

Escambia County School District

West Florida High School/Technical



2018-19 Schoolwide Improvement Plan

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West Florida High School/Technical

150 E BURGESS RD, Pensacola, FL 32503

www.ecsd-fl.schoolloop.com

School Demographics

School Type and Grades Served
 (per MSID File)

High School
 9-12

2018-19 Title I School

No

2018-19 Economically Disadvantaged (FRL) Rate
 (as reported on Survey 3)

40%

Primary Service Type
 (per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate
 (Reported as Non-white on Survey 2)

50%

School Grades History

Year
Grade

2017-18
 A

2016-17
 A

2015-16
 A

2014-15
 A*

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and

using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

West Florida High School of Advanced Technology is an innovative high school focused on providing a unique, comprehensive, useful education that will lead to lifelong personal, career and professional accomplishments.

The mission of West Florida High School of Advanced Technology is to prepare students for entry into chosen career fields or higher educational pursuits through incorporation of quality learning experienced by integration of academic and technical skills.

Provide the school's vision statement

West Florida High School of Advanced Technology is a community of learners made up of students, school staff, family, community and business partners who work together to empower students to take responsibility for their learning thereby increasing their options after high school. Our standards-based curriculum is constantly evolving to meet the diverse needs of our students, challenging them to grow to their fullest potential, thus producing dynamic citizens ready for college and/or career.

School Leadership Team

Membership

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

| Name | Title |
|-------------------|---------------------------|
| Payne, Shenna | Principal |
| Eshelman, William | Teacher, K-12 |
| Hurst, Stephanie | Teacher, K-12 |
| McFarland, Angela | Teacher, Career/Technical |
| Nesbitt, Marvetta | Guidance Counselor |
| Thomas, Terry | Teacher, Career/Technical |
| Strother, Cody | Assistant Principal |
| Cramer, Erin | Assistant Principal |
| Simmons, Rachel | Dean |
| Novotny, Cheyenna | Teacher, K-12 |

Duties

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

Our Leadership team meets monthly. Teacher leaders serve as a conduit between administration and staff. They relay important information, train teachers, and voice concerns to the administration. Angela McFarland serves as team scribe, recording and disseminating minutes and action items. School-based decisions are often made based

on the input from team members, and sentiment gathered by them from the faculty and staff.

Early Warning Systems

Year 2017-18

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 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 9 | 6 | 7 | 25 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 27 | 22 | 19 | 18 | 86 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 25 | 26 | 26 | 78 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 67 | 44 | 39 | 38 | 188 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--|-------------|---|---|---|---|---|---|---|---|----|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students exhibiting two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 20 | 22 | 14 | 69 |

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 | 0 |
| Retained Students: Previous Year(s) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Date this data was collected

Monday 8/20/2018

Year 2016-17 - As Reported

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|---|---|---|---|---|---|---|---|----|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 24 | 10 | 17 | 17 | 68 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 26 | 29 | 21 | 88 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 28 | 56 | 57 | 41 | 182 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 95 | 63 | 75 | 30 | 263 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--|-------------|---|---|---|---|---|---|---|---|----|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students exhibiting two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 25 | 38 | 48 | 23 | 134 |

Year 2016-17 - Updated

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|---|---|---|---|---|---|---|---|----|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 24 | 10 | 17 | 17 | 68 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 26 | 29 | 21 | 88 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 28 | 56 | 57 | 41 | 182 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 95 | 63 | 75 | 30 | 263 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--|-------------|---|---|---|---|---|---|---|---|----|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students exhibiting two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 25 | 38 | 48 | 23 | 134 |

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Students with Level 1 on statewide assessments performed lowest. This seems to be a trend, at least across the last two years.

Which data component showed the greatest decline from prior year?

Our students with 2 or more indicators was way down for this year's SIP.

Which data component had the biggest gap when compared to the state average?

Our number of students with failures in ELA or math showed a large gap.

Which data component showed the most improvement? Is this a trend?

Failures were way down. There is not enough data at this point to determine whether or not this is a trend.

Describe the actions or changes that led to the improvement in this area

An increased focus, campus-wide, on academics, to include teacher conferences and guidance contact with families.

