



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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West Florida High School/Technical

2400 LONGLEAF DR

Pensacola, FL 32526

850-941-6200

[www.escambia.k12.fl.us](http://www.escambia.k12.fl.us)

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## School Demographics

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**School Type**

High School

**Title I**

No

**Free and Reduced Lunch Rate**

41%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority Rate**

46%

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## School Grades History

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**2013-14**

A

**2012-13**

A

**2011-12**

A

**2010-11**

A

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## SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Part I: Current School Status</b>	<b>6</b>
<b>Part II: Expected Improvements</b>	<b>13</b>
<b>Goals Summary</b>	<b>18</b>
<b>Goals Detail</b>	<b>18</b>
<b>Action Plan for Improvement</b>	<b>19</b>
<b>Part III: Coordination and Integration</b>	<b>22</b>
<b>Appendix 1: Professional Development Plan to Support Goals</b>	<b>23</b>
<b>Appendix 2: Budget to Support Goals</b>	<b>24</b>

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## **Purpose and Outline of the SIP**

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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**

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### **Part II: Expected Improvements**

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### **Part III: Coordination and Integration**

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### **Appendix 1: Professional Development Plan to Support Goals**

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### **Appendix 2: Budget to Support Goals**

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## 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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### 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 two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

West Florida High School/Tech

##### Principal

Eric Smith

##### School Advisory Council chair

Joni Humphreys

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
William Eshelman	Math Teacher
Lori Anderson	ACE Coordinator
Beverly Bledsoe	Reading Teacher
Tom Connors	Career Academy Teacher
Stephanie Hurst	English Teacher
Donna Burch	Career Academy Teacher
Bernadette Kyle	Reading Teacher
Marvetta Nesbitt	Guidance Counselor
John Olson	Foreign Language Teacher
Cathy Organt	Science Teacher
Tiffany Odom	Social Studies Teacher
Terry Thomas	Career Academy Teacher

#### District-Level Information

##### District

Escambia

##### Superintendent

Mr. Malcolm Thomas

##### Date of school board approval of SIP

10/15/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

Eric Smith - Principal; Salish Landry - Parent; Monique Collins - Community Member; Nick Harris - Parent; Joni Humphreys - SAC Chair; Jay Patel - Parent; Michelle Taylor - Parent; Anne Kiser - Educational Support; Antonio Fountain - Parent; Kishane Patel - Student; Jaylon Tellis

**Involvement of the SAC in the development of the SIP**

The School Advisory Council works in concert with the school's administration to move the school in continuous improvement. SAC approves budgets as needed, gives input regarding school goals and overall achievement.

**Activities of the SAC for the upcoming school year**

SAC will work to increase parent and community participation in school activities and opportunities.

**Projected use of school improvement funds, including the amount allocated to each project**

Substitute funds, needed teacher materials and resources (supplies).

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements****Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators****# of administrators**

3

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:****Eric Smith**

Principal

Years as Administrator: 12

Years at Current School: 14

**Credentials**

Bachelors in Education; Masters in Education; School Principal Certification

**Performance Record**

School grade for the last 8 years "A", AYP 2008

**Shenna M. Payne**

Asst Principal

Years as Administrator: 9

Years at Current School: 8

**Credentials**

Bachelors in Education; Masters in Educational Leadership; School Principal Certification

**Performance Record**

School Grade "A" entire tenure, AYP 2008

**Cody Strother**

Asst Principal

Years as Administrator: 6

Years at Current School: 4

**Credentials**Bachelors in Education; Masters in Educational Leadership;  
School Principal Certification**Performance Record**

School Grade "A" since 2010

**Instructional Coaches****# of instructional coaches**

1

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Instructional Coach Information:****Margaret Blum**

Part-time / School-based

Years as Coach: 3

Years at Current School: 3

**Areas**

Reading/Literacy

**Credentials**Bachelors in Education; Reading Endorsement; Content Area  
Reading - Professional Development (CAR-PD)**Performance Record**

"A" school prior to and since her tenure

**Classroom Teachers****# of classroom teachers**

65

**# receiving effective rating or higher**

64, 98%

**# Highly Qualified Teachers**

100%

**# certified in-field**

63, 97%

**# ESOL endorsed**

2, 3%

**# reading endorsed**

6, 9%

**# with advanced degrees**

25, 38%

**# National Board Certified**

8, 12%



**# first-year teachers**

4, 6%

**# with 1-5 years of experience**

20, 31%

**# with 6-14 years of experience**

25, 38%

**# with 15 or more years of experience**

6, 9%

**Education Paraprofessionals****# of paraprofessionals**

0

**# Highly Qualified**

0

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

0

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

West Florida High School will continue to recruit and retain highly qualified, certified-in-field, effective teachers to the school by reviewing carefully, resumes and applications, maintaining outside relationships with local and in state universities and finally continuing in up to date and relevant professional development.

