

Marion County Public Schools

West Port High School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	21
Positive Culture & Environment	25
Budget to Support Goals	26

West Port High School

3733 SW 80TH AVE, Ocala, FL 34481

[no web address on file]

Demographics

Principal: Ginger Cruze

Start Date for this Principal: 8/7/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	85%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (59%) 2017-18: B (57%) 2016-17: B (57%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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 Marion 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	21
Title I Requirements	0
Budget to Support Goals	26

West Port High School

3733 SW 80TH AVE, Ocala, FL 34481

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	55%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	67%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

School Board Approval

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

SIP Authority

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>.

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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Cruze, Ginger	Principal	Lead, supervise and facilitate the overall operation of a comprehensive school focusing on academic leadership to provide high quality instruction for all students.
Williams, Bo	Assistant Principal	Assistant Principal for Curriculum
Davis, Terrell	Assistant Principal	Assistant Principal for Instruction
Umholtz, Sarah	Assistant Principal	Assistant Principal Student Services
Baker, Jo	Other	Assessment Facilitator
Livengood, Lyle	Other	Athletic Director
Smith, Stephanie	School Counselor	Lead Guidance Counselor and Early College Coordinator
Craig, Vicki	Other	Activities Director and Teacher
Reeder, Laurie	Magnet Coordinator	Magnet Coordinator and Teacher
Bender, Luke	Dean	9th Grade Dean
McCarter, Barry	Dean	10th Grade Dean
Toomey, Jennifer	Dean	11th Grade Dean
Wilson, Emily	Instructional Media	Media Specialist
Poyner, Jennifer	Parent Engagement Liaison	Title 1 Intervention Teacher
Steigner, Nancy	Other	AVID Coordinator and Teacher
Bennett, Christopher	Dean	12th Grade Dean
Marcelin, Tiffany	Instructional Coach	Math and ELA/Reading Instructional Coach

Demographic Information

Principal start date

Saturday 8/7/2021, Ginger Cruze

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.*

5

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.*

12

Total number of teacher positions allocated to the school

126

Total number of students enrolled at the school

2,685

Identify the number of instructional staff who left the school during the 2020-21 school year.

17

Identify the number of instructional staff who joined the school during the 2021-22 school year.

17

Demographic Data**Early Warning Systems****2021-22**

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	0	0	720	689	633	570	2612	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	232	261	259	219	971	
One or more suspensions	0	0	0	0	0	0	0	0	0	5	11	7	4	27	
Course failure in ELA	0	0	0	0	0	0	0	0	0	313	261	203	133	910	
Course failure in Math	0	0	0	0	0	0	0	0	0	359	265	280	160	1064	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	133	124	110	105	472	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	134	104	79	132	449	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0		

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	0	0	0	350	291	278	188	1107

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	0	0	0	0	18	18	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	1	1	

Date this data was collected or last updated

Wednesday 6/30/2021

2020-21 - 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	0	0	0	714	699	671	619	2703
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	114	114	146	142	516
One or more suspensions	0	0	0	0	0	0	0	0	0	0	94	78	76	59	307
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	36	158	172	136	502
Course failure in Math	0	0	0	0	0	0	0	0	0	0	36	158	172	136	502
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	130	130	0	0	260
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	167	155	0	0	322

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	0	0	41	89	114	96	340

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	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - 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	0	0	0	714	699	671	619	2703
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	114	114	146	142	516
One or more suspensions	0	0	0	0	0	0	0	0	0	0	94	78	76	59	307
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	36	158	172	136	502
Course failure in Math	0	0	0	0	0	0	0	0	0	0	36	158	172	136	502
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	130	130	0	0	260
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	167	155	0	0	322

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	0	0	41	89	114	96	340	

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	0	0	0	0	0		
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				59%	46%	56%	55%	44%	56%
ELA Learning Gains				56%	48%	51%	49%	48%	53%
ELA Lowest 25th Percentile				44%	39%	42%	37%	37%	44%
Math Achievement				51%	40%	51%	55%	44%	51%
Math Learning Gains				47%	43%	48%	54%	42%	48%
Math Lowest 25th Percentile				35%	37%	45%	33%	31%	45%
Science Achievement				72%	61%	68%	74%	60%	67%
Social Studies Achievement				81%	71%	73%	76%	67%	71%

