

Weeki Wachee High School



2017-18 Schoolwide Improvement Plan

Weeki Wachee High School

12150 VESPA WAY, Weeki Wachee, FL 34614

<https://www.hernandoschools.org/wwhs>

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	No	64%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	26%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the Hernando County School Board on 1/9/2018.

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 Weeki Wachee High School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

We're all about students.

2. School Environment

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

WWHS faculty and staff work to learn about students' cultures and build relationships in a number of ways. During the week before school opens, an open campus is held that introduces students to the WWHS culture and allows faculty and staff to begin to meet and get to know students. During the first weeks of school, teachers learn about students' culture through student surveys, journals, and building rapport in the classroom. During Hispanic Heritage Month, the Hispanic culture is recognized and celebrated over the intercom and in the Spanish Classrooms. Black History Month is celebrated through recognition and contests. Coaches and fine arts teachers build lasting relationships as students join their programs year after year. Career and Technical Teachers build lasting relationships with students who take the classes for 3 years to complete the programs. Teachers call home when students show signs of struggling in class, which helps inform teachers about their students and adds to their ability to build relationships. The Guidance Department, ESE Case-workers, ESOL Lead Teacher and teacher-leaders also form mentor relationships with students to encourage success in the academic arena.

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

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

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.

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

WWHS has also implemented PBS Hornets (Hard-working, Organized, Responsible, Nice, Equipped, Trustworthy, Supportive) to ensure the system is fair and consistent. Students are rewarded based on the expectations that they follow in all areas of school. In turn, the students are able to redeem their Stinger cards weekly at a school store on wheels. The Principal has given another incentive to those that are following the Hornet expectations by having a quarterly drawing for a fun item. Those that do not wish to redeem their Stinger cards at the school store will also be able to enter the quarterly drawing for that fun item. Training for new staff can be found in the form of lessons for each expectation that includes: lesson plans, PowerPoints, activities, and assessments. This is found on our WWHS News folder on our email. Teachers are also encouraged to incorporate applied behavior analysis techniques in their classrooms to teach and reward positive behaviors.

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.

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

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

We also started a teacher mentoring program for "at-risk" students that are in need of academic, attendance, and/or behavioral support in and out of the classroom. Students are identified through our MTSS team meetings which are held bi-weekly and assigned mentors on an as needed basis. Mentors meet with students regularly to monitor their progress and identify additional supports that may be needed.

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 are first identified using data reports, grade reports, and teacher input, based on the following indicators: attendance below 90 percent, course failures, in and out of school suspensions, Level 1 on Algebra 1 , Level 1 on FSA ELA Reading 1, Geometry, U.S. History, Biology, GPA below 2.0, and low credits earned.

Teachers meet every week to do team data chats, and every 4.5 weeks with Administration to do overall data chats. At this time, teachers provide data on common assessments, standardized assessments, class grades, and overall performance to the principal. Using this, the teachers and administration are able to create lists identifying students based on the above indicators.

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	83	111	126	175	495
One or more suspensions	0	0	0	0	0	0	0	0	0	17	28	21	7	73
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	4	68	79	25	176
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	177	354	215	193	939
Level 1 on Reading statewide assessment	0	0	0	0	0	0	0	0	0	83	96	45	34	258
GPA below 2.0	0	0	0	0	0	0	0	0	0	0	39	35	24	98

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	149	108	98	26	381

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

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

Teachers notify parents weekly of any issues regarding student grades. Guidance and the Graduation Cohort Team begin working with the identified students from the data reports (starting with Seniors and working their way down the grade levels) to provide support and create plans to address these indicators. Administration also meets with specified students to monitor progress through 4.5 Week Data Chats and standardized assessment reports. Teachers use SWAP data to identify struggling students and develop plans to re-teach and assure mastery of standards in each academic area. In addition teachers and staff members take on mentor roles for students that need additional encouragement and direction in hopes of preventing failure and encouraging attendance.

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

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

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.

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

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
La Barbara, Troy	Principal
Burgess, Laura	Assistant Principal
Shelby, Sarah	Assistant Principal
Swihart, Stacey	Assistant Principal

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 meets with the leadership team daily to monitor discipline issues, instructional observation data, walk through data, and important upcoming events. From these meetings, action plans are developed to insure success. The Breakthrough Coach Model is utilized to insure monitoring and accountability to meet objectives.

