

St. Lucie Public Schools

Fort Pierce Westwood Academy The W.E.S.T. PREP



2017-18 Schoolwide Improvement Plan

Fort Pierce Westwood Academy The W.E.S.T. PREP Magnet

1801 PANTHER LN, Fort Pierce, FL 34947

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

School Demographics

| School Type and Grades Served (per MSID File) | 2016-17 Title I School | 2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|--|
| High School 9-12 | Yes | 100% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 82% |

School Grades History

| Year | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|-------|---------|---------|---------|---------|
| Grade | C | D | C* | D |

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district 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 Fort Pierce Westwood Academy The W.E.S.T. PREP Magnet

| DA Region and RED | DA Category and Turnaround Status |
|--|-----------------------------------|
| Southeast - LaShawn Russ-Porterfield | - N/A |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Fort Pierce Westwood will become the premier educational center in the county.

b. Provide the school's vision statement.

Fort Pierce Westwood High School utilizes a holistic approach to meeting the individual needs of our students. This concept focuses on a student-centered approach to teaching and learning. We are rooted in standards based instruction to promote a conducive environment that uses informed decision-making processes coupled with data to drive the instructional planning to increase student learning. We strive on equipping our students with the skills and intelligence in becoming future contributing members in the community.

2. School Environment

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

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

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

"At Risk" students are identified and mentored by faculty and staff.

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

Homecoming festivities include a carnival in which all clubs and teams man a booth and sell items to benefit their program.

Grade level assemblies are held to disseminate information utilizing student and guest speakers. Speaker's Bureau presentations during early release days for freshmen include community members speaking about resilience.

Utilizing the master schedule to align students with common barriers and pair them with teachers equipped to break down those barriers.

Common planning schedules are in place for teachers who teach the same course to strengthen the instructional delivery through collaboration.

The Freshmen seminar course is required for all 9th grade students. The Freshman Seminar course is used to help 9th grade students explore the career academy options and strengthen their organization and goal setting skills to promote success in high school and post secondary school.

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

ESOL Developmental Language pilot program in place to assist in ESOL to English transition

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

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

Before School:

Adult presence on campus prior to the bell throughout the school.

Increased supervision in the cafeteria and patio during breakfast.

Identified staff utilize the radio units to communicate any and all concerns.

SRO/SRD presence

Teachers offer academic tutoring and mentoring prior to the bell

During School:

All faculty and staff are visible during transitions.

Discipline in the secondary classroom training for all faculty with monitored implementation.

Clear and concise school wide expectations aligned to the PBIS plan.

Two Deans and two gatekeepers are strategically placed around campus to supervise hallways and pickup classroom calls.

Guidance counselors available to support students.

Project Success counselor on campus

Classroom walk throughs, visible teacher support for instruction

Administration operates on an open door policy

Single School Culture guidelines for hall passes, tardy to class and cell phone usage.

After School:

Strategic supervision at dismissal throughout hallways

Deans assist in the bus loop

Supervision at sporting events and activities after school

Faculty and staff attendance at sporting events and activities

Student Government meetings with sponsorship

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.

CHAMPS:

All staff have been trained on Discipline in the Secondary Classroom and have turned in their classroom management plans to Administration. The implementation of CHAMPS is being monitored across both campuses.

Single School Culture:

We invited Dr. Adler to guide our faculty and staff to a consensus on protocols for tardy to class, cell phone usage and hallway passes. Protocols were read to the students by their classroom teachers each period of three days. Since then we have been monitoring each of these areas closely and have even adopted digital sign in logs to better monitor the infractions and consequences for them.

MTSS/PBIS:

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

A school-based PBIS team has been established. As a goal, the team collaboratively works with faculty, staff, students, parents, and community members to establish a tiered level approach in an effort to attain student achievement through positive reinforcement strategies. The PBIS team has set clear, consistent, and measurable standards and goals which serve to communicate expectations, rewards, and ways students who may not have adhered to the standard previously may be able to recover their standing. Data is used in all instances to ensure the program is equitable as well as implemented with fidelity. The ROARS (Respectful, On task, Accountable Responsible, Safe) initiative has been in place for many years and continues to promote expected behavior on and off campus. The Principal's 200 club will roll out the first week of September rewarding groups of students who receive accolades for their ROARS traits.

