Wewahitchka High School

2019-20 Schoolwide Improvement Plan

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Wewahitchka High School

1 GATOR CIR, Wewahitchka, FL 32465

[no web address on file]

Demographics

Principal: Jay Bidwel

Start Date for this Principal: 6/10/2014

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 7-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	91%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: B (54%) 2017-18: B (57%) 2016-17: B (54%) 2015-16: C (53%) 2014-15: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	[Rachel Heide](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

This plan is pending approval by the Gulf County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 7-12	No	71%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	15%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	B	B	C

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Preparing students today for the needs of tomorrow.

Provide the school's vision statement.

Our vision is to inspire and empower our students to reach the highest levels of personal growth by providing a wide variety of extraordinary educational, cultural, social and athletic experiences in a safe, caring, nurturing environment.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Bidwell, Jay	Principal	To lead the school in all facets.

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	0	56	83	59	57	51	48	354
Attendance below 90 percent	0	0	0	0	0	0	0	5	9	4	2	8	7	35
One or more suspensions	0	0	0	0	0	0	0	6	5	2	3	1	2	19
Course failure in ELA or Math	0	0	0	0	0	0	0	3	6	6	5	5	2	27
Level 1 on statewide assessment	0	0	0	0	0	0	0	24	50	30	29	24	16	173

The number of students with two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	0	4	15	6	5	10	4	44

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	0	0	0	0	0	4	2	2	2	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	4	4	2	1	1	12

FTE units allocated to school (total number of teacher units)
27

Date this data was collected or last updated
Wednesday 9/25/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Attendance below 90 percent	0	0	0	0	0	0	0	17	19	11	9	6	21	83
One or more suspensions	0	0	0	0	0	0	0	10	14	11	8	8	9	60
Course failure in ELA or Math	0	0	0	0	0	0	0	11	8	4	7	3	1	34
Level 1 on statewide assessment	0	0	0	0	0	0	0	19	22	13	18	12	24	108

The number of students with two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	0	15	17	9	11	7	15	74

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	51%	0%	56%	47%	0%	53%
ELA Learning Gains	47%	0%	51%	37%	0%	49%
ELA Lowest 25th Percentile	40%	0%	42%	26%	0%	41%
Math Achievement	51%	0%	51%	56%	0%	49%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Math Learning Gains	34%	0%	48%	47%	0%	44%
Math Lowest 25th Percentile	24%	0%	45%	46%	0%	39%
Science Achievement	59%	0%	68%	57%	0%	65%
Social Studies Achievement	65%	0%	73%	61%	0%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	7	8	9	10	11	12	
Number of students enrolled	56 (0)	83 (0)	59 (0)	57 (0)	51 (0)	48 (0)	354 (0)
Attendance below 90 percent	5 ()	9 ()	4 ()	2 ()	8 ()	7 ()	35 (0)
One or more suspensions	6 (0)	5 (0)	2 (0)	3 (0)	1 (0)	2 (0)	19 (0)
Course failure in ELA or Math	3 (0)	6 (0)	6 (0)	5 (0)	5 (0)	2 (0)	27 (0)
Level 1 on statewide assessment	24 (0)	50 (0)	30 (0)	29 (0)	24 (0)	16 (0)	173 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

