

Wildwood Middle/ High School



2015-16 School Improvement Plan

Wildwood Middle/ High School

700 HUEY ST, Wildwood, FL 34785

www.sumter.k12.fl.us/schools/whs

School Demographics

School Type

High

2014-15 Title I School

No

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

81%

Alternative/ESE Center

No

Charter School

No

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

56%

School Grades History

Year
Grade

2014-15
C*

2013-14
D

2012-13
C

2011-12
B

**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 Sumter 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
Focus	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Wildwood Middle High School will provide a positive educational environment that promotes maximum learning opportunities through academic training and life experiences cultivated by the efforts of students, parents, faculty, and business partners.

Provide the school's vision statement

Wildwood Middle High School will provide a positive educational environment that promotes maximum learning opportunities through academic training and life experiences cultivated by the efforts of students, parents, faculty, and business partners.
"Believe in the Blue"

School Environment

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

The process by which the school learns about students' cultures is through reviewing student contact forms and having meaningful activities that focus on the student's culture to promote culture diversity and acceptance.

In addition, the principal is familiar with the background of the students. During preplanning, teachers were informed of the student background and also participated in a bus trip around the community. Teachers were exposed to the neighborhoods of where the students come from to provide the teacher's an understanding of the students and their community.

Teachers are encouraged to become familiar with the students academic background by reviewing each student's curriculum folder. To ensure that teacher develop relationships with students, teachers are expected to complete "Get to Know You" activities during the first week of school. In addition, the administrative team greets the students in the morning and initiate conversations with students during lunch time. Conversations include behavior and academic matters.

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

The school creates an environment where students feel safe and respected before and after school by ensuring supervision. Before school, middle school students attend the morning room where an adult is stationed in the room. For after school, there are various activities that students participate in that includes: Clubs, Sports, GradPoint, and the 21st Century After School Program.

Moreover, supervision is key around Wildwood Middle High School. Teachers are stationed at varying posts around the school to supervise before school, during transition time, and after school. Administration and the deputy stroll around campus during the day to ensure the campus remains safe and to monitor any and all suspicious activity. Lunch time is supervised by teachers, administration and the deputy.

The deputy has expressed to students on multiple occasions about Speak Out, a hotline that allow students to anonymously report unsafe issues on school campus ranging from, but not limited to, drugs and bullying. In addition, there is a voicebox where students place a note with information of individuals who may "bother" them on campus. Students also have the opportunity to write a statement of an issue that may cause further problems. Teachers and administration can be approached about issues by parents and students on campus.

Students are provided with a student handbook and the Student Code of Conduct detailed with disciplinary plan the first week of school.

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

The schoolwide behavioral system that is in place aids in minimizing distractions to keep students engaged during instructional time. Teachers have been trained to address misbehavior through classroom management. If the rules in the classroom are not applied, students are then corrected by short form, a form of parent communication. Upon the third use of short forms and other discipline management actions, students are then written up on a long form. It is crucial that all students follow the expectations of the school. Students who do not comply with school rules will participate in the discipline program. This program is not designed for students who normally complete their work and follow the rules. It is designed to give teachers disciplinary options for students who are habitually disregarding classroom learning expectations, inclusive of not completing assignments and not following the rules.

The disciplinary actions will include: afterschool detention, lunch detention, break detention, in-school suspension (ISS), and out of school suspension (OSS).

The WMHS has a behavior support personnel and administration who ensures that students follow the school behavior policies.

The student handbook includes the disciplinary actions of misbehavior that may occur on campus.

The student handbook includes the following information below:

When a student acquires three (3) long forms in a calendar semester, or five (5) long forms during the school year, a parent conference with the assistant principal will be scheduled. After this meeting, all long forms will be classified as Level III infractions. When a student accumulates three (3) Level III infractions in a semester or five (5) Level III infractions during the school year, the student will be suspended out of school and recommended for alternative placement.

Our goal is for teachers to continue to motivate students, practice good classroom management skills, and use this program as a last resort. This program will give teachers an important tool in maintaining control of their classrooms and maintain a safe environment where students enjoy attending school and enhance their learning.