The Principal and Assistant Principals work together to conduct classroom walk-through visits to continually monitor instructional best practices including: use of a consistent board configuration and teachers' implementation of the Charlotte Danielson Frameworks for Instruction. Results from the walk-through visits are shared with individual teachers through the District's evaluation platform. In addition, data on specific SIP related elements is collected and compiled into school-wide reports and shared with the faculty and staff through School Based Leadership Team, faculty meetings, and bi-quarterly Coffee with the Principal meetings. Professional development is provided to teachers via the PD 360 platform, formal professional development, and/or coaching notes. Further professional development and counseling is conducted each 4 1/2 weeks during Coffee with the Principal which has been embedded in Weeki Wachee's school culture.

Assistant Principals attend academic department meetings when common assessment data is being reviewed through weekly Student Work Analysis Protocol. During SWAP, teams identify standards on which students performed poorly and develop strategies to provide remediation to the whole group, small groups, or individuals as needed. From this collaboration either remediation or enrichment is determined.

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.

Within our problem solving process we utilize the following steps; 1. Identify the problem 2. Why is it occurring? 3. What are we going to do about it? and 4. Is it working? We use this process to develop action plans and accountability plans to ensure that we are meeting goals developed. Data is gathered through classroom walk-through visits, standardized test data, classroom formative and summative assessments, attendance and discipline data, acceleration rates, graduation rates, and college readiness data.

In addition, faculty and staff are surveyed annually to identify their personal professional development needs. This feedback, along with data gathered through classroom walk-through visits, allows us to create a professional development plan. Professional development is delivered through professional learning communities and through more formalized instruction both in person and via computer based learning modules. The PLC focus is data analysis and implementation of instructional strategies to address needs identified. Common Assessments are developed by subject area/level based on the

Florida Standards, and data from the common assessments is shared and analyzed in order to ensure mastery of standards. Appropriate resources are identified and utilized to provide on-going support of faculty in this process. Title II funds and district resources are utilized for the expenses incurred by the professional development needed. The Principal and Assistant Principals serve to assist this process and provide guidance as needed. Analysis of success is conducted through the following means: weekly PLC meeting, 4.5 week data chats (Coffee with the Principal), bi-weekly SBLT meetings, and monthly faculty meetings.

The School Improvement Plan initiatives are reviewed at each meeting to assist groups to maintain the common focus of the school culture.

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Troy LaBarbara	Principal
Kirsten Mihok	Teacher
Michelle Beal	Parent
Jon Beal	Parent
Tammy Moyer	Parent
Daniel Emanuel	Parent
Ronteryll Black	Parent
Colleen Boorman	Parent
Sarah Johnston	Education Support Employee
Alexis Johnston	Student
Kara Lambert	Parent
Dorothy Cona	Parent
Daniel Gigantelli	Teacher
Jen Bronhard	Parent
Elizabeth Marion	Parent
Cynthia Emanuel	Parent
Brandon Moyer	Student
Lorna Atilas	Parent
Daisy Saavedra	Parent
William Beal	Student

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

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

b. Development of this school improvement plan

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

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

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

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

No funds were requested last year from SAC.

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
Bouchard, Kathleen	Teacher, K-12
Jacobs, Nancy	Teacher, K-12
Kane, Laura	Assistant Principal
Adesso, Lore	Teacher, K-12

b. Duties

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

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

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

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

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.

WWHS administrators facilitate the ability for teachers of similar content to collaborate routinely through the careful scheduling of common planning periods and strategic proximity throughout the building. Where possible, teachers of the same content are positioned within the same learning communities to increase the likelihood collaboration during planning periods. Teachers who teach the same subject are encouraged to work collaboratively to plan lessons and design assessments. Data is gathered to drive future instruction. Additionally teachers meet weekly with administration in our data room to review and share weekly SWAP data and plan strategies moving forward to teach, reteach and assess students. Additionally teachers identify at risk students and develop specific plans to reach these students and provide them with the necessary tools for success.

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

WWHS hosts interns when the need arises to develop and retain highly qualified teachers. Teachers receive professional development to give them the support they need to experience success in the classroom with their students. Additionally, WWHS forms partnerships with Educational Institutions and hosts interns through our mentoring program. A rigorous evaluation rubric and the S.T.A.R. interview process are utilized during the hiring process. New teachers are provided mentors and ongoing professional development is facilitated. We have implemented the new teacher development academy training current students in teaching techniques to encourage them to pursue a degree in education in the future.

