strong partnership with the College of Central Florida (CF) has developed into a satellite campus for CF on the WPHS campus providing many students the opportunity to earn a college degree simultaneously while completing their high school requirements. In addition, partnerships with many local businesses have supported and developed the Marion County Center for the Arts (MCCA) programs, the Bio-medical Magnet, JROTC and many vocational offerings available to West Port students. The West Port School Advisory Council recruits membership from the community and along with school staff review, discuss and make suggestions about school programs. The West Port High School SAC meets each month and is open to anyone who would like to attend.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Cruze, Ginger	Principal
Carlisle, Christopher	Assistant Principal
Baker, Jo	Other
Craig, Vicki	Teacher, K-12
Livengood, Lyle	Other
Reeder, Laurie	Teacher, K-12
Roberts, Samantha	Instructional Media
Smith, Freeston	Dean
Smith, Stephanie	School Counselor
Toomey, Jennifer	Dean
Umholtz, Sarah	Dean
Anderson, Reeshemha	Assistant Principal
Williams, Bo	Assistant Principal
Catalfamo, Frank	Assistant Principal
Busbee, Heather	Dean

b. Duties

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

The School Leadership Team (SLT) meets weekly to re-calibrate and focus efforts specific to the SIP and our targeted goals. Each member of the SLT facilitates a department and works to ensure shared decision making within the department.

2. 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.

We meet weekly as a leadership team to review data. We have focused collaboration teams that work with teachers to develop instructional strategies including professional learning communities (PLCs). We mentor identified students individually. We have a problem solving team that meets weekly which include the Social Worker, School Psychologist, Dean and Guidance Counselors which specifically focuses on the Multi-Tiered System of Support (MTSS). Funding received from a variety of sources are used to support WPHS in a wide range of methods. District funds are used to purchase school supplies, fund a Migrant Liaison that works with West Port and its families to identify students and provide needed referrals. The District also provides staff development activities to improve basic educational programs to assist the administrators and teachers at WPHS meeting highly qualified status. Services are provided through the District to fund ELL district support services on an as needed basis to improve the education of migrant and English Language Learners (ELLs). West Port School has English as a Second Language (ESOL) paraprofessionals. A District Homeless Social Worker provides resources (clothing, school supplies, social services referrals, etc) for WPHS students identified homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. The Florida Diagnostic Learning Resource System (FDLRS) is funded through EHA-Part B as amended by PL94-142 to provide Support Services to Exceptional Student Education

Programs which benefit those students at West Port. In addition, proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged and handicapped students at WPHS.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Ginger Cruze	Principal
Chris Carlisle	Education Support Employee
Vicki Craig	Teacher
Laurie Reeder	Teacher
Spencer Reeder	Teacher
Samantha Roberts	Teacher
Reeshemha Anderson	Education Support Employee
Bo Williams	Education Support Employee
Frank Catalfamo	Education Support Employee
Heather Busbee	Education Support Employee
Doretha Anderson	Parent
Robin Amaudy	Parent
Roman Bender	Teacher
Aileen Camecchia	Parent
Cindy Stroup	Parent
Dan Galassi	Parent
Charmane Gee	Parent
Jayda Gordon	Student
Jean Shore	Student
Ronald Jones	Student
June Jones	Business/Community
David Lack	Business/Community
Jennifer McIntyre	Parent
Michael Miller	Parent
Jennifer Toomey	Teacher
Pena Schmidt	Parent
Cindy Sebzda	Parent
Michelle Whipple	Parent
Ainsley Wyatt	Student
Shajuana Williams	Parent
Bill Wixon	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC begins each school year with a meeting where school grade information and performance data is shared. This examination of data provides rationale for proposing future goals. Prior to final submission, the School Improvement Plan was presented in a draft form at a SAC meeting for SAC members to provide feedback and suggestions for improvement.

b. Development of this school improvement plan

The SAC has discussed and analyzed all categories of school performance results, state requirements, and curriculum requirements. They have spent time discussing parent input and ways to increase parent and community involvement in school events. SAC members are included in the development of this plan through continual input. The SAC committee reviews the School Improvement Plan (SIP) prior to submission.

c. Preparation of the school's annual budget and plan

The SAC chair works with the school budget committee and submits the budget to the SAC for review at a regular SAC meeting.

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

The school has not received any funding for School Improvement.