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

The school ensures the social-emotional needs of all students are met through counseling sessions by the school counselor when counseling is needed. Counselors are provided with the student information that needs to be addressed either by email, notes, phone call. In addition, students who may be ungovernable or truant may be referred to Youth and Family Services.

In addition, faculty and administration are advocates for the students and mentor students through the educational program. Advisory time is a mentoring session for students who need an adult to mentor them. Teachers are selected to provide mentoring services for the student population.

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

The early warning system represents the data for the current school year. The data includes attendance, behavior, and achievement on statewide assessment. In addition, the early warning system is used through the MTSS process. There are 3 tiers in the MTSS process. All students are

placed in Tier 1. Students who struggle academically and/or behaviorally are placed at Tier 2 or Tier 3 dependent on the severity of the issues. Students who are ESE receive their accommodations strictly listed on their IEP. For students who are not ESE are placed in MTSS. Interventions are in place to support students in Tier 2 and Tier 3.

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
	6	7	8	9	10	11	12	
Attendance below 90 percent	2	0	0	1	0	0	0	3
One or more suspensions	6	2	0	0	2	0	0	10
Course failure in ELA or Math	0	0	0	0	0	0	0	
Level 1 on statewide assessment	51	61	61	63	22	15	8	281

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

Indicator	Grade Level			Total
	6	7	9	
Students exhibiting two or more indicators	2	1	1	4

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

Students who struggle academically are referred to the MTSS personnel. Students are provided with interventions to address their academic needs. Interventions include the use of the following computer programs: SuccessMaker and Study Island. The interventions are documented by teachers and submitted for administration review for fidelity checks.

In addition, during the school year, students receive mentoring through the Advisory period. Teachers and the administrators provide counseling services to help address the academics and behavior needs.

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

Wildwood Middle High School works at building positive relationships with families to increase involvement by hosting various parent and school activities. Orientation was conducted before the start of the school to allow parents to learn about the school, expectations, and meet their student's teachers. An introduction of the office staff was presented. Throughout the school year, parents have

the opportunity to meet with their student's teachers for conferences and include administration if deemed necessary.

WMHS embraces community and parent involvement in the school setting. Parents and the community are informed of school related activities through the marquee post in front of the school, backpack reminders, updated website information, and phone call outs when necessary. Students are provided with home-base assignments to complete with parents at home.

Students are provided with a progress report and report card every nine weeks so parents are familiar with their student's progress. Parents also have access to Skyward gradebook to maintain information pertaining to grades and keeping in contact with their student's teacher.

Opportunities for parents and community members are available through the volunteer program.

Potential volunteers complete the volunteer application to increase involvement in the school setting.

Upon approval from the school and the District Board meeting, volunteers are contacted for volunteer placement in the school setting.

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

Wildwood Middle High School builds a partnership with the local community for the purpose of securing and utilizing resources to support the school and student achievement by maintaining open communication and decision making with the School Advisory Committee (SAC). Information about the school is shared with the SAC members. The SAC provides input and also approves school information such as the details in the student handbook and the School Improvement Plan.

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
Elysee, Diana	Assistant Principal
Christian, Jessica	Instructional Coach
Ellis, Dora	Teacher, K-12
Hampton, Richard	Principal
Hampton, Sherri	Teacher, K-12
Martin, Aaron	Instructional Media
McCray, Carissa	Teacher, K-12
Ragar, Dee	Instructional Coach
Santos, Janet	Teacher, K-12
Squire, Deanna	Teacher, K-12
Lipham, Chelsea	Instructional Technology
Wood, Tanner	Administrative Support
Graybeal, Jerry	Administrative Support
Hicks, Michael	Teacher, ESE
Parker, Paula	Teacher, K-12
Dixon, Ronald	Teacher, K-12
Ingrassia, Deborah	Guidance Counselor
Weber, Evelyn	Assistant Principal
Kirkland, Diana	Teacher, K-12
Ngo, Melissa	Teacher, K-12
Saslovsky, Clarissa	Teacher, K-12
Smith, Howard	Teacher, K-12
Strickland, Laura	Teacher, K-12

