

Wakulla County Schools

Wakulla High School



2015-16 School Improvement Plan

Wakulla High School

3237 COASTAL HWY, Crawfordville, FL 32327

aehs.wcsb.us

School Demographics

School Type

High

2014-15 Title I School

No

2015-16 Economically Disadvantaged (FRL) Rate
 (As Reported on Survey 2)

44%

Alternative/ESE Center

No

Charter School

No

2015-16 Minority Rate
 (Reported as Non-white on Survey 2)

18%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	B	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 was approved by the Wakulla County School Board on 10/19/2015.

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	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Wakulla High School is to provide an educational program in a safe environment that contributes to the development of each student emotionally, academically, and physically in order for him or her to successfully function in our continually changing, diverse society.

Provide the school's vision statement

The vision is that the majority of the students will graduate from Wakulla High School with not just a diploma, but also with the technical knowledge, the academic skills, and the personal qualities needed for future success.

School Environment

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

After school groups exist with teacher sponsors to help build rapport with students. In addition, performance based events among coaches/directors/teachers/administration are also available. Student culture is discovered through one-on-one interaction between students and school faculty and staff, and celebrated in the decoration of the halls and student work submitted for evaluation. Examples of this include student writing and student feedback.

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

Wakulla High School provides before and after school supervision for all students. A school resource officer is on campus at all times, and the interior and exterior of the school are protected by surveillance cameras. All visitors must sign in at the front office, and wear a visible "Visitor" badge. Students have the option of meeting with an administrator anytime, to present problems or concerns, or are welcome to have their opinions/concerns heard during a School Advisory Council meeting. In addition, students are given an opportunity to voice their concerns regarding safety in taking the School Climate Survey, which addresses this issue.

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

In addition to an established Student Code of Conduct Handbook, each teacher establishes rules for their own classroom. Teachers monitor student behavior in each class, and may write a referral on any student not adhering to the rules. Once a referral has been submitted, one of the Assistant Principals/Discipline will meet with the student to determine the appropriate action. The administration meets annually with each class level to reemphasize school-wide behavioral expectations.

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

Wakulla High School offers individual counseling through our Guidance department. In addition, students may request outside counseling services through a program called New Horizons, which

provides more specialized counseling for student problems. On staff, WHS employs 4 guidance counselors and a certified social worker, along with community sources available to WHS 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

WHS AP/Discipline does a periodic review of data to develop an At-Risk student watch list. Criteria includes:

- FAIR testing results; SRI (Intensive Reading); Math EOC FCAT data; GPA; Earned Credits; report card grades; attendance; discipline; Fall/Spring retake scores; classroom performance and writing samples.

Indicators are: Attendance below 90%, regardless of whether absence is excused or a result of out-of-school suspension; One or more suspensions, whether in school or out of school; Course failure in English Language Arts or mathematics; A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics.

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	76	91	75	128	370
One or more suspensions	73	51	39	29	192
Course failure in ELA or Math	8	5	7	0	20
Level 1 on statewide assessment	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	18	18	14	5	55

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

Response to Intervention is started with students who demonstrate these risk factors.

For students who have failed an ELA or math class, or scored a Level 1 on a statewide assessment, WHS requires those students to take Intensive Reading, Intensive Math, Read 180 or a double block of reading or math classes.

Regarding attendance, WHS uses a telephone alert system to notify parents of students' absences, and also students are entered onto an At-Risk Watch list, monitored by the AP/Discipline.

The most severely at-risk students go into a probationary program, where their attendance, GPA and discipline are reviewed with an administrator quarterly.

WHS uses detentions and in-school suspension as a disciplinary precursor to out-of-school suspensions. Short-term disciplinary placement at Sopchoppy Education Center not to exceed 10 days maybe offered in lieu of out-of-school suspension.

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

During the school year, WHS conducts parent meetings for various programs, such as Medical Academy, STEM, AVID, dual enrollment and incoming 9th graders. The school disseminates information to parents via the quarterly school newsletter, school website and quarterly grade progress reports.

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

Athletic and extracurricular booster programs continually connect with the community, providing information and gaining support. In addition, administration reaches out to local businesses for donations and volunteer participation with school activities. The School Advisory Council also consists of parents and community members which provide assistance to the school and students alike.

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
Lohmeyer, Sherry	Dean
Barwick, Mike	Principal
Griffin, Tolar	Assistant Principal
Tucker, Priscilla	Dean
Graham, Johnny	Assistant Principal

Duties

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

The principal is an integral part of SAC and gives input based on feedback from faculty, staff and community members to the creation of the SIP. The principal ultimately oversees the MTSS. The assistant principals are in charge of curriculum and discipline, and lead the MTSS process. The SAC chair oversees inputting of SIP information, quarterly SAC meetings, and disbursement of school improvement funds through the School Advisory Council.

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

Response to Intervention Tier I support is implemented across the school. Departments meet once a month to discuss changes in curriculum and student progress. Department heads report back to school administration on teachers needs. Associate Deans Sherry Lohmeyer and Priscilla Tucker are in charge of academic RtI, while AP Tolar Griffin is responsible for disciplinary RtI. Meetings are held with individual teachers as needed.

