West Port High School

2023-24

Schoolwide Improvement Plan (SIP)

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West Port High School

3733 SW 80TH AVE, Ocala, FL 34481

[no web address on file]

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Cruze, Ginger	Principal	Leads, supervises, and facilitates the overall operation of a comprehensive high school focusing on academic leadership to provide high quality instruction that leads to high effective student outcomes for all students.
Davis, Terrell	Assistant Principal	Assistant Principal Instruction oversees the testing implementation, proess, plans and data. Uses the results to help drive instruction which leads to highly effective student outcomes for all students.
Toomey, Jennifer	Assistant Principal	Assistant Principal Instruction is responsible for curriculum resources, training, and implementation. Data is used to drive all instruction plans.
Harris, Glen	Assistant Principal	Assistant Principal Student Services is responsible for making sure that students make the right choices to help maximize their instructional outcomes.
Umholtz, Sarah	Assistant Principal	Assistant Principal for Student Services is responsible for creating a positive environment for students to succeed which involves mentor programs, student-teachers relationships, and early warning procedures and follow-through.
Cook, Tracy	Dean	10th Grade Dean is responsible for working with our Sophomore students on their academics, social skills, and choices to move them towards graduation and beyond with a plan.
McCarter, Barry	Dean	12th Grade Dean is responsible for working with our Senior students on their academics, social skills, and choices to move them towards graduation and beyond with a plan.
Craig, Vicki	Other	Activities Director is responsible for coordinating student academic and extracurricular activities for the campus.
Wands, Ashley	Other	Media Specialist is responsible for coordinating resources and materials for teachers, staff, and students.
Livengood, Lyle	Other	Athletic Director is responsible for coordinating our scholar athletes and works directly with our coaches to assist our student athletes.
Smith, Stephanie	School Counselor	Serves as Lead Guidance Counselor and Early College Coordinator assisting our students with academic and resiliency skills.

Name	Position Title	Job Duties and Responsibilities
Hamilton, Christopher	Dean	11th Grade Dean is responsible for working with our Junior students on their academics, social skills, and choices to move them towards graduation and beyond with a plan.
Whitaker, Donald	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.
Cardinal, Sarah	Other	Testing Coordinator is responsible for organizing and implementing school-wide testing and data analysis.
Mclain, Samuel	Assistant Principal	Assistant Principal Curriculum oversees the curriculum, scheduling, graduation and school requirements for all students.
Otero, Christina	Instructional Coach	Assists all instructional staff on pedagogy and high effective teaching practices.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

West Port High School utilizes data to assist in school improvement for all students including students with disabilities, ELL, ESE, and economically disadvantaged. This data is shared with faculty, staff, students, parents, families and business partners. School Improvement Development is shared with faculty, during faculty meetings. Parents, families, students and business partners are involved in the development and implementation of the School Improvement plan at SAC Meetings and also through other meetings such as Student Council and Business Advisory Meetings. We plan to have two ELL and two ESE family engagement nights along with two College Nights and two testing for graduation nights.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

West Port High School Administration conducts classroom walkthrough and collaborate on data to allow for improvement. Data is shared at our Friday Faculty Focus professional development meetings bi-quarterly to allow for transparency and shared assistance with improvement. Students set goals at the beginning of the year and continue to monitor them throughout the year. The School Advisory Council meets monthly to share the school progress through a State of the School Address.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	68%
2022-23 Economically Disadvantaged (FRL) Rate	85%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	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 that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	1108
One or more suspensions	0	0	0	0	0	0	0	0	0	39
Course failure in ELA	0	0	0	0	0	0	0	0	0	869
Course failure in Math	0	0	0	0	0	0	0	0	0	1021
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	487
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	592
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	1046

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	52	44	50	51	46	51	54		
ELA Learning Gains				51			48		
ELA Lowest 25th Percentile				43			39		
Math Achievement*	34	32	38	36	38	38	34		
Math Learning Gains				45			28		
Math Lowest 25th Percentile				43			24		
Science Achievement*	66	59	64	60	31	40	61		
Social Studies Achievement*	76	67	66	71	41	48	71		
Middle School Acceleration					41	44			
Graduation Rate	92	86	89	94	54	61	95		
College and Career Acceleration	64	63	65	64	67	67	80		
ELP Progress	56	46	45	50			40		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	440
Total Components for the Federal Index	7