Duties

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

The roles and responsibilities of the instructional leaders include effectively communicating with other teachers and providing support for teachers through professional development training. The leadership team is inclusive of grade level chairs, department level chairs, resource personnel, and administration. The leadership team meets on a weekly basis, Tuesday mornings. Varying issues are discussed and decided upon during these meetings. The leadership team is then responsible for sharing the information with teachers to keep teachers aware of any changes and all decisions made by the leadership team. The leadership team lead grade level meetings and/or department level meetings once a month. During these meetings, updates are discussed and PLCs are conducted to focus on the school's data piece, student academic needs, and school-related information.

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 school leadership identifies and aligns all resources in order to meet the needs of all students and maximize desired student outcomes. Personnel resources at Wildwood Middle High School include: behavior specialist, middle school guidance counselor, high school counselor, curriculum coordinator, media specialist, MTSS personnel, reading coach, staffing specialist, and testing coordinator. These resources have been provided to meet the needs of the school as a whole.

The role of each resource is outlined as follows:

Behavior specialist-Identify and help address student behavior on campus.

Middle school guidance counselor-Counsel and guide students down the right academic, social, and emotional path focused for middle school students.

High school guidance counselor-Counsel and guide students down the right academic, social, and emotional path focused for high school students.

Curriculum coordinator-Support teachers with curriculum information and resources.

Media specialist-Assist with media and technology needs.

MTSS personnel-multi-tiered support system-provide intervention services for students in Tier 1, 2, and 3.

Reading coach-Support the English Language Arts and reading standards and providing professional development for teachers to increase the reading and writing focus.

Staffing specialist-Support the ESE program on campus.

Testing coordinator-Coordinate and organize all testing needs on campus.

The roles and duties of these resources were assigned based on the student needs at Wildwood Middle High School. The problem-solving activities used to determine how to apply resources for the highest impact is conducted through open and frequent communication with administration.

Sumter County School District has provided an after school FCAT Remediation Program/Credit Recovery and a summer program for Credit Recovery/EOC Remediation for secondary students. This program has been funded by Supplemental Academic Instruction (SAI) and has been limited. Due to the implementation of a remediation requirement that is tied to promotion this school year, the program will need to expand in order to support a larger number of students for an extended amount of time. There are several components included in this program to meet the needs of the targeted students in each area. Students who have failed core courses, have an opportunity to engage in credit recovery through the Grad Point online credit recovery. During the Summer Program, middle school AVID students have the opportunity to participate in a summer camp that will prepare them for the rigorous requirements of their high school Algebra course. Also during the summer, high school students in need of remediation for the Algebra I End-of-Course (EOC) assessment have an opportunity to attend a camp to get intensive instruction followed by a chance to retake the EOC. Finally, for those students who need another opportunity to make up failed courses, the Grade Forgiveness Summer Camp will be offered for four weeks.

Students in the Algebra I EOC and AVID Algebra Summer Bridge Camps will be provided lunch and transportation each day. Students will be instructed using Learning Focused Strategies following district developed curriculum maps. Instruction will follow the "Previewing" method adopted through Learning Focused Solutions. Students will be provided instruction on upcoming vocabulary and concepts prior to receiving instruction in the regular school day. Previewing will include development of word maps and graphic organizers to build background knowledge. Students will engage in other research based programs such as Success Maker, Accelerated Reader, Achieve 3000, Study Island, AVID Summer Bridge Algebra Curriculum, ACT/SAT Test Preparation, and FCAT Explorer. Each of these programs provides instruction and practice in the key content areas.

Wildwood Middle High School will participate in the 21st century afterschool program for the school year. The After School Program will target students in grades 6 - 8. During the course of the program, students will participate in project-based learning projects based on the standards for the ELA, mathematics, and science.

Students in the afterschool programs will be provided a nutritional snack and transportation each day. In addition, although we do not receive the Title X Homeless grant, we do follow the law by removing any barriers that enrolling homeless students may encounter. They have 30 days to get their required immunizations and/or physical, but they can attend school. Title II is Staff Development and the

school provides professional development for teachers and staff inclusive of effective instructional practices. Title III is ESOL, and schools work closely with your staffing specialist to provide needed accommodations, as per the student's individual ELL plan.