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

The lead mentor oversees the WWHS on-board process. The WWHS New Teacher Academy is hosted by the lead mentor. This academy is for teachers new to the field to meet and discuss current school issues and ask for any assistance that may be needed. Additionally, veteran teachers that are new to the campus are encouraged to attend as are 2nd year teachers who are ineligible for additional support funded through district funds. The monthly NTA meetings include professional development, guidance about the school culture, and support for new teachers to reduce teacher attrition rates.

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.

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

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.

The district provides district wide common mid year and end of quarter assessments to measure progress on the standards and to provide data that guides instruction. Teachers also develop common assessments to measure mastery regularly within their curriculum as part of the schools SWAP process. These standards-driven exams are used for progress monitoring of student performance and to conduct MTSS accordingly. These common assessments are, of course, aligned with our current Florida Standards and are given among all teachers' classes on each particular course. Once given, data is provided to the Assessment Coordinator and the Administrative Team to analyze and monitor the progress. Department level Data Chats are conducted to go over each standard/skill and ensure mastery is occurring with the students. In addition, the Principal conducts a "Coffee with the Principal" meeting each 4.5 weeks along with weekly SWAP meetings to go over data and provide needed support to the teachers. For those standards that are not being mastered, the teachers use spiral review strategies to go back and refocus on increasing achievement. This is done through mini focus lessons, and spiral review lessons.

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

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

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: After School Program

Minutes added to school year: 720

Boot Camp for academic assessment areas

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Gigantelli, Daniel, gigantelli_d@hcsb.k12.fl.us

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

EOC, AP, and FSA score will be analyzed to determine effectiveness.

Strategy: Extended School Day

Minutes added to school year: 5,400

Academic Improvement Assignment (AIA)

Strategy Rationale

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

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

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

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

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.

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

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

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.

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

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

Digital Media/Multi-Media 1
Digital Media/Multi-Media 2
Digital Media/Multi-Media 3
Digital Media/Multi-Media 4
Game Simulation Foundations 1--
Game Simulation Foundations 2
Game Simulation Foundations 3
Digital Video Production 1
Digital Video Production 2
Digital Video Production 3
Teacher Academy
Certifications: Adobe Flash
Adobe Photoshop
Adobe Illustrator
Adobe Premier
Toon Boom

Harmony
Internet Business Associates

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

There are many ways in which teachers utilize career education within their curriculum, with strategies that are normally only found in CTE courses. For example, our Science department teaches about Environmental Technology within the curriculum to support a garden project. The English Department and other academic areas teach many of the functions of Microsoft office 360 to their students along with the many functions available through the google platform including but not limited to google docs, google sheets, google slides and google drive. these applications will be used for projects and daily work within the classrooms. The Math Department also infuses Excel into their curriculum for basic spreadsheet skills. The Art and Music Departments infuse Stage Craft within their curriculum. The Art Department also infuses 3-D printing within its curriculum, through the help of our current CTE teachers.

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.

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

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** WWHS will increase student achievement to show increased proficiency and at least a year's worth of growth on standardized assessments through creating an academic culture that infuses rigorous standards-based instruction and student engagement.

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. WWHS will increase student achievement to show increased proficiency and at least a year's worth of growth on standardized assessments through creating an academic culture that infuses rigorous standards-based instruction and student engagement. 1a

G099147

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	62.0
Bio I EOC Pass	64.0
U.S. History EOC Pass	67.0
School Climate Survey - Staff	75.0
Teacher attendance rate	90.0
Students in twelfth grade exhibiting two or more EWS indicators	10.0
FSA ELA Achievement	51.0
ELA/Reading Gains	45.0
ELA/Reading Lowest 25% Gains	45.0
Math Gains	50.0
Math Lowest 25% Gains	50.0
Geometry EOC Pass Rate	54.0
Algebra II EOC Pass Rate	50.0

Targeted Barriers to Achieving the Goal 3

- Ensuring that instruction is aligned with standards

Resources Available to Help Reduce or Eliminate the Barriers 2

- School Advisory Council (SAC)
- District Coaches for Reading and Math
- CTE Industry Certification Funds
- Positive Behavior Intervention Supports Program and Funds
- School and Community Boosters

Plan to Monitor Progress Toward G1. 8

Progress Monitoring Data (Achievement and PBS)

Person Responsible

Troy La Barbara

Schedule

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

Evidence of Completion

Progress will be monitored using: PBS Teacher Data, Data Chat Forms (which monitor D and F rates), Progress Monitoring Forms (which tracks student formative and summative assessment data), student common assessment data, walk-through data on student engagement, instructional rigor, and standards-based instruction. These indicators will monitor that standards-based instruction is being used and the effectiveness of the instruction. The classroom process will improve the matching of lesson plans, board configuration, and instruction.

