



## West Port High School

3733 SW 80TH AVE, Ocala, FL 34481

[ no web address on file ]

### School Demographics

**School Type**

High

**Title I**

No

**Free/Reduced Price Lunch**

59%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

59%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

### School Board Approval

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

### SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### 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 and 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 Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

West Port High welcomes and embraces students' cultures and views their heritage as a key to making meaningful connections, developing respect and understanding, and building stronger foundations for the entirety of the West Port High School culture and community. West Port High is an innovator with the implementation of Power Hour, providing students an hour long lunch period during which all teachers have office hours to tutor, mentor, provide remediation, or sponsor club activities. West Port High has a large population of staff that volunteer at school events, sponsor clubs, and coach athletics, all of which builds and develops relationships between teachers and students.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

West Port High creates an environment where students feel safe and respected before, during, and after school by providing well-maintained facilities that are neat, clean, and exceed expectations for student learning. Teachers welcome students to their classes each day to set a safe and respectful climate. Proactive and positive supervision of students is provided at all school activities, and behavioral expectations are clearly communicated and enforced to maintain the safe environment. West Port has a duty schedule ensuring adequate supervision before, during, and after school hours. In addition, there are clearly defined plans to manage schoolwide emergency situations for severe weather, fire, tornadoes, and campus safety. These are practiced regularly to ensure preparation for actual events. The West Port High School staff and students promote and demonstrate the 4-P's: We Are Prompt, We Are Prepared, We Are Polite, We are Productive.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

West Port High has a behavioral system that focuses on developing positive character in all students. This begins with communicating clearly defined expectations frequently through morning announcements, daily classroom procedures, and Student Improvement Time and extends to the classrooms where clear expectations are posted by each teacher. The Marion County Public Schools (MCPS) Code of Student Conduct is followed strictly to provide the safest environment possible for students. The West Port staff uses the electronic referral process to quickly and efficiently report disciplinary concerns to prompt response from the West Port Student Services team. Referrals are

processed using a progressive disciplinary system which takes into account a student's prior history in order to assign a fair and appropriate consequence intended to correct and reduce the likelihood of the student repeating the offense.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

West Port High School has four (4) guidance counselors who are each assigned a different grade level. School counselors follow (move up) with their assigned grade level to provide consistency and continuity of service. A Problem Solving Committee (PSC) team meets weekly to discuss individual at-risk students, share data, and to develop appropriate intervention plans. The PSC team consists of administration, deans, guidance counselors, a behavior specialist, an instructional coach, and a social worker.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

The software package Performance Matters provides West Port High an interactive Early Warning Indicator Report identifying excessive absences, suspensions, course failure, grade point average (GPA), credit deficiencies, number of discipline referrals, and level 1 or level 2 on the Florida Comprehensive Assessment Test (FCAT).

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	33	69	47	62	211
One or more suspensions	28	18	12	8	66
Course failure in ELA or Math	73	60	60	21	214
Level 1 on statewide assessment	103	109	76	53	341

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level			Total
	9	10	12	
Students exhibiting two or more indicators	1	1	1	3

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

The West Port High Synergy Team and Problem Solving Committees meet regularly to review school wide data and identify specific students of concern. The members of these teams each have key roles in creating plans to best support the specific needs of those students identified as needing support. School Deans work closely with the Behavior Specialist and School Psychologist to provide interventions for those students who demonstrated behavioral issues. The School Social Work Assistant works closely with students regarding attendance issues. Guidance counselors track

student academic achievement and alongside the classroom teachers maintain parent and student contact concerning academic issues.

## Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

No

#### **PIP Link**

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

#### **Description**

It is the goal of West Port High School to encourage and maintain high levels of parent involvement in all aspects of the function of WPHS. This is done by involvement in the School Advisory Council, booster clubs, school preview events, sporting events and ongoing spirit building events.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

West Port High School works very hard to build and sustain excellent partnerships within the local community. Our School Business partner is Munroe Regional Medical Center which provides both financial and in-kind support for the multiple medical programs offered at West Port High School. On Top Of The World and Spruce Creek retirement communities provide support through volunteers, mentors and support of school activities. A strong partnership with the College of Central Florida has developed into a satellite campus for CF on the West Port High campus providing many students the opportunity to earn a college degree simultaneously while completing their high school requirements. In addition, partnerships with many local businesses have supported and developed the Marion County Center for the Arts programs, the Bio-medical Magnet, JROTC and the many vocational offerings available to West Port students. The West Port School Advisory Council recruits membership from the community and along with school staff review, discuss and make suggestions about school programs. The West Port SAC meets each month and is open to anyone who would like to visit.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

#### **Membership**

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

Name	Title
Ellspermann, Jayne	Principal
Leinenbach, Diane	Assistant Principal
Leppert, Philip	Assistant Principal
Markham, Joella	Assistant Principal
Cruze, Ginger	Instructional Coach
Carlisle, Christopher	Dean
Leach-Cotton, Jennifer	Dean
Wade, Michael	Dean
Thomas, Shirley	Guidance Counselor
Reeder, Laurie	Teacher, K-12
Livengood, Lyle	Teacher, K-12
Van Vleet, Kathy	Teacher, K-12
Cizmar, Crystal	Teacher, K-12
Craig, Vicki	Teacher, K-12

## Duties

### ***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

The School Leadership Team meets weekly to re-calibrate and focus efforts specific to the SIP and our targeted goals. Each member of the SLT facilitates a department and works to ensure shared decision making within the department.

### ***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

We meet weekly as a leadership team to review data, we have focused collaboration teams that work with teachers to develop instructional strategies. We mentor identified students individually. We have a problem solving team that meets weekly which include the Social Worker, School Psychologist, Dean and Guidance Counselors which specifically focuses on the Multi-Tiered System of Support (MTSS). Funding received from a variety of sources are used to support West Port in a wide range of methods. District funds are used to purchase school supplies, fund a Migrant Liaison that works with West Port and its families to identify students and provide needed referrals. The District also provides staff development activities to improve basic educational programs to assist the Administrators and Teachers at West Port in meeting highly qualified status. Services are provided through the District to fund ELL district support services on an as needed basis to improve the education of immigrant and English Language Learners (ELLs). At West Port we have three ESOL paraprofessionals. A District Homeless Social Worker provides resources (clothing, school supplies, social services referrals, etc) for West Port students identified homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Supplemental Academic Instruction (SAI) provides West Port High with six teachers who target support to the lowest performing students through dropout prevention and academic intervention. These programs are funded through the Florida Education Finance Program (FEFP) and Supplemental Academic Instruction categorical funds. School districts have

flexibility in how SAI funds may be expended as long as dollars are used to help students gain at least a year of knowledge for each year in school and to help student not be left behind. The Florida Diagnostic Learning Resource System (FDLRS) is funded through EHA-Part B as amended by PL94-142 to provide Support Services to Exception Student Education Programs which benefit those students at West Port. In addition, proposals are submitted annually to enhance selected Vocational Program for regular, disadvantaged and handicapped students at West Port High School.

### **School Advisory Council (SAC)**

#### **Membership**

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Darren Ritch	Parent
Al Lugo	Parent
Dean Blinkhorn	Parent
Jayne Ellspermann	Principal
Jill Atchley	Education Support Employee
Evelyn Taylor	Parent
Laurie Reeder	Teacher
Carleather Ponder	Parent
June Jones	Business/Community
Kavadi Anderson	Student
Telly Anthony	Parent
Hartley Baker	Parent
Tamiko Lee Baker	Parent
Jorge Benitez	Parent
Norma Benitez	Parent
John Chung	Student
Wendee Cochran	Parent
Vicki Craig	Teacher
Ginger Cruze	Teacher
Stephanie Dodge	Parent
Bill Groover	Business/Community
Michael Kirby	Business/Community
Daniel Lack	Business/Community
Mary Lee	Parent
Jonathan Leppert	Student
Philip Leppert	Principal
Tammie Lewis	Parent
Tracie Mahoney	Parent
Frank Mannino	Parent
Liz Mannino	Parent
Hector Paredes	Parent
Tatiana Taylor	Student

### Duties

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

The SAC committee begins each school year with a meeting where school grade information and performance data is shared. This examination of data provides rationale for proposing future goals.