The Sumter County Health Department is providing a nutrition program for the Hope/Personal Fitness students called Healthy Eating/Active Living. E3 Solutions (Darla Huddleston's program) is providing an abstinence based curriculum called ABCs for Teens. Suncoast Schools Federal Credit Union provides a Discretionary Fund that we use for needy students: eye exams and glasses, physicals, clothing, school supplies.

An additional resource to meet the needs of students is conducted through the MTSS process. In order to initiate the MTSS process, there must be an academic or behavioral referral from a school professional, generally the student's teacher. The School based MTSS Leadership Team meets with the general education teachers who have students in the MTSS process to review intervention implementation, effectiveness, and data collection. The MTSS Leadership Team collects progress monitoring data from the general education teachers. The team then meets to review academic and behavioral data. The team uses current data and problem solving strategies to affect needed academic or behavioral changes at the school level.

Eighty-three percent of our students qualify for free breakfast and lunch. Students in the afterschool programs will be provided a nutritional snack and transportation each day. Students in the Algebra I EOC and AVID Algebra Summer Bridge Camps will be provided lunch and transportation each day. Funds are coordinated and integrated in the school to provide students a career and technical education which in turn increases student achievement. The funds provide resources for offered courses, i.e, innovative curriculum, field trips, and industry certification exam fees. WMHS provides CTE and on the job training. In the health, digital design, and automotive academies, career teachers focus on incorporating life situations into the curriculum. Content area teachers continually incorporate current topics, trends and technology use into daily lessons. The new Bio-Tech academy provides students with real-world opportunities in the field of health occupations. Agriculture and Future Farmers of America also provide students with opportunities to see the relationship between coursework and how it applies to their future.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Richard Hampton	Principal
Anthony Garcia	Parent
Dwayne Graham	Business/Community
Melissa Ngo	Teacher
Ragar Dee	Teacher
Christi McKinney	Principal
Josie Shepherd	Student
Diana Elysee	Principal
Evelyn Weber	Principal
Twaneta Appich	Parent
Celestina Garcia	Parent
Kim Cole	Parent
Richard Commerford	Teacher
Marcus Douglas	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

Wildwood Middle High School SAC members participated in a SIP work session in September of 2014 to assist in the process of updating the SIP. Once the document was updated, the 2014-2015 SIP was presented to the SAC for approval. Once approved, the SAC members were present for the formal Board Presentation of the 2014-2015 SIP.

Development of this school improvement plan

For the development of this school improvement plan, Wildwood Middle High School SAC members provided input to the updated 2015-2016 School Improvement Plan throughout the 2014-2015 school year during the quarterly meetings. The plan will be presented to the SAC members in the fall of 2015. The members will have the opportunity to provide input and recommendations for improving the plan. In addition, the SAC members will approve the plan prior to the presentation of the SIP to the School Board.

Preparation of the school's annual budget and plan

For the preparation of the school's annual budget and plan, SAC members will be provided with the budget for the school year. During the meetings throughout the year, SAC members will be given the chance to brainstorm ideas for how to use the funds for future expenses.

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

A meeting was conducted in September 2014 and the SAC members agreed that the funds should be spent on the pillars of character posters to be placed around the school campus (approximately \$2,000), coverings for the picnic tables located around campus (approximately \$1,000), and incentives for students who demonstrate the the pillars of character (approximately \$1,000).

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
Elysee, Diana	Assistant Principal
Christian, Jessica	Instructional Coach
Ragar, Dee	Instructional Coach
McCray, Carissa	Teacher, K-12
Wood, Tanner	Teacher, K-12
Kirkland, Diana	Teacher, K-12
Hicks, Michael	Teacher, ESE
Chancellor, Regina	Teacher, K-12
Ondriezek, Kylie	Teacher, K-12
Underhill, Andrew	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership team will promote literacy within the school by implementing effective reading and writing strategies across the curriculum. The goal is to infuse reading and writing in all subject areas. The literacy coach provides one-on-one and collaborative training with the Reading, ELA, and content area teachers to increase rigorous instruction through planning and assist with the implementation process. The literacy team meets to review the data (inclusive of DEA, Write Score, Achieve 3000, formative assessments, classroom assessments, Florida State Assessments, etc.) and to strategically plan effective reading and writing instruction. The team will meet once a month to discuss effective reading strategies, incentives for the different programs, and to implement strategies in an effort to increase the student body reading comprehension skills.