Grade Level Data Review - State Assessments

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
09	2021					
	2019	58%	50%	8%	55%	3%
Cohort Comparison						
10	2021					
	2019	57%	46%	11%	53%	4%
Cohort Comparison		-58%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	69%	64%	5%	67%	2%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	79%	70%	9%	70%	9%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	40%	54%	-14%	61%	-21%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	56%	51%	5%	57%	-1%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The progress monitoring tools used by grade level to compile the data below are:

- English Language Arts: Grades 9 and 10 ELA Quarters 1, 2, and 3 Quarterly Standards Mastery Assessments (QSMA)
- Algebra: Algebra 1 Quarters 1, 2, and 3 Quarterly Standards Mastery Assessments (QSMA)
- Geometry: Geometry Quarters 1, 2, and 3 Quarterly Standards Mastery Assessments (QSMA)
- Biology: Biology Quarters 1, 2, and 3 Quarterly Standards Mastery Assessments (QSMA)
- US History: US History Quarters 1, 2, and 3 Quarterly Standards Mastery Assessments (QSMA)

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	213 / 36%	305 / 47%	273 / 46%
	Economically Disadvantaged	99 / 28%	149 / 38%	124 / 35%
	Students With Disabilities	4 / 8%	9 / 15%	9 / 17%
	English Language Learners	1 / 4%	2 / 7%	1 / 4%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	"Algebra 94 / 46% Geo 123 / 61%"	"Algebra 75 / 31% Geo 152 / 71%"	"Algebra 68 / 30% Geo 125 / 65%"
	Economically Disadvantaged	"Algebra 61 / 46% Geo 70 / 63%"	"Algebra 51 / 32% Geo 81 / 69%"	"Algebra 48 / 33% Geo 63 / 64%"
	Students With Disabilities	"Algebra 10 / 56% Geo 1 / 25%"	"Algebra 8 / 35% Geo 2 / 33%"	"Algebra 4 / 22% Geo 3 / 60%"
	English Language Learners	"Algebra 6 / 60% "	"Algebra 6 / 50% Geo 1 / 100%"	"Algebra 5 / 42% Geo 0 / 0%"
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	231 / 73%	274 / 80%	236 / 75%
	Economically Disadvantaged	103 / 69%	129 / 78%	109 / 72%
	Students With Disabilities	3 / 100%	4 / 100%	2 / 100%
	English Language Learners	1 / 50%	2 / 100%	1 / 50%
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students		0 / 0%	0 / 0%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	322 / 63%	370 / 63%	323 / 62%
	Economically Disadvantaged	161 / 55%	188 / 55%	165 / 55%
	Students With Disabilities	18 / 35%	23 / 38%	16 / 29%
	English Language Learners	2 / 9%	4 / 13%	2 / 8%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	"Algebra 45 / 45% Geo 88 / 46%"	"Algebra 21 / 19% Geo 116 / 56%"	"Algebra 20 / 19% Geo 90 / 48%"
	Economically Disadvantaged	"Algebra 33 / 42% Geo 56 / 51%"	"Algebra 15 / 17% Geo 68 / 57%"	"Algebra 14 / 17% Geo 48 / 46%"
	Students With Disabilities	"Algebra 12 / 39% Geo 8 / 53%"	"Algebra 9 / 25% Geo 9 / 56%"	"Algebra 6 / 19% Geo 8 / 50%"
	English Language Learners	"Algebra 8 / 44% Geo 2 / 50%"	"Algebra 0 / 0% Geo 4 / 80%"	"Algebra 1 / 6% Geo 3 / 60%"
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	113 / 47%	109 / 40%	60 / 24%
	Economically Disadvantaged	76 / 46%	70 / 38%	38 / 23%
	Students With Disabilities	11 / 31%	10 / 22%	4 / 10%
	English Language Learners	7 / 28%	4 / 15%	1 / 4%
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	1 / 50%	2 / 67%	2 / 100%
	Economically Disadvantaged	0 / 0%	0 / 0%	
	Students With Disabilities			
	English Language Learners			