The District Office will distribute federal, state, and local funds, services and programs to each school. Should the need arise for distribution of SAC school based funds, the committee will take the issue under advisement for further review.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Michael Barwick	Principal
Shari Evans	Teacher
Beth Piotrowski	Parent
Shana Langston	Business/Community
Sheryl Smythe	Business/Community
Ana Smith	Teacher
Freebeau Swindle	Teacher
Hilly Slater	Education Support Employee
Herbert Franklin	Student
Kaysha Harper	Student
Chris Oglesby	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

The Wakulla High School School Advisory Council met in May 2015 to review last year's SIP, in anticipation of creating the 2015/2016 SIP. In view of no data being received, nor anticipated to be received prior to approval of the 2015/16 plan, SAC voted to continue with previous years' expenditures for: newsletter, student planners and curriculum guides/course request sheets.

Development of this school improvement plan

The SAC reviews the School Improvement Plan and makes suggestions as to how the plan may be used to enhance parent/community involvement. All goals are set by members of the School Leadership Team, but are also reviewed by SAC for appropriateness regarding student achievement.

Preparation of the school's annual budget and plan

Other than providing funds when available for student/teacher/school use, SAC does not participate in the preparation of the school's annual budget.

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

The SAC will spend approximately \$2,000 for student planners to be distributed to every WHS student. In addition, the SAC will also allocate approximately \$1,100 for student curriculum guides. Additional funds, in the amount of approximately \$2,500 may be distributed to teachers by request for classroom use.

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
Barwick, Mike	Principal
Gentry, Angie	Instructional Coach
House, Melinda	Instructional Coach
Lohmeyer, Sherry	Dean

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team is comprised of the principal, associate dean of instruction, the reading coach, the writing coach, department heads and one teacher from each department. Lesson study, close and careful reading strategies, alignment with Florida State Standards, along with continuing to monitor the summer reading program.

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

Wakulla High School promotes collaborative planning and instruction between teachers and departments through the Medical Academy, Engineering Academy, STEM and AVID programs. Teachers employ lesson study, AVID Strategy Walk, and team building activities outside of school.

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

Director of Personnel seeks qualified applicants for openings on an ongoing basis, including use of our Districts website. In addition, she oversees the Teacher Mentoring Program, New Teacher Survival Training and Leadership Program.

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

All new teachers are assigned a trained mentor teacher within their same curriculum area. New teachers are also expected to attend New Teacher Training, receive ongoing assistance from their mentor, and attend regular meetings with their mentor.

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

The District has adopted programs from the State to assure materials are aligned with Florida State Standards. The curriculum development materials are checked and correlated to current standards to assure alignment.

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

WHS provides multi-year data on every student via FOCUS program. Every teacher reviews student historical data; students are placed in intensive reading/math classes as warranted by test scores, based on the level of student performance. If data indicates, students may be placed in a double block class for additional instruction in reading and math. In addition, the program "Performance Matters" is also used to access student data - past and present.

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: Summer Program

Minutes added to school year:

Classes are offered during the summer months to assist students with instruction in areas of unsuccessful completion during the regular school year. Math, science, history and english are offered through a computer based credit recovery program, while other math and reading classes are taught in a classroom environment.

Teachers attend Advanced Placement workshops for instruction on class implementation; teacher collaboration in the areas of math, science and history, preparing for End of Course exam instruction.

Strategy Rationale

Enable students to successfully recover a course in which they previously did poorly; and obtain necessary credits for graduation.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Tucker, Priscilla, priscilla.tucker@wcsb.us

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

Data is collected through the various test scores, as those are returned to the school at the end of the summer. The success rate of those students who have had an opportunity during the summer to be remediated determines the success and effectiveness of this strategy.

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

Wakulla High School provides a voluntary summer orientation/reading program for incoming 9th graders. WHS staff visits the district middle schools to provide guidance in curriculum and individualized scheduling. Incoming 9th graders also have multiple opportunities to visit and tour the high school.

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

Wakulla High School has four guidance counselors, completes individual scheduling with every student, schedules individual college visits, as well as a college and career fair, and counseling throughout the year. WHS also conducts several parent nights throughout the year.

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

Wakulla High School has the NJROTC, a Medical Academy, an Engineering Academy, the STEM program which is the Gifted/Talented program through PAEC, an AVID program, Advanced Placement program, dual enrollment, and vocational classes such as culinary arts, carpentry, welding and automotive technology. These programs allow students to enroll in courses that will earn them articulated credit and provide meaningful experience for post secondary work.

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

The strategies implemented at Wakulla High School are: the AVID program, Advanced Placement classes, PSAT testing, PERT testing, dual enrollment with local colleges and ACT/SAT prep. In addition, guidance counselors will be in the classrooms throughout the year for college preparation. WHS has also implemented vocational courses such as culinary arts, carpentry, welding, automotive technology and Computing for College and Career classes. If needed SAC funds could be used promote college/career readiness by helping students test without cost.

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

Review of the High School Feedback Report allows strategies to be developed in needed areas. Additional courses and testing are added based on student need for postsecondary success. In addition, WHS previously added automotive technology and welding courses to increase student readiness for success.