In addition, the major initiative for this school year is to revive the accelerated reader program and create innovative incentives to increase student participation.

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

The school's strategies to encourage positive working relationships between teachers is by conducting department and grade level meetings on a monthly basis in one centralized location. Teachers and staff members are provided with school events on a weekly basis via email. Teachers are given the opportunity to meet and collaborate with other teachers through Grade Level meetings, Department levels, and through PLCs. In addition, faculty meetings are held twice a month. During these meetings, concerns are addressed through collaboration and seeking other resources when needed. Teachers share ideas to increase student achievement by working together to complete lesson plans and incorporating effective strategies with the lesson plans. Teachers recognize other teachers through email, informing the leadership team, and by the weekly meetings.

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

Teacher to Teachers and Troops to Teachers are used as part of the recruiting process. Potential teachers seek positions that are available on the county site and complete an online application. Certification Checks are completed prior to hiring.

1. Projected Completion Date Online Application-Lisa Whitman
2. Teachers to Teachers-Lisa Whitman
3. Certification Checks Prior to Hiring-Principal
4. In-Field/Highly Qualified Checks-Principal
5. Teacher Induction Program-Human Resources Department

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

The school's teacher mentoring program encompasses the mentee (new teacher) assigned to a mentor (experienced teacher). Mentor teachers are selected based on teacher experience and understanding of the state standards and district-wide curriculum.

The planned mentoring activities include: Completion of the Sumter County School District New Teacher Program, utilizing guided meetings, peer observations, and monthly checklists of teaching responsibilities.

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 instructional programs and materials are selected through collaboration from teachers within the district. Spring and summer meetings are conducted with a group of teachers throughout the district to study and learn the Florida standards. During these meetings, Curriculum maps are developed and created based on the Florida Standards. Then instructional materials and programs are selected based on its alignment with the Florida Standards.

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

Student data and research based strategies are used to support and meet the diverse needs of students. In order to enhance our curriculum, make relevant learning connections and increase subject-matter comprehension, we strive to self-examine and address issues of race, class, gender, and accountability. We use Learning Focused Strategies (LFS) and Advancement Via Individual Determination (AVID) instructional strategies as a framework of effective methodologies that validate the culture of all students in the classroom and on the campus. Moreover, our school and classroom inventories will need to include a wide range of diverse texts that support each of the standards and meet the instructional needs of all 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: After School Program

Minutes added to school year: 91,800

The 21st Century afterschool program will be implemented for the next 5 school years. There are several components included in this program to meet the needs of the targeted students in each academic area. The After School Program will target students in grades 6-8. During the course of the program, students will participate in project-base learning activities in the areas of reading, mathematics, science integrating art.

Students in the afterschool programs will be provided a nutritional snack and transportation each day.

Students will be instructed using Learning Focused Strategies following district developed curriculum maps. Students will be provided instruction on upcoming vocabulary and concepts prior to receiving instruction in the regular school day. IN addition, students will participate in research and projects, linked to Florida State Standards.

Students may also engage in other research based programs such as Success Maker, Accelerated Reader, Achieve 3000, and Study Island. Each of these programs provide instruction and practice in the key content areas.

Strategy Rationale

Support core subject instruction and enforce the new state standards

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Elysee, Diana, diana.elysee@sumter.k12.fl.us

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

The After School Program will be assessed based on the ability to reach the following goals. Our goal is to improve student performance on FSA for both reading and mathematics and Science FCAT 2.0.

Objectives:

*70% of regularly participating students will demonstrate reading proficiency on the Florida Standards Assessment.