Grade 11				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	"Algebra 1 / 33% Geo 47 / 32%"	"Algebra 0 / 0% Geo 53 / 31%"	"Algebra 0 / 0% Geo 38 / 26%"
	Economically Disadvantaged	"Algebra 1 / 33% Geo 29 / 31%"	"Algebra 0 / 0% Geo 35 / 32%"	"Algebra 0 / 0% Geo 27 / 29%"
	Students With Disabilities	"Algebra 1 / 100% Geo 4 / 14%"	"Algebra 0 / 0% Geo 5 / 16%"	"Algebra 0 / 0% Geo 5 / 18%"
	English Language Learners	" Geo 6 / 38%"	" Geo 3 / 17%"	" Geo 2 / 12%"
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	5 / 83%	4 / 67%	4 / 67%
	Economically Disadvantaged	5 / 83%	4 / 67%	4 / 67%
	Students With Disabilities	1 / 50%	1 / 50%	1 / 50%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	179 / 54%	207 / 57%	169 / 56%
	Economically Disadvantaged	95 / 48%	111 / 51%	89 / 49%
	Students With Disabilities	10 / 30%	14 / 35%	10 / 30%
	English Language Learners	7 / 27%	3 / 11%	3 / 12%

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	" Geo 1 / 100%"	" Geo 1 / 100%"	" Geo 1 / 100%"
	Economically Disadvantaged Students With Disabilities English Language Learners	" Geo 1 / 100%"	" Geo 1 / 100%"	" Geo 1 / 100%"
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	1 / 17%	0 / 0%	1 / 33%
	Economically Disadvantaged Students With Disabilities English Language Learners	1 / 17%	0 / 0%	1 / 33%
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	3 / 100%	3 / 100%	1 / 100%
	Economically Disadvantaged Students With Disabilities English Language Learners	1 / 100%	1 / 100%	

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	18	31	34	17	31	36	28	31		97	63
ELL	20	43	44	18	38	32	24	40		95	77
ASN	68	49		32	26		77	79		100	76
BLK	44	44	37	26	26	29	44	58		96	79
HSP	47	46	45	30	28	23	54	67		95	80

2021 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 2019-20	C & C Accel 2019-20
MUL	61	49	45	50	30		73	82		98	85
WHT	62	51	31	42	30	24	74	81		95	79
FRL	44	43	40	31	28	28	55	62		94	77
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	23	34	32	23	43	37	43	42		97	13
ELL	32	48	41	36	35	26	43	57		96	35
AMI	64	55									
ASN	71	71		76	75		92	100		100	57
BLK	45	49	42	40	41	23	61	67		96	40
HSP	56	56	42	50	44	28	69	77		98	52
MUL	59	59	50	49	50		73	88		94	53
WHT	67	57	46	57	50	48	78	91		99	53
FRL	52	53	43	46	45	34	65	74		97	48
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	21	37	35	21	28	21	34	27		80	13
ELL	8	27	24	31	32	20	36	29		93	23
ASN	66	52		75	58		83	64		100	65
BLK	46	50	38	41	43	30	62	66		95	33
HSP	49	45	36	50	49	28	67	70		93	42
MUL	66	53	36	59	48		71	86		93	39
WHT	61	51	40	63	60	39	83	87		94	54
FRL	47	46	34	48	48	30	67	72		93	37

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	52
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	40
Total Points Earned for the Federal Index	574
Total Components for the Federal Index	11
Percent Tested	91%

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	43
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	63
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	48
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	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	64
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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	57
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 Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Our school-wide data showed a decrease in all subject areas this year. Our 9th ELA data decreased from 58% in 2019 to 53% in 2021. We were, however, higher than the district average of 44% and state average of 49%. Our 10th grade ELA data decreased from 57% in 2019 to 52% in 2021. We were higher than the district average of 46% and the state average of 51%. Our Algebra EOC data decreased from 40% in 2019 to 18% in 2021 while our Geometry EOC data decreased from 56% in 2019 to 43% in 2021. High school math had a large decrease throughout the district and state, especially in Algebra. Our Biology EOC decreased from 69% in 2019 to 61% in 2021. This data mirrored the state and was 10% higher than the District. Our US History EOC was 79% in 2019 and 70% in 2021. This data was 7% higher than the district and state average.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Math, particularly Algebra has the greatest need for improvement while ELA, Biology and U.S. History all had large decreases this year.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The COVID-19 Pandemic was a major contributing factor to the learning loss this past year. Our school year began with 45% of our students online and we ended the year with 24% of the students still online. Many students and staff were quarantined several times throughout the year. We had many substitutes in the classrooms and our instructional practices were not as strong due to faculty members being cautious because of the virus and concerns for spread.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

All of our data components showed a decrease for 2019 -- there were no improvements.