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:

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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.** 75% of 9th and 10th grade students will score at or above grade level on the Florida State Assessment for English Language Arts.
- G2.** 90% of all grade level students will pass reading on the FAA
- G3.** If learning gains are calculated by the state, 66% of students in the lowest 25% will make learning gains on Florida State Assessment for English Language Arts.
- G4.** 80% of students will score at Level 3 or above on the Biology EOC
- G5.** 90% of students will pass FAA math.
- G6.** 79% of Geometry students and 60% of Algebra students will score proficient on their specific math EOC.
- G7.** 90% of students will score at level 4 or above on the science portion of the FAA

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. 75% of 9th and 10th grade students will score at or above grade level on the Florida State Assessment for English Language Arts. **1a**

G069658

Targets Supported **1b**

Indicator	Annual Target
FSA English Language Arts - Achievement	75.0

Resources Available to Support the Goal **2**

- The WHS Reading Coach and Writing Coach will provide assistance to teachers and students through various means to increase overall performance on Florida State Assessment - English Language Arts. In addition, lower level students will use the Read 180 program for a dual class period, and previously non-passing students will take an Intensive Reading class or be placed in an English/Reading in the Content Area class.

Targeted Barriers to Achieving the Goal **3**

- Text Comprehension
- Teacher Training
- Student Attendance
- Student Writing

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

Evaluate scores from the student standardized tests

Person Responsible

Mike Barwick

Schedule

Annually, from 8/20/2015 to 6/8/2016

Evidence of Completion

Reporting to Superintendent

G2. 90% of all grade level students will pass reading on the FAA 1a

G069659

Targets Supported 1b

Indicator	Annual Target
FAA Reading Proficiency	90.0

Resources Available to Support the Goal 2

- The WHS Reading Coach will provide assistance to teachers and students through various means to increase overall performance on FAA reading.

Targeted Barriers to Achieving the Goal 3

- Text Comprehension

Plan to Monitor Progress Toward G2. 8

Evaluate scores from the student standardized tests

Person Responsible

Mike Barwick

Schedule

Annually, from 8/20/2015 to 6/8/2016

Evidence of Completion

Reporting to Superintendent

G3. If learning gains are calculated by the state, 66% of students in the lowest 25% will make learning gains on Florida State Assessment for English Language Arts. 1a

G069660

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	66.0

Resources Available to Support the Goal 2

- The WHS Reading Coach and Writing Coach will provide assistance to teachers and students through various means to increase overall performance on Florida State Assessment English Language Arts. In addition, lower level students will use the Read 180 program for a dual class period, and previously non-passing students will take an Intensive Reading class, or possibly be placed in an English/Reading in the Content Area class.

Targeted Barriers to Achieving the Goal 3

- Text Comprehension
- Student Attendance

Plan to Monitor Progress Toward G3. 8

Evaluate scores from the student standardized tests

Person Responsible

Mike Barwick

Schedule

Annually, from 8/20/2015 to 6/8/2016

Evidence of Completion

Reporting to Superintendent

G4. 80% of students will score at Level 3 or above on the Biology EOC 1a

G069661

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	80.0

Resources Available to Support the Goal 2

- Instruction from both the reading and writing coach will be available for teachers to increase their knowledge of Close and Careful reading strategies.

Targeted Barriers to Achieving the Goal 3

- Text Comprehension

Plan to Monitor Progress Toward G4. 8

Evaluate scores from the student standardized tests

Person Responsible

Mike Barwick

Schedule

Semiannually, from 8/20/2015 to 6/8/2016

Evidence of Completion

Reporting to Superintendent

G5. 90% of students will pass FAA math. 1a

G069662

Targets Supported 1b

Indicator	Annual Target
FAA Mathematics Achievement	90.0

Resources Available to Support the Goal 2

- Textbooks, computer based program for student use, after-school tutoring

Targeted Barriers to Achieving the Goal 3

- Meeting the unique individualized needs of each student with a disability seeking a special diploma

Plan to Monitor Progress Toward G5. 8

Progress Monitoring

Person Responsible

Mike Barwick

Schedule

Annually, from 8/20/2015 to 6/8/2016

Evidence of Completion

Alternate Assessment scores

G6. 79% of Geometry students and 60% of Algebra students will score proficient on their specific math EOC. 1a

G069663

Targets Supported 1b

Indicator	Annual Target
Geometry EOC Pass Rate	79.0
Algebra I EOC Pass Rate	60.0

Resources Available to Support the Goal 2

- Textbooks, computer based program for student use, after-school tutoring

Targeted Barriers to Achieving the Goal 3

- Gaps in students understanding of the basics of Algebra

Plan to Monitor Progress Toward G6. 8

Number of students attending tutoring

Person Responsible

Mike Barwick

Schedule

Weekly, from 6/15/2016 to 7/28/2016

Evidence of Completion

EOC scores

G7. 90% of students will score at level 4 or above on the science portion of the FAA 1a

G069664

Targets Supported 1b

Indicator	Annual Target
FAA Science Proficiency	90.0

Resources Available to Support the Goal 2

- Textbooks, computer based program for student use, after-school tutoring

Targeted Barriers to Achieving the Goal 3

- Meeting the unique individualized needs of each student with a disability seeking a special diploma

Plan to Monitor Progress Toward G7. 8

Progress Monitoring

Person Responsible

Mike Barwick

Schedule

Annually, from 8/20/2015 to 6/8/2016

Evidence of Completion

Florida Alternate Assessment scores

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. 75% of 9th and 10th grade students will score at or above grade level on the Florida State Assessment for English Language Arts. **1**

 G069658

G1.B1 Text Comprehension **2**

 B181192

G1.B1.S1 Close and Careful reading strategies and other critical reading strategies will be implemented in content areas. **4**

 S192610

Strategy Rationale

This will assist students in improving reading comprehension.

