

# Western HS (2831)

## School Improvement Plan (SIP)

### School Info



The School Improvement Plan (SIP) is a live document that is subject to change based on School Advisory Council (SAC) recommendations.

School Grade (2016 - 2017)

Title 1 School No

Differentiated Accountability (DA) No

### BEST PRACTICE #1

#### A Focused and Authentic PLC

##### PROFESSIONAL LEARNING COMMUNITIES (PLC)

A Professional Learning Community (PLC) is a process in which teachers work in teams and use student information to develop strategies to improve their classroom practices.

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Western High School	Friday	4th	5/25/2018 - 5/25/2018	9:00 AM - 11:00 AM	9, 10, 11, 12
Western High School	Friday	, 3rd	3/23/2018 - 3/23/2018	9:00 AM - 11:00 PM	9, 10, 11, 12
Western High School	Thursday	, 3rd	2/22/2018 - 2/22/2018	1:30 PM - 2:30 PM	9, 10, 11, 12
Western High School	Monday	1st	1/8/2018 - 1/8/2018	9:00 AM - 12:00 PM	9, 10, 11, 12
Western High School	Friday	, 2nd	10/20/2017 - 10/20/2017	9:00 AM - 11:00 AM	9, 10, 11, 12
Western High School	Tuesday	, 3rd	8/15/2017 - 8/15/2017	8:00 AM - 2:00 PM	9, 10, 11, 12
Government and Economics	Wednesday	1st, 3rd	8/28/2017 - 6/8/2018	7:10 AM - 7:40 AM	12
World Geography	Wednesday	1st, 3rd	8/28/2017 - 6/8/2018	7:10 AM - 7:40 AM	9
CTACE	Wednesday	1st, 3rd	8/28/2017 - 6/8/2018	7:10 AM - 7:40 AM	9, 10, 11, 12
Geometry	Wednesday	1st, 3rd	8/28/2017 - 6/8/2018	7:10 AM - 7:40 AM	9, 10, 11, 12
English II	Wednesday	1st, 3rd	8/28/2017 - 6/8/2018	7:10 AM - 7:40 AM	10
US History	Wednesday	1st, 3rd	8/28/2017 - 6/8/2018	7:10 AM - 7:40 AM	11
Algebra II	Wednesday	1st, 3rd	8/28/2017 - 6/8/2018	7:10 AM - 7:40 AM	9, 10, 11, 12
Algebra I	Wednesday	1st, 3rd	8/28/2017 - 6/8/2018	7:10 AM - 7:40 AM	9, 10, 11, 12
English IV	Wednesday	1st, 3rd	8/28/2017 - 6/8/2018	7:10 AM - 7:40 AM	12
World Languages	Wednesday	1st, 3rd	8/28/2017 - 6/8/2018	7:10 AM - 7:40 AM	9, 10, 11, 12
English I	Wednesday	1st, 3rd	8/28/2017 - 6/8/2018	7:10 AM - 7:40 AM	9
Physics	Wednesday	1st, 3rd	8/28/2017 - 6/8/2018	7:10 AM - 7:40 AM	9, 10, 11, 12
World History	Wednesday	1st, 3rd	8/28/2017 - 6/8/2018	7:10 AM - 7:40 AM	10
Chemistry	Wednesday	1st, 3rd	8/28/2017 - 6/8/2018	7:10 AM - 7:40 AM	9, 10, 11, 12
Performing Arts	Wednesday	1st, 3rd	8/28/2017 - 6/8/2018	7:10 AM - 7:40 AM	9, 10, 11, 12
English Language Arts	Wednesday	1st, 3rd	8/28/2017 - 6/8/2018	7:10 AM - 7:40 AM	11
Students with Varying Exceptionalities	Wednesday	1st, 3rd	8/28/2017 - 6/8/2018	7:10 AM - 7:40 AM	9, 10, 11, 12
Physical Education	Wednesday	1st, 3rd	8/28/2017 - 6/8/2018	7:10 AM - 7:40 AM	9, 10, 11, 12
Reading	Wednesday	1st, 3rd	8/28/2017 - 6/8/2018	7:10 AM - 7:40 AM	9, 10, 11, 12
Visual Arts	Wednesday	1st, 3rd	8/28/2017 - 6/8/2018	7:10 AM - 7:40 AM	9, 10, 11, 12
Biology	Wednesday	1st, 3rd	8/28/2017 - 6/8/2018	7:10 AM - 7:40 AM	9, 10, 11, 12
College and Career Readiness Mathematics	Wednesday	1st, 3rd	8/28/2017 - 6/8/2018	7:10 AM - 7:40 AM	10, 11, 12

### BEST PRACTICE #2

#### An Embedded High Quality RtI Process

##### RESPONSE TO INTERVENTION (RTI)

Response to Intervention (RtI) uses student academic and behavior information to identify students with learning and behavior needs to guarantee that those in danger of failure and/or retention are receiving assistance and support.