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

No

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

West Port High School currently has 2,675 students with 21% of the population Black, 42% White, 26% Hispanic, 4% Asian, 1% Indian, and 6% Other. The West Port High School Advisory Council currently consist of 22% Black, 72% White, 3% Hispanic, and 3% Other. We will continue to recruit members and encourage attendance through text reminders, phone call homes, posting on websites and social media. Additionally, we will ask current members to share upcoming meeting topics and personally invite parents and community members to attend meetings.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Cruze, Ginger	Principal
Carlisle, Christopher	Assistant Principal
Barber, Lindsey	Teacher, K-12
Bender, Roman	Teacher, K-12
Cunningham, Hollie	Teacher, K-12
David, Janice	Teacher, K-12
Lundy, Janice	Teacher, K-12
Marino, Dean	Teacher, K-12
Roberts, Samantha	Teacher, K-12
Toomey, Jennifer	Teacher, K-12
Torres, Sabrina	Teacher, K-12
Anderson, Reeshemha	Assistant Principal
Catalfamo, Frank	Assistant Principal
Williams, Bo	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The School Reading/Literacy Leadership Team (SRLLT) meets once a month to discuss teaching and learning literacy for the entire community of learners. The literacy culture at WPHS is built through continuous professional development and collaboration. Using student data and teacher input, the SRLLT will align its goals and initiatives with the ELA SIP goals. The SRLLT will monitor and support the implementation of the reading/literacy program initiatives on campus and continue to research scientifically based reading instruction and strategies for continuous growth. Finally, the SRLLT will create and share school-wide initiatives and activities to promote literacy throughout the learning community. Lead teachers at West Port ensure that all teachers throughout campus are focusing on literacy by incorporating reading in every lesson as well as leading Professional Learning Communities (PLCs).

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

West Port High School utilizes many techniques to develop a positive working atmosphere and effective communication and collaboration among staff. Some of the many techniques include Friday Faculty Focus, Horizontal Collaboration, Vertical Collaboration, Focused Collaboration, Professional Learning Communities (PLC) and Book Studies. Each Friday the entire faculty of WPHS meets for Friday Faculty Focus. During this time we examine current data, collaborate on best practices and instructional strategies, and participate in ongoing learning activities. Further, the WPHS faculty meets in Horizontal, Vertical or Focused groups each Tuesday throughout the school year. During Horizontal Collaboration grade levels work together to identify needs specific to the grade level and address the needs of all teachers and students at the grade level. During Vertical Collaboration subject areas meet together to share best practices, review common expectations throughout 9th through 12th grades, and ways to incorporate effective reading, writing and discussion strategies in the subject areas. Vertical

Collaboration involves PLC Communities by content area. Teachers are grouped for Vertical Collaboration according to their common core subjects and are facilitated by the Lead Teacher of each subject area. Focused Collaboration brings teachers who present the same courses together to review curriculum maps, instructional materials and more. This group meets more often than the other collaborative groups allowing teachers who have multiple subject areas to alternate between those Focused Collaboration groups. Book Studies happen throughout the school year and are utilized to introduce current research and strategies for building best practices within the classroom.

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

West Port High School is always looking for highly effective, highly qualified, and highly trained individuals to continue moving students to a higher level. This recruitment is ongoing by everyone on the school staff including the Principal, Assistant Principals and teachers. The faculty members at WPHS take great pride in their product and many stay for as long as possible. In addition they are constantly trying to recruit others who will also work hard to raise educational standards for West Port High School.

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

Beginning teachers and new teachers to WPHS are invited to a four (4) hour special weekend meeting called Sneak Preview. At this meeting they are told about school culture, take a tour of the school, learn about WPHS processes, and procedures. This sneak preview has proven highly effective in that it assists those new employees bond with each other and remove some of the first day fears. In addition, all teachers new to the school have a buddy teacher assigned. These buddies are typically within the new teacher's field of study, proximity and work to make sure they are in the loop on how things are done and where to find support. In addition, new teachers eligible for the district mentoring program are also given that opportunity for support. Each teacher new to WPHS goes through a five week orientation program followed by meetings biweekly with the administration to identify areas of concern and highlight areas of success. Further, each new teacher takes part in a book study that highlights high yield instructional strategies.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The District organizes several instructional committees to develop curriculum maps and pacing guides aligned to Florida Standards. WPHS teachers are provided these curriculum maps and pacing guides for use within their classroom. School based administrators monitor lesson plans and classroom instruction in accordance with these curriculum maps and pacing guides.

b. Instructional Strategies

1. 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.