2021-22 ESSA Federal Index	
Percent Tested	97
Graduation Rate	92

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	608
Total Components for the Federal Index	11
Percent Tested	96
Graduation Rate	94

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	35	Yes	4	
ELL	43			
AMI				
ASN	82			
BLK	55			
HSP	60			
MUL	66			
PAC				
WHT	72			
FRL	58			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	**Federal Percent of Points Index**	**Subgroup Below 41%**	**Number of Consecutive years the Subgroup is Below 41%**	**Number of Consecutive Years the Subgroup is Below 32%**
SWD	36	Yes	3	
ELL	42			
AMI				
ASN	76			
BLK	51			
HSP	52			
MUL	64			
PAC				
WHT	61			
FRL	52			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22**	**C & C Accel 2021-22**	**ELP Progress**
All Students	52			34			66	76		92	64	56
SWD	22			13			27	39		16	6	
ELL	29			21			47	30		36	7	56
AMI												
ASN	64			73			100	72		87	6	
BLK	36			23			59	71		52	6	
HSP	48			31			59	69		61	7	57
MUL	57			36			67	86		65	6	
PAC												
WHT	63			42			76	85		72	6	
FRL	45			27			59	65		61	7	57

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	51	51	43	36	45	43	60	71		94	64	50
SWD	16	39	42	17	34	27	26	35		91	30	
ELL	23	48	47	24	46	48	48	29		89	14	50
AMI												
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	53
MUL	58	52	42	46	59		73	87		94	65	
PAC												
WHT	60	55	35	45	50	50	71	77		92	71	
FRL	43	47	41	31	43	42	52	68		92	61	55

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	54	48	39	34	28	24	61	71		95	80	40
SWD	18	31	34	17	31	36	28	31		97	63	
ELL	20	43	44	18	38	32	24	40		95	77	40
AMI												
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	39
MUL	61	49	45	50	30		73	82		98	85	
PAC												
WHT	62	51	31	42	30	24	74	81		95	79	
FRL	44	43	40	31	28	28	55	62		94	77	39

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	51%	44%	7%	50%	1%
09	2023 - Spring	51%	43%	8%	48%	3%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	26%	44%	-18%	50%	-24%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	42%	43%	-1%	48%	-6%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	64%	57%	7%	63%	1%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	75%	65%	10%	63%	12%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our Math proficiency showed the lowest performance this year at 37%. Although we gained one percentage point over last year, we still showed a decline in our Algebra 1 scores. We decreased from 34% to 28% however, our Geometry increased from 36% to 43%. We did have two of our four and a half teachers who were our for FMLA last year, we feel our Algebra 1 and Geometry Teams will be strong and have a better handle in the curriculum, resources and data to drive instruction.

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

Our ELA, Math, Science, and Social Studies data increased while our acceleration stayed the same as the prior year. The only decrease we had was our graduation which dipped from 94% to 92%. The contributing factor to this decline was Covid and the fact that many of our students had been online in the previous years.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Our Math proficiency showed the greatest gaps compared to the state average in both Algebra 1 and Geometry. The state Algebra 1 average was 54% and ours was 27% while the state average for Geometry was 49% and our average was 42%. Part of the gap was due to high achieving middle school students taking and passing the BEST Math assessments during middle school and those students moving to higher level math in high school. The students in Algebra 1 and Geometry in high school are often the lower level students.

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

Our Science proficiency increase from 60% in 2021-22 to 65% in 2022-23. We had a strong Biology team who worked together weekly, review data, planned, and made revisions. The collaboration and great minds together produced better results.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Reviewing our EWS data, the two areas of concern are chronic absenteeism and number of students with multiple suspensions.

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

1. Increased ELA proficiency in 9th and 10th grade.
2. Increased Math proficiency in Algebra and Geometry.
3. Increased overall attendance by decreasing absentees especially chronic absenteeism.
4. Increased Biology proficiency.
5. Increased U.S. History proficiency.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. 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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our goal is to increase our ESE ESSA Federal Index scoring at 41%. ELA achievement overall 51% ESE 16%; Math achievement overall 36% ESE 17%; overall Science achievement 60% ESE 26%; and overall Social Studies 71% ESE 35%/

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

If we provide meaningful instruction in ELA, Math, Science and Social Studies for our ESE students, we shall increase our ESE to meet and/or exceed the overall school data.