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

 = Problem Solving Step  S123456 = Quick Key

G1. WWHS will increase student achievement to show increased proficiency and at least a year's worth of growth on standardized assessments through creating an academic culture that infuses rigorous standards-based instruction and student engagement. 1

G099147

G1.B5 Ensuring that instruction is aligned with standards 2

B266920

G1.B5.S1 Development of professional capacity, with focus on the quality of the teaching staff and teachers' belief that schools can change, through participation in good professional development and collaborative work. 4

S282838

Strategy Rationale

By addressing and focusing the PLC and PD Plan on standards, student work evaluation, ELA across curriculum, and common planning/lesson studies, the development of our teacher's professional instructional capacity will allow the infusion of rigorous standards -based instruction and student engagement. This will support the school's increase in student achievement for at least a year's worth of growth on standardized assessments.

Action Step 1 5

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

Person Responsible

Laura Kane

Schedule

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

Evidence of Completion

The Administrative Team and Team Leaders will monitor and evaluate data chat data, PD and PLC observations, PLC attendance, common assessment data, decision-making, Coffee with the Principal, and Walk-through data.

Action Step 2 5

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

Person Responsible

Laura Kane

Schedule

Monthly, from 8/7/2017 to 6/1/2018

Evidence of Completion

WWHS will monitor progress through walk-through data and feedback, mentoring program provided to new teachers, PLC observations with transfer to classroom, and monitoring of student formative and summative assessment data as well as common assessment data.

Action Step 3 5

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

Person Responsible

Sarah Shelby

Schedule

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

Evidence of Completion

WWHS will use a teacher/climate survey, teacher PBS data, Coffee with the Principal observations, Quarterly celebrations at Faculty Meetings to monitor this step.

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

Professional development and PLC observations will be compared with walk-through data to monitor fidelity in the programs.

Person Responsible

Troy La Barbara

Schedule

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

Evidence of Completion

Mr. LaBarbara will review data and provide feedback to all teachers through Coffee with the Principal. The evidence shared and evaluated will be PD observations results, PLC observations results, walk-through data, and student performance.

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

A Teacher Climate Survey will be conducted to determine how teacher satisfaction rates with the school climate.

Person Responsible

Sarah Shelby

Schedule

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

Evidence of Completion

The Climate Survey will show an increase in teacher satisfaction and performance.

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

Teacher attendance will be monitored throughout the school year.

Person Responsible

Laura Kane

Schedule

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

Evidence of Completion

Overall teacher attendance data will show a decrease in the number of teacher absences, attendance at PLC meetings will show full engagement of all teachers during the meeting as measured through observed walk-throughs.

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

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

Person Responsible

Laura Kane

Schedule

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

Evidence of Completion

The Administrative Team will model classroom best practices during meetings, and an increase in effective to highly effective observances during walk-throughs.

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

Professional Learning Community Data

Person Responsible

Laura Burgess

Schedule

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

Evidence of Completion

Documentation will include minutes and monitoring form as provided by the Department Chairs.

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

Teacher Culture Survey will show improvements in the direction of the culture towards rigorous standards-based instruction.

Person Responsible

Sarah Shelby

Schedule

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

Evidence of Completion

The Administrative Team will work collaboratively to provide a survey and evaluate the response data.