*70% of regularly participating students will demonstrate math proficiency on the Florida Standards Assessment.

Strategy: Summer Program

Minutes added to school year: 64

Students who need to recover credits or a grade have the opportunity to correct through the Grad Point program.

Strategy Rationale

Engage student learning beyond the classroom and motivate students to improve academic behavior

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Elysee, Diana, diana.elysee@sumter.k12.fl.us

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

Student grades will be collected and recorded into the grading system.

*Note: The number of minutes cannot be calculated due to students not attending the program on a consistent basis. In addition, students will attend based on completion of the course. Once the course is completed, students are no longer obligated to attend.

Strategy: After School Program

Minutes added to school year:

Students who need to recover credits or a grade have the opportunity to correct through the Grad Point program.

Strategy Rationale

Engage student learning beyond the classroom and motivate students to improve academic behavior

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Christian, Jessica, jessica.christian@sumter.k12.fl.us

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

Student grades will be collected and recorded into the grading system.

*Note: The number of minutes cannot be calculated due to students not attending the program on a consistent basis. In addition, students will attend based on completion of the course. Once the course is completed, students are no longer obligated to attend.

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

The strategy the school employs to support incoming and outgoing cohorts of students in transition from school level to another is completed by reviewing of student information. Curriculum information is reviewed by counselors for incoming students to be placed in classes that will meet their academic needs. Student grades and prior curriculum history is a determining factor for students to be placed in honor courses and/or other elective courses.

For outgoing students, the current curriculum plan is sent to the other school once a release of records has been obtained. Information is shared with other schools to allow other schools to become familiar with the curriculum background data on the student(s).

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

Eighth grade students are given the opportunity to take the "Readi Steps" assessment that is a predictor for success on the SAT. Information from the results is forwarded to the ninth grade team where teachers can design a challenging course of study for students. AVID is infused into 6th-12th grade and will provide further individualized instruction, and remediation to selected students. Ninth through tenth grade students take advanced placement readiness courses to support the coming years with learning strategies specifically geared to the advanced course work. Furthermore, upper-level high school students are given the opportunity to enroll in advanced course study (i.e. advanced placement courses, dual enrollment). The CTE department tracks all students who enroll in a CTE course as a freshman or sophomore to ensure opportunities are presented to complete the course and gain certification prior to graduation.

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

The career and technical education programs available to students includes health, business, digital design, and automotive academies. Career teachers focus on incorporating life situations into the curriculum. Content area teachers continually incorporate current topics, trends and technology use into daily lessons. The new Bio-Tech academy provides students with real-world opportunities in the field of health occupations. Agriculture and Future Farmers of America also provide students with opportunities to see the relationship between coursework and how it applies to their future.

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

Students are offered AP and Dual enrollment classes which provide rigorous and enriching content. Spring Board classes are offered to select 9th grade reading students. Spring Board classes are academically challenging and prepare students for success in college. All senior students are placed in English IV-Reading for College Success or British Literature Honors. We also offer ACT and SAT testing and vouchers are available to students who qualify. Guidance periodically schedules on-campus college representative visits. WMHS is focused on preparing students to be responsible citizens when they graduate thus increasing the focus on college and career readiness.

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

LFS and AVID strategies are infused in the core courses at WMHS. "AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society" (<http://www.avid.org/>). WMHS's school-wide focus is to incorporate WICOR strategies in all courses

on campus. Utilization of Cornell notes allow students to practice effective note-taking skills while critically thinking about the content at hand. The skills students learn from AVID provides the students with the tools necessary to be successful at the post secondary level.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** For the 2015-2016 school year, WMHS will increase parent involvement at 20% of the school's population (approximately 130 parents) by providing multiple opportunities for parents to participate in WMHS school activities.
- G2.** For the 2015-2016 school year, WMHS will increase student attendance in school.
- G3.** For the 2015-2016 school year, WMHS will decrease the number of student discipline referrals by 10%.
- G4.** On the 2014 FCAT 2.0 reading assessment, 40% of WMHS students demonstrated proficiency. Reading Goal: On the ELA Florida Standards Assessment, 70% of WMