Wewahitchka High School

leadership
analysis
Florida
college and career
students
mission
ambitious
family and community involvement
school improvement
striving
achievement
teaching
relationships
success
areas of focus
resources
instruction
needs assessment
strategic planning
collaboration
vision
learning
supportive environment
growth

2020-21 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: 6/3/2014

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	91%
2019-20 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%)
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.](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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Wewahitchka High School

1 GATOR CIR, Wewahitchka, FL 32465

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 7-12	Yes	73%

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	2019-20	2018-19	2017-18	2016-17
Grade	B	B	B	B

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SIP Authority

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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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

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

Demographic Information

Principal start date
Tuesday 6/3/2014, Jay Bidwel

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
3

Total number of teacher positions allocated to the school
27

Demographic Data

2020-21 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

2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	91%
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School Grades History	2018-19: B (54%) 2017-18: B (57%) 2016-17: B (54%) 2015-16: 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](#).	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Number of students enrolled	0	0	0	0	0	0	0	76	56	73	58	50	47	360
Attendance below 90 percent	0	0	0	0	0	0	0	3	8	10	7	6	3	37
One or more suspensions	0	0	0	0	0	0	0	20	15	14	10	14	8	81
Course failure in ELA	0	0	0	0	0	0	0	0	3	3	6	3	2	17
Course failure in Math	0	0	0	0	0	0	0	0	2	3	1	5	3	14
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	18	12	12	16	10	10	78
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	26	6	13	10	8	2	65

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	21	14	13	16	14	8	86

The number of students identified as retainees:

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

Date this data was collected or last updated

Wednesday 9/30/2020

Prior Year - As Reported

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	
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	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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

Prior Year - Updated

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	
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	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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

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%
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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (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.

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			

| **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
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
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%	0
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%	0

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%	0

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%	0

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%	0

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%	0

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

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%	0

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%	0

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%	0

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.

In 2018-19, the last year we have state assessment data, 8th grade math was the lowest component. A couple major issues impacted our performance. First, Hurricane Michael hit on October 10, 2018 and we lost several weeks of instructional time. Second, we were unable to hire a certified math teacher, which left us with a permanent sub with little higher math knowledge.

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

In 2018-19, the last year we have state assessment data, 8th grade math showed the greatest decline due to the issues outlined in section A.

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.

In 2018-19, the last year we have state assessment data, the history EOC showed the greatest gap. Two factors may have contributed to this gap, first instructional time lost to Hurricane Michael impacts and second we scheduled some sophomores into US history for the first time in 2017-18, which drew some of our higher performing students out of the pool of test takers in 2018-19.

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

In 2018-19, the last year we have state assessment data, 7th grade Civics. We hired a new teacher for Civics and his curriculum and approach was very successful in comparison to prior years.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Our two most pressing areas of concern are the 78 students who scored a level one on the FSA ELA and that we already have 45 students with 2 or more indicators on the EWS. Also, our potential dropout rate has increased alarmingly since the advent of the Covid-19 pandemic.

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

1. Improving ELA scores for all students with a focus on our lowest quartile students.
2. Improving math FSA scores.
3. Addressing increased dropout rates due to the pandemic.
4. Increasing college and career readiness for our students.
5. Continuing to improve safety measures for our school.
6. Improve infrastructure and aesthetics of school.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	ELA scores on the FSA 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.
Measurable Outcome:	As measured by the 2021 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 implement Reading Plus and Sound Reading diagnostic and progress monitoring programs for all students. All WHS students will begin the Write Score program for diagnostic and progress monitoring (grades 7 and 10 will test three times; grades 8 and 9 will test one time). All students grades 7-12 will participate in a reading classes with a main focus on helping students create a love of reading and become life-long readers.
Rationale for Evidence-based Strategy:	Due to the devastation and challenges produced by Hurricane Michael in 2018 and the losses of on campus instruction due to Covid-19, WHS students have lost valuable hands-on instructional time, academic skills, and social skills within the school setting. Diagnostic testing and progress monitoring is a top priority for WHS to help direct and create curriculums across all subject areas.

Action Steps to Implement

1. Purchased and implemented Reading Plus and Sound Reading programs in grades 7-12.
2. ELA teachers received professional development for Reading Plus and Sound Reading.
3. Purchased and implemented Write Score program in grades 7-10.
4. Scheduled days for diagnostic tests for reading and writing with follow-up days for progress monitoring.

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

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Math FSA scores on the 2019 math portion of the FSA: 46% of pre-algebra students demonstrated proficiency. 53% of algebra 1 student 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.
Measurable Outcome:	As measured by the 2021 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:	1. Students will utilize Khan Academy. 2. IXL math
Rationale for Evidence-based Strategy:	Differentiated instruction platforms have been proven to help all students through individualized educational opportunities.

Action Steps to Implement

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 Khan 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]

No description entered

Person Responsible	[no one identified]

No description entered

Person Responsible	[no one identified]

#3. Instructional Practice specifically relating to Graduation	
Area of Focus Description and Rationale:	Decrease number of students who do not earn a high school diploma. WHS's graduation rate is only 75%. 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.
Measurable Outcome:	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:	Continue to use DEWS (dropout early warning system).
Rationale for Evidence-based Strategy:	By detecting potential dropouts earlier in their academic career and designing individualized interventions, WHS plans to curtail the number of dropouts.

Action Steps to Implement

1. Implement an early warning system which includes monitoring the following early warning indicators:
A. Attendance below 90%, regardless of whether absence is excused or result of out-of-school suspension.
B. One or more suspensions, whether in-school or out-of-school.
C. Course failure in ELA or mathematics.
D. A level 1 score on the statewide standardized assessments in ELA 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:
A. Tutorial assistance
B. Peer support
C. Computer assisted instruction
D. Referral for counseling
E. Modified assignments/curriculum
F. Behavior/Attendance Contract
G. Teacher mentoring groups
5. Refer the most serious cases to the area CAT team (Community Action Team).

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

#4. Instructional Practice specifically relating to Career & Technical Education	
Area of Focus Description and Rationale:	Student readiness for college and career. 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 levels and the overall productivity of our society.
Measurable Outcome:	66% of last year's seniors wither 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 68% 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 t 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 Steps to Implement

1. Continue to support 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

and 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

(Option 1) 18-credit Graduation 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 with all eighth grade students.
6. Provide tutoring for any student who needs assistance with dual enrollment classes.

Person Responsible	[no one identified]

#5. Other specifically relating to Safety	
Area of Focus Description and Rationale:	School Safety and Hardening With the challenges facing today's schools, school security is of the utmost importance in order to ensure student safety.
Measurable Outcome:	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 100% of classrooms with deadbolts or interior locking doors and/or 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 preparations is an obvious need for school-based staff and students.

Action Steps to Implement

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 of supervision.
3. Provide an active threat training for all staff and students.
4. Install deadbolt or interior locks in every classroom.
5. Install a 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. Instructional Practice specifically relating to Student Engagement	
Area of Focus Description and Rationale:	Best practices in inclusion education. Although WHS has achieved a 92% inclusion rate with our student body, our students with disabilities do not score well on the algebra 1 EOC.
Measurable Outcome:	Less than 20% of our SWD demonstrated proficiency on the 2019 algebra 1 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 out SWDs.
Rationale for Evidence-based Strategy:	Differentiation is a proven strategy to help SWDs through individualized educational opportunities and practices.

Action Steps to Implement

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. Provide 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

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Infrastructure and aesthetics.
Upgrades and reconstruction of many campus areas due to not only the ravages of time but also the damages sustained during Hurricane Michael:
New roof on every academic building
Air-conditioning units (replacing all units and adding units for better air quality)
Track (complete replacement)
Gymnasium floor and roof
Expanded eating areas to include outdoor areas (Covid-19 social distancing/ outdoor time) with new picnic tables and umbrellas.
New baseball field lighting system (total replacement)
New football lighting system (total replacement)
New fencing around school areas (total replacement)
New interior energy-saving lighting throughout all office areas and classroom areas

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

WHS diligently and persistently to create and maintain a welcoming and positive environment for all students, faculty, staff, parents, and guests. Teachers and staff position themselves during all student-transition times to speak to passing students and welcome students into their classrooms. Students are treated to rewards and incentives for showing school pride and spirit throughout the school year. Students' opinions are taken into consideration when changes to academics and/or social situations are on the table. WHS wants students to understand the power of their voice through researched insight and appropriately debated facts.
WHS involves our community through annual drama productions (winter and spring), Veterans Day programs, parent call-outs to brig awareness to important academic and extra-curricular events, social media posts to share academic and extra-curricular events, and scrolling messages on electronic billboard to inform parents and community of upcoming school events. WHS hosts FASFA days/nights for parent and students.
WHS works with community partnerships to create and annual WHS Rewards Day (sporting events, water slides and obstacle courses, dance room, laser tag room, paintings, food booths, etc.)

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