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

West Florida High School has three brand new teachers to the profession and they will participate in the school district's START program, earning them a consulting teacher, that will observe them regularly, complete their evaluation and make a recommendation to the school board for continued employment. These teachers do have mentors on campus to help with day to day things at school that will make things easier for them.

Stephanie Hurst is the on-site mentor for Lauren Caffee.

Cathy Organt is the on-site mentor for Lauren Battaglia.

Terry Thomas is the on-site mentor for Lisa Welch.

All of these mentors were selected because they are in the same subject areas.

## Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rtl)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

The Rtl team is to consider student performance data, identify and define learning problems. The team will develop interventions to solve identified problems, and evaluate the effects of the interventions on the defined problem(s).

### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

Functions by meeting regularly, and as a team looks at the overall data for the school and its essential components: assessment, instruction and parental involvement.

General Education teachers provide information about core instruction, participate in student data collection, deliver the Tier 1 instruction/intervention, collaborate with other staff to implement Tier II interventions, and integrate materials from Tier I with Tier II activities.

Our Intervention Specialist will identify students with disabilities and participate in the Tier process to provide support and offer strategies to general ed teachers.

Our Literacy Coach with other reading coaches will identify systematic patterns of students' needs while working with district personnel to identify appropriate evidence-based interventions and strategies; assists with whole school screening programs that provide early intervening services for children considered "at risk"

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

Sign-in sheets are provided and maintained for all meetings, reports from all data bases (FCAT Star, FAIR, Evaluation Services Secure Data, Schoolnet) are run regularly and reviewed with feedback provided based on success or lack of progress.

### **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

TERMS, FCAT Star, Schoolnet, FAIR and Pearson are just some of the management and data systems used to manage and monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing and engagement.

### **Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

The plan to support parent understanding of MTSS and build capacity in data-based problem solving for staff and parents includes but is not limited to call-outs with needed information and updates, letters home with student data (grades, progress, etc.) and parent meetings (informational meetings) throughout the year.

## Literacy Leadership Team (LLT)

### **Names and position titles of the members of the school-based LLT**

Name	Title
Eric Smith	Principal
Shenna Payne	Assistant Principal
Cody Strother	Assistant Principal
Albert MacNaughton	Career Academy Teacher
Marjorie Stradley	Math Teacher
Margaret Blum	Literacy Coach
Tiffany Odom	Social Studies Teacher
Jeff Anderson	English Teacher
Paula Petsel	Career Academy Teacher
Tom Connors	Career Academy Teacher
Earle McAuley	English Teacher
Rachel Simmons	Reading Teacher

### How the school-based LLT functions

West Florida High School's Literacy Team will monitor the progress of reading and writing proficiency, ensure that reading and writing is addressed in all classes and content areas, and providing teachers with the support and tools needed to successfully teach reading and writing skills in the classroom. As a team we will meet at least once a month together with faculty and content area meetings in between to review our aims for the year such as essential questions, common core implementation and standard introductions to students.

### Major initiatives of the LLT

This year our major initiative is to make sure that all teachers regardless to their content area uses close reading, develop good essential questions, and spark inquiry in students through rich and complex texts.

## Every Teacher Contributes to Reading Instruction

### How the school ensures every teacher contributes to the reading improvement of every student

West Florida High School is a school of choice with every student enrolled in a career program. Some of the ways we ensure reading improvement of every student is to provide each teacher across content areas with reading data for their students. Our literacy coach works closely with our career teachers providing them with resources and reading strategies for their areas. All teachers have participated (and will continue to participate) in close reading workshops, common core strategies and implementation training. Common and across curriculum planning is encouraged in all areas. For example, reading teachers develop lesson plans with science and social studies teachers so that students can have the content reinforced from other areas but also to engage the students in more rich and informational complex text.