Prior to final submission, the School Improvement Plan was presented in a draft form at a SAC meeting for SAC members to provide feedback and suggestions for improvement.

*Development of this school improvement plan*

The SAC has discussed and analyzed all categories of school performance results, state requirements, and curriculum requirements. They have spent time discussing parent input and ways to increase parent and community involvement in school events. SAC members are included in the development of this plan through continual input. The SAC committee reviews the School Improvement Plan (SIP) prior to submission.

*Preparation of the school's annual budget and plan*

The SAC chair works with the school budget committee and submits the budget to the SAC for review at a regular SAC meeting.

***Describe the use of school improvement funds allocated last year, including the amount budgeted for each project***

The school has not received any funding for School Improvement.

***Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC***

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Cruze, Ginger	Instructional Coach
Cizmar, Crystal	Teacher, K-12
Ellspermann, Jayne	Principal
Leinenbach, Diane	Assistant Principal
Leppert, Philip	Assistant Principal
Markham, Joella	Assistant Principal
Reeder, Laurie	Teacher, K-12
Craig, Vicki	Teacher, K-12

**Duties**

***Describe how the LLT promotes literacy within the school***

The School Reading / Literacy Leadership Team meets once a month to discuss teaching and learning literacy for the entire community of learners. The literacy culture at WPHS is built through continuous professional development and collaboration. Using student data, and teacher input, the LLT will align their goals and initiatives with the ELA SIP goals. The LLT will monitor and support the implementation of the reading program initiatives on campus and continue to research scientifically based reading instruction and strategies

for continuous growth. Finally, the LLT will create and share school-wide initiatives and activities to promote literacy throughout the learning community.

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Each Friday the entire faculty of West Port High School meet for Friday Faculty Focus. During this time we examine current data, collaborate on best practices and instructional strategies, and participate in ongoing learning activities. West Port High School utilizes many techniques to develop a positive working atmosphere and effective communication and collaboration among staff. Some of the many techniques include Horizontal Collaboration, Vertical Collaboration, Focused Collaboration and Book Studies. During Horizontal Collaboration grade levels work together to identify needs specific to the grade level and address / support the needs of all teachers and students at the grade level. During Vertical Collaboration subject areas meet together to share best practices, review common expectations throughout 9th to 12th grades, and ways to incorporate effective reading and writing strategies in the subject areas. Teachers are grouped for Vertical Collaboration according to their common core subjects and are facilitated by the Lead Teacher of each subject area. Focused Collaboration brings teachers who present the same courses together to review curriculum maps, instructional materials and more. This group meets more often than the other collaborations allowing teachers who have multiple subject areas to alternate between those Focused Collaboration groups. Book Studies happen throughout the school year and are utilized to introduce current research and strategies building best practices within the classroom.

### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

West Port High School is always looking for highly effective, highly qualified, and highly trained individuals to continue moving students to a higher level. This recruitment is ongoing by everyone on the school staff including the Principal, Assistant Principals and teachers. The faculty and staff at WPH take great pride in their product and many stay for as long as possible, in addition they are constantly trying to recruit others who will also work hard to raise educational standards for WPH.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

Beginning teachers and new teachers to West Port are invited to a 4 hour special weekend meeting called Sneak Preview. At this meeting they are told about school culture, take a tour of the school, learn about West Port processes, and much more. This sneak preview has proven highly effective in that it makes those new employees bond with each other and we are able to remove some of the first day fears. In addition, all teachers new to the school has a buddy teacher assigned. These buddies are typically within the new teacher's field of study, proximity and work to make sure they are in the loop on how things are done and where to find support. In addition, new teachers eligible for the district mentoring program are also given that opportunity for support. Each teacher new to WPHS goes through a 5 week orientation program followed by meetings once a month with the administration to identify areas of concern and highlight areas of success.