**GRADUATION/COLLEGE AND CAREER READINESS (EARLY WARNING INDICATORS)**

Data for: 2015-2016							Data For: 2016-2017 (Last updated: 7/18/2018)						
Grade Level	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators	Grade Level	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
09	860	15.60	4.90	12.30	18.50	11.50	09	919	19.30	7.20	13.50	15.20	12.60
10	900	17.90	9.10	16.70	23.60	16.30	10	894	22.60	6.40	17.10	13.60	14.30
11	778	24.70	7.20	22.50	37.60	20.40	11	856	25.20	6.00	25.90	6.20	16.00
12	749	37.50	4.80	9.10	59.70	9.10	12	716	44.80	5.00	11.70	0.00	10.50

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

Western High School engages teachers in the various Professional Learning Communities ("PLC's") to complete the CARE cycles by analyzing results in common assessments and formulating specific strategies aimed at two specific areas: a) remediating those students who have not sufficiently demonstrated mastery of the assessed areas of study; and b) enriching those students who have adequately demonstrated mastery by offering greater depth in the assessed areas of study. By focusing strongly and consistently on these particular students, academic gains have measurably been improving.

Supplemental materials, generally provided by the textbook providers or by the school through direct purchase, are utilized in providing either remediation or enrichment as determined by the data assessed in the CARE cycles within each of the PLC's. Once the students have been further challenged through the use of these supplemental materials, students are generally re-assessed and measures are taken to show fidelity by the students that are assessed and successfully remediated or enriched.

A large proportion of our instructional staff are utilizing some online version of their teaching methods, to include programs such as Canvas, Edmodo, Schoology, or teacher-created website--to name a few. The wide use of these programs gives students access to specific classroom instruction and materials at various times throughout the day or night, on demand. Many varied delivery methods are utilized to appeal to the wide array of student learning, from visual/graphic to text-based instruction.

**RTI TEAM MEETING SCHEDULE**

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	2nd	9/7/2017 - 5/31/2018	8:00 AM - 9:00 AM

**BEST PRACTICE #3**

**Optimal Internal/External Relationships**

**ACCREDITATION PROCESS**

The Accreditation Process leads schools to critically evaluate teaching and learning with a focus on academic excellence. All stakeholders (parents, students, staff, and community) are part of the accreditation process.

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	3.33
Governance and Leadership	3.67
Teaching and Assessing for Learning	3.17
Resources and Support Systems	3
Using Results for Continuous Improvement	2.8
<b>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</b>	
While the technology infrastructure at Western meets the teaching, learning, and operational needs for all stakeholders there is a need to increase its effectiveness. School personnel need to develop and administer technology needs assessments for use in developing and implementing a comprehensive technology plan to improve technology services and infrastructure. Continuous professional development which incorporated CARE cycles set forth by the District.	

No Evidence/Artifacts

**SCHOOL ADVISORY COUNCIL (SAC)**

Each school has a School (SAC) to facilitate the development and monitor progress of the annual School Improvement Plan. Agendas and minutes reflect annual needs assessment, SIP monitoring and allocation of Accountability Funds.

**SAC UPLOAD CENTER**

File Name	Meeting Month	Document Type	Uploaded Date
<a href="#">SAC-May-Mins.pdf</a>	May	None	5/30/2018
<a href="#">SAF-Apr-May-Agenda---Mins.pdf</a>	May	None	5/30/2018
<a href="#">SAC-Apr-Mins.pdf</a>	April	None	5/30/2018
<a href="#">SAC-May-Signin.pdf</a>	May	None	5/30/2018

File Name	Meeting Month	Document Type	Uploaded Date
<a href="#">SAC-May-Agenda.pdf</a>	May	None	5/30/2018
<a href="#">SAF-Mar-Apr-Agenda---Mins.pdf</a>	April	None	5/30/2018
<a href="#">SAC-Mar-Mins.pdf</a>	March	None	5/30/2018
<a href="#">SAC-Apr-Signin.pdf</a>	April	None	5/30/2018
<a href="#">SAC-Apr-Agenda.pdf</a>	April	None	5/30/2018
<a href="#">SAC-Apr-Agenda.pdf</a>	April	None	5/30/2018
<a href="#">SAF-Feb-Mar-Agenda---Mins.pdf</a>	March	None	5/30/2018
<a href="#">SAC-Mar-Signin.pdf</a>	March	None	5/30/2018
<a href="#">SAC-Mar-Agenda.pdf</a>	March	None	5/30/2018
<a href="#">SAF-Jan-Agenda--Mins.pdf</a>	January	None	5/30/2018
<a href="#">SAC-Feb-Signin.pdf</a>	February	A+ Funds	5/30/2018
<a href="#">SAC-Jan-Mins.pdf</a>	February	None	5/30/2018
<a href="#">SAC-Feb-Agenda.pdf</a>	February	None	5/30/2018
<a href="#">SAC-Mins-December-2017.pdf</a>	February	Waiver Application	2/6/2018
<a href="#">SAC-Results-of-2018-19-PSD-Election-Notice.pdf</a>	February	Waiver Application	2/6/2018
<a href="#">PSD-WAIVER-BALLOT-PART-2-2018-19.pdf</a>	February	Waiver Application	2/6/2018
<a href="#">PSD-WAIVER-BALLOT-PART-1-2018-19.docx</a>	February	Waiver Application	2/6/2018
<a href="#">SAC-Agenda-Form-11-15-17.pdf</a>	November	Waiver Application	2/6/2018
<a href="#">SAC-PSD-#-DAYS-VOTE-RESULTS-2017-18.pdf</a>	February	Waiver Application	2/5/2018
<a href="#">Mid-Year-Reflection-2017-18.pdf</a>	February	None	2/1/2018
<a href="#">SAC-Agenda-Form-1-17-18.pdf</a>	February	Monitored	2/1/2018
<a href="#">SAC-Agenda-Form-12-20-17.pdf</a>	February	None	2/1/2018
<a href="#">SAC-Agenda-Form-11-15-17.pdf</a>	November	A+ Funds	2/1/2018
<a href="#">SAC-Agenda-Form-10-18-17.pdf</a>	October	A+ Funds	2/1/2018
<a href="#">SAC-A+-Subcommittee-for-Special-Cases-Minutes-2017.pdf</a>	December	A+ Funds	2/1/2018
<a href="#">SAC-A+-Subcommittee-for-Special-Cases-Sign-In-2017.pdf</a>	December	A+ Funds	2/1/2018
<a href="#">SAC-PSD-Community-Forum-Sign-In-2017.pdf</a>	December	Waiver Application	2/1/2018
<a href="#">SAC-PSD-Community-Forum-Minutes-2017.pdf</a>	December	Waiver Application	2/1/2018
<a href="#">SAC-A+-Ballot-Approval-2017.pdf</a>	November	A+ Funds	2/1/2018
<a href="#">SAC-PSD-Waiver-Vote-Member-Roll-Call-2017.pdf</a>	November	Waiver Application	2/1/2018
<a href="#">SAC-A+-Funds-Member-Roll-Call-2017.pdf</a>	November	A+ Funds	2/1/2018
<a href="#">SAC-A+-Funds-Voting-Results-2017.pdf</a>	December	A+ Funds	2/1/2018
<a href="#">SAC-Minutes-Nov-2017.pdf</a>	November	A+ Funds	2/1/2018
<a href="#">SAC-Minutes-Oct-2017.pdf</a>	October	A+ Funds	2/1/2018
<a href="#">SAC-Sign-In-Sheet-Jan-2017-Mtg.pdf</a>	February	None	2/1/2018
<a href="#">SAC-Sign-In-Sheet-Dec-2017-Mtg.pdf</a>	December	Monitored	2/1/2018
<a href="#">SAC-Sign-In-Sheet-Nov-2017-Mtg.pdf</a>	November	A+ Funds	2/1/2018
<a href="#">SAC-Sign-In-Sheet-Oct-2017-Mtg.pdf</a>	October	SAC ByLaws	2/1/2018
<a href="#">Western-HS-SAC-Membership.pdf</a>	December	None	12/1/2017
<a href="#">Western-HS-SAF-Bylaws.docx</a>	November	SAF ByLaws	11/3/2017
<a href="#">Approved-Amendment-to-2017-18-By-Laws.pdf</a>	October	SAC ByLaws	10/28/2017
<a href="#">SAC-ByLaws-2017-18.pdf</a>	October	SAC ByLaws	10/28/2017
<a href="#">Western-HS-Self-Assessment-1718.pdf</a>	October	None	10/27/2017
<a href="#">SAC-Minutes---May-10,-2017.doc</a>	May	Monitored	10/26/2017
<a href="#">SAC-Agenda-Form-10-18-17.pdf</a>	October	SAC ByLaws	10/26/2017
<a href="#">WHS-2017-18-SAC-Meeting-Schedule.pdf</a>	October	None	10/13/2017

## BEST PRACTICE #4

### Scaling Up BEST Practices

#### CONTINUOUS IMPROVEMENT

School improvement is based on a continuous improvement model, using research-based accepted best practices, which align with student achievement needs, insure student progress, and may be revised when appropriate.

