

Nassau County School District

West Nassau County High School



2022-23 Schoolwide Improvement Plan

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West Nassau County High School

1 WARRIOR DR, Callahan, FL 32011

[no web address on file]

Demographics

Principal: Jimmie Richard Pearce

Start Date for this Principal: 8/23/2022

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	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	41%
2021-22 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 Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (59%) 2018-19: A (63%) 2017-18: A (65%)
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 Nassau 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 Nassau County High School

1 WARRIOR DR, Callahan, FL 32011

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p>2021-22 Title I School</p> <p style="text-align: center;">No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">41%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">11%</p>

School Grades History

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

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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.

Our mission is to develop each student as an inspired life-long learner and problem-solver with the strength of character to serve as a productive member of society.

Provide the school's vision statement.

West Nassau High School exists to cultivate college and career-ready life-long learners.

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
Snyder, Daniel	Principal	
Jones, Sherida	Assistant Principal	Curriculum and Instruction
Pearce, Jimmie	Assistant Principal	Student Services
Eddy, Heather	School Counselor	Student Services
Eason, William	Teacher, K-12	Fine Arts
Grant, Sherrie	Teacher, K-12	World Languages
Kline, Gregg	Teacher, K-12	AFJROTC
McNeill, Cynthia	Instructional Media	Testing Coordinator
Langford, Jackie	Teacher, K-12	Physical Education
Barnes, Angela	Teacher, Career/Technical	
Henderson, Jennifer	Teacher, K-12	
Parks, Emily	Teacher, ESE	
Pearce, Jami	Teacher, K-12	
Branson, Tracey	Teacher, K-12	
Knott, Richard	Teacher, K-12	
Roberts, Tammy	Teacher, Career/Technical	

Demographic Information

Principal start date

Tuesday 8/23/2022, Jimmie Richard Pearce

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.*

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.*

Total number of teacher positions allocated to the school

55

Total number of students enrolled at the school

970

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

16

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

14

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	260	246	234	229	969
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	54	80	76	91	301
One or more suspensions	0	0	0	0	0	0	0	0	0	0	16	12	10	8	46
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	13	20	15	48
Course failure in Math	0	0	0	0	0	0	0	0	0	0	2	19	9	18	48
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	37	37	29	36	139
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	13	12	16	17	58
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	33	25	78	23	159
	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	27	40	48	40	155

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

Date this data was collected or last updated

Friday 10/28/2022

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	266	230	251	212	959
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	107	98	139	116	460
One or more suspensions	0	0	0	0	0	0	0	0	0	12	10	6	12	40
Course failure in ELA	0	0	0	0	0	0	0	0	0	5	15	26	8	54
Course failure in Math	0	0	0	0	0	0	0	0	0	0	23	20	16	59
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	24	40	49	31	144
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	14	23	21	19	77
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	24	40	0	0	64
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	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	32	48	58	52	190

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	2	1	1	4

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	266	230	251	212	959
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	107	98	139	116	460
One or more suspensions	0	0	0	0	0	0	0	0	0	12	10	6	12	40
Course failure in ELA	0	0	0	0	0	0	0	0	0	5	15	26	8	54
Course failure in Math	0	0	0	0	0	0	0	0	0	0	23	20	16	59
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	24	40	49	31	144
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	14	23	21	19	77
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	24	40	0	0	64
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	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	32	48	58	52	190

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	2	1	1	4

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	59%	60%	51%				62%	65%	56%
ELA Learning Gains	50%						53%	55%	51%
ELA Lowest 25th Percentile	43%						40%	38%	42%
Math Achievement	59%	43%	38%				54%	64%	51%
Math Learning Gains	37%						52%	54%	48%
Math Lowest 25th Percentile	26%						38%	52%	45%
Science Achievement	70%	57%	40%				76%	84%	68%
Social Studies Achievement	73%	42%	48%				81%	80%	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	92%	84%	8%	67%	25%

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	82%	82%	0%	70%	12%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	41%	74%	-33%	61%	-20%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	65%	68%	-3%	57%	8%

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	20	41	43	30	25	19	30	48		100	33
BLK	40	60		18	10						
HSP	63	60		81	58					100	71
MUL	63	53		71	36					100	85
WHT	60	49	43	59	36	27	71	73		98	74
FRL	49	46	39	46	34	25	65	68		97	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	24	33	25	29	42	38	35	44		100	56
BLK							50	77			
HSP	69	69						80			
MUL	50	56									
WHT	56	52	40	39	43	48	67	75		97	80
FRL	44	44	39	41	41	33	59	70		94	68

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	22	34	30	24	41	23	35	54		97	36
BLK	50	60		33	43			60			
HSP	78	74		47	43						
MUL	59	59		40	54						
WHT	62	51	38	57	53	36	79	82		98	72
FRL	57	47	40	49	46	30	73	79		96	66

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	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	589
Total Components for the Federal Index	10
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	32
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	72
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	68
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	59
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	53
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?