## Ambitious Instruction and Learning

### **Instructional Programs and Strategies**

#### **Instructional Programs**

**Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards**

The District organizes several instructional committees to develop curriculum maps and pacing guides aligned to Florida Standards. West Port High teachers are provided these curriculum maps and pacing guides for use within their classroom. School based administrators monitor lesson plans and classroom instruction in accordance with these curriculum maps and pacing guides.

**Instructional Strategies**

**Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments**

Administration and staff use results gathered from District Benchmark Assessments, Focus Calender Assessments, Learning Checks, Florida Comprehensive Assessment Test results, standardized test results, End of Course Exams and any available data to determine professional development needs and any areas of concern. In addition, regular classroom visits by administration, surveys, and minutes from team meetings all play a key role in determining what instruction needs improvement. Teachers use data from the same sources as well as progress monitoring assessments used to measure student proficiency on specific benchmarks to select and implement best practices and resources for the greatest instructional impact with their students.

**Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** Extended School Day

**Minutes added to school year:** 5,400

West Port High utilizes an innovative strategy called Power Hour which provides students an extended lunch period (up to an hour) during which all teachers provide students open office hours to tutor, mentor, and provide remediation.

**Strategy Rationale**

This Power Hour concept allows students who don't have access to extended times before and after school the opportunity to receive additional academic support and remediation.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Ellspermann, Jayne, jayne.ellspermann@marion.k12.fl.us

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

School academic performance and school grade.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

In the spring, representatives of West Port High School visit feeder middle schools to assist students and parents with understanding the expectations and process for course selection and school requirements. Students are given a course request form to complete, requesting the courses they feel are best for their advancement. Before their forms are accepted, each student has a one-on-one meeting with their assigned guidance counselor to review and approve their selections for the following year. Each summer West Port High School holds a Freshman Orientation event where all incoming freshmen are invited to attend. This event lasts more than half the day and provides students to tour the school in small groups, have a school lunch, learn about extra-curricular activities, sports and other opportunities available to them. This also allows for the incoming students to learn about the expectations and culture of the school while creating and developing new friendships that will make the transition positive. In transition from one school year to another, students are informed about the process for class selection the following school year. Very early in the school year, West Port holds an open house event where parents learn about processes and visit the classrooms of their students by progressing through an abbreviated schedule process. At that event, parents and students are informed about the advantages of the Early College Program at West Port as well as Advanced Placement opportunities. West Port High also participates each fall in the Career and College Expo at the College of Central Florida where students have the opportunity to meet with representatives of nearby colleges and employers. During the school year, many representatives from universities, military service organizations and technical schools visit the West Port campus and meet with interested students.

### **College and Career Readiness**

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

Guidance counselors are assigned to students by graduation class and move up with students during their time at WPHS. This allows students to develop a relationship with their guidance counselor and allows the guidance counselor to closely monitor and support each student's course of study. A College and Career Lab Specialist provides opportunities for students to find specific information regarding college and career planning.

***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

The performing and visual arts classes as well as vocational classes offered at WPHS provide a variety of opportunities for students to see relationships between subjects and relevance to their future. Students are given the opportunity to earn industry certification in a number of areas.

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

Several of our career and technical programs integrate with academic courses. The Bio-Medical and Engineering programs are two examples on the West Port Campus.

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

Based on the High School Feedback Report, West Port High School is trending positively in all measured areas.

