

Marion County Public Schools

West Port High School



2022-23 Schoolwide Improvement Plan

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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: 7/12/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	85%
2021-22 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	2021-22: B (56%) 2018-19: B (59%) 2017-18: 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	ATSI

* 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.

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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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	85%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	68%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B	B	B	B

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SIP Authority

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Cruze, Ginger	Principal	Leads, supervises and facilitates 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 Curriculum is responsible for master scheduling, curriculum, ESE and ESOL follow-through. Maximizing students line to graduation.
Davis, Terrell	Assistant Principal	Assistant Principal Instruction is responsible for overseeing the testing implementation, process, plans and data. This is utilized to drive instruction.
Toomey, Jennifer	Assistant Principal	Assistant Principal Instruction is responsible for curriculum resources, training and using data to drive instruction.
Umholtz, Sarah	Assistant Principal	Assistant Principal Student Services is responsible for making sure that students make the right choices so that they can maximize their instructional outcomes.
Baker, Jo	Other	Assessment Facilitator is responsible for making sure to carry out the master plan for testing. All students should receive the right resources and accomodations.
Livengood, Lyle	Other	Athletic Director is responsible for coordinating our scholar athletes and works directly with our coaches to help our students with athletic opportunities.
Smith, Stephanie	School Counselor	Lead Guidance Counselor and Early College Coordinator
Cook, Tracy	Dean	9th Grade Dean is responsible for working with our Freshman students on their academics, social skills and choices to move them towards graduation and beyond with a plan.
Ramputi, Michelle	Dean	10th Grade is responsible for working with our Freshman students on their academics, social skills and choices to move them towards graduation and beyond with a plan.
McCarter, Barry	Dean	11th Dean is responsible for working with our Freshman students on their academics, social skills and choices to move them towards graduation and beyond with a plan.

Name	Position Title	Job Duties and Responsibilities
Harris, Glen	Dean	12th Grade Dean is responsible for working with our Freshman students on their academics, social skills and choices to move them towards graduation and beyond with a plan.
Poyner, Jennifer	Parent Engagement Liaison	Title 1 Intervention Teacher coordinates our Title 1 program including in school and after school tutoring.
Steigner, Nancy	Other	AVID Coordinator and Teacher is responsible for coordinating our AVID classes and schoolwide focus on instruction.
Craig, Vicki	Other	Activities Director is responsible for coordinating extracurricular activities for the campus.
Wands, Ashley	Other	Media Specialist is responsible for coordinating resources and materials to teachers, staff and students.

Demographic Information

Principal start date

Tuesday 7/12/2022, Ginger Cruze

Number of teachers with a 2022 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.*

3

Number of teachers with a 2022 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.*

22

Total number of teacher positions allocated to the school

129

Total number of students enrolled at the school

2,929

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

10

Identify the number of instructional staff who joined the school during the 2022-23 school year.

10

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	0	706	723	694	616	2739
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	216	309	315	268	1108
One or more suspensions	0	0	0	0	0	0	0	0	0	0	13	9	12	5	39
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	224	229	213	203	869
Course failure in Math	0	0	0	0	0	0	0	0	0	0	241	298	311	171	1021
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	183	175	125	4	487
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	181	233	175	3	592
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students by current grade level who have 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	238	302	288	218	1046

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Tuesday 7/12/2022

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	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	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	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	1	0	1

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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	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	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	1	0	1

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	51%	46%	51%				59%	46%	56%
ELA Learning Gains	51%						56%	48%	51%
ELA Lowest 25th Percentile	43%						44%	39%	42%
Math Achievement	36%	38%	38%				51%	40%	51%
Math Learning Gains	45%						47%	43%	48%
Math Lowest 25th Percentile	43%						35%	37%	45%
Science Achievement	60%	31%	40%				72%	61%	68%
Social Studies Achievement	71%	41%	48%				81%	71%	73%

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

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
2022					
2019	69%	64%	5%	67%	2%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	79%	70%	9%	70%	9%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	40%	54%	-14%	61%	-21%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	56%	51%	5%	57%	-1%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	16	39	42	17	34	27	26	35		91	30
ELL	23	48	47	24	46	48	48	29		89	14
ASN	67	59		65	72		71	83		100	88
BLK	40	44	48	24	35	43	45	69		96	63
HSP	45	51	45	31	43	41	54	62		93	53
MUL	58	52	42	46	59		73	87		94	65
WHT	60	55	35	45	50	50	71	77		92	71
FRL	43	47	41	31	43	42	52	68		92	61
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

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
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
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	55
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	50
Total Points Earned for the Federal Index	608
Total Components for the Federal Index	11
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
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	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	76
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	51
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	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	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	61
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	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 an increase in five out of ten areas this year. Our areas of increase included ELA Learning Gains, ELA Bottom 25% Learning Gains, Math Proficiency, Math Learning Gains and Math Bottom 25% Learning Gains. Our 9th grade ELA proficiency decreased from 53% to 50% while our 10th grade ELA proficiency decreased from 52% to 49%. Our Algebra proficiency was 34% which was 16 points higher than last year while the district increased by 2 points and the state by 5 points. This decrease mirrored the District decrease of -3 while the state decrease was -2. Our Social Science Proficiency stayed the same while our Science Proficiency and graduation rate dropped by one point. Our Students with Disabilities dropped from 39% to 36%.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Proficiency in ELA and Math, particularly Geometry have the greatest need for improvement. Learning gains in ELA and Math continue to increase.

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

Students entered the 2020-21 school year lacking skills and motivation. It was very difficult to get students back on track. Instruction involved filling in the gaps while providing the current level of curriculum. Students and staff continued to be quarantined during the beginning of the year. Towards the second half of the year, the interruption continued to decrease. Many students took advantage of summer school to get caught up and hone in on their skills, particularly in math. We will focus on specific skills utilizing data and progress monitoring to improve student outcomes. We will also refocus our ALPHA Time and after school tutoring to target specific needs.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The data components with the most improvement included learning gains in ELA and Math both overall and the bottom 25% with our Algebra 1 proficiency boasting a 16 point increase.

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

Teachers and students worked extremely hard and utilized collaboration and data to drive instruction. The Algebra team worked together on identifying skills that needed remediation. Approximately one month prior to the test, the Algebra team focused on needed individualized skills and remediated. We

conducted school wide PD on Disciplinary Literacy throughout the school and instituted focused collaboration teams to work together on instruction.

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

We will continue to work in collaborative groups but we will refine the assessments we used last year and focus on the "How" of teaching instead of just the "What" we are teaching. We will continue to target schoolwide AVID Strategies along with 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 will continue to promote PLCs and Focus collaboration. We will refine our meeting from co-laboring to true collaboration. We will institute learning walks and strategy share session. Our focus will be deliberate strategies along with data to evaluate student outcomes.

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 looks fors and provide feedback and follow-up. We will use a tiered approach to evaluation and feedback. This will allow us to continue to improve current effective and highly effective teachers while spending specific time with those needing addition support. Our weekly PD will include strategy share along with two book studies.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#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 ELA proficiency decreased from 54% to 51%, ELA learning gains increased from 48% to 51% and ELA bottom 25% learning gains increased from 39% to 43% from 2021 to 2022.

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome: If teachers implement the B.E.S.T. Standards in ELA, collaboratively plan, utilize AVID WICOR (Writing, Reading, Inquiry, Collaboration, Organization, and Reading while using progress monitoring to drive instruction, ELA Proficiency will increase from 51% to 60%.

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Monitoring: The Administrators will meet with the ELA and Reading groups twice per quarter to review progress monitor and other data. Administrators will visit classrooms and provide specific feedback on a continual basis.

Describe how this Area of Focus will be monitored for the desired outcome.