The percent of math achievement schoolwide increased from 39% in 2021 to 59% in 2022, an increase of 20%. However, overall learning gains in math declined from 43% to 37% over the same period. Additionally, the learning gains for the lowest 25% in math declined from 47% in 2021 to 26% in 2022. ELA achievement levels went from 55% to 59%. Overall ELA learning gains decreased 2% from 52% to 50%. In contrast, the bottom quartile score went up from 42% to 43%, a 1% increase. In science, there was an increase of 4% in the achievement from 66% to 70%. A comparison of white students' achievement levels on the math EOCs 57% to those of African American students 14% revealed a gap of 43 percentage points. An analysis of ELA scores white students 59% to African American students 40% was a smaller but still significant 19 point gap. Students with disabilities 23% achievement level in

math compared to 63% for their non-disabled peers. In ELA, SWDs achievement was 18% compared with non-disabled students at 64%.

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

The data components demonstrating the greatest need for improvement are the learning gains for the lowest 25% of students in both ELA and mathematics.

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 experiencing learning loss due to the pandemic creating additional learning gaps among the lowest 25% of learners and students with disabilities. Additional classroom supports addressing achievement gaps for will be needed to help students make learning gains.

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

The area that showed the most improvement was students achieving a 3 or above on mathematics assessments which increased by 20%.

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

Focused, data-driven instruction to increase student mastery of standards. Increased use of ongoing progress monitoring and differentiated instruction targeted to address the learning needs of individual students.

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

Instructional support targeted to address gaps of lowest quartile students in both math and reading. Specific supports to increase student achievement for students with disabilities and African American students.

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.

Teachers will focus on intentional and targeted implementation of the PLC model as a best practice for planning and delivering meaningful instruction to promote student growth. Mathematics teachers will participate in district provided BEST standards and Math Nation professional development, focused on the effective implementation of the curriculum to maximize student growth. Intensive Reading teachers will participate in literacy walkthroughs, Sonday Systems for reading, and Lexia Power Up professional development, English teachers will work collaboratively to develop Instructional practices tethered in the new B.E.S.T. Standards, Kagan Engagement strategies through the Building Reading Expertise professional development.

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

Additional district supported tutoring outside of the regular school day/ year to continue to address the needs of students with achievement gaps.

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:

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

Although the overall student achievement level in ELA increased from 55% in 2019 to 59%, overall learning gains decreased from 52% in 2021 to 50% in 2022.

Measurable Outcome:

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

Increase the overall learning gains measured on the FAST progress monitoring PM 3 to reflect a baseline that indicates a 5% increase in overall learning gains in achievement.

Monitoring:

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

Prescriptive progress monitoring through quarterly district Reading assessments. Beginning PM1, middle PM2, progress monitoring results prior to establishing baseline with end of year PM 3 FAST progress monitoring assessment.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

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

Multi-tiered student support through differentiated reading instruction to address individual student needs identified through analysis of progress monitoring data.

Rationale for Evidence-based Strategy:

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

Multi-tiered support provides the most efficient means for meeting individual student learning needs. Regular assessments will be utilized to measure student growth and identify areas of strengths and weaknesses.

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. Through the B.E.S.T. Standards for ELA focused professional development, throughout the course of the school year, teachers will work collaboratively to develop effective instructional materials, strategies, and progress monitoring instruments to best meet the needs of learners. Additionally, intensive reading instructor will participate in focused professional development to assist in guiding instruction, based on the students' specific areas of deficit.

Person Responsible

Daniel Snyder (snyderda@nassau.k12.fl.us)

2. Instructors will work together to develop lessons that incorporate AVID WICOR strategies, as well as text-based reading activities aligned to the B.E.S.T. ELA and Reading Standards. The instructors will also utilize Kagan structures to promote student engagement and the retention of critical content. Intensive reading teachers will work collaboratively with their counterparts to plan and implement targeted instruction, designed to take a prescriptive approach to meeting the individual needs of our intensive reading learners.

Person Responsible

Daniel Snyder (snyderda@nassau.k12.fl.us)

3. Reflective practices will be implemented to promote the growth of our instructional personnel in both English and Intensive reading, in turn promoting the academic growth of our students. This includes the implementation of Souday Systems for reading as well as Lexia, with focused data analysis and intervention. Instructional practices will be tethered in the new B.E.S.T. Standards, Kagan Engagement strategies as well as other instructional tools aimed at promoting student growth.

Person Responsible Daniel Snyder (snyderda@nassau.k12.fl.us)

4. The English teachers will work collaboratively to develop standards-based lessons to support the learners in their identified areas of need, based on state and school-based assessment data.