	ELA					
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2019	47%	45%	2%	52%	-5%
	2018	52%	51%	1%	51%	1%
Same Grade Comparison	-5%					
Cohort Comparison						
08	2019	47%	49%	-2%	56%	-9%
	2018	61%	61%	0%	58%	3%
Same Grade Comparison	-14%					
Cohort Comparison	-5%					
09	2019	48%	56%	-8%	55%	-7%
	2018	41%	49%	-8%	53%	-12%
Same Grade Comparison	7%					
Cohort Comparison	-13%					
10	2019	50%	52%	-2%	53%	-3%
	2018	45%	53%	-8%	53%	-8%
Same Grade Comparison	5%					
Cohort Comparison	9%					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2019					
	2018	42%	43%	-1%	54%	-12%
Cohort Comparison						
08	2019	44%	54%	-10%	46%	-2%
	2018	59%	51%	8%	45%	14%
Same Grade Comparison		-15%				
Cohort Comparison		2%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	50%	47%	3%	48%	2%
	2018	41%	32%	9%	50%	-9%
Same Grade Comparison		9%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	58%	50%	8%	67%	-9%
2018	63%	74%	-11%	65%	-2%
Compare		-5%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	71%	67%	4%	71%	0%
2018	44%	59%	-15%	71%	-27%
Compare		27%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	54%	55%	-1%	70%	-16%
2018	64%	68%	-4%	68%	-4%
Compare		-10%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	54%	56%	-2%	61%	-7%
2018	59%	65%	-6%	62%	-3%
Compare		-5%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	51%	67%	-16%	57%	-6%
2018	47%	68%	-21%	56%	-9%
Compare		4%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	30	45	52	26	27	20	25	42		92	27
BLK	50	42		36	24		27	71			
WHT	52	48	35	53	35	26	65	64	79	86	60
FRL	40	42	40	43	31	23	51	57	80	74	57
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	7	34	38	23	42	41	17	26			
BLK	33	59		43	40		50	20			
WHT	54	54	39	58	45	50	54	60	84	80	53
FRL	39	52	42	46	42	48	50	47	75	74	60
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	10	17	18	26	48	40	31	44		70	36
BLK	33	29		52	30		50				
MUL				55							
WHT	48	38	27	55	49	49	55	60	83	82	61
FRL	38	32	25	53	46	48	44	53	88	71	45

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	592

ESSA Federal Index	
Total Components for the Federal Index	11
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	55
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

8th grade math was the lowest component. A couple of major issues impacted our performance. First, Hurricane Michael hit on October 10th and we lost several weeks of instructional time. Second, we were unable to hire a certified math teacher and instead hired a retired elementary teacher who tried her best to teach the class with limited math knowledge. Furthermore, the teacher had already arranged for two trips prior to being hired (she informed me prior to her hiring) that took her away from the classroom for several days. She did us a great service by coming out of retirement in her 70's when we absolutely could not find anyone to put in the classroom, but it was not a perfect instructional fit.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

8th grade math showed the greatest decline. A couple of major issues impacted our performance. First, Hurricane Michael hit on October 10th and we lost several weeks of instructional time. Second, we were unable to hire a certified math teacher and instead hired a retired elementary teacher who tried her best to teach the class with limited math knowledge. Furthermore, the teacher had already arranged for two trips prior to being hired (she informed me prior to her hiring) that took her away from the classroom for several days. She did us a great service by coming out of retirement in her 70's when we absolutely could not find anyone to put in the classroom, but it was not a perfect instructional fit.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The history EOC showed the greatest gap. Two factors may have contributed to this gap. First, Hurricane Michael hit on October 10th and we lost several weeks of instructional time. Second, we recently began scheduling some sophomores in to US History and they took the EOC prior to the norm in our school, thus removing a pool of higher ability students for this past year's EOC.

Which data component showed the most improvement? What new actions did your school take in this area?

7th grade Civics. We hired a new teacher for 7th grade civics and his curriculum and approach was very successful compared to past years.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

We are concerned with the number of 8th graders who have already reached the two indicator mark just 7 weeks into the school year.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Improving math FSA scores
2. Improving ELA FSA scores
3. Decreasing potential dropouts
4. Increasing our students readiness for college and careers
5. Hardening (safety) our school so that it is more secure

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA scores on the FSA
Rationale	On the 2019 ELA portion of the FSA: 47% of students in grade 7 demonstrated proficiency in ELA. 51% of students in grade 8 demonstrated proficiency in ELA. 49% of students in grade 9 demonstrated proficiency in ELA. 50% of students in grade 10 demonstrated proficiency in ELA. Overall, 51% of students at WHS demonstrated proficiency in ELA. ELA scores need to increase to at least "B" level scores (54%) for this school year.

State the measurable outcome the school plans to achieve	As measured by the 2019 FSA, 54% of all students will demonstrate proficiency in ELA.
Person responsible for monitoring outcome	Jay Bidwell (jbidwell@gulf.k12.fl.us)
Evidence-based Strategy	WHS will provide reading classes to all students in grades 7-10. The main goal of these classes is to create a love of reading in students and to create life-long readers.
Rationale for Evidence-based Strategy	Most literacy/reading experts extol the benefits of students actually reading more (as versus doing reading exercises). Therefore, in our extra reading classes teachers will focus on helping students find reading material of interest and develop a joy in the simple act of reading.