Administration and staff use results gathered from District Benchmark Assessments, Reading Writing Assessments, Florida Standards Assessment results, learning checks, standardized test results,

End of Course Exams, and any available data to determine professional development needs and areas of concern. In addition, regular classroom visits by administration, surveys, and minutes from team meetings all play a key role in determining what instruction needs improvement. Teachers use data from the same sources as well as progress monitoring assessments used to measure student proficiency on specific benchmarks to select and implement best practices and resources for the greatest instructional impact with their students.

2. 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: 1,800

West Port High School utilizes an innovative strategy called Power Hour which provides students an extended lunch period (up to an hour) during which all teachers provide students with open office hours to tutor, mentor, and provide remediation.

Strategy Rationale

Power Hour allows students who do not have access to extended times before and after school the opportunity to receive additional academic support and remediation.

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

School academic performance and school grade.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

In the spring, representatives of West Port High School visit feeder middle schools to assist students and parents with understanding the expectations and process for course selection and school requirements. Students are given a course request form to complete, requesting the courses they feel are best for their advancement. Before their forms are accepted, each student has a one-on-one meeting with their assigned guidance counselor to review and approve their selections for the following year.

Each summer WPHS holds a Freshmen Orientation event where all incoming freshmen are invited to attend. This event lasts for an entire day and provides students the opportunity to tour the school in small groups, have a school lunch, learn about extra-curricular activities and sports, as well as, other

information provided for WPHS students. This event allows the incoming students to learn about the expectations and culture of the school while creating and developing new friendships that will make the transition positive. In addition, WPHS hosts a New Student Orientation where students and their parents can tour the school, find their first period class, sign up for extra-curricula activities, sign up for Parent Portal, and learn about bus transportation prior to school starting.

While transitioning from one school year to another, students are informed about the process for class selection the following school year. West Port School holds an Open House event during the first few weeks of school, where parents learn about school procedures and visit the classrooms of their students by progressing through an abbreviated schedule process. At Open House, parents and students are informed about the advantages of the Early College Program at West Port as well as Advanced Placement and vocational programs which include Industry Certifications. West Port High School also participates each fall in the Career and College Expo at the College of Central Florida where students have the opportunity to meet with representatives of nearby colleges and employers. During the school year, many representatives from universities, military service organizations and technical schools visit the WPHS campus and meet with interested students. West Port High School students are provided various types of college and career exposure through on campus college and career fairs along with student academic events.

b. College and Career Readiness

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

West Port High School implements standards provided by the State of Florida that are set to prepare students for success and make them competitive in the global workplace. Each Florida Standard provides clear expectations for the knowledge and skills students need to master in each grade and subject so they will be prepared to succeed in college, careers and life. Further, guidance counselors at WPHS are assigned to students by graduation class and move up with students during their time at West Port. This allows students to develop a relationship with their guidance counselor and allows the guidance counselor to closely monitor and support each student's course of study. A College and Career Lab Specialist provides opportunities for students to find specific information regarding college and career planning. WPHS also hosts representatives from colleges and universities throughout the school year. WPHS also focuses on one or two State of Florida universities per week during our Student Improvement Time.

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

The performing and visual arts classes as well as vocational classes offered at WPHS provide a variety of opportunities for students to see relationships between subjects and relevance to their future. Students are given the opportunity to earn industry certification in a number of areas.

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

West Port High School follows the Florida Standards which support the implementation of the skills and knowledge necessary for success in STEM related experiences. Several of West Port High School vocational programs integrate with academic courses. The Bio-Medical and Engineering programs are two examples on the WPHS campus and these programs are very popular with students.

4. 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.

Based on the High School Feedback Report, WPHS is trending positively in all measured areas.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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.** If Students with Disabilities (SWDs) receive their education and related services in age and grade appropriate, heterogeneous, general education contexts 80% or more of the day, students will achieve gains measured by ELA/Reading FSA.
- G2.** If teachers are involved in quality collaborative professional development, implement rigorous instructional strategies and lesson plans, then students will achieve higher levels of performance on statewide and EOC assessments.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If Students with Disabilities (SWDs) receive their education and related services in age and grade appropriate, heterogeneous, general education contexts 80% or more of the day, students will achieve gains measured by ELA/Reading FSA. 1a

G096024

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal 3

- Scheduling to meet individual students needs.
- Differentiating instruction for diverse group of students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Guidance Counselors
- Support Facilitators
- Administration
- Paraprofessionals

Plan to Monitor Progress Toward G1. 8

FSA/ELA assessments will be evaluated for evidence of student gains in ELA and Reading.

