

West Florida High School/Technical

2400 LONGLEAF DR, Pensacola, FL 32526

www.escambia.k12.fl.us

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

41%

Alternative/ESE Center

No

Charter School

No

Minority

46%

School Grades History

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

School Board Approval

This plan was approved by the Escambia County School Board on 11/18/2014.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	21
Appendix 2: Professional Development and Technical Assistance Outlines	22
Professional Development Opportunities	23
Technical Assistance Items	24
Appendix 3: Budget to Support Goals	25

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

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 Environment

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

West Florida High School is a school of choice filled with wall to wall career academies. We are the smallest of the local high schools with a population of around thirteen hundred students. We begin to learn about our students by inviting them while still in eighth grade to our Open House. It is there we showcase each academy by allowing groups of parents and students to rotate and spend time in each career program.

Interested students and parents are shown how to apply and for those students selected, we begin building relationship by attempting to place them in their first choice of career program. While the career teachers certainly build relationship by spending four years with the student, each department assists in this process through consistent, fair and rigorous curriculum that challenges each student wherever they are academically. Our faculty and staff have a warm open door policy for our parents and community. Varying extracurricular activities, clubs and sports provide opportunities for further camaraderie along with respect for diversity and other cultures.

West Florida High School teachers and faculty members are professional colleagues but also a family that embraces one another and exhibits strong relationships which can be seen by students making them feel comfortable which allows freedom to learn.

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

West Florida High School provides a safe working and learning environment for all students and staff. As a faculty and staff we are visible, diligent and constantly aware of our students and their surroundings. Rights, responsibilities, rules and procedures are explained at the beginning of each school year with constant reminders, additions and corrections as needed. We also share these with parents and also stakeholders.

Students are held accountable for their actions as are the faculty and staff. We promote and value relationship and respect. Our school is sure to post needed information in areas across campus reminding all of the importance of maintained safety. We provide swift and fair consequences along

with due process in the event that a situation would occur that would threaten the safety of our school and its members.

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

West Florida High School has clear and concise expectations for students and staff. Goals are set each year regarding curriculum and instruction. Rules and procedures are set in order at the beginning of each year. School-wide rules are agreed upon by the faculty before implementation so that we are consistent and fair. Data is provided regarding discipline and a discipline committee is created yearly to review the data and assist in determining our needs and approach. Distractions and interruptions are kept at a minimum during instructional time because we value student learning, the instructors and their curriculum.

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 counselor's 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.

Early Warning Systems

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

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

West Florida High School is a school of choice. Students are selected by a lottery after they have met the requirements of having a minimum of "C" average in all core courses, minimal absenteeism and discipline. Students continue to be evaluated in those areas after they have entered through three active committees here on campus: discipline, attendance and leadership. These committees are made up of teachers, instructional coaches and other faculty members that do not have all classes.

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

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	20	13	8	14	55
One or more suspensions	13	8	4	8	33
Course failure in ELA or Math	0	13	15	11	39
Level 1 on statewide assessment	37	17	13	0	67
	0	0	0	0	
	0	0	0	0	

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	7	9	8	4	28

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

West Florida High School has various committees to assist in academic performance. An example of one of our teams is our faculty leaders. Faculty leaders meet monthly with administration and represent every content and career area of our school. Faculty leaders assist with keeping the pulse of the school with ideas and feedback from our teaching staff. Together we develop plans for students below average in courses, interventions including parent contact, after school tutoring, guidance and outside resources such as the school social worker.

Our instructional coach pulls data regularly for students exhibiting early warning signs, shares that data with teachers for personalized instruction and counselors for evaluation to make recommendations as needed such as online coursework for grade forgiveness, parent conferences, and communication across teachers. Career teachers are involved in discussions regarding struggling students because of the relationship they have with students for four years.

Our learning strategies teachers works in partnership with reading and other academic teachers providing strategies for students even those not on consult.

These are just a few of the strategies used to improve academic performance. We believe it is a team effort and want to make sure that all students experience success, opportunities for on time graduation and positive relationships that will last a life-time.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

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.

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

West Florida High School has twelve career academies. Each career academy is partnered with one or more businesses that allow us to maintain partnership. These partnerships are maintained one way through monthly advisory meetings allowing us information and updates on current and future needs of industry.

West Florida also has an Advanced Career Experience (ACE) that allows senior students to enter the workforce through paid and unpaid positions. Positions must be attached to the student's career program and meet other requirements such as a completed Capstone project, minimum discipline and attendance along in order for them to participate.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Smith, Eric	Principal
Connors, Thomas	Teacher, Career/Technical
Eshelman, William	Teacher, K-12
Hurst, Stephanie	Teacher, K-12
McFarland, Angela	Teacher, Career/Technical
Nesbitt, Marvetta	Guidance Counselor
Olson, John	Teacher, K-12
Payne, Shenna	Assistant Principal
Organt, Cathy	Teacher, K-12
Thomas, Terry	Teacher, Career/Technical
Strother, Cody	Assistant Principal

Duties

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

Functions by meeting regularly, and as a team looks as the overall data for the school and it's 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, collaborates with other staff to implement Tier II interventions, and integrates materials from Tier I with Tier II activities.