PBIS:

Tier 1= Principal's Panther Praise 200 Club, food rewards for recognized campus wide behaviors
Tier 2= Carnival and pep rally incentives for tested grades, social time for honor roll

There is a considerable amount of energy placed on improving and strengthening core instruction to alleviate as many behavior problems from the start. PD is offered surrounding engaging strategies to keep the interest of the students. This is monitored as well through classroom walk-throughs.

Established expectations:

- There is a protocol in place to limit classroom disruptions.
- There is a protocol in place for BIC which allows students to self monitor and earn early release.
- Faculty and Staff handbook outlines procedures for FPWHS as well as district and state guidelines relating to discipline.
- Faculty and staff are required to embed CHAMPS as one of our school expectations.
- Faculty is encouraged to input BIRs for minor behaviors that are teacher managed. Data is used to align interventions.
- Students and their families are notified of school rules and policies through the School Messenger service and in class notification of the handbook.
- There is pertinent emergency safety plan information in each room.
- All staff is trained in anti-bullying strategies and on how to report it in the instance it does occur.

Faculty and Staff training:

BIRs
CHAMPS
PBIS (ROARS)
Bullying
Mandatory Reporting

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.

Personnel identified to assist students in times of crisis include school counselors, school social worker, school psychologist, school resource officers, school nurse, school behavior specialist and any other trained individual.

The Freshmen Seminar class is an essential component of our ninth grade academy. Strong emphasis is on self-awareness and career exploration. A major objective of the Freshmen Seminar class is for students to identify a purpose and focus for their studies toward senior project and graduation. The class teaches study skills, goal setting, and organizational skills required for successful transition to high school and beyond. The technology coach teaches digital citizenship through the Freshmen Seminar classes.

Students identified as needing additional support are placed with mentors and specific interventions become a part of their daily practice, example of Check In Check Out.

At risk students are mentored through Operation Graduation. Students with frequent behavior infractions are monitored and mentored through the Deans' offices. Check In/Check Out mentoring is in place for ESE and non-ESE students who will benefit from the process.

Yoga and fitness classes offered twice a week to improve the social and emotional status of our staff so they are more effective in the classroom.

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.

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

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 | 0 | 169 | 173 | 196 | 175 | 713 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 151 | 119 | 57 | 3 | 330 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 158 | 126 | 109 | 15 | 408 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 203 | 187 | 150 | 0 | 540 |
| Retentions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 112 | 102 | 107 | 96 | 417 |

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 | 207 | 185 | 148 | 16 | 556 |

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

Strengthening core instruction

As a preventative measure, the professional learning that is offered is for the purposes of strengthening the core instruction. This is monitored by coaches and Administrators through classroom observations.

Operation Graduation

The Fort Pierce Westwood High School Operation Graduation is a school-based intervention program to assist “at-risk” students by providing a mentor, one-to-one direct guidance relationship, an advocate, and a caring adult during the student's four (4) year academic experience. The purpose of this program is to ensure we as a school offer opportunities to students by fostering a positive relationships. At- Risk students are defined as individuals who have 1 or more of the following early warning systems: habitually absent, missing credits for graduation, below the state’s indicated Grade Point Average of a 2.0, did not pass the state’s assessment requirements for Math and Communications. This intervention program seeks to minimize the factors for dropping out of high school and promote graduation success.

Academic Improvement contracts

All 9th and 10th grade students set goals for the year through the completion of academic improvement contracts. They are facilitated through the freshmen seminar and world history classes. This is a preventative measure to minimize our at risk population.

Credit Recovery

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

Progress monitoring of unit assessment data by the MTSS team in order to identify individual students for the purposes of tier 2 and 3 interventions. Data chats with tested area teachers to align small group reteach and remediation for students scoring less than proficient.

Monitoring of attendance of students who are habitually tardy and absent. Lists of students are shared by teachers and the attendance committee determines interventions outside of the attendance clerk making daily calls to parents and guardians. The committee consists of an Administrator, counselors, social worker, deans, ESE specialists and the attendance clerk.

Task forces have been created to incorporate all faculty into the monitoring process for items pertaining to CICO, School culture, Course Failures, BIRs, community culture, Offenses, teacher attendance, technology, assessment monitoring, tardies, professional development, and PBIS.

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?

Yes

1. PFEP Link

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

2. Description

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.

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

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

To date, we have established business partnerships to help us provide monetary resources for our students and teachers. We have an alumni association that is having regular meetings in an effort to rebuild the relationships with the community. We have updated our website and marquee to ensure consistent information and news is readily available. We have also implemented the regular use of Twitter and Facebook.