Person Responsible [no one identified]

5. Intensive Reading instructors will work together, along with ESE support professionals, to develop common strategies and lessons for whole group and small group instruction aligned to the reading benchmarks.

Person Responsible Daniel Snyder (snyderda@nassau.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.

Through analysis of the previous year's assessment data, the lowest 25% of student in mathematics did not make adequate learning gains. This group showed a 25% decrease in learning gains compared to the previous year.

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

Increase learning gains in mathematics for the lowest 25% by 14% from the current year's 26% to 40%.

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

Student progress will be monitored through district provided tools including Math Nation Check for Understanding and Edge XL, iXL skills assessments, and USA test prep assessments aligned to the BEST math standards.

Person responsible for monitoring outcome:

[no one identified]

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

Multi-tiered student support through differentiated reading instruction to address individual student needs identified through analysis of progress monitoring data.

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

Multi-tiered support provides the most efficient means for meeting individual student learning needs. Regular assessments will be utilized to measure student growth and identify areas of strengths and weaknesses.

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. Mathematics teachers will participate in district provided Math Nation professional development, focused on the effective implementation of the curriculum to maximize student growth.

Person Responsible

Sherida Jones (jonessh@nassau.k12.fl.us)

2. Teachers will work collaboratively to refine progress monitoring instruments, analyze student data, and address continued areas of need. Teachers will focus on intentional and targeted implementation of the PLC model as a best practice for planning and delivering meaningful instruction to promote student growth.

Person Responsible

Sherida Jones (jonessh@nassau.k12.fl.us)

3. Provide additional instruction for level I learners through instructional office hours, before school as well as after school. Additionally, further support will be offered through mathematics boot camps. Students receive support during the school day, through scheduling provisions.

Person Responsible

Sherida Jones (jonessh@nassau.k12.fl.us)

Mathematics instructors have been provided weekly collaborative planning time, with ESE Support Facilitators to develop instructional interventions, differentiated lessons, and other tools to meet the needs of bottom quartile learners as well as students with disabilities.

Person Responsible

Sherida Jones (jonessh@nassau.k12.fl.us)

1. Mathematics teachers will participate in ongoing, school-led, professional development in BEST standards, focused on the effective implementation of the curriculum to maximize student growth.

Person Responsible

[no one identified]

#3. ESSA Subgroup specifically relating to Students with Disabilities

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

ESSA data review indicated outcomes for students with disabilities have fallen below 41%.

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

Outcome of 41% or greater on ESSA criteria.

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

Regular teacher data chats regarding student progress.

Person responsible for monitoring outcome:

[no one identified]

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

Differentiated instruction, including small group instruction, implementation of instructional accommodations, and ESE support facilitation within the content area classrooms.

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

To best support individual learning needs, identified through students Individual Education Plans as well as their, standards based, local and state-based assessment data.

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. Content instructors have been provided with weekly collaborative time with ESE support facilitators to develop instructional interventions, differentiated lessons, and other tools to meet the needs of students with disabilities.

Person Responsible

Jimmie Pearce (jimmie.pearce@nassau.k12.fl.us)

2. Professional development opportunities through the Florida Inclusion Network, centered on collaborative planning and instructional best practices for inclusive instruction, as well as subsequent and observations and feedback to ensure implementation with fidelity.

Person Responsible

Jimmie Pearce (jimmie.pearce@nassau.k12.fl.us)

3. District level training for instructional support professionals to aid in improving practices for meeting the needs of learners with disabilities in the content area classrooms. This includes targeted professional development aimed at meeting the needs of paraprofessionals who provide support for exceptional learners in the classroom.

Person Responsible

Jimmie Pearce (jimmie.pearce@nassau.k12.fl.us)

4. ESE instructors will closely monitor the progress of the students for which they serve as the Teacher of Record. They will work with the students to develop goals and strategies focused on self-advocacy, goal setting, prioritization, and active engagement in the classroom. Further, the teachers will work with the students to improve time management and personal data tracking to improve student success on federally measured outcomes.

Person Responsible

Jimmie Pearce (jimmie.pearce@nassau.k12.fl.us)

5. Teachers of Record will work with students with disabilities to develop IEP goals. Additionally, ESE Teachers of Record work collaboratively with the guidance counselors to enroll the students with disabilities in courses that provide industry certification.

Person Responsible

Jimmie Pearce (jimmie.pearce@nassau.k12.fl.us)

#4. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale:

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

School data demonstrates that the growth of Black/African American students at West Nassau County High School has fallen below federal Guidelines.

Measurable Outcome:

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

Outcome of 41% or higher on ESSA criteria.