Our Intervention Specialist will identify students with disabilities and participates 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"

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 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).

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.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Joni Humphreys	Business/Community
Monica Collins	Parent
Jalen Tellis	Student
Anne Kiser	Education Support Employee
Jon Boddy	Teacher
Eric Smith	Principal
Michelle Taylor	Parent
Kishane Patel	Student
Laura Dees	Business/Community
Alecia Ross	Parent

Duties

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

Evaluation of last year's school improvement plan

West Florida High School's SAC reviewed our school data and instructional goals. The council worked in concert with the school's administration and business partners to put together goals involving parent and community involvement.

Development of this school improvement plan

The SAC reviews the data and instructional goals. The majority of their development input is for the Parent Involvement piece of the SIP. The following activities listed below are those of the SAC.

- Monthly SAC meetings (at least 4 meetings per year)
- Discussion of SAC by-laws
- Collaboration on SIP
- Discuss and vote on dissemination of SAC monies
- Review and approve Parental Involvement Plans
- Review and approve Principal/Teacher/Parent/Student Compact

Preparation of the school's annual budget and plan

SAC receives and reviews the budget for such categories as
 Technology
 Substitutes for Teacher Professional Development
 Teacher supplies

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

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

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

Yes

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

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Bledsoe, Beverly	Teacher, K-12
Bozeman, Heatheranne	Teacher, K-12
Giles, Shelia	Teacher, K-12
Hurst, Stephanie	Teacher, K-12
Simmons, Rachel	Teacher, K-12
Nelson, Martha	Teacher, ESE
Payne, Shenna	Assistant Principal
Nesbitt, Marvetta	Guidance Counselor
Smith, Eric	Principal

Duties

Describe how the LLT promotes literacy within the school

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. Teachers are also participating in monthly professional development for assessment formats to familiarize students and teachers with the Florida Standards Assessment. Data is distributed to all teachers to assist with reading across the curriculum and to make them aware of students needs. The team works collaboratively to ensure the success of all students across the board.

Public and Collaborative Teaching

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

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

West Florida High School has a goal of developing teacher leaders. Professional developments are more teacher led based on the needs of the students and interests of teachers. Colleague circles have

been developed to create more discussion and collaboration across curriculums. Positive spotlights on teachers happen regularly to increase professional relationships and build camaraderie.

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

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.

Describe the school's teacher mentoring program, including the rationale for pairings and 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.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

In addition to textbooks and other curriculum materials, district specialist in core subject areas work closely with teachers and administration to provide up to date standard information, professional development and input in district assessment designs when possible.

Instructional Strategies

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

Data is given to appropriate departments. Colleagues work together to decipher the data and come up with differentiated instruction to meet student needs. Professional development is on-going. Assessment checks are done throughout the year to track student progress such as FAIR testing. Faculty and student tutoring is provided throughout the year in various areas. Teachers conduct their own tutoring as needed both in the morning and afternoons. Counselors, along with the Dean, School Social Worker and Attendance Clerk work together to regularly monitor students in the areas of academics, discipline and attendance. In the past we have used teacher web pages, FOCUS grade book, parents nights for EOC and other assessment information, and specialized after school and weekend sessions leading up to testing. We will continue to use those things that have proven to be successful for our students.

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

Strategy: Before School Program

Minutes added to school year: 0

Various teacher and students offer tutoring in multiple subjects to assist students in need.

Strategy Rationale

This program provides additional instruction and assistance for students outside of the classroom. This allows for curriculum and content reinforcement.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Payne, Shenna, spayne2@escambia.k12.fl.us

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

Supervising teachers of morning sessions maintain list of attendees, students are recommended and grades in courses for tutoring are monitored for progress.

Strategy: After School Program

Minutes added to school year: 0

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

Supervising teachers of morning sessions maintain list of attendees, students are recommended and grades in courses for tutoring are monitored for progress.

Student Transition and Readiness

PreK-12 Transition

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

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

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 freshman, 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 such from the workforce, military and college to give students options to explore after graduation.

College and Career Readiness

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

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.

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

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.

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

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.