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 |
|-----------------|--------------------------|
| Howard, Keturah | Principal |
| Taylor, Leslie | Assistant Principal |
| Lezeau, Joseph | Principal |
| Armas, Matye | Assistant Principal |
| Peters, Molly | Instructional Coach |
| Woltjen, Fred | Instructional Technology |
| Roy, Matthew | Assistant Principal |
| Brome , Makeda | Instructional Coach |

b. Duties

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

The principal has delegated each assistant principal to be responsible for a subject area at Westwood. That role includes observing, supporting, collaborating, developing and evaluating all teachers within that subject area. Each administrator is involved in the decision making process for all decisions that impact curriculum and instruction. Each assistant principal has been assigned a specific grade level to lead and focus on increasing student achievement.

Those roles and responsibilities are as follows:

John Lynch - Principal, School-wide leadership and oversight

Joseph Lezeau - Intern Principal, 10th grade, Math, CTE, Testing, Master Schedule

Mayte Armas - Assistant Principal, 12th grade, Foreign Language, Social Studies, Guidance, and MOA

Leslie Taylor - Assistant Principal, 9th grade, Science, PE, IND, Attendance, MTSS, PD, NEST, Technology, ESE, Discipline

Matt Roy - Assistant Principal, 11th grade, ELA and Reading, Fine Arts, Facilities and Activities

Molly Peters - Instructional Coach 9-12, Coaching faculty and facilitating PD

Fred Woltjen - Technology Coach 9-12, Coaching faculty and facilitating PD

Makeda Brome - Math Coach 9-12, Coaching faculty and facilitating PD

Julian Cornett - MOA TSA, coaching and mentoring in CTE

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.

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

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

Department meetings take place monthly, Roll a like collaborative planning by subject area meets once a week during 90 minute block, Administrators meet weekly, and Faculty Council meetings occur monthly.. In addition there is a new educator support meeting monthly through the district and additional monthly support through the school monthly.

Task forces have been created to incorporate more teacher voice regarding behavior and academics. Task forces are aligned to planning periods and meet no more than once per month.

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|-----------------------|----------------------------|
| John Lynch | Principal |
| Alexandra Sanders | Business/Community |
| Theodore Sanders | Business/Community |
| Chris Taylor | Business/Community |
| Melissa Phillips-Hill | Teacher |
| Joseph Lezeau | Principal |
| Leslie Taylor | Education Support Employee |
| Leslie Warner | Business/Community |
| Nancy Spires | Business/Community |
| Mark Bryant | Education Support Employee |
| Mrs. Taylor | Parent |
| Mayte Armas | Education Support Employee |
| Matt Roy | Education Support Employee |
| John Earnhardt | Education Support Employee |
| Ms. Neuburger | Parent |
| A. Warner | 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

Each meeting agenda includes a line item for reviewing school improvement data in the SIP. The schools goals are matched with actual data to determine how well be are progressing closer to the goal and if not, determine next steps on how to proceed. Looking at what worked and what did not based on a variety of measures were used to determine the effectiveness of last year's school improvement plan. The use of funding aligns with the areas of concerns and are used to support the areas of need.

b. Development of this school improvement plan

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

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

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

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

- Summer PD for teachers
- Operation Graduation
- Stipends for faculty for PD/ mentoring/ tutoring
- After school tutoring
- Incentives and rewards for students surrounding testing

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

Yes

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

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 |
|-----------------|---------------------|
| Lezeau, Joseph | Principal |
| Peters, Molly | Instructional Coach |
| Howard, Keturah | Principal |
| Roy, Matthew | Assistant Principal |

b. Duties

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

The LLT has met and determined that the Content Literacy Standards are going to be the main focus.

1. Working with the content teachers to familiarize them with the rigor and depth of the required Language Arts Florida Standards (LAFS). This is achieved by assisting the content teachers with unpacking those standards and using the district scales. The LLT will then facilitate collaborative planning in ELA grades 9-12 with a focus on grades 9 and 10.
2. Providing professional development via modeling, coaching, etc. to ensure the effective implementation of the content based literacy standards. Coaches lead planning as well as a venue to model and co-teach the delivery of those planned lessons.
3. The LLT participates in classroom observations with Administrators to establish need for support. The LLT then follows up with feedback to the content teachers and adjusts the coaching cycle as needed for individual success.
4. Infuse LAFS into all content areas. Training for teachers occurred over the summer and through the year. Professional learning opportunities around reading and writing during the collaborative planning sessions are planned.
5. Standardized writing process (ACES and FLEE maps) across campus in all subject areas.
6. Reading Plus initiative for 9th and 10th grade intensive reading courses with incentives for success.
7. Pilot program for the Developmental Language Course

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.