Action Step 1 **5**

In addition to instruction from the Reading Coach, teachers will use the following text:
Critical Reading: Deep Reading Strategies for Expository Texts.

Person Responsible

Mike Barwick

Schedule

Annually, from 8/20/2015 to 6/8/2016

Evidence of Completion

In addition to the results of the standardized assessment, every teacher will be responsible for turning in (as directed) to the Associate Dean of Instruction class assignments indicating close and careful reading.

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

Class assignment as directed from each teacher indicating Close and Careful reading

Person Responsible

Sherry Lohmeyer

Schedule

Annually, from 8/20/2015 to 6/8/2016

Evidence of Completion

Classroom assignment submitted for review

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

Standardized test scores

Person Responsible

Mike Barwick


Schedule

Annually, from 8/20/2015 to 6/8/2016

Evidence of Completion

Public reporting of scores

G1.B2 Teacher Training 2

 B181193

G1.B2.S1 Teachers will continue to be trained through Professional Development workshops. 4

 S192611

Strategy Rationale

Teachers who have had more training in this area will be better able to serve students.

Action Step 1 5

Teachers will be given Professional Development to increase their ability to assist students with Close and Careful reading strategies.

Person Responsible

Mike Barwick

Schedule

Annually, from 8/20/2015 to 6/8/2016

Evidence of Completion

Sign in to Professional Development

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Teachers will be required to sign in during Professional Development to prove attendance.

Person Responsible

Mike Barwick

Schedule

Annually, from 8/20/2015 to 6/8/2016

Evidence of Completion

Sign in sheet

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Teachers will be required to submit one class set of Close and Careful Reading essays as required.

Person Responsible

Sherry Lohmeyer


Schedule

Annually, from 8/20/2015 to 6/8/2016

Evidence of Completion

Class set of essays from each teacher as required.

G1.B3 Student Attendance 2

 B181194

G1.B3.S1 WHS will continue use of telephone system to inform parents of student absences. 4

 S192612

Strategy Rationale

If parents are informed when students are absent, it may help prevent further absences.

Action Step 1 5

When a student is reported absent, the automatic telephone system will notify the parent of the student's absence.

Person Responsible

Mike Barwick

Schedule

Daily, from 8/20/2015 to 6/8/2016

Evidence of Completion

Automated telephone report generated at the end of each day.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

The attendance clerk and Assistant Principal of Discipline meet daily to discuss absenteeism.

Person Responsible

Tolar Griffin

Schedule

Daily, from 8/20/2015 to 6/8/2016

Evidence of Completion

Attendance and skip list records are monitored daily, and reconciled with daily call report.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Quarterly review of absenteeism

Person Responsible

Tolar Griffin

Schedule

Quarterly, from 8/20/2015 to 6/8/2016

Evidence of Completion

Attendance appeal committee notes and attendance data

G1.B4 Student Writing 2

B181195

G1.B4.S1 Implement Write Score program, along with Wakulla Writes program, to increase students' writing ability in the Close and Careful Reading area. 4

S192613

Strategy Rationale

When students exhibit better writing skills, reading comprehension will increase.

Action Step 1 5

WHS will purchase and implement once a year the Write Score program for evaluating student essays; additionally, Wakulla Writes will be given twice during the school year prior to the FSA writing test.

Person Responsible

Mike Barwick

Schedule

Every 2 Months, from 8/20/2015 to 6/8/2016

Evidence of Completion

Essay evaluations/scores as received from Write Score; essay evaluations/scores from WHS English teachers grading Wakulla Writes essays.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Student essays will be submitted immediately, electronically, to the Write Score evaluators. Wakulla Writes essays will be given to WHS English teachers for review and scoring.

Person Responsible

Mike Barwick

Schedule

Every 2 Months, from 8/20/2015 to 6/8/2016

Evidence of Completion

Write Score will send an evaluation report on each student essay submitted. WHS English teachers will provide a review and score of Wakulla Writes essays.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Teachers and administrators will review overall Write Score reports and Wakulla Writes scoring for all student essays.

Person Responsible

Mike Barwick

Schedule

Every 2 Months, from 8/20/2015 to 6/8/2016


Evidence of Completion

Write Score and Wakulla Writes evaluation/score reports.

G2. 90% of all grade level students will pass reading on the FAA 1

 G069659

G2.B1 Text Comprehension 2

 B181196

G2.B1.S1 Close and Careful reading strategies and other critical reading strategies will be implemented in content areas. 4

 S192614

Strategy Rationale

Increased use of reading strategies will increase student performance.