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

We will continue to provide professional development on strategies for all teachers but will work with ESE sub groups on monitoring. Our ESE teachers will meet with subject area collaboration groups and monitor data while discovering best practices for all students.

Person responsible for monitoring outcome:

Samuel Mclain (samuel.mclain@marion.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teacher efficacy has a high effect size for helping student achievement. As teachers collaborate utilizing data to drive instruction, our outcomes will improve.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Continued professional development that is monitored for effectiveness can make all the difference in student outcomes. ESE teachers will work with regular teachers to develop best practices for all students.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

No action steps were entered for this area of focus

#2. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Student attendance and participation in school is the key to positive student outcomes. Last years overall attendance rate was 90.54% while our ESE attendance rate was 91.07%. Our goal this year is 94% for both overall and ESE. In addition, our chronic absentee overall rate was 34.40% while our ESE chronic attendance rate was 32.66%.

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

If all students are provided meaningful instruction, strong relationships, and value added, they will be more likely to come to school. Our goal is to improve our overall attendance rate of 90.54% and our ESE attendance rate 91.07% to 94%.

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

Continued professional development opportunities to provide teachers strategies to encourage students to want to attend school. Teachers must provide students a value added to make them want to attend school. Our Leadership Team along with our Family Engagement Liaison will monitor attendance data and weekly. We will communicate with parents, families, and students the importance of daily attendance. Our District Attendance Specialist and Social Worker will work with our team to reach out to families and provide options. Our teachers and staff will adopt students that need that extra push to want to come to school.

Person responsible for monitoring outcome:
Ginger Cruze (ginger.cruze@marion.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Relationships are the key to the end results. Students and people in general want to be noticed and a part of the organization. We will continue to train our teachers and staff on the importance of strong relationships. Teacher-students relationships are a high-yield strategy based on Hattie's Index of Teaching and Learning Index.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Students are more likely to want to come to school for specific relationships with friends, teachers, and staff. They want to feel valued and know that they will received value added by coming to school. During COVID many students were online and were able to complete assignments. If they are still able to do that, they do not see the value in school. It is important that we have reasons for students to know that they need to come and participate in the learning.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

No action steps were entered for this area of focus

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

We will continue to utilize resources to remediate direct instruction and supported ESE students. We will utilize IXL, ALEKS, System 44 and Reading Plus for our Math and ELA students. Our students will also use PENDA to remediate and re-teach concepts in Biology. We have allocated funding for our teachers to collaborate in planning, data analysis, and strategies for all students. We will also utilize our Friday and Early Release Professional Development to train our teacher on highly effective strategies to help with student outcomes. We participated in the Fundamental Five Revisited book study last year bought with Title 1 funding and will continue to utilize these strategies as we analyze our data to monitor the fidelity of the program.

Due to the major cut in our Title 1 funding, we will be unable to hold our After School Tutoring Program as we have for the past few years. We will continue to utilize ALPHA Time during lunch and have allocated time and space to assist our students. We hope that we will be able to use District ESSER funds for our tutoring program this year because it was quite successful last year.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

We will share the School Improvement Plan (SIP) with our faculty during our Professional Development training and will provide follow-up throughout the year. We will also provide copies on our website at www.westportwolfpack.org under the Academics tab and also provide a snippet in our weekly Newsletter. Our SAC will be involved in review and providing feedback on the SIP. We will also provide updates on the progress throughout the year.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

We will continue to provide opportunities for our parents to be involved in our school through participating in SAC, Booster Clubs, Parent/Teacher Conferences, and specific family and community meetings which will encourage parents to be involved in their child's lives. We will continued to provide a weekly newsletter, a Pack Minute on Twitter and Facebook, and an updated website under academics and Title 1 information.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

We will continue to look for opportunities to provide additional accelerated options to our curriculum We have added AICE Critical Thinking Skills to our offerings this year. Our Dual Enrollment offering continue to grow and we encourage all students to take at least on college level course or at least receive CTE Industry Certification credit.

We will continue with our strong professional development offerings including our weekly Friday Faculty Focus along with our Early Release Days this year. Our teacher collaborate by subject area and we will continue to refine the effectiveness of this practice utilizing strong data analysis through our new data dashboard.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

n/a

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

n/a

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

n/a

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

n/a

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

n/a

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No