Pre-school events were whole group sessions and break out sessions with time built in for collegial conversations.

Administration has developed a MOA rotation schedule so all faculty have increased interactions with everyone. There is a Teacher on Special Assignment (TSA) located at MOA full time to handle in the moment managerial issues and serve as a liaison between MOA staff and Administration.

Faculty meetings occur monthly for informational and development purposes and teachers are able to collaborate and reflect on their practice professionally. Common course teachers have collaborative planning built into their schedule for a 90 minute block each week. They can align their instruction and monitor student learning through a collaborative and collegial meeting. Professional learning opportunities offered this year include choice for an individualized approach. Teachers can earn ERO points through webinars, research based articles, group sessions and book studies.

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

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

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

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

NEST meetings are a collaborative effort among all Administrators and teachers. Topics are varied and aligned to the expectations of the school year. Framework instruction occurs through the PD plan for the year.

NEST meetings will be led by teacher leaders and lessons will surround the framework.

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.

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

Programs we have implemented include but are not limited to:

Edunuity

Freshmen Seminar

Intensive Reading

ESOL Developmental Language Pilot

CTE programs with direct connection to ELA and Math and PE

Operation Graduation
Access Now
Reading Plus

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.

Fort Pierce Westwood High School administers common assessments in all of the core subject areas. The data from these assessments are captured on a data spreadsheets by all teachers and academic coaches. The data is then used during collaborative planning sessions to make instructional decisions.

Teams collaborate to decide the most effective and appropriate strategies to enhance student performance. As a result of breaking down the data by class and by student, lessons are designed with deliberate interventions and strategies for specific students based on their individual needs. The data is further analyzed by looking at various categories, i.e. lower quartile, black, white, hispanic, free and reduced lunch, ESE, ESOL, etc.

Data chats will occur after assessments to plan interventions and differentiate instruction for reteaching. Coaches and Administrators will be working closely with teachers to pull small group for instructional sessions leading to the FSA and EOCs.

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: 3,600

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Lezeau, Joseph, joseph.lezeau@stlucieschools.org

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

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

Strategy: After School Program

Minutes added to school year: 360

US History Boot Camp

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Armas, Matye, matye.argas@stlucieschools.org

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

Pre and post assessments for each session will be compared to the unit assessment data.

Strategy: After School Program

Minutes added to school year: 360

Biology Boot Camp

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Taylor, Leslie, leslie.taylor@stlucieschools.org

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

Pre and post assessments for each session will be compared to the unit assessment data.

Strategy: Weekend Program

Minutes added to school year: 360

Biology Boot Camp

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Taylor, Leslie, leslie.taylor@stlucieschools.org

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

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

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.

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

The goal of the support system for 9th grade is to create a support-rich environment that maximizes student success in the first year of high school. Our commitment is to ease the transition into high school and help more students stay in school and progress towards graduation.

Highlights include:

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

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

Senior Mentoring

Required Freshmen Seminar Class

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

The Freshmen Seminar class is an essential component of our ninth grade academy. Strong emphasis is on self-awareness and career exploration. A major objective of the Freshmen Seminar class is for students to identify a purpose and focus for their studies toward senior project and graduation. The class teaches study skills, goal setting, and organizational skills required for successful transition to high school and beyond.

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

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

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.

Interested students will have the opportunity to meet with visiting college representatives as well as go on college tours.

The master schedule offers more advanced placement and dual enrollment courses on our two campuses. The Marine and Oceanographic campus offers the majority of our honors level, AP and dual enrollment courses.

AP courses offered include:

AP Literature, AP Composition, AP Environmental Science, AP Biology, AP US History, and AP World History.

Certifications exist for the following courses:

Agritechnology, Veterinary Assisting, Allied Health, Criminal Justice, Personal Trainer, Culinary, Digital Design, and Microsoft Academy.

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

The Westwood High School CTE programs function within the framework of Westwood High School. The mission of CTE is to collaboratively nurture, expose, and develop students to be business professionals and entrepreneurs with skills necessary for success in the 21st century.