Action Step 1 5

In addition to instruction from the Reading Coach and Writing Coach, teachers will use the following text:

Critical Reading: Deep Reading Strategies for Expository Texts.

Person Responsible

Mike Barwick

Schedule

Annually, from 8/20/2015 to 6/8/2016

Evidence of Completion

In addition to the results of the standardized assessment, every teacher will be responsible for turning in to Associate Dean of Instruction, one class assignment indicating close and careful reading, as requested. Additional resources to be purchased by SAC if deemed necessary and funds are available.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

One classroom assignment from each teacher indicating Close and Careful reading as requested.

Person Responsible

Sherry Lohmeyer

Schedule

Annually, from 8/20/2015 to 6/8/2016

Evidence of Completion

Classroom assignment submitted for review

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Standardized test scores

Person Responsible

Mike Barwick

Schedule

Annually, from 8/20/2015 to 6/8/2016

Evidence of Completion

Public reporting of scores

G3. If learning gains are calculated by the state, 66% of students in the lowest 25% will make learning gains on Florida State Assessment for English Language Arts. 1

G069660

G3.B1 Text Comprehension 2

B181199

G3.B1.S1 Close and Careful reading strategies and other critical reading strategies will be implemented in content areas. 4

S192617

Strategy Rationale

Students learning more strategies for reading comprehension will be more successful in standardized testing and classes overall.

Action Step 1 5

In addition to instruction from the Reading Coach, teachers will use the following text:
Critical Reading: Deep Reading Strategies for Expository Texts.

Person Responsible

Mike Barwick

Schedule

Annually, from 8/20/2015 to 6/8/2016

Evidence of Completion

In addition to the results of the standardized assessment, every teacher will be responsible for turning in to the Associate Dean of Instruction, one class assignment indicating close and careful reading as requested.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

One classroom assignment from each teacher indicating Close and Careful reading as requested.

Person Responsible

Sherry Lohmeyer

Schedule

Annually, from 8/20/2015 to 6/8/2016

Evidence of Completion

Classroom assignment submitted for review

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Standardized test scores

Person Responsible

Mike Barwick


Schedule

Annually, from 8/20/2015 to 6/8/2016

Evidence of Completion

Public reporting of scores

G3.B3 Student Attendance 2

 B181201

G3.B3.S1 WHS will continue use of telephone system to inform parents of student absences. 4

 S192619

Strategy Rationale

If parents are informed when students are absent, it may help prevent further absences.

Action Step 1 5

Student attendance will be monitored by the AP of Discipline and the attendance clerk.

Person Responsible

Tolar Griffin

Schedule

Daily, from 8/20/2015 to 6/8/2016

Evidence of Completion

FOCUS attendance report

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

AP of Discipline will oversee the inputting of attendance data by attendance clerk.

Person Responsible

Tolar Griffin

Schedule

Daily, from 8/20/2015 to 6/8/2016

Evidence of Completion

Daily attendance report

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Students with excessive absenteeism will be monitored with a probationary program.

Person Responsible

Tolar Griffin

Schedule

Quarterly, from 8/20/2015 to 6/8/2016

Evidence of Completion

FOCUS attendance report

G4. 80% of students will score at Level 3 or above on the Biology EOC 1

G069661

G4.B1 Text Comprehension 2

B181202

G4.B1.S1 Close and Careful reading strategies and other critical reading strategies will be implemented in content areas. 4

S192620

Strategy Rationale

Additional reading strategies will enable students to comprehend complex science texts.

Action Step 1 5

In addition to instruction from the Reading Coach, teachers will use the following text:
Critical Reading: Deep Reading Strategies for Expository Texts.

Person Responsible

Sherry Lohmeyer

Schedule

Annually, from 8/20/2015 to 6/8/2016

Evidence of Completion

In addition to the results of the standardized assessment, every teacher will be responsible for turning in to AP/Curriculum, one class assignment indicating close and careful reading.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

One classroom assignment from each teacher indicating Close and Careful reading

Person Responsible

Sherry Lohmeyer

Schedule

Annually, from 8/20/2015 to 6/8/2016

Evidence of Completion

Classroom assignment submitted for review

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Standardized test scores

Person Responsible

Mike Barwick

Schedule

Semiannually, from 8/20/2015 to 6/8/2016

Evidence of Completion

Public reporting of scores

G5. 90% of students will pass FAA math. 1


 G069662

G5.B4 Meeting the unique individualized needs of each student with a disability seeking a special diploma

2

 B181208

G5.B4.S1 As determined by IEP 4

 S192628

Strategy Rationale

Each students' education is guided by their IEP.

Action Step 1 5

Creation of IEP

Person Responsible

Tolar Griffin

Schedule

Annually, from 8/20/2015 to 6/8/2016

Evidence of Completion

The IEP

Plan to Monitor Fidelity of Implementation of G5.B4.S1 6

The IEP

Person Responsible

Mike Barwick

Schedule

Annually, from 8/20/2015 to 6/8/2016

Evidence of Completion

Alternate Assessment

Plan to Monitor Effectiveness of Implementation of G5.B4.S1 7

The IEP

Person Responsible

Mike Barwick

Schedule


Annually, from 8/20/2015 to 6/8/2016

Evidence of Completion

Alternate Assessment

G6. 79% of Geometry students and 60% of Algebra students will score proficient on their specific math EOC.