Person Responsible
Christopher Carlisle

Schedule
Annually, from 8/10/2017 to 5/25/2018

Evidence of Completion
ELA/FSA Scores.

G2. If teachers are involved in quality collaborative professional development, implement rigorous instructional strategies and lesson plans, then students will achieve higher levels of performance on statewide and EOC assessments. 1a

G096025

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	60.0
Algebra I EOC Pass Rate	55.0

Targeted Barriers to Achieving the Goal 3

- Understanding of Florida Standards and appropriate levels of cognitive complexity.
- Teachers having the opportunity to observe peers using best practices and rigorous standard based instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Guidance Counselors
- Literacy Team
- Leadership Team
- Professional Development Opportunities
- New Teacher Program

Plan to Monitor Progress Toward G2. 8

ELA/FSA assessments and Algebra 1 EOC pass rate will be evaluated for evidence of student gains in reading and math.

Person Responsible

Ginger Cruze

Schedule

Annually, from 8/10/2017 to 5/25/2018

Evidence of Completion

FSA and EOC scores

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. If Students with Disabilities (SWDs) receive their education and related services in age and grade appropriate, heterogeneous, general education contexts 80% or more of the day, students will achieve gains measured by ELA/Reading FSA. **1**

 G096024

G1.B1 Scheduling to meet individual students needs. **2**

 B258502

G1.B1.S1 Scheduling SWDs with appropriate support in general education courses. **4**

 S273703

Strategy Rationale

Providing SWDs with appropriate support in their general education courses will afford the opportunities to achieve gains.

Action Step 1 **5**

Schedule meetings with Guidance Counselors, Support Facilitators, and Assistant Principal for Curriculum to accurately schedule SWDs.

Person Responsible

Christopher Carlisle

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Student success in course grades and FSA/ELA assessment gains.

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

We will monitor SWDs progress in general education courses.

Person Responsible

Christopher Carlisle

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Support Facilitators, teachers, and students will look at class grades, along with results of class, district and state assessments.

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

Support facilitators and teachers will meet to monitor student progress.

Person Responsible

Christopher Carlisle

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Course grades along with class, district and state assessments will be evaluated.

G1.B2 Differentiating instruction for diverse group of students. **2**

 B258503

G1.B2.S1 Provide ongoing training for teachers, support facilitators, and paraprofessional personal for SWDs. **4**

 S273704

Strategy Rationale

Highly qualified teachers, support facilitators and support personnel will help students achieve gains in their educational process.

Action Step 1 **5**

Professional development for teachers, in the area of differentiation.

Person Responsible

Reeshemha Anderson

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Classroom evaluations, walk-throughs, student progress.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

Continually monitor instruction and provide training where necessary.

Person Responsible

Ginger Cruze

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Classroom evaluations, walk-throughs, students progress.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Monitor instruction through classroom evaluation to ensure highly qualified instruction is continuous.

Person Responsible

Ginger Cruze

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Course grades along with results of class, district, and state assessment data on ELA and reading.

G2. If teachers are involved in quality collaborative professional development, implement rigorous instructional strategies and lesson plans, then students will achieve higher levels of performance on statewide and EOC assessments. 1

G096025

G2.B1 Understanding of Florida Standards and appropriate levels of cognitive complexity. 2

B258504

G2.B1.S1 Teachers will review the item specifications and align with instructional strategies. 4

S273705

Strategy Rationale

Teachers will have a better understanding of how item specifications align with best practices and high yield instructional strategies.

Action Step 1 5

Collaboration of departments with a focus on standards based instruction.

Person Responsible

Christopher Carlisle

Schedule

Biweekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

instructional focus calendar, lesson plans, meeting agenda and notes

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Administration will monitor lesson plans and collaborative meetings.

Person Responsible

Ginger Cruze

Schedule

Biweekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Lesson plans, meeting notes and sign in sheets for the meetings.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Administrators will monitor the effectiveness of standard based instruction.

Person Responsible

Christopher Carlisle

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Instructional Walkthroughs

G2.B2 Teachers having the opportunity to observe peers using best practices and rigorous standard based instruction. 2

B258505

G2.B2.S1 Schedule peer observations of best practices and rigorous standard based instruction. 4

S273706

Strategy Rationale

Providing teachers with an opportunity to observe peers allows teachers to enhance the quality of their teaching and learning.

Action Step 1 5

Arrange opportunities for peer observations

Person Responsible

Reeshemha Anderson

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Peer observation feedback

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Each teacher observing a peer will do so with an administrator.