The industry certifications within FPWHS include the following:

Agritechnology

Vet Assistant

Certified Medical Administrative Assistant

Certified Nursing Assistant

Electrocardiograph Technician

Microsoft Office Specialist (Publisher, One Note, Word, PowerPoint, Excel, Outlook

Serv Safe

Safe Staff

Accredited Legal Professional

Personal Trainer

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

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

Single school culture is promoted as a team effort and Administration is transparent on goals, results and expectations for all faculty and staff equally.

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.

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

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 standards based instruction is implemented with fidelity, then we will see an increase in student achievement across all content areas.
- G2.** If we enhance the growth mindset through single school culture, then we will see an increase in teacher and student efficacy.
- G3.** If we increase our understanding of under-resourced learners, then we will see an increase in positive trends in student and teacher attendance and student behavior.

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 standards based instruction is implemented with fidelity, then we will see an increase in student achievement across all content areas. 1a

G096254

Targets Supported 1b

| Indicator | Annual Target |
|-------------------------------------|---------------|
| 4-Year Grad Rate (Standard Diploma) | 95.0 |
| FSA Mathematics Achievement | 54.0 |
| Math Gains | 44.0 |
| Math Lowest 25% Gains | 40.0 |
| FSA ELA Achievement | 44.0 |
| ELA/Reading Gains | 50.0 |
| ELA/Reading Lowest 25% Gains | 54.0 |
| Bio I EOC Pass | 60.0 |
| U.S. History EOC Pass | 56.0 |
| High School Acceleration | 55.0 |

Targeted Barriers to Achieving the Goal 3

- Lack of focus to full intent of the standards when planning for instruction.
- Lack of knowledge in how to differentiate.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Coaches (3)
- District Curriculum Support
- Test Specs and FSA
- Resources (Collections and close read text) for ELA Intensive Classes that is FSA based
- Departmental collaborative planning structures.

Plan to Monitor Progress Toward G1. 8

Assessment data from district and state

Person Responsible

Joseph Lezeau

Schedule

Biweekly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Student Grades and monitoring assessments such as Unit Assessments, Common Semester Exams, and FSA, FCAT, FCAT Retakes and EOC.

Plan to Monitor Progress Toward G1. 8

Climate Survey data and iObservation reports

Person Responsible

Joseph Lezeau

Schedule

Semiannually, from 9/1/2017 to 6/1/2018

Evidence of Completion

Classroom observation scores should reflect improvement and climate survey data should reflect faculty support by Admin.

G2. If we enhance the growth mindset through single school culture, then we will see an increase in teacher and student efficacy. 1a

G096255

Targets Supported 1b

| Indicator | Annual Target |
|-------------------------|---------------|
| Attendance rate | 65.0 |
| Teacher attendance rate | 90.0 |
| Discipline incidents | 900.0 |

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Keturah Howard

Schedule

Semiannually, from 9/1/2017 to 6/1/2018

Evidence of Completion

Positive changes in the climate survey results.

G3. If we increase our understanding of under-resourced learners, then we will see an increase in positive trends in student and teacher attendance and student behavior. 1a

G096256

Targets Supported 1b

| Indicator | Annual Target |
|-------------------------|---------------|
| One or More Suspensions | 380.0 |
| Discipline incidents | 1500.0 |
| Chronic Absenteeism | 30.0 |
| GPA below 2.0 - H.S. | 450.0 |

Targeted Barriers to Achieving the Goal 3

- Lack of engaging instruction aligned to standards causes an increase in unwelcome student behaviors

Resources Available to Help Reduce or Eliminate the Barriers 2

- Collaborative planning
- Professional development surrounding the Framework
- Coaching support

Plan to Monitor Progress Toward G3. 8

Student achievement data from FSA, EOC, and grades

Person Responsible

Joseph Lezeau

Schedule

Semiannually, from 1/1/2018 to 6/15/2018

Evidence of Completion

semester grade comparisons from S1 to S2, unit assessment data and test 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 standards based instruction is implemented with fidelity, then we will see an increase in student achievement across all content areas. **1**

 G096254

G1.B4 Lack of focus to full intent of the standards when planning for instruction. **2**

 B259018

G1.B4.S1 Professional Development on high yield strategies embedded within Faculty meetings and PD days **4**

 S274287

Strategy Rationale

Training is necessary for the number of new educators we have on campus and refresher training necessary for veteran teachers.