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
7	642	12 of 60	5	87	174

#### GOALS

**How does the school ensure classroom instruction is aligned to grade-level Florida Standards? What evidence is collected to ensure that classroom instruction is aligned to grade-level standards?**

Western High School strives to maintain instruction that is aligned to grade-level Florida Standards through the use of Professional Learning Communities (PLCs); whereby

the teachers in each and every subject area consistently meet and evaluate the delivery of instructional content and the alignment thereof to applicable Florida Standards for the respective grade-levels as set forth in PALMS.

**In addition to using texts from core, supplemental, and intervention programs, how does the school ensure students have access to informational text for each content area in a variety of mediums?**

Students at Western High School are ensured to have access to informational text for each content area in a variety of mediums, including but not limited to, text, video, animation, and audio files; as available in an online service called Canvas. Textbook publishers make available various formats of its content on the internet, through a specific portal for student use; and this is also merged into our Single Sign-One launchpad available to all students at Western High School.

**As evidenced in the SES Band Data, which content area(s) will be the focus for improving student achievement and why was this area chosen?**

Western High School has identified that the lowest 25% quartile for both reading and math remain our greatest areas of concern and have the greatest need for remediation. Attention for these two areas have not been in the focus for improvement strategy, but now have attracted the most critical attention.

**What specific BEST Practice(s) will be implemented or scaled-up to improve teaching and learning in order to increase performance within the SES Band?**

Students identified in our lowest 25% quartile will be pulled from time to time for remediation in reading and math; or when these students represent the largest segment of a given class, a visit from a specialized reading or math coach will be used to bolster instruction that is being delivered in classes that are not traditional math or reading classes. Students will be repeatedly assessed and remediated whenever the possibility exists to help improve scores and the use of CARE cycles will be implemented by all teachers that have these students in their respective classrooms.

**Describe in detail how the BEST Practice(s) will be scaled-up**

Teachers with the greatest amount of success factors, as identified in student assessment, will share Best Practices with the others in their respective PLCs toward duplicating the successful strategies with thier colleagues. Feedback from contributing members of the PLCs will help to improve those Best Practices to aid in scaling-up the procedures to make them more effective and efficiently utilized by all members in the PLC. Most importantly, weekly PLC meetings will provide the opportunity for colleagues to meet and revise or otherwise modify the plans to increase effectiveness among our lowest 25% quartile students. Any barriers that are discovered will be discussed, reviewed and eliminated by the implementation of greater improvements in the plan to overcome the perceived strategies.

**Please complete this section based on 2017-2018 end-of-year results.**

**Instructional Implications: Discuss the success of specific strategies/activities and provide a rationale as to why those academic improvements occurred as a result of those strategies.**

It appears from the incoming datamarks from the 2017-2018 school year that our strategies/activities that were implemented as prescribed hereinabove have all contributed to enhanced student performance as a whole. PLC's were effective toward enabling teachers of the various curricula to collaborate and establish more effective instructional activities in each classroom. We look forward in the coming year to tweaking the strategies and activities in a way that can increase efficiency and performance further.

**STRATEGIES & ACTIVITIES**

Strategies	Persons responsible	Deadline	Professional Development	Budget
WriteScore Program Writing Analysis using Software	Ms. Fritz & Baker	5/1/2018	Professional Learning Communities in Writing-- meet to discuss item analysis and next steps.	\$3,183 from Accountability Funds
Instructional Focus Calendar for Literacy	Missy Jones, Assistant Principal	6/1/2018	Reading across the curriculum	\$0.00
Push-In and Pull-Out of students during regularly scheduled class periods for enhanced instruction.	Reading Coach	4/4/2018	Reading across the curriculum	\$0.00
after-school tutoring is offered twice weekly and attendance of all students is tracked and Saturday study sessions will begin March 5, 2018 for a total of 6 sessions.	Christine Graf, Assistant Principal	5/31/2018	Professional Learning Communities in Algebra 1, Geometry, and Algebra 2 meet to discuss item analysis and next steps.	\$2,500 from Accountability Funds