What were the contributing factors to this improvement? What new actions did your school take in this area?

We did not show improvement in our data during the last year.

What strategies will need to be implemented in order to accelerate learning?

We are focusing on strong collaboration with our focus groups this year utilizing data, common planning, assessment and analysis. We will refocus on utilizing AVID WICOR strategies in all classes along with a strong emphasis on disciplinary literacy.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

We have changed collaborative planning to include our Vertical Professional Learning communities and added an emphasis on course and specific focus collaborations on the other days. We are doing a school-wide book study on Disciplinary Literacy and will continue with having teacher leaders share and demonstrate best practices at our professional development meetings. Our instructional coach has a background in both English/Reading and Math and she will work with teachers to support their learning and implementation of best practices. We will reinstitute collaborative planning days along with learning walks.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

The Administrators will retool their calendars to be in classrooms daily with specific, collaborated look fors, provide feedback and follow-up. We will meet in our collaborative planning groups and continue to keep notes for improvement. Our weekly PD will include book studies and best practices will be shared by our teachers. Communication, collaboration and evaluation will be our keys to success.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Increase performance in ELA Achievement, Learning Gains, and Learning Gains of the bottom 25%. Students decreased from 59% to 54% in ELA Gains, decreased from 56% to 48% in ELA Learning Gains, and 44% to 39% in Learning Gains of the bottom 25% from 2019 to 2021.
Measurable Outcome:	If teachers are strategic in collaboratively planning using standards-based instruction, and utilize AVID's WICOR (Writing, Reading, Inquiry, Collaboration, Organization and Reading) strategies in every class, every day while monitoring using formative assessments and monitoring with two common assessments per quarter, students will increase in ELA Achievement from 54% to 60%, ELA Learning Gains from 48% to 58% and ELA Learning Gains of the bottom 25% from 39% to 50%.
Monitoring:	Administrators will meet with the ELA and Reading Groups twice per quarter to review data. Administrators will visit classrooms and provide feedback on a continual basis. The Instructional Coach and Instructional Talent Developer will work with teachers on modifying instructional practices.
Person responsible for monitoring outcome:	Ginger Cruze (ginger.cruze@marion.k12.fl.us)
Evidence-based Strategy:	Students will utilize Writing, Inquiry, Collaboration, Organization, and Reading in every class every day. Teachers will collaboratively plan and implement standards-based instruction while monitoring and revising instruction as needed.
Rationale for Evidence-based Strategy:	Teachers will collaborate and analyze data to monitor task alignment and assessments. The results will allow for targeted instruction based on needs as well as differentiation of instruction.

Action Steps to Implement

1. Teachers will collaborate with focused subjects to plan and implement standards-based instruction utilizing WICOR and CAR PD Instructional Strategies in their instruction.
2. We will conduct a school-wide book study on Disciplinary Literacy while modeling instructional methods.
3. All students will take the Insight Assessment through Reading Plus three times per year while striving reading students will be provided additional support through the use of Reading Plus or Sound Reading
4. Our new Instructional Coach will support our ELA, and Reading teachers while providing disciplinary literacy support schoolwide.

Person Responsible Ginger Cruze (ginger.cruze@marion.k12.fl.us)

#2. Instructional Practice specifically relating to Math

Area of Focus	Increase performance in Math Achievement, Learning Gains, and Learning Gains of the bottom 25%. Students decreased from 51% to 34% in Math Achievement, 47% to 28% in Learning Gains, and 35% to 24% in Learning Gains of the bottom 25% from 2019-2021.
Description and Rationale:	
Measurable Outcome:	If teachers are strategic in collaboratively planning using standards-based instruction, and utilize AVID's WICOR (Writing, Reading, Inquiry, Collaboration, Organization and Reading) strategies in every class, every day while monitoring using formative assessments and monitoring with two common assessments per quarter, students will increase in Math Achievement from 34% to 51%, Math Learning Gains from 28% to 50% and Math Learning Gains of the bottom 25% from 24% to 39%.
Monitoring:	Administrators will meet with the Algebra and Geometry Groups twice per quarter to review data. Administrators will visit classrooms and provide feedback on a continual basis. The Instructional Coach and Instructional Talent Developer will work with teachers on modifying instructional practices.
Person responsible for monitoring outcome:	Bo Williams (reuben.williams@marion.k12.fl.us)
Evidence-based Strategy:	Students will utilize Writing, Inquiry, Collaboration, Organization, and Reading in every class every day. Teachers will collaboratively plan and implement standards-based instruction while monitoring and revising instruction as needed.
Rationale for Evidence-based Strategy:	Teachers will collaborate and analyze data to monitor task alignment and assessments. The results will allow for targeted instruction based on needs as well as differentiation of instruction.