Action Step 1 **5**

Facilitated PD on high yield strategies beginning with learning targets and feedback as well as assigning homework and practice

Person Responsible

Leslie Taylor

Schedule

Every 3 Weeks, from 9/18/2017 to 2/2/2018

Evidence of Completion

Sign-in Sheets Student work submitted CPT uploaded

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

Follow up to PD sessions include a teacher reflection on student work samples

Person Responsible

Leslie Taylor

Schedule

Every 3 Weeks, from 10/27/2017 to 3/1/2018

Evidence of Completion

Student work samples will be collected and student achievement data will be collected.

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

Classroom observations

Person Responsible

Joseph Lezeau

Schedule

Weekly, from 9/11/2017 to 5/11/2018

Evidence of Completion

IObservation ratings, student acheivement

G1.B4.S2 Utilize coaches and the coaching cycle through collaborative planning 4

 S274288

Strategy Rationale

Model the expectation and follow up with side by side coaching and release strategies

Action Step 1 5

Classroom observations determine teacher need to be coached

Person Responsible

Joseph Lezeau

Schedule

Weekly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Increase in use of high yield strategies as seen in classroom observations

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Administration will monitor effectiveness of teacher after coaching cycle applied

Person Responsible

Joseph Lezeau

Schedule

Biweekly, from 9/1/2017 to 6/1/2018

Evidence of Completion

iObservation data from classroom informals and formals

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

Administrative meeting with coach

Person Responsible

Joseph Lezeau

Schedule

Monthly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Logs of meetings and calendar entries of work with teachers

G1.B5 Lack of knowledge in how to differentiate. 2

 B259019

G1.B5.S1 Coaching and PD for teachers through data chats to reinforce and emphasize teachers to embed reteach opportunities that are targeted for specific audiences as well as when and who to give enrichment activities to. 4

 S274289

Strategy Rationale

Not all students perform poorly on assessments thus not all of them require a reteach or remediation. Some require enrichment.

Action Step 1 5

Facilitate data chats after unit assessment data is collected

Person Responsible

Joseph Lezeau

Schedule

Every 3 Weeks, from 9/1/2017 to 6/1/2018

Evidence of Completion

Differentiation / small group plan for reteach aligned to data

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Sign in sheets for ERO, collaborative planning tools

Person Responsible

Leslie Taylor

Schedule

Every 3 Weeks, from 9/5/2017 to 5/4/2018

Evidence of Completion

MTSS logs

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Data analysis of student achievement

Person Responsible

Leslie Taylor

Schedule

Every 3 Weeks, from 9/1/2017 to 5/4/2018

Evidence of Completion

Re-assessment data

G2. If we enhance the growth mindset through single school culture, then we will see an increase in teacher and student efficacy. **1**

G096255

G2.B1 Lack of belief that students can learn and are capable of success which has led to a history of low morale as seen in climate survey data. **2**

B259020

G2.B1.S1 Work with consultant to assist in gaining consensus of single school culture items of concern

4

S274290

Strategy Rationale

Offer time for faculty and staff to interact in a positive, facilitated session to agree upon procedures for tardy to class, hall passes and cell phone usage in class.

Action Step 1 **5**

Single school culture scripts will be created and read to students across all campuses

Person Responsible

Joseph Lezeau

Schedule

Weekly, from 9/1/2017 to 6/1/2018

Evidence of Completion

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

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

MTSS committee will monitor effectiveness of single school culture procedures by monitoring BIRs and Offenses.

Person Responsible

Leslie Taylor

Schedule

Monthly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Data collected from Skyward on BIRs and Offenses

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

Data and progress will be shared at Administration meetings to determine next steps

Person Responsible

Joseph Lezeau

Schedule

Monthly, from 9/4/2017 to 6/1/2018

Evidence of Completion

Reduction in classroom offenses

G2.B1.S2 Promote positive student achievement and faculty achievements in a public manner using display boards, email, social media and meeting settings. 4

 S274291

Strategy Rationale

Highlight the many positive happenings on and off campus and promote

Action Step 1 5

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

Person Responsible

Leslie Taylor

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

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

Person Responsible

Leslie Taylor

Schedule

Weekly, from 9/1/2017 to 6/1/2018

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

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

Person Responsible

Leslie Taylor

Schedule

Daily, from 9/1/2017 to 6/1/2018

Evidence of Completion

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

G3. If we increase our understanding of under-resourced learners, then we will see an increase in positive trends in student and teacher attendance and student behavior. 1