School Data

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 | 2018 | | | 2017 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| ELA Achievement | 68% | 52% | 56% | 64% | 48% | 53% |
| ELA Learning Gains | 64% | 51% | 53% | 53% | 45% | 49% |
| ELA Lowest 25th Percentile | 54% | 40% | 44% | 41% | 33% | 41% |
| Math Achievement | 64% | 44% | 51% | 69% | 43% | 49% |
| Math Learning Gains | 68% | 51% | 48% | 62% | 41% | 44% |
| Math Lowest 25th Percentile | 52% | 40% | 45% | 51% | 33% | 39% |
| Science Achievement | 77% | 60% | 67% | 81% | 60% | 65% |
| Social Studies Achievement | 83% | 69% | 71% | 87% | 62% | 70% |

EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | | Total |
|---------------------------------|-----------------------------------|---------|---------|---------|-----------|
| | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 3 (24) | 9 (10) | 6 (17) | 7 (17) | 25 (68) |
| One or more suspensions | 27 (12) | 22 (26) | 19 (29) | 18 (21) | 86 (88) |
| Course failure in ELA or Math | 1 (28) | 25 (56) | 26 (57) | 26 (41) | 78 (182) |
| Level 1 on statewide assessment | 67 (95) | 44 (63) | 39 (75) | 38 (30) | 188 (263) |

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

| ELA | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 09 | 2018 | 69% | 49% | 20% | 53% | 16% |
| | 2017 | 66% | 46% | 20% | 52% | 14% |
| Same Grade Comparison | | 3% | | | | |
| Cohort Comparison | | | | | | |
| 10 | 2018 | 68% | 49% | 19% | 53% | 15% |
| | 2017 | 61% | 47% | 14% | 50% | 11% |
| Same Grade Comparison | | 7% | | | | |
| Cohort Comparison | | 2% | | | | |

| 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 |
| 2018 | 77% | 57% | 20% | 65% | 12% |
| 2017 | 80% | 58% | 22% | 63% | 17% |
| Compare | | -3% | | | |

| CIVICS EOC | | | | | |
|------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | | | | | |
| 2017 | | | | | |

| HISTORY EOC | | | | | |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | 83% | 65% | 18% | 68% | 15% |
| 2017 | 87% | 59% | 28% | 67% | 20% |
| Compare | | -4% | | | |

| ALGEBRA EOC | | | | | |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | 56% | 51% | 5% | 62% | -6% |
| 2017 | 53% | 51% | 2% | 60% | -7% |
| Compare | | 3% | | | |

| GEOMETRY EOC | | | | | |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | 67% | 48% | 19% | 56% | 11% |
| 2017 | 77% | 43% | 34% | 53% | 24% |
| Compare | | -10% | | | |

Subgroup Data

| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |
| SWD | 35 | 56 | 50 | 36 | 55 | | 61 | 46 | | 100 | 64 |
| ASN | 84 | 83 | | 83 | 75 | | 88 | | | | |
| BLK | 50 | 60 | 55 | 45 | 49 | 37 | 60 | 70 | | 98 | 63 |
| HSP | 68 | 61 | | 50 | 61 | | 84 | 94 | | 100 | 94 |

| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |
| MUL | 77 | 63 | | 83 | 90 | | 90 | 89 | | 95 | 95 |
| WHT | 78 | 65 | 49 | 74 | 74 | 66 | 85 | 89 | | 100 | 82 |
| FRL | 56 | 57 | 53 | 55 | 58 | 36 | 69 | 75 | | 98 | 69 |

| 2017 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 2015-16 | C & C Accel 2015-16 |
| SWD | 28 | 38 | 26 | 47 | 60 | | 54 | | | 82 | |
| ASN | 86 | 63 | | 87 | 59 | | 92 | 100 | | 91 | 70 |
| BLK | 41 | 47 | 38 | 48 | 50 | 38 | 62 | 75 | | 94 | 63 |
| HSP | 69 | 49 | 20 | 74 | 66 | 60 | 96 | 85 | | 100 | 100 |
| MUL | 68 | 53 | 33 | 76 | 71 | | 95 | 100 | | 100 | 86 |
| WHT | 75 | 56 | 48 | 75 | 66 | 54 | 87 | 92 | | 97 | 78 |
| FRL | 51 | 51 | 42 | 58 | 55 | 40 | 72 | 80 | | 94 | 69 |