Action Step	
Description	1. Analyze staff availability in order to carve out 13 reading classes. 2. Schedule each student in grade 7-10 into a reading class. 3. Convince teachers of reading classes to complete reading endorsement training. 4. Arrange for reading endorsement modules to be available for reading teachers. 5. Encourage teachers to implement the strategies learned in endorsement training. 6. Fund classroom libraries. 7. Through observations, mentoring, department meetings, etc. continue to support and encourage reading teachers to strive to create a love of reading in our students. 8. Provide motivational strategies, reward systems and incentives for students reaching reading goals.
Person Responsible	Jay Bidwell (jbidwell@gulf.k12.fl.us)

#2	
Title	Math FSA scores
Rationale	On the 2019 math portion of the FSA: 46% of pre-algebra students demonstrated proficiency. 53% of algebra 1 students demonstrated proficiency. 52% of geometry students demonstrated proficiency. Overall 51% of math students demonstrated proficiency. Our math scores have been trending slightly downward for the past two years.
State the measurable outcome the school plans to achieve	As measured by the 2019 FSA, 54% of all students will demonstrate proficiency in math
Person responsible for monitoring outcome	Jay Bidwell (jbidwell@gulf.k12.fl.us)
Evidence-based Strategy	We will use appropriate pacing for all our math students in respect to our courses - traditional, slower paced and accelerated pacing.
Rationale for Evidence-based Strategy	Differentiation is a proven strategy to help all students through individualized educational opportunities.
Action Step	
Description	1. All students will take pre-algebra in 7th grade. 2. Students who demonstrate proficiency on the pre-algebra FSA will take algebra 1, those who do not will take liberal arts math 1 to have an extra year to prepare for the algebra 1 EOC. 3. Utilize kahn academy and IXL to provide immediate feedback. 4. All algebra 1 students will have a high performing teacher. 5. WHS will provide a summer algebra 1 bootcamp. 6. Provide before and after school tutoring.
Person Responsible	[no one identified]

#3	
Title	Decrease number of student who do not earn a high school diploma
Rationale	WHS's graduation rate is only 82%. Since it is fundamentally important that all students earn a high school diploma, not only to improve their lives but to improve society as a whole (59% of high school dropouts live in poverty), this percentage must improve.

State the measurable outcome the school plans to achieve	As a first step in combating this declining trend, we plan to increase our graduation rate from 82% to 85%.
Person responsible for monitoring outcome	Jay Bidwell (jbidwell@gulf.k12.fl.us)
Evidence-based Strategy	Implement the DEWS (dropout early warning system).
Rationale for Evidence-based Strategy	By detecting potential dropouts earlier in their academic career and designing interventions, WHS plans to curtail the number of dropouts.
Action Step	
Description	1.Implement an early warning system which includes monitoring the following early warning indicators: • Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension. • One or more suspensions, whether in school or out of school. • Course failure in English Language Arts or mathematics. • A Level 1 score on the statewide standardized assessments in English Language Arts or mathematics. 2. Monitor all students categorized as being at a moderate risk for dropping out due to meeting one of the above named indicators conducting a review of attendance, discipline, and academic standing at least once per grading period. 3. A student intervention team consisting of the principal (or designee), guidance counselor, classroom teacher(s) and other applicable personnel will be formed for the purpose of determining appropriate intervention strategies for all students in grades categorized as being at high risk. 4. These students will be monitored closely to determine which interventions are needed. Intervention strategies include, but are not limited to: o Tutorial assistance o Peer support o Computer assisted instruction o Referral for counseling o Modified assignments/curriculum o Behavior/Attendance contract o Teacher mentoring groups

5. Refer the most serious cases to the area CAT team (Communtiy Action Team).
6. Provide incentives for academic progress and attendance

Person Responsible	Jay Bidwell (jbidwell@gulf.k12.fl.us)

#4	
Title	Student readiness for college and career.
Rationale	Students who are ready to either matriculate into the college ranks or enter the workforce tend to have better employment outcomes thus increasing their happiness level and the overall productivity of our society.

State the measurable outcome the school plans to achieve	62% of last year's seniors either achieved a passing grade in one or more dual enrollment college classes or earned one or more industry certifications. WHS plans to increase this percentage to 65% during the current school year.
Person responsible for monitoring outcome	Jay Bidwell (jbidwell@gulf.k12.fl.us)
Evidence-based Strategy	Increase students access to dual enrollment and vocational (CTE) classes. Furthermore, as an institutional goal, we will encourage all students to achieve one of these benchmarks.
Rationale for Evidence-based Strategy	If students have access to dual enrollment and CTE classes and a high level of encouragement to finish one or both of these, then the number of students actually achieving this benchmark will increase.

Action Step	
Description	1. Increase the number of vocational classes and certification areas (welding, agriculture, EKG tech, drone technology, etc.) 2. By the end of their freshmen year, check each student to determine the best avenue for him/her to achieve an industry certification or to take and pass a dual enrollment class. 3. Make either a successful dual enrollment grade or an industry certification a prerequisite for entering our early release work-experience program. 4. Place many of our vocational programs on the middle school exploratory wheel so that students can form an early interest in a CTE program. 5. Complete a career inventory using MyCareerShines.org with all eight grade students. 6. Provide tutoring for any student who needs assistance with dual enrollment classes.
Person Responsible	[no one identified]

#5	
Title	School safety and hardening
Rationale	With the challenges facing today's schools, school security is of utmost importance in order to ensure student safety.

State the measurable outcome the school plans to achieve	WHS plans to have 100% of students and staff trained in youth mental health and active threat strategies. Also, 100% of employees will create individualized active threat plans. Furthermore WHS plans to harden 95% of classrooms with deadbolts and lock down blinds.
Person responsible for monitoring outcome	Jay Bidwell (jbidwell@gulf.k12.fl.us)
Evidence-based Strategy	Classroom hardening and active threat training for students and staff.
Rationale for Evidence-based Strategy	Hardening strategies have been the number one recommendation of agencies who have studied past school shootings. Early preparation is an obvious need for school based staff and students.
Action Step	
Description	1. Provide youth mental health training to all staff and students. 2. Require all staff members to complete an active threat plan for each area they supervise. 3. Provide an active threat training for all staff and students. 4. Install a deadbolt lock in every classroom door. 5. Install a lock down shade(s) in every classroom. 6. Complete at least 10 lock down drills throughout the school year.
Person Responsible	Jay Bidwell (jbidwell@gulf.k12.fl.us)

#6	
Title	Best practices in inclusion education
Rationale	Although WHS has achieved a 92% inclusion rate with our student body, our students with disabilities do not score well on the algebra EOC.
State the measurable outcome the school plans to achieve	Less than 20% of our SWD demonstrated proficiency on the 2019 algebra EOC and our goal is to increase that percentage to 40%.
Person responsible for monitoring outcome	Jay Bidwell (jbidwell@gulf.k12.fl.us)
Evidence-based Strategy	We will use alternative math pacing with our SWDs.
Rationale for Evidence-based Strategy	Differentiation is a proven strategy to help SWDs through individualized educational opportunities.
Action Step	
Description	1. Two year looping program with algebra 1A and 1B (the same teacher) 2. All SWDs take pre-algebra to ensure that they receive foundational skills. 3. Provide an extra year of preparation for SWDs who need it through liberal arts math. 4. Providing peer tutors for SWDs with needs 5. Provide before and after school tutoring. 6. Our ESE resource teacher will provide necessary support for those SWDs who need it.
Person Responsible	Jay Bidwell (jbidwell@gulf.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Teacher recruitment - utilize best and brightest bonuses, utilize search soft to expand job opening advertisements, contacting neighboring districts to increase pool of applicants, etc.

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

n/a

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

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.

n/a

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

n/a

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.

n/a

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

n/a

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ELA scores on the FSA	$0.00
2	III.A.	Areas of Focus: Math FSA scores	$0.00
3	III.A.	Areas of Focus: Decrease number of student who do not earn a high school diploma	$0.00
4	III.A.	Areas of Focus: Student readiness for college and career.	$0.00
5	III.A.	Areas of Focus: School safety and hardening	$0.00
6	III.A.	Areas of Focus: Best practices in inclusion education	$0.00
		Total:	$0.00