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 M414751	Progress Monitoring Data (Achievement and PBS)	La Barbara, Troy	8/14/2017	Progress will be monitored using: PBS Teacher Data, Data Chat Forms (which monitor D and F rates), Progress Monitoring Forms (which tracks student formative and summative assessment data), student common assessment data, walk-through data on student engagement, instructional rigor, and standards-based instruction. These indicators will monitor that standards-based instruction is being used and the effectiveness of the instruction. The classroom process will improve the matching of lesson plans, board configuration, and instruction.	6/1/2018 weekly
G1.B5.S1.MA1 M414745	Walk-through data of meetings and classrooms will be conducted to monitor effectiveness.	Kane, Laura	8/14/2017	The Administrative Team will model classroom best practices during meetings, and an increase in effective to highly effective observances during walk-throughs.	6/1/2018 weekly
G1.B5.S1.MA5 M414746	Professional Learning Community Data	Burgess, Laura	8/14/2017	Documentation will include minutes and monitoring form as provided by the Department Chairs.	6/1/2018 weekly
G1.B5.S1.MA6 M414747	Teacher Culture Survey will show improvements in the direction of the culture towards rigorous...	Shelby, Sarah	8/14/2017	The Administrative Team will work collaboratively to provide a survey and evaluate the response data.	6/1/2018 semiannually
G1.B5.S1.MA1 M414748	Professional development and PLC observations will be compared with walk-through data to monitor...	La Barbara, Troy	8/14/2017	Mr. LaBarbara will review data and provide feedback to all teachers through Coffee with the Principal. The evidence shared and evaluated will be PD observations results, PLC observations results, walk-through data, and student performance.	6/1/2018 monthly
G1.B5.S1.MA2 M414749	A Teacher Climate Survey will be conducted to determine how teacher satisfaction rates with the...	Shelby, Sarah	8/14/2017	The Climate Survey will show an increase in teacher satisfaction and performance.	6/1/2018 semiannually
G1.B5.S1.MA3 M414750	Teacher attendance will be monitored throughout the school year.	Kane, Laura	8/14/2017	Overall teacher attendance data will show a decrease in the number of teacher absences, attendance at PLC meetings will show full engagement of all teachers during the meeting as measured through observed walk-throughs.	6/1/2018 weekly
G1.B5.S1.A1 A381626	Teachers will participate in professional development and collaboration through their PLC common...	Kane, Laura	8/14/2017	The Administrative Team and Team Leaders will monitor and evaluate data chat data, PD and PLC observations, PLC attendance, common assessment data, decision-making, Coffee with the Principal, and Walk-through data.	6/1/2018 weekly
G1.B5.S1.A2 A381627	Train the teachers in best practices through feedback, follow-up, peer observations, and mentoring.	Kane, Laura	8/7/2017	WWHS will monitor progress through walk-through data and feedback, mentoring program provided to new teachers, PLC observations with transfer to classroom, and monitoring of student formative and summative assessment data as well as common assessment data.	6/1/2018 monthly
G1.B5.S1.A3 A381628	WWHS will celebrate the accomplishments of teachers,	Shelby, Sarah	8/14/2017	WWHS will use a teacher/climate survey, teacher PBS data, Coffee with	6/1/2018 quarterly

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Weeki Wachee High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	instructional coaches, teams, students and the...			the Principal observations, Quarterly celebrations at Faculty Meetings to monitor this step.	

V. Professional Development Opportunities

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

G1. WWHS will increase student achievement to show increased proficiency and at least a year's worth of growth on standardized assessments through creating an academic culture that infuses rigorous standards-based instruction and student engagement.

G1.B5 Ensuring that instruction is aligned with standards

G1.B5.S1 Development of professional capacity, with focus on the quality of the teaching staff and teachers' belief that schools can change, through participation in good professional development and collaborative work.

PD Opportunity 1

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

Facilitator

Administrative Team and Team Leaders

Participants

All Teachers

Schedule

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

PD Opportunity 2

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

Facilitator

Administrative Team and Team Leaders

Participants

All teachers

Schedule

Monthly, from 8/7/2017 to 6/1/2018

VI. Technical Assistance Items

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

G1. WWHS will increase student achievement to show increased proficiency and at least a year's worth of growth on standardized assessments through creating an academic culture that infuses rigorous standards-based instruction and student engagement.

G1.B5 Ensuring that instruction is aligned with standards

G1.B5.S1 Development of professional capacity, with focus on the quality of the teaching staff and teachers' belief that schools can change, through participation in good professional development and collaborative work.

TA Opportunity 1

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

Facilitator

Sarah Shelby

Participants

All Staff

Schedule

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

VII. Budget

1	G1.B5.S1.A1	Teachers will participate in professional development and collaboration through their PLC common planning in their departments.	\$0.00
2	G1.B5.S1.A2	Train the teachers in best practices through feedback, follow-up, peer observations, and mentoring.	\$0.00
3	G1.B5.S1.A3	WWHS will celebrate the accomplishments of teachers, instructional coaches, teams, students and the organization as a whole while providing incentives from donations through the PBIS program.	\$0.00
Total:			\$0.00