

Escambia County School District

# West Florida High School/ Technical



2015-16 School Improvement Plan

## West Florida High School/Technical

2400 LONGLEAF DR, Pensacola, FL 32526

www.escambia.k12.fl.us

### School Demographics

|                    |                               |   |
|--------------------|-------------------------------|---|
| <b>School Type</b> | <b>2014-15 Title I School</b> | <b>2015-16 Economically Disadvantaged (FRL) Rate</b><br>(As Reported on Survey 2) |
| High               | No                            | 39%   |

|                               |                       |   |
|-------------------------------|-----------------------|---|
| <b>Alternative/ESE Center</b> | <b>Charter School</b> | <b>2015-16 Minority Rate</b><br>(Reported as Non-white on Survey 2) |
| No                            | No                    | 45%   |

### School Grades History

|              |                |                |                |                |
|--------------|----------------|----------------|----------------|----------------|
| <b>Year</b>  | <b>2014-15</b> | <b>2013-14</b> | <b>2012-13</b> | <b>2011-12</b> |
| <b>Grade</b> | A*             | A              | A              | A              |

\*Preliminary Informational Baseline School Grade

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

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

### SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- 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-C 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)

### 2015-16 DA Category and Statuses

| DA Category | Region            | RED                            |
|-------------|-------------------|--------------------------------|
| Not In DA   | 1                 | <a href="#">Melissa Ramsey</a> |
| 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 relationships by attempting to place them in their first choice of career program. While the career teachers certainly build relationships 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 other stakeholders.

Students are held accountable for their actions, as are faculty and staff. We promote and value relationships 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 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.

### **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 incidents. 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     | 6           | 9  | 10 | 10 | 35    |
| One or more suspensions         | 3           | 3  | 4  | 8  | 18    |
| Course failure in ELA or Math   | 2           | 21 | 15 | 14 | 52    |
| Level 1 on statewide assessment | 47          | 7  | 10 | 6  | 70    |
|                                 | 0           | 0  | 0  | 0  |       |
|                                 | 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           | 12 | 10 | 7  | 36    |

**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, 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 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 partnerships seamlessly. One way these partnerships are maintained is 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) which 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, 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:

| Name              | Title                     |
|-------------------|---------------------------|
| Payne, Shenna     | 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             |
| Organt, Cathy     | Teacher, K-12             |
| Thomas, Terry     | Teacher, Career/Technical |
| Strother, Cody    | Assistant Principal       |
| Nelson, Martha    | Teacher, ESE              |

#### 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 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 integrates materials from Tier I with Tier II activities.

Our ESE teacher will identify students with disabilities and participates in the Tier process to provide support and offer strategies to general ed teachers.

Our reading/ELA teachers 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:

| Name              | Stakeholder Group          |
|-------------------|----------------------------|
| Salisha Landry    | Parent                     |
| Monique Collins   | Business/Community         |
| Crystal Ward      | Parent                     |
| Anne Kiser        | Education Support Employee |
| Jon Boddy         | Teacher                    |
| Eric Smith        | Principal                  |
| Michelle Taylor   | Parent                     |
| Valerie Cope      | Parent                     |
| Tracey Rasmussen  | Parent                     |
| Alecia Ross       | Parent                     |
| William Henderson | Parent                     |
| Mark Olvera       | Parent                     |
| Makaya Richardson | Student                    |
| Sam Pyle          | Student                    |

#### Duties

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

*Evaluation of last year's school improvement plan*

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:**

| Name              | Title               |
|-------------------|---------------------|
| Hurst, Stephanie  | Teacher, K-12       |
| Giles, Shelia     | Teacher, K-12       |
| Simmons, Rachel   | Dean                |
| Nelson, Martha    | Teacher, ESE        |
| Payne, Shenna     | Principal           |
| Nesbitt, Marvetta | Guidance Counselor  |
| Strother, Cody    | Assistant Principal |

**Duties**

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

This year our major initiative is to make sure that all teachers, regardless of their content area, use 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 activities 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 six brand new teachers to the profession and they will participate in the school district's START program, earning them a consulting teacher, who will observe them regularly, complete their evaluations and make 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.

Katherine Brand is the on-site mentor for Jonathan Austin.

Cathy Organt is the on-site mentor for John Dittmar.

Laura Rainey is the on-site mentor for Kilee Brown.

Randy Maygarden is the on-site mentor for Micheal Blue

Angela McFarland is the on-site mentor for Heather Gillman

Bill Eshelman is the on-site mentor for Charles Johnson

All of these mentors were selected because they are in colse proximity and are familiar with the day-to-day logisitcs of WFHS.

## 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 specialists in core subject areas work closely with teachers and administration to provide up to date standards 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, parent 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

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.

**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 from industry, 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 and recruit. Our guidance department will continue to seek out new opportunities, including scholarships, for students in diverse areas.

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

#### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.



## 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

G067854

**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' occasional inability to access outside resources, and 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 5/24/2016

**Evidence of Completion**

Students' transcripts will be reviewed, as will gpa, attendace and state assessment results

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

G067855

**Targets Supported** 1b

| Indicator                           | Annual Target |
|-------------------------------------|---------------|
| 4-Year Grad Rate (Standard Diploma) | 80.0          |

**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**

Shenna Payne

**Schedule**

Monthly, from 8/10/2015 to 5/27/2016

**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**

 G067854

**G1.B1** Student self-esteem, students' occasional inability to access outside resources, and commitment to so many requirements sometimes make it difficult to devote the time needed to individual students **2**

 B175806

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

 S187092

### 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

Shenna Payne

#### Schedule

Monthly, from 8/18/2015 to 5/27/2016

#### 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**

Cody Strother

**Schedule**

Monthly, from 9/16/2015 to 5/18/2016

**Evidence of Completion**

Leadership committee will review assessment results, grades, academic progress, attendance and discipline records of at-risk populations and evaluate efficacy of interventions.