G096256

G3.B1 Lack of engaging instruction aligned to standards causes an increase in unwelcome student behaviors 2

B259023

G3.B1.S1 Provide meaningful professional development surrounding the SLPS Framework 4

S274298

Strategy Rationale

To enhance teacher core instruction aligned to engaging strategies

Action Step 1 5

Professional development surrounding assigning homework and practice

Person Responsible

Leslie Taylor

Schedule

On 2/1/2018

Evidence of Completion

ERO signatures

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Administration monitors strategies through classroom walkthroughs and coaches accordingly

Person Responsible

Joseph Lezeau

Schedule

Monthly, from 9/1/2017 to 2/1/2018

Evidence of Completion

iObservation scores

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Classroom walkthroughs

Person Responsible

Joseph Lezeau

Schedule

Weekly, from 10/2/2017 to 5/18/2018




Evidence of Completion

IObservation ratings and observed interactions with students and teachers

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 | | | | | |
| G3.B1.S1.MA1 M395619 | Administration monitors strategies through classroom walkthroughs and coaches accordingly | Lezeau, Joseph | 9/1/2017 | iObservation scores | 2/1/2018 monthly |
| G3.B1.S1.A1 A368171 | Professional development surrounding assigning homework and practice | Taylor, Leslie | 10/2/2017 | ERO signatures | 2/1/2018 one-time |
| G1.B4.S1.A1 A368166 | Facilitated PD on high yield strategies beginning with learning targets and feedback as well as... | Taylor, Leslie | 9/18/2017 | Sign-in Sheets Student work submitted CPT uploaded | 2/2/2018 every-3-weeks |
| G1.B4.S1.MA1 M395606 | Follow up to PD sessions include a teacher reflection on student work samples | Taylor, Leslie | 10/27/2017 | Student work samples will be collected and student achievement data will be collected. | 3/1/2018 every-3-weeks |
| G1.B5.S1.MA1 M395609 | Data analysis of student achievement | Taylor, Leslie | 9/1/2017 | Re-assessment data | 5/4/2018 every-3-weeks |
| G1.B5.S1.MA1 M395610 | Sign in sheets for ERO, collaborative planning tools | Taylor, Leslie | 9/5/2017 | MTSS logs | 5/4/2018 every-3-weeks |
| G1.B4.S1.MA1 M395605 | Classroom observations | Lezeau, Joseph | 9/11/2017 | iObservation ratings, student achievement | 5/11/2018 weekly |
| G3.B1.S1.MA1 M395618 | Classroom walkthroughs | Lezeau, Joseph | 10/2/2017 | iObservation ratings and observed interactions with students and teachers | 5/18/2018 weekly |
| G1.MA1 M395611 | Assessment data from district and state | Lezeau, Joseph | 9/1/2017 | Student Grades and monitoring assessments such as Unit Assessments, Common Semester Exams, and FSA, FCAT, FCAT Retakes and EOC. | 6/1/2018 biweekly |
| G1.MA2 M395612 | Climate Survey data and iObservation reports | Lezeau, Joseph | 9/1/2017 | Classroom observation scores should reflect improvement and climate survey data should reflect faculty support by Admin. | 6/1/2018 semiannually |
| G2.MA1 M395617 | Climate survey data results will be used to monitor the establishment of a school culture that is... | Howard, Keturah | 9/1/2017 | Positive changes in the climate survey results. | 6/1/2018 semiannually |
| G1.B5.S1.A1 A368168 | Facilitate data chats after unit assessment data is collected | Lezeau, Joseph | 9/1/2017 | Differentiation / small group plan for reteach aligned to data | 6/1/2018 every-3-weeks |
| G2.B1.S1.MA1 M395613 | Data and progress will be shared at Administration meetings to determine next steps | Lezeau, Joseph | 9/4/2017 | Reduction in classroom offenses | 6/1/2018 monthly |
| G2.B1.S1.MA1 M395614 | MTSS committee will monitor effectiveness of single school culture procedures by monitoring BIRs... | Taylor, Leslie | 9/1/2017 | Data collected from Skyward on BIRs and Offenses | 6/1/2018 monthly |
| G2.B1.S1.A1 A368169 | Single school culture scripts will be created and read to students across all campuses | Lezeau, Joseph | 9/1/2017 | Climate survey data will be collected quarterly to monitor the school culture for the purposes of improvement. | 6/1/2018 weekly |
| G1.B4.S2.MA1 M395607 | Administrative meeting with coach | Lezeau, Joseph | 9/1/2017 | Logs of meetings and calendar entries of work with teachers | 6/1/2018 monthly |
| G1.B4.S2.MA1 M395608 | Administration will monitor effectiveness of teacher after coaching cycle applied | Lezeau, Joseph | 9/1/2017 | iObservation data from classroom informals and formals | 6/1/2018 biweekly |
| G1.B4.S2.A1 A368167 | Classroom observations determine teacher need to be coached | Lezeau, Joseph | 9/1/2017 | Increase in use of high yield strategies as seen in classroom observations | 6/1/2018 weekly |
| G2.B1.S2.MA1 M395615 | Through the logging of publications, monitoring of grade level and subject/ CTE highlights will be... | Taylor, Leslie | 9/1/2017 | Climate survey data will be used to align publication and positive | 6/1/2018 daily |