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 strategies in all classes. Teachers will collaboratively plan and monitor the use of the B.E.S.T. Standards while using data to drive instruction.

Describe the evidence-based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy: Teacher will collaborate and focus on the "How" of teaching. They will utilize each others strengths and weaknesses to improve their craft and ultimately, student outcomes.

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Action Steps to Implement List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Teacher will collaborate with focused subjects to plan and implement the new B.E.S.T. Standards utilizing instructional strategies such as AVID's WICOR and CAR-PD.
2. We will conduct two book studies one on the Fundamental Five Revisited and the other on Social Emotional Learning and the effects on student outcomes.
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 daily use of Reading Plus or Sound Reading.
4. We will utilize data for the PSAT at the 8th, 9th, 10th and 11th grade levels to drive instruction.

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

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Increase performance in Math Achievement, Learning Gains and Learning Gains of the bottom 25%. Overall Math proficiency increased from 39% to 43% with Algebra earning a 16 point gain last year. Learning gains increased from 28% to 45% while learning gains of the bottom 25% increased from 43% to 24%.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If teachers are strategic in collaboratively planning using the B.E.S.T. standards instruction and utilize data from the DPMA's and BSA's, to drive their instruction, along with sharing the "how" of teaching in groups, Math Proficiency will increase from 36% to 50%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Administrators will meet with the Algebra and Geometry Groups twice per quarter to review data from DPMA's and BCA's and will use to drive the instruction to impact student outcomes.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Teachers will institute instructional strategies to improve student learning and retention through WICOR and utilizing of data to identify skill gaps.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Teachers will collaborate and analyze data to monitor task alignment and assessments. The results will allow for targeted instruction based on specific needs.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Teachers will collaborate with new B.E.S.T. utilizing iXL and the new textbooks and software to master the standards.
2. Students will utilize math software to practice mastering skills
3. We will seek help from the team approach to learning.

Person Responsible

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

#3. ESSA Subgroup specifically relating to ELA

Area of Focus Description and Rationale: Increase performance in ESSA Subgroup, Students with Disabilities. Students with disabilities continue to be successful in their graduation rate however, their initial achievement levels are below 41% and in fact, this year they decreased from 39% to 36%.
Include a rationale that explains how it was identified as a critical need from the data reviewed.

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, the achievement levels will exceed 41%.
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Monitoring: General Education and Inclusion teachers, as well as self-contained teachers are developing strategies in collaboratively planning using standards-based instruction while monitoring and revising instruction using the IEP, so that student outcomes will reflect the change.
Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome: Terrell Davis (terrell.davis@marion.k12.fl.us)

Evidence-based Strategy: Students with Disabilities will be monitored and will own their data to review and motivate their progress. Student will incorporate AVID WICOR strategies in all that they do.
Describe the evidence-based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy: Teachers will work in Focus and Departmental PLC to collaboratively plan using data. They will determine not only "What" to teach but "How" to teach it to receive the best outcomes. Teams will share strategies and then they will share bring work samples to planning to determine the best resources and strategies.
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Action Steps to Implement
 List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Meet collaboratively weekly whether in Departments or Course Area Focus.
2. Share best practices with each other including "How" to teach.
3. Utilize data, both formative and summative to change the course of instruction.

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

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

West Port High School has a positive school culture which mirrors the District's Vision helping every student succeed. All students must be given the opportunity to exceed their perceived expectations. 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 the many other opportunities that we offer provide opportunities for students to be engaged in what interests them. West Port's School Advisory Council shares in the positive culture and are will to speak out and share when a change in needed to benefit all students. In addition, various booster clubs, parent groups and our business partners are willing to work with our school and provide opportunities for continued improvement.

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

School Administrators: Work with parents, students, staff and the community to promote the best way to communicate and educate our students.

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 all students to become the best versions of themselves. They provide academic and emotional supports for our students.

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

Students: Provide the opportunity to share their knowledge and their needs to expand their current knowledge.

Community: Provide support to our school, programs and students.