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

West Florida will continue to offer varying curriculum to enhance student readiness for postsecondary endeavors. The career academies prepare students for the world of work through soft skills, accountability and work ethic. These characteristics easily transfer to any level. Advanced Placement, Dual Enrollment and honors courses will continue to be offered and regularly evaluated for student participation and success. Students will continue to be encouraged to hear and participate in postsecondary institutions that come to the campus to share. Our guidance department will continue to seek out new opportunities including scholarships for students in diverse areas.

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary


- G1.** West Florida High School through constant evaluation, rigorous and engaging curriculum, faculty/staff collaboration and intervention as needed will increase the number of students graduating from high school in four years.

- G2.** West Florida High School will work to increase student preparation for online local and statewide assessments.

Strategic Goals Detail

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

G1. West Florida High School through constant evaluation, rigorous and engaging curriculum, faculty/staff collaboration and intervention as needed will increase the number of students graduating from high school in four years. **1a**

 G043708

Targets Supported **1b**

Indicator	Annual Target
4-Year Grad Rate (At-Risk)	80.0

Resources Available to Support the Goal **2**

- Assessment data in varying stages of students academic year, district specialist and professional development department, parents and outside agencies such as business and collegiate partners.

Targeted Barriers to Achieving the Goal **3**

- Student self-esteem, students sometimes lack the ability to get to outside resources, commitment to so many requirements sometimes make it difficult to devote the time needed to individual students

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

At the end of the student's junior year, a complete evaluation will be done to determine credits needed, GPA, any missed proficient scores on statewide assessment and all other graduation requirements for that cohort group.

Person Responsible

Marvetta Nesbitt

Schedule

On 5/22/2015

Evidence of Completion

G2. West Florida High School will work to increase student preparation for online local and statewide assessments. 1a

G043148

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- West Florida has the needed technology for students to practice online assessments. We have a combination of laptop carts and computer labs.
- Teachers have access to other technology to provide their own online assessments and practices for students.

Targeted Barriers to Achieving the Goal 3

- One tech coordinator to take care of so much technology and software

Plan to Monitor Progress Toward G2. 8

Teacher leaders will regularly monitor the technology in their building as needed.

Person Responsible

Eric Smith

Schedule

Monthly, from 8/1/2014 to 5/22/2015

Evidence of Completion

number of tickets submitted by teacher to the tech coordinator, teacher feedback regarding working technology and software in their rooms

Action Plan for Improvement


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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. West Florida High School through constant evaluation, rigorous and engaging curriculum, faculty/staff collaboration and intervention as needed will increase the number of students graduating from high school in four years. **1**

 G043708

G1.B1 Student self-esteem, students sometimes lack the ability to get to outside resources, commitment to so many requirements sometimes make it difficult to devote the time needed to individual students **2**

 B107177

G1.B1.S1 Early intervention, peer and teacher mentoring, early goal setting with students, regular review of grades with students and parents, prevention instead of a cure **4**

 S118642

Strategy Rationale

The earlier the detection of problems, the better chance we have to redirect and keep the student on track for graduation.

Action Step 1 **5**

Guidance counselors and teachers will know the goal and the role they play for student success.

Person Responsible

Eric Smith

Schedule

Monthly, from 8/18/2014 to 5/22/2015

Evidence of Completion

Statewide assessments, local school grades and teacher/counselor feedback

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

Monthly meetings with the school leadership for an overview from each department along with evidence of progress.

Person Responsible

Shenna Payne

Schedule

Monthly, from 9/10/2014 to 5/13/2015

Evidence of Completion

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

Collect FOCUS reports regarding student academic performance, statewide assessments, teacher/counselor feedback

Person Responsible

Shenna Payne

Schedule

On 5/13/2015

Evidence of Completion

statewide assessment data, grades from FOCUS, district assessments such as SAE's

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Guidance counselors and teachers will know the goal and the role they play for student success.	Smith, Eric	8/18/2014	Statewide assessments, local school grades and teacher/counselor feedback	5/22/2015 monthly
G1.MA1	At the end of the student's junior year, a complete evaluation will be done to determine credits needed, GPA, any missed proficient scores on statewide assessment and all other graduation requirements for that cohort group.	Nesbitt, Marvetta	4/30/2015		5/22/2015 one-time
G1.B1.S1.MA1	Collect FOCUS reports regarding student academic performance, statewide assessments, teacher/ counselor feedback	Payne, Shenna	9/8/2014	statewide assessment data, grades from FOCUS, district assessments such as SAE's	5/13/2015 one-time
G1.B1.S1.MA1	Monthly meetings with the school leadership for an overview from each	Payne, Shenna	9/10/2014		5/13/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	department along with evidence of progress.				
G2.MA1	Teacher leaders will regularly monitor the technology in their building as needed.	Smith, Eric	8/1/2014	number of tickets submitted by teacher to the tech coordinator, teacher feedback regarding working technology and software in their rooms	5/22/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0