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If teachers engage in quality professional development, collaborate, develop higher-order lessons and increase active student engagement, then student learning gains will increase in reading, writing and literacy across the curriculum.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1.** If teachers engage in quality professional development, collaborate, develop higher-order lessons and increase active student engagement, then student learning gains will increase in reading, writing and literacy across the curriculum. 1a

G036131

**Targets Supported** 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	80.0

**Resources Available to Support the Goal** 2

- Instructional staff will receive support from an Instructional Coach and ongoing professional development in all areas of reading, writing and literacy across the curriculum. Students will receive and utilize new English / Language Arts (ELA) textbooks. Vertical collaboration among the instructional professionals to improve and develop appropriate and challenging instruction for students. Student Improvement Time activities that provide curriculum and related resources for students.

**Targeted Barriers to Achieving the Goal** 3

- Large group of at-risk students pose a challenge with all subgroup areas. Training for teachers of ELA and non-ELA classes.

**Plan to Monitor Progress Toward G1.** 8

Evaluation of performance data

**Person Responsible**

Ginger Cruze

**Schedule**

Quarterly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Improvement of performance as displayed by the data

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** If teachers engage in quality professional development, collaborate, develop higher-order lessons and increase active student engagement, then student learning gains will increase in reading, writing and literacy across the curriculum. **1**

 G036131

**G1.B1** Large group of at-risk students pose a challenge with all subgroup areas. Training for teachers of ELA and non-ELA classes. **2**

 B086471

**G1.B1.S1** To provide professional development for all teachers in the area of reading, writing and literacy across the curriculum through weekly training and the school published "Weekly Reader." All subject areas will meet collaboratively to work on student proficiency goals, strategies, assessments and data analysis. **4**

 S097180

### Strategy Rationale

Providing appropriate staff development and resources for staff to best impact students for success in reading, writing and literacy across the curriculum.

### Action Step 1 **5**

Professional Development

#### Person Responsible

Ginger Cruze

#### Schedule

Weekly, from 8/18/2014 to 6/5/2015

#### Evidence of Completion

Improved reading, writing and literacy proficiency data.

**Plan to Monitor Fidelity of Implementation of G1.B1.S1 6**

Periodic writing assessments

**Person Responsible**

Ginger Cruze

**Schedule**

Quarterly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Data to support

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7**

At risk students demonstrating improvement

**Person Responsible**

Ginger Cruze

**Schedule**

Quarterly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Student Data

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Professional Development	Cruze, Ginger	8/18/2014	Improved reading, writing and literacy proficiency data.	6/5/2015 weekly
G1.MA1	Evaluation of performance data	Cruze, Ginger	8/18/2014	Improvement of performance as displayed by the data	6/5/2015 quarterly
G1.B1.S1.MA1	At risk students demonstrating improvement	Cruze, Ginger	8/18/2014	Student Data	6/5/2015 quarterly
G1.B1.S1.MA1	Periodic writing assessments	Cruze, Ginger	8/18/2014	Data to support	6/5/2015 quarterly

**Appendix 2: Professional Development and Technical Assistance Outlines**

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** If teachers engage in quality professional development, collaborate, develop higher-order lessons and increase active student engagement, then student learning gains will increase in reading, writing and literacy across the curriculum.

**G1.B1** Large group of at-risk students pose a challenge with all subgroup areas. Training for teachers of ELA and non-ELA classes.

**G1.B1.S1** To provide professional development for all teachers in the area of reading, writing and literacy across the curriculum through weekly training and the school published "Weekly Reader." All subject areas will meet collaboratively to work on student proficiency goals, strategies, assessments and data analysis.

### **PD Opportunity 1**

Professional Development

#### **Facilitator**

Administrative Team

#### **Participants**

Instructional Team

#### **Schedule**

Weekly, from 8/18/2014 to 6/5/2015

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

## Budget Rollup

### Summary

Description	Total
Grand Total	0