Person Responsible

Reeshemha Anderson

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Post peer observation conferences and feedback

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Administrative leadership shall discuss peer observations during administrative leadership meetings.

Person Responsible

Ginger Cruze

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Administrative meeting agendas

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 M394310	FSA/ELA assessments will be evaluated for evidence of student gains in ELA and Reading.	Carlisle, Christopher	8/10/2017	ELA/FSA Scores.	5/25/2018 annually
G2.MA1 M394315	ELA/FSA assessments and Algebra 1 EOC pass rate will be evaluated for evidence of student gains in...	Cruze, Ginger	8/10/2017	FSA and EOC scores	5/25/2018 annually
G1.B1.S1.MA1 M394306	Support facilitators and teachers will meet to monitor student progress.	Carlisle, Christopher	8/10/2017	Course grades along with class, district and state assessments will be evaluated.	5/25/2018 quarterly
G1.B1.S1.MA1 M394307	We will monitor SWDs progress in general education courses.	Carlisle, Christopher	8/10/2017	Support Facilitators, teachers, and students will look at class grades, along with results of class, district and state assessments.	5/25/2018 quarterly
G1.B1.S1.A1 A367502	Schedule meetings with Guidance Counselors, Support Facilitators, and Assistant Principal for...	Carlisle, Christopher	8/10/2017	Student success in course grades and FSA/ELA assessment gains.	5/25/2018 monthly
G1.B2.S1.MA1 M394308	Monitor instruction through classroom evaluation to ensure highly qualified instruction is...	Cruze, Ginger	8/10/2017	Course grades along with results of class, district, and state assessment data on ELA and reading.	5/25/2018 quarterly
G1.B2.S1.MA1 M394309	Continually monitor instruction and provide training where necessary.	Cruze, Ginger	8/10/2017	Classroom evaluations, walk-throughs, students progress.	5/25/2018 quarterly
G1.B2.S1.A1 A367503	Professional development for teachers, in the area of differentiation.	Anderson, Reeshemha	8/10/2017	Classroom evaluations, walk-throughs, student progress.	5/25/2018 monthly
G2.B1.S1.MA1 M394311	Administrators will monitor the effectiveness of standard based instruction.	Carlisle, Christopher	8/10/2017	Instructional Walkthroughs	5/25/2018 weekly
G2.B1.S1.MA1 M394312	Administration will monitor lesson plans and collaborative meetings.	Cruze, Ginger	8/10/2017	Lesson plans, meeting notes and sign in sheets for the meetings.	5/25/2018 biweekly
G2.B1.S1.A1 A367504	Collaboration of departments with a focus on standards based instruction.	Carlisle, Christopher	8/10/2017	instructional focus calendar, lesson plans, meeting agenda and notes	5/25/2018 biweekly
G2.B2.S1.MA1 M394313	Administrative leadership shall discuss peer observations during administrative leadership meetings.	Cruze, Ginger	8/10/2017	Administrative meeting agendas	5/25/2018 weekly
G2.B2.S1.MA1 M394314	Each teacher observing a peer will do so with an administrator.	Anderson, Reeshemha	8/10/2017	Post peer observation conferences and feedback	5/25/2018 quarterly
G2.B2.S1.A1 A367505	Arrange opportunities for peer observations	Anderson, Reeshemha	8/10/2017	Peer observation feedback	5/25/2018 quarterly

V. Professional Development Opportunities

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

G2. If teachers are involved in quality collaborative professional development, implement rigorous instructional strategies and lesson plans, then students will achieve higher levels of performance on statewide and EOC assessments.

G2.B1 Understanding of Florida Standards and appropriate levels of cognitive complexity.

G2.B1.S1 Teachers will review the item specifications and align with instructional strategies.

PD Opportunity 1

Collaboration of departments with a focus on standards based instruction.

Facilitator

Administrative Staff

Participants

Teacher, Counselors, and Deans

Schedule

Biweekly, from 8/10/2017 to 5/25/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Schedule meetings with Guidance Counselors, Support Facilitators, and Assistant Principal for Curriculum to accurately schedule SWDs.	\$0.00
2	G1.B2.S1.A1	Professional development for teachers, in the area of differentiation.	\$0.00
3	G2.B1.S1.A1	Collaboration of departments with a focus on standards based instruction.	\$0.00
4	G2.B2.S1.A1	Arrange opportunities for peer observations	\$0.00
Total:			\$0.00