**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**

Quarterly, from 9/9/2015 to 5/18/2016

**Evidence of Completion**

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

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

G067855

**G2.B3** One tech coordinator to take care of so much technology and software 2

B175809

**G2.B3.S1** Develop teacher leaders that are trained to assist with technology and software issues. Assign 12th grade ACE students to assist tech coordinator on a daily basis. 4

S187095

### Strategy Rationale

If a few teachers and students are able to assist per building, this will enable the tech coordinator the time to work on larger issues that teachers cannot deal with.

### Action Step 1 5

#### Person Responsible

#### Schedule

#### Evidence of Completion

### Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

12th grade ACE (Advanced Career Experience) students and selected teacher leaders will be trained by our on-site tech coordinator, District IT personnel, and current faculty members on basic problem solving and technical knowledge for minor IT issues here at school.

#### Person Responsible

Erin Cramer

#### Schedule

Quarterly, from 8/10/2015 to 8/10/2015

#### Evidence of Completion

Number of IT Help Desk Tickets. A decrease in the number of Help Desk Tickets will indicate this action plan was successful.



**Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7**

12th grade ACE (Advanced Career Experience) students and selected teacher leaders will be trained by our on-site tech coordinator, District IT personnel, and current faculty members on basic problem solving and technical knowledge for minor IT issues here at school.

**Person Responsible**

Erin Cramer

**Schedule**

Quarterly, from 8/10/2015 to 5/27/2016

**Evidence of Completion**

Number of IT Help Desk Tickets. A decrease in the number of Help Desk Tickets will indicate this action plan was successful.

**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.  | Payne, Shenna     | 8/18/2015                     | Statewide assessments, local school grades and teacher/counselor feedback  | 5/27/2016<br>monthly   |
| G2.B3.S1.A1  | [no content entered]   |                   |                               | one-time   |                        |
| 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 | 4/29/2016                     | Students' transcripts will be reviewed, as will gpa, attendance and state assessment results   | 5/24/2016<br>one-time  |
| G1.B1.S1.MA1 | Collect FOCUS reports regarding student academic performance, statewide assessments, teacher/counselor feedback  | Payne, Shenna     | 9/9/2015                      | statewide assessment data, grades from FOCUS, district assessments such as SAE's   | 5/18/2016<br>quarterly |
| G1.B1.S1.MA1 | Monthly meetings with the school leadership for an overview from each department along with evidence of progress.  | Strother, Cody    | 9/16/2015                     | Leadership committee will review assessment results, grades, academic progress, attendance and discipline records of at-risk populations and evaluate efficacy of interventions. | 5/18/2016<br>monthly   |
| G2.MA1       | Teacher leaders will regularly monitor the technology in their building as needed.   | Payne, Shenna     | 8/10/2015                     | number of tickets submitted by teacher to the tech coordinator, teacher feedback regarding working technology and software in their rooms  | 5/27/2016<br>monthly   |
| G2.B3.S1.MA1 | 12th grade ACE (Advanced Career Experience) students and selected teacher leaders will be trained by our on-site tech coordinator, District IT personnel, and current faculty members on basic problem solving and technical knowledge for minor IT issues here at school. | Cramer, Erin      | 8/10/2015                     | Number of IT Help Desk Tickets. A decrease in the number of Help Desk Tickets will indicate this action plan was successful.   | 5/27/2016<br>quarterly |
| G2.B3.S1.MA1 | 12th grade ACE (Advanced Career Experience) students and selected teacher leaders will be trained by our   | Cramer, Erin      | 8/10/2015                     | Number of IT Help Desk Tickets. A decrease in the number of Help Desk  | 8/10/2015<br>quarterly |

| Source | Task, Action Step or Monitoring Activity  | Who | Start Date (where applicable) | Deliverable or Evidence of Completion                  | Due Date/ End Date |
|--------|---|-----|-------------------------------|--|--------------------|
|        | on-site tech coordinator, District IT personnel, and current faculty members on basic problem solving and technical knowledge for minor IT issues here at school. |     |                               | Tickets will indicate this action plan was successful. |                    |

**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.*

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

**G2.B3** One tech coordinator to take care of so much technology and software

**G2.B3.S1** Develop teacher leaders that are trained to assist with technology and software issues. Assign 12th grade ACE students to assist tech coordinator on a daily basis.

### PD Opportunity 1

#### Facilitator

ECSD TrueNorth Logic, ECSD IT Department

#### Participants

selected teachers, selected 12th-grade ACE students

#### Schedule

## Technical Assistance Items

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

### Budget

| Budget Data |             |   |                      |
|-------------|-------------|---|----------------------|
| 1           | G1.B1.S1.A1 | Guidance counselors and teachers will know the goal and the role they play for student success. | \$0.00               |
| 2           | G2.B3.S1.A1 |   | \$0.00               |
|             |             |   | <b>Total: \$0.00</b> |