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

| | |
|--------------------------------------|--|
| Activity #1 | |
| Title | Math Learning Gains |
| Rationale | To increase our school's learning gains in Algebra 1 and Geometry, as measured by the state assessments in each subject, in order to more fully prepare our students for a standard high school diploma. |
| Intended Outcome | Learning gains in Algebra 1 and Geometry will increase by 5%. |
| Point Person | William Eshelman (weshelman@escambia.k12.fl.us) |
| Action Step | |
| Description | Teachers will work collaboratively within the department, as well as with colleagues and subject area specialists from other schools and the District to discover and implement best practices as they relate to preparing students for the Algebra 1 and Geometry EOC assessments. |
| Person Responsible | Cody Strother (cstrother@escambia.k12.fl.us) |
| Plan to Monitor Effectiveness | |
| Description | Quarterly assessments, based on state standards, to monitor students progress. We will use Spring 2019 Algebra 1 and Geometry EOC scores to gauge the final success of our plan. |
| Person Responsible | William Eshelman (weshelman@escambia.k12.fl.us) |
| Activity #2 | |
| Title | College and Career Readiness |
| Rationale | To increase College and Career readiness, as measured by school grades matrix. An increase in this area will result in an increased number of our graduates being more well-prepared for college or the workforce, through accumulation of AP/DE credits and/or industry certifications. |
| Intended Outcome | Increased number of students earning AP/DE credits and industry certifications. |
| Point Person | Angela McFarland (amcfarland@escambia.k12.fl.us) |
| Action Step | |
| Description | Encourage enrollments in AP/DE courses on campus. Offer students multiple opportunities to sit for certification exams in their career fields. Remediation where needed, and retesting for certifications. Provide study sessions and NMSI strategies to increase student success in AP courses. |
| Person Responsible | Cody Strother (cstrother@escambia.k12.fl.us) |
| Plan to Monitor Effectiveness | |
| Description | Monitor success rates on certification exams, analyze AP/DE scores and grades at the end of the year. |
| Person Responsible | Cody Strother (cstrother@escambia.k12.fl.us) |

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

West Florida High School will provide parental involvement opportunities in specific areas. Reading teachers will offer opportunities for parents and students in the lower quartile. Math teachers will provide opportunities for parents and students taking the Algebra and Geometry EOCs, as will Biology teachers. Guidance will provide opportunities to all parents across grade levels sharing needed information for college and career readiness. Finally, faculty and staff will continue to assist parents in technology as needed for such things as the FOCUS gradebook, teacher websites, Chromebook distribution and use, and our general school website and student/parent Google classrooms for communications and information.

PFEP Link

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

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 Florida High School has three counselors on campus, one school social worker and one mental health counselor assigned to the school. Counselors see students through teacher and staff recommendations. There are presentations given throughout the year to every grade level so that students are aware of the services the guidance office can provide. Our school social worker makes home visits as needed and stays in close contact with the counselors and administration. Outside referrals are given as needed. In addition, professional development is provided for the teachers from in-house and outside sources as we seek to promote well rounded students.

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

West Florida High School is a school of choice. Our students are selected from a lottery as incoming ninth graders. We do not have open enrollment. For the cohorts coming in as freshmen, we track graduation requirements for each cohort group. Guidance checks and evaluations are done throughout each year in case credit recovery or retention is needed. Interventions such as conferences, tutoring and peer support are offered as a means of prevention and continued positive graduation rates. We pull in outside resources from industry, military and college to give students options to explore after graduation.

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

The Leadership Team considers student performance data, identifies and defines learning problems. The team will develop interventions to solve identified problems, and evaluate the efficacy of the interventions as related to defined problem(s).

We are not a Title I school. Title II monies are used to provide professional development at both the school and district level. West Florida High School does have one ESOL student this year and services are provided by the district and the school. Any homeless students are provided for through district services. SAI monies fund many student support opportunities, such as tutoring, ISS, and substitutes for standardized testing. CTE services are fully provided for our school because every students is in a career program.

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

Career teachers at West Florida have course sequences which take students from grades 9-12. At West Florida our career teachers, administration and guidance counselors work closely with our district Workforce Education department to ensure that we offer the most up to date courses for industry certifications, program completions and bright future scholarship qualifications.

Part V: Budget

| | |
|---------------|---------------|
| Total: | \$0.00 |
|---------------|---------------|