## College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

West Florida High School is a school of wall to wall career academies. No student at West Florida is without a career program and courses. Career courses for students begin when they enter in the 9th grade and end in their senior year. West Florida also offers an Advanced Career Experience (ACE) which allows students in the 11th grade to apply for on and off campus positions related to their career programs to be worked while they are in their senior year. These positions involve companies such as Gulf Power Company, Cox Communications, and Baptist Health care, just to name a few.

**How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

Career teachers at West Florida have course sequences that 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.

**Strategies for improving student readiness for the public postsecondary level**

As a school of choice with wall to wall career academies we will continue to push postsecondary readiness by providing up to date curriculum and training for our academy teachers. Our students will continue to develop employability skills that apply across content areas. Students will continue to participate in groups tied to their career areas such as Health Occupations of America (HOSA), Future Business Leaders of America (FBLA), Future Farmers of America (FFA) and others. And they will compete with these groups on a local, state and sometimes national level. We will continue to push the passing of industry certifications that can be acquired while in high school and used afterwards such as Microsoft, Certified Nursing Exams, and many more.

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	74%	68%	No	77%
American Indian				
Asian	90%	68%	No	91%
Black/African American	58%	45%	No	63%
Hispanic	77%	84%	Yes	79%
White	81%	80%	No	83%
English language learners				
Students with disabilities	38%	46%	Yes	45%
Economically disadvantaged	66%	54%	No	69%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	216	32%	37%
Students scoring at or above Achievement Level 4	237	36%	41%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	405	68%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	54	68%	70%

#### Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	241	41%	60%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	236	76%	81%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

**Area 3: Mathematics****High School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	73%	82%	Yes	76%
American Indian				
Asian				
Black/African American	67%	64%	No	70%
Hispanic	86%	97%	Yes	87%
White	77%	90%	Yes	79%
English language learners				
Students with disabilities	56%	54%	No	60%
Economically disadvantaged	64%	74%	Yes	68%

**Learning Gains**

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	206	82%	85%
Students in lowest 25% making learning gains (EOC)	143	57%	60%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	241	41%	45%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	127	56%	61%
Students scoring at or above Achievement Level 4	47	21%	26%

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	115	38%	40%
Students scoring at or above Achievement Level 4	79	27%	30%

**Area 4: Science****Biology I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	155	46%	50%
Students scoring at or above Achievement Level 4	67	20%	25%

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)****All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	1298		100
Participation in STEM-related experiences provided for students	1298	100%	100%

**High Schools**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	349	27%	30%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		90%	93%
Students taking one or more advanced placement exams for STEM-related courses	180	14%	17%
CTE-STEM program concentrators	270		270
Students taking CTE-STEM industry certification exams	1298	100%	100%
Passing rate (%) for students who take CTE-STEM industry certification exams		95%	100%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	1197	98%	100%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	167	14%	
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams	363	30%	
Passing rate (%) for students who take CTE industry certification exams		89%	
CTE program concentrators	71	6%	
CTE teachers holding appropriate industry certifications	8	67%	100%

**Area 8: Early Warning Systems****High School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	107	0%	0%
Students in ninth grade with one or more absences within the first 20 days			
Students in ninth grade who fail two or more courses in any subject			
Students with grade point average less than 2.0	56	4%	2%
Students who fail to progress on-time to tenth grade	6	1%	1%
Students who receive two or more behavior referrals	218	17%	15%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	32	2%	1%



**Graduation**

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	25	0%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	256	95%	97%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	55	89%	91%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	256	95%	97%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

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 EOC. 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 and our general school website for communications and information.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
In the 2013-2014 year, we will provide a minimum of 3 parental events.	4	80%	100%

## Goals Summary

**G1.** Increase the level of complex text that students experience across content areas.

## Goals Detail

**G1.** Increase the level of complex text that students experience across content areas.

### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (High School, High School AMO's, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Science
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - High School
- CTE

### Resources Available to Support the Goal

- We are the only technology school in the district.
- Students must meet entrance criteria to be eligible for selection.

### Targeted Barriers to Achieving the Goal

- Lack of teacher training in higher order thinking skills.

### Plan to Monitor Progress Toward the Goal

Classroom walkthroughs and FCAT, EOC, AP, PERT, ACT, SAT and Dual Enrollment scores.