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| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|---|--|----------------|-------------------------------|--|---------------------------|
| | | | | perception of Fort Pierce Westwood High School. | |
| G2.B1.S2.MA1  M395616 | Monitoring of the group email and social media to ensure regular postings of various accolades are... | Taylor, Leslie | 9/1/2017 | The evidence that will be collected will be a spreadsheet of information that was shared and when and how it was shared. | 6/1/2018 weekly |
| G2.B1.S2.A1  A368170 | Student performance highlights will be shared with faculty, staff and the community through various... | Taylor, Leslie | 8/14/2017 | Electronic copies of postings and notifications will be collected as evidence. | 6/1/2018 weekly |
| G3.MA1  M395620 | Student achievement data from FSA, EOC, and grades | Lezeau, Joseph | 1/1/2018 | semester grade comparisons from S1 to S2, unit assessment data and test scores | 6/15/2018 semiannually |

V. Professional Development Opportunities

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

G1. If standards based instruction is implemented with fidelity, then we will see an increase in student achievement across all content areas.

G1.B4 Lack of focus to full intent of the standards when planning for instruction.

G1.B4.S1 Professional Development on high yield strategies embedded within Faculty meetings and PD days

PD Opportunity 1

Facilitated PD on high yield strategies beginning with learning targets and feedback as well as assigning homework and practice

Facilitator

Administration, Instructional Coach, Teachers

Participants

Faculty

Schedule

Every 3 Weeks, from 9/18/2017 to 2/2/2018

G1.B5 Lack of knowledge in how to differentiate.

G1.B5.S1 Coaching and PD for teachers through data chats to reinforce and emphasize teachers to embed reteach opportunities that are targeted for specific audiences as well as when and who to give enrichment activities to.

PD Opportunity 1

Facilitate data chats after unit assessment data is collected

Facilitator

Molly Peters, Leslie Taylor, Makeda Brome

Participants

Faculty

Schedule

Every 3 Weeks, from 9/1/2017 to 6/1/2018

G3. If we increase our understanding of under-resourced learners, then we will see an increase in positive trends in student and teacher attendance and student behavior.

G3.B1 Lack of engaging instruction aligned to standards causes an increase in unwelcome student behaviors

G3.B1.S1 Provide meaningful professional development surrounding the SLPS Framework

PD Opportunity 1

Professional development surrounding assigning homework and practice

Facilitator

Leslie Taylor

Participants

Faculty

Schedule

On 2/1/2018

VI. Technical Assistance Items

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

VII. Budget

| | | | |
|---------------|-------------|--|---------------|
| 1 | G1.B4.S1.A1 | Facilitated PD on high yield strategies beginning with learning targets and feedback as well as assigning homework and practice | \$0.00 |
| 2 | G1.B4.S2.A1 | Classroom observations determine teacher need to be coached | \$0.00 |
| 3 | G1.B5.S1.A1 | Facilitate data chats after unit assessment data is collected | \$0.00 |
| 4 | G2.B1.S1.A1 | Single school culture scripts will be created and read to students across all campuses | \$0.00 |
| 5 | G2.B1.S2.A1 | Student performance highlights will be shared with faculty, staff and the community through various modes of communication including but not limited to social media, district website, email, bulletin boards and meetings. | \$0.00 |
| 6 | G3.B1.S1.A1 | Professional development surrounding assigning homework and practice | \$0.00 |
| Total: | | | \$0.00 |