1

 G069663

G6.B3 Gaps in students understanding of the basics of Algebra 2

 B181211

G6.B3.S1 After-school tutoring provided by Algebra teachers and National Honor Society members 4

 S192629

Strategy Rationale

After school tutoring will increase student understanding of math.

Action Step 1 5

After school tutoring will be scheduled by Algebra teachers.

Person Responsible

Mike Barwick

Schedule

Weekly, from 8/20/2015 to 6/8/2016

Evidence of Completion

Students attending after school tutoring will sign in.

Action Step 2 5

Provide one-on-one tutoring

Person Responsible

Mike Barwick

Schedule

Weekly, from 8/18/2014 to 6/9/2015

Evidence of Completion

EOC assessment

Plan to Monitor Fidelity of Implementation of G6.B3.S1 6

Receive data on attendance of students in tutoring

Person Responsible

Mike Barwick

Schedule

Weekly, from 8/20/2015 to 6/8/2016

Evidence of Completion

Number of students participating in tutoring

Plan to Monitor Effectiveness of Implementation of G6.B3.S1 7

Students reporting for tutoring

Person Responsible

Mike Barwick

Schedule

Weekly, from 8/20/2015 to 6/8/2016

Evidence of Completion

EOC scores

G6.B3.S2 Summer school classes held in Algebra 1 and Geometry 4

 S192630

Strategy Rationale

Students will benefit from additional instruction provided during the summer.

Action Step 1 5

Summer classes will be held in math subjects to increase comprehension.

Person Responsible

Mike Barwick

Schedule

Annually, from 6/15/2016 to 7/28/2016

Evidence of Completion

Enrollment of summer school students.

Plan to Monitor Fidelity of Implementation of G6.B3.S2 6

Summer school attendance will be taken and administration will ensure the curriculum for the summer classes.

Person Responsible

Sherry Lohmeyer

Schedule

Annually, from 6/15/2016 to 7/28/2016

Evidence of Completion

Summer school attendance will be monitored and the curriculum reviewed by lesson plans.

Plan to Monitor Effectiveness of Implementation of G6.B3.S2 7

Students will be placed in classes based on their previous grade or EOC score.

Person Responsible

Priscilla Tucker


Schedule

Annually, from 8/20/2015 to 6/8/2016

Evidence of Completion

Review of students' subsequent EOC scores.

G7. 90% of students will score at level 4 or above on the science portion of the FAA 1

 G069664

G7.B4 Meeting the unique individualized needs of each student with a disability seeking a special diploma 2

 B181215

G7.B4.S1 As determined by IEP 4

 S192637

Strategy Rationale

Each IEP is individualized to meet the students needs.

Action Step 1 5

Creation of IEP

Person Responsible

Tolar Griffin

Schedule

Annually, from 8/20/2015 to 6/8/2016

Evidence of Completion

The IEP

Plan to Monitor Fidelity of Implementation of G7.B4.S1 6

The IEP

Person Responsible

Mike Barwick

Schedule

Annually, from 8/20/2015 to 6/8/2016

Evidence of Completion

Florida Alternate Assessment

Plan to Monitor Effectiveness of Implementation of G7.B4.S1 7

The IEP

Person Responsible

Mike Barwick

Schedule

Annually, from 8/20/2015 to 6/8/2016

Evidence of Completion

Florida Alternate Assessment

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	In addition to instruction from the Reading Coach, teachers will use the following text: Critical Reading: Deep Reading Strategies for Expository Texts.	Barwick, Mike	8/20/2015	In addition to the results of the standardized assessment, every teacher will be responsible for turning in (as directed) to the Associate Dean of Instruction class assignments indicating close and careful reading.	6/8/2016 annually
G1.B2.S1.A1	Teachers will be given Professional Development to increase their ability to assist students with Close and Careful reading strategies.	Barwick, Mike	8/20/2015	Sign in to Professional Development	6/8/2016 annually
G1.B3.S1.A1	When a student is reported absent, the automatic telephone system will notify the parent of the student's absence.	Barwick, Mike	8/20/2015	Automated telephone report generated at the end of each day.	6/8/2016 daily
G1.B4.S1.A1	WHS will purchase and implement once a year the Write Score program for evaluating student essays; additionally, Wakulla Writes will be	Barwick, Mike	8/20/2015	Essay evaluations/scores as received from Write Score; essay evaluations/scores from WHS English teachers grading Wakulla Writes essays.	6/8/2016 every-2-months

Wakulla - 0071 - Wakulla High School - 2015-16 SIP
Wakulla High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	given twice during the school year prior to the FSA writing test.				
G2.B1.S1.A1	In addition to instruction from the Reading Coach and Writing Coach, teachers will use the following text: Critical Reading: Deep Reading Strategies for Expository Texts.	Barwick, Mike	8/20/2015	In addition to the results of the standardized assessment, every teacher will be responsible for turning in to Associate Dean of Instruction, one class assignment indicating close and careful reading, as requested. Additional resources to be purchased by SAC if deemed necessary and funds are available.	6/8/2016 annually
G3.B1.S1.A1	In addition to instruction from the Reading Coach, teachers will use the following text: Critical Reading: Deep Reading Strategies for Expository Texts.	Barwick, Mike	8/20/2015	In addition to the results of the standardized assessment, every teacher will be responsible for turning in to the Associate Dean of Instruction, one class assignment indicating close and careful reading as requested.	6/8/2016 annually
G3.B3.S1.A1	Student attendance will be monitored by the AP of Discipline and the attendance clerk.	Griffin, Tolar	8/20/2015	FOCUS attendance report	6/8/2016 daily
G4.B1.S1.A1	In addition to instruction from the Reading Coach, teachers will use the following text: Critical Reading: Deep Reading Strategies for Expository Texts.	Lohmeyer, Sherry	8/20/2015	In addition to the results of the standardized assessment, every teacher will be responsible for turning in to AP/Curriculum, one class assignment indicating close and careful reading.	6/8/2016 annually
G5.B4.S1.A1	Creation of IEP	Griffin, Tolar	8/20/2015	The IEP	6/8/2016 annually
G6.B3.S1.A1	After school tutoring will be scheduled by Algebra teachers.	Barwick, Mike	8/20/2015	Students attending after school tutoring will sign in.	6/8/2016 weekly
G6.B3.S2.A1	Summer classes will be held in math subjects to increase comprehension.	Barwick, Mike	6/15/2016	Enrollment of summer school students.	7/28/2016 annually
G7.B4.S1.A1	Creation of IEP	Griffin, Tolar	8/20/2015	The IEP	6/8/2016 annually
G6.B3.S1.A2	Provide one-on-one tutoring	Barwick, Mike	8/18/2014	EOC assessment	6/9/2015 weekly
G1.MA1	Evaluate scores from the student standardized tests	Barwick, Mike	8/20/2015	Reporting to Superintendent	6/8/2016 annually
G1.B1.S1.MA1	Standardized test scores	Barwick, Mike	8/20/2015	Public reporting of scores	6/8/2016 annually
G1.B1.S1.MA1	Class assignment as directed from each teacher indicating Close and Careful reading	Lohmeyer, Sherry	8/20/2015	Classroom assignment submitted for review	6/8/2016 annually
G1.B2.S1.MA1	Teachers will be required to submit one class set of Close and Careful Reading essays as required.	Lohmeyer, Sherry	8/20/2015	Class set of essays from each teacher as required.	6/8/2016 annually
G1.B2.S1.MA1	Teachers will be required to sign in during Professional Development to prove attendance.	Barwick, Mike	8/20/2015	Sign in sheet	6/8/2016 annually
G1.B3.S1.MA1	Quarterly review of absenteeism	Griffin, Tolar	8/20/2015	Attendance appeal committee notes and attendance data	6/8/2016 quarterly
G1.B3.S1.MA1	The attendance clerk and Assistant Principal of Discipline meet daily to discuss absenteeism.	Griffin, Tolar	8/20/2015	Attendance and skip list records are monitored daily, and reconciled with daily call report.	6/8/2016 daily
G1.B4.S1.MA1	Teachers and administrators will review overall Write Score reports and Wakulla Writes scoring for all student essays.	Barwick, Mike	8/20/2015	Write Score and Wakulla Writes evaluation/score reports.	6/8/2016 every-2-months
G1.B4.S1.MA1	Student essays will be submitted immediately, electronically, to the	Barwick, Mike	8/20/2015	Write Score will send an evaluation report on each student essay	6/8/2016 every-2-months