### Person or Persons Responsible

Admin and Guidance

### Target Dates or Schedule:

on-going

### Evidence of Completion:

reports of proficient students, AP exam scores greater than 3 and completion of DE courses with "C" or better and minimum PERT scores.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Increase the level of complex text that students experience across content areas.

**G1.B1** Lack of teacher training in higher order thinking skills.

**G1.B1.S1** Offer professional development in various areas.

#### Action Step 1

Obtain training opportunities in the areas of close reading, text complexity and vocabulary.

#### Person or Persons Responsible

The Office of Professional Development

#### Target Dates or Schedule

On-going, to include summer, evenings, university coursework and professional learning days.

#### Evidence of Completion

Master schedule with announced availability of dates

#### Facilitator:

The Office of Professional Development, Admin, Teachers

#### Participants:

All staff, core and career teachers.

#### Plan to Monitor Fidelity of Implementation of G1.B1.S1

Use TruNorth Logic to confirm registration for professional development offerings.

#### Person or Persons Responsible

Shenna Payne

#### Target Dates or Schedule

On-going

#### Evidence of Completion

Print-outs of registered participants for specific pd.

## Plan to Monitor Effectiveness of G1.B1.S1

Classroom walk-throughs

### **Person or Persons Responsible**

All Admin and Literacy Coach

### **Target Dates or Schedule**

On-going (after trainings provided)

### **Evidence of Completion**

Classroom walkthrough reports

## G1.B1.S2 Encourage across curriculum planning.

### **Action Step 1**

Develop a professional library for teachers to encourage across content planning.

### **Person or Persons Responsible**

Teachers in various content areas.

### **Target Dates or Schedule**

on-going

### **Evidence of Completion**

Lesson examples and classroom walkthroughs to see implementation.

### **Facilitator:**

Faculty and Admin

### **Participants:**

All faculty

### Plan to Monitor Fidelity of Implementation of G1.B1.S2

Monitor check out of professional materials among teachers in Destiny. Professional conversations during the zero planning to hear progress.

**Person or Persons Responsible**

Admin and Teachers

**Target Dates or Schedule**

on-going

**Evidence of Completion**

Classroom walkthrough reports

### Plan to Monitor Effectiveness of G1.B1.S2

Classroom walkthroughs

**Person or Persons Responsible**

Admin and Literacy Coach

**Target Dates or Schedule**

on-going

**Evidence of Completion**

Classroom Walkthrough reports

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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 provide 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.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

### G1. Increase the level of complex text that students experience across content areas.

#### G1.B1 Lack of teacher training in higher order thinking skills.

##### G1.B1.S1 Offer professional development in various areas.

###### PD Opportunity 1

Obtain training opportunities in the areas of close reading, text complexity and vocabulary.

###### Facilitator

The Office of Professional Development, Admin, Teachers

###### Participants

All staff, core and career teachers.

###### Target Dates or Schedule

On-going, to include summer, evenings, university coursework and professional learning days.

###### Evidence of Completion

Master schedule with announced availability of dates

##### G1.B1.S2 Encourage across curriculum planning.

###### PD Opportunity 1

Develop a professional library for teachers to encourage across content planning.

###### Facilitator

Faculty and Admin

###### Participants

All faculty

###### Target Dates or Schedule

on-going

###### Evidence of Completion

Lesson examples and classroom walkthroughs to see implementation.

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Increase the level of complex text that students experience across content areas.	\$1,500
Total		\$1,500

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Evidence-Based Program	Total
Varying budgets and the Office of Professional Learning	\$1,500	\$0	\$1,500
	\$0	\$0	\$0
Total	\$1,500	\$0	\$1,500

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G1.** Increase the level of complex text that students experience across content areas.

**G1.B1** Lack of teacher training in higher order thinking skills.

**G1.B1.S1** Offer professional development in various areas.

#### Action Step 1

Obtain training opportunities in the areas of close reading, text complexity and vocabulary.

#### Resource Type

Evidence-Based Materials

#### Resource

Professional Materials as suggested by the Office of Professional Learning and other Educational Groups

#### Funding Source

Varying budgets and the Office of Professional Learning

#### Amount Needed

\$1,500



**G1.B1.S2** Encourage across curriculum planning.

**Action Step 1**

Develop a professional library for teachers to encourage across content planning.

**Resource Type**

Evidence-Based Program

**Resource**

**Funding Source**

**Amount Needed**