Action Steps to Implement

1. Teacher will collaborate with focused subjects to plan and implement standards-based instruction utilizing technology through the use of Chromebooks and flat screens to enhance instruction.
2. Teachers will use WICOR and B.E.S.T Mathematical Thinking and Reasoning Standards (MTRs) in instruction.
3. Our new Instructional Coach will support and monitor math instruction.

Person Responsible Ginger Cruze (ginger.cruze@marion.k12.fl.us)

#3. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus	Increase performance in ESSA Subgroup Students with Disabilities. Students with disabilities have been successful in their graduation rate however, the initial achievement levels are below 41% and are current at 39%..
Description and Rationale:	
Measurable Outcome:	If teachers are strategic in collaboratively planning using standards-based instruction along with students' IEPs designed specifically and monitored to meet students needs. Teachers will utilize AVID's WICOR (Writing, Reading, Inquiry, Collaboration, Organization and Reading) strategies in every class, every day while monitoring using formative assessments and monitoring with two common assessments per quarter, students will increase their achievement in ELA, Math, Science and Social Studies.
Monitoring:	If General Education and Inclusion teachers as well as self contained teachers are strategic in collaboratively planning using standards-based instruction, and utilize AVID's WICOR (Writing, Reading, Inquiry, Collaboration, Organization and Reading) strategies in every class, every day while monitoring using formative assessments and monitoring with two common assessments per quarter, students with disabilities will increase their achievement levels from 39% to at least 41%.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Students will utilize Writing, Inquiry, Collaboration, Organization, and Reading in every class every day. General Education, Inclusion and Self contained teachers will collaboratively plan and implement standards-based instruction while monitoring and revising instruction and as needed utilizing the accomodations stated in the IEP..
Rationale for Evidence-based Strategy:	Teachers will collaborate and analyze data to monitor task alignment and assessments. The results will allow for targeted instruction based on needs as well as differentiation of instruction.

Action Steps to Implement

1. Teachers will collaborate with focused subjects to plan and implement standards-based instruction utilizing WICOR and CAR PD Instructional Strategies in their instruction.
2. We will conduct a school-wide book study on Disciplinary Literacy while modeling instructional methods.
3. Provide and promote ALPHA Time Tutoring for students as well as after school tutoring with transportation.
4. Our new Instructional Coach will support our ELA, and Reading teachers while providing disciplinary literacy support schoolwide.

Person Responsible Bo Williams (reuben.williams@marion.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

West Port High ranks 165 out of 505 high schools ranking in the low category based on the incident rate. The area of focus for this year is drugs and public order incidents. We will continue to provide opportunities for students to learn about the dangers of controlled substances through our health classes as well as school-wide through our Student Improvement time. Our Student Services Department, as well as our SRO's, will monitor and educate our students to make smart choices.

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.

West Port High School has a positive school culture that focuses on the premise that all students deserve access to all academic opportunities. West Port's Administration, Faculty, and Staff build strong relationships with our students and parents with strong values including trust, respect, and high expectations for all students. West Port's four magnet programs along with our myriad of programs offered provide opportunities for students to be engaged in their learning. West Port's School Advisory Council shares in the positive culture and environment. In addition, various booster clubs, parent groups and our business partner are willing to work with our school to provide opportunities for continuous improvement. West Port's Administration supports an open-access environment and welcomes our school community to provide opinions and suggestions.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

School Administrator: Work with our stakeholders to listen, revise, explain or change.

School Staff: Support all of our families and students along with staff.

Teachers: Provide educational and social-emotional opportunities to improve our students and their futures.

Counselors: Provide the opportunity for students to be what they want to be. They also provide social-emotional supports for our students.

Deans: Provide guidance on making the right choices while holding students accountable for their mistakes.

Parents: Provide their students to us and allow us to assist them in their future.

Students: Provide the opportunity to learn new things and expand their current knowledge.

Community: Provide support for our school community.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
Total:			\$0.00