Wakulla - 0071 - Wakulla High School - 2015-16 SIP
Wakulla High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	Write Score evaluators. Wakulla Writes essays will be given to WHS English teachers for review and scoring.			submitted. WHS English teachers will provide a review and score of Wakulla Writes essays.	
G2.MA1	Evaluate scores from the student standardized tests	Barwick, Mike	8/20/2015	Reporting to Superintendent	6/8/2016 annually
G2.B1.S1.MA1	Standardized test scores	Barwick, Mike	8/20/2015	Public reporting of scores	6/8/2016 annually
G2.B1.S1.MA1	One classroom assignment from each teacher indicating Close and Careful reading as requested.	Lohmeyer, Sherry	8/20/2015	Classroom assignment submitted for review	6/8/2016 annually
G3.MA1	Evaluate scores from the student standardized tests	Barwick, Mike	8/20/2015	Reporting to Superintendent	6/8/2016 annually
G3.B1.S1.MA1	Standardized test scores	Barwick, Mike	8/20/2015	Public reporting of scores	6/8/2016 annually
G3.B1.S1.MA1	One classroom assignment from each teacher indicating Close and Careful reading as requested.	Lohmeyer, Sherry	8/20/2015	Classroom assignment submitted for review	6/8/2016 annually
G3.B3.S1.MA1	Students with excessive absenteeism will be monitored with a probationary program.	Griffin, Tolar	8/20/2015	FOCUS attendance report	6/8/2016 quarterly
G3.B3.S1.MA1	AP of Discipline will oversee the inputting of attendance data by attendance clerk.	Griffin, Tolar	8/20/2015	Daily attendance report	6/8/2016 daily
G4.MA1	Evaluate scores from the student standardized tests	Barwick, Mike	8/20/2015	Reporting to Superintendent	6/8/2016 semiannually
G4.B1.S1.MA1	Standardized test scores	Barwick, Mike	8/20/2015	Public reporting of scores	6/8/2016 semiannually
G4.B1.S1.MA1	One classroom assignment from each teacher indicating Close and Careful reading	Lohmeyer, Sherry	8/20/2015	Classroom assignment submitted for review	6/8/2016 annually
G5.MA1	Progress Monitoring	Barwick, Mike	8/20/2015	Alternate Assessment scores	6/8/2016 annually
G5.B4.S1.MA1	The IEP	Barwick, Mike	8/20/2015	Alternate Assessment	6/8/2016 annually
G5.B4.S1.MA1	The IEP	Barwick, Mike	8/20/2015	Alternate Assessment	6/8/2016 annually
G6.MA1	Number of students attending tutoring	Barwick, Mike	6/15/2016	EOC scores	7/28/2016 weekly
G6.B3.S1.MA1	Students reporting for tutoring	Barwick, Mike	8/20/2015	EOC scores	6/8/2016 weekly
G6.B3.S1.MA1	Receive data on attendance of students in tutoring	Barwick, Mike	8/20/2015	Number of students participating in tutoring	6/8/2016 weekly
G6.B3.S2.MA1	Students will be placed in classes based on their previous grade or EOC score.	Tucker, Priscilla	8/20/2015	Review of students' subsequent EOC scores.	6/8/2016 annually
G6.B3.S2.MA1	Summer school attendance will be taken and administration will ensure the curriculum for the summer classes.	Lohmeyer, Sherry	6/15/2016	Summer school attendance will be monitored and the curriculum reviewed by lesson plans.	7/28/2016 annually
G7.MA1	Progress Monitoring	Barwick, Mike	8/20/2015	Florida Alternate Assessment scores	6/8/2016 annually
G7.B4.S1.MA1	The IEP	Barwick, Mike	8/20/2015	Florida Alternate Assessment	6/8/2016 annually
G7.B4.S1.MA1	The IEP	Barwick, Mike	8/20/2015	Florida Alternate Assessment	6/8/2016 annually

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.

G1. 75% of 9th and 10th grade students will score at or above grade level on the Florida State Assessment for English Language Arts.

G1.B2 Teacher Training

G1.B2.S1 Teachers will continue to be trained through Professional Development workshops.

PD Opportunity 1

Teachers will be given Professional Development to increase their ability to assist students with Close and Careful reading strategies.

Facilitator

Writing/Reading Coaches

Participants

School team members and additional teachers.

Schedule

Annually, from 8/20/2015 to 6/8/2016

G2. 90% of all grade level students will pass reading on the FAA

G2.B1 Text Comprehension

G2.B1.S1 Close and Careful reading strategies and other critical reading strategies will be implemented in content areas.

PD Opportunity 1

In addition to instruction from the Reading Coach and Writing Coach, teachers will use the following text: Critical Reading: Deep Reading Strategies for Expository Texts.

Facilitator

Head of ESE department

Participants

All ESE teachers

Schedule

Annually, from 8/20/2015 to 6/8/2016

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	In addition to instruction from the Reading Coach, teachers will use the following text: Critical Reading: Deep Reading Strategies for Expository Texts.				\$36,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title II		\$36,000.00
<i>Notes: Writing Coach Salary</i>						
2	G1.B2.S1.A1	Teachers will be given Professional Development to increase their ability to assist students with Close and Careful reading strategies.				\$0.00
3	G1.B3.S1.A1	When a student is reported absent, the automatic telephone system will notify the parent of the student's absence.				\$0.00
4	G1.B4.S1.A1	WHS will purchase and implement once a year the Write Score program for evaluating student essays; additionally, Wakulla Writes will be given twice during the school year prior to the FSA writing test.				\$0.00
5	G2.B1.S1.A1	In addition to instruction from the Reading Coach and Writing Coach, teachers will use the following text: Critical Reading: Deep Reading Strategies for Expository Texts.				\$0.00
6	G3.B1.S1.A1	In addition to instruction from the Reading Coach, teachers will use the following text: Critical Reading: Deep Reading Strategies for Expository Texts.				\$50,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title II		\$50,000.00
<i>Notes: Reading Coach Salary</i>						
7	G3.B3.S1.A1	Student attendance will be monitored by the AP of Discipline and the attendance clerk.				\$0.00
8	G4.B1.S1.A1	In addition to instruction from the Reading Coach, teachers will use the following text: Critical Reading: Deep Reading Strategies for Expository Texts.				\$0.00
9	G5.B4.S1.A1	Creation of IEP				\$0.00
10	G6.B3.S1.A1	After school tutoring will be scheduled by Algebra teachers.				\$0.00
11	G6.B3.S1.A2	Provide one-on-one tutoring				\$0.00
12	G6.B3.S2.A1	Summer classes will be held in math subjects to increase comprehension.				\$0.00
13	G7.B4.S1.A1	Creation of IEP				\$0.00

Budget Data

Total:	\$86,000.00
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