Monitoring:

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

Regular teacher led data chats for progress monitoring Student data analysis of ESSA criteria with student services and MTSS Team

Person responsible for monitoring outcome:

Daniel Snyder (snyderda@nassau.k12.fl.us)

Evidence-based Strategy:

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

Differentiated instruction, including small group instruction, implementation of targeted tiered interventions. Incorporation of supplemental instructional aids focused on areas of deficit in order to close learning gaps.

Rationale for Evidence-based Strategy:

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

To best support individual learning needs, identified through data analysis and progress monitoring as well as their, standards based, local and state-based assessment data.

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. Content instructors have been provided with weekly collaborative to develop instructional interventions, differentiated lessons, and other tools, rooted in data, to meet the needs of Black/African American Students.

Person Responsible

Daniel Snyder (snyderda@nassau.k12.fl.us)

2. Professional development opportunities through district English/Reading, and math curriculum, centered on collaborative planning and instructional best practices for inclusive instruction, as well as subsequent and observations and feedback to ensure implementation with fidelity.

Person Responsible

Daniel Snyder (snyderda@nassau.k12.fl.us)

3. District level training for differentiation of instruction to aid in improving practices for meeting the needs of Black/African American learners in the content area classrooms. This includes targeted professional development aimed at closing learning gaps.

Person Responsible

Daniel Snyder (snyderda@nassau.k12.fl.us)

4. Instructors will closely monitor the progress of the students for which they serve. They will work with the students to develop learning goals aimed at closing achieving gaps and active engagement in the classroom. Further, the teachers will work with the students to improve time management and personal data tracking to improve student success on federally measured outcomes.

Person Responsible

Daniel Snyder (snyderda@nassau.k12.fl.us)

5. Teachers will work collaboratively with the guidance counselors to enroll the identified learners in courses that will best meet their learning needs and aid them in closing achievement gaps.

Person Responsible

Daniel Snyder (snyderda@nassau.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.

Our School Advisory Council is the cornerstone of our positive school culture, as it includes stakeholders from our school and the community. The committee helps to identify areas for improvement through data analysis and examining the results of regular school climate surveys. We hold a variety of community events throughout the school year to promote community involvement, support students and their families, and give back to our community. Each year we hold Freshmen orientation to welcome new Warriors to our Tribe and an Open House to involve parents in their children's education. We have an annual college and career fair and FASFA night for students and their parents to help them navigate the process of applying for college and choosing a career path. Each year we invite parents to an academic signing day to recognize the commitments our students have made to furthering their education and career goals. Parents and community volunteers participate in variety of ways including mentoring through our Take Stock in Children scholarship program and as boosters for everything from Band to Wrestling. Ongoing two-way communication is maintained through a robust social media presence, a school website, and direct messaging to parents.

West Nassau has several systems in place to help establish and maintain a positive school culture. Our positive behavior intervention system supports students through recognizing and rewarding positive behaviors regularly. Grade level teams of teachers and staff nominate students to be recognized for positive behaviors that they display in the classroom or around school. Our My Life, My Voice program is a student lead initiative that aims to identify critical areas of need, related to school culture, and provide students with staff and peer support. Our student services department meets regularly with all students and hosts several events throughout the school year to communicate high academic expectations, promote social-emotional health, and support student success. High academic expectations are communicated regularly by a senior panel of students who visit Freshmen classes to talk about the positive choices they have made and their involvement in school activities. Our college and career center hosts college recruiters for both face-to-face and virtual interactions, military recruiters, and fun activities to entice students to come and explore the resources in the center. Counselors from the student services department facilitate small group instruction in positive communication, coping skills for dealing with stress and anxiety, and provide a variety of mental health supports for our students.

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

There are a number of stakeholders play a critical role in promoting a positive school culture and environment at West Nassau. All faculty and staff members are responsible for participating in the Mental Health First Aid professional training, which provides the tools necessary for identifying and addressing critical needs. All staff members serve as trusted adults for the learners, who aim to build a positive rapport and create a warm and inviting environment for learners.

The Student Services Department, including our guidance counselors and Assistant Principal of Student Services work diligently to meet and address the academic and social-emotional needs of learners as well as maintain a safe and productive learning environment that is conducive to student success.

Faculty and staff members serve as the sponsors and/or facilitators of campus organizations aimed at promoting positive school culture and morale including: Teens for Change, My Life, My Voice, Key Club, Beta Club, Students and Colleagues Against Biases, and more.

Community Stakeholders include members of the School Advisory Council as well as Take Stock in Children, both of which have a vested interest in the academic and personal achievement of the school as well as supporting opportunities for growth and improvement. Additionally, Take Stock in Children provides scholarship opportunities for the learners.

Other community stakeholders include local pastors, from the town, as well as churches who visit the school regularly to mentor students, without proselytizing, in order to promote a positive school culture and environment. For example, a local church sent a food truck that provided complimentary iced coffee and snacks to students and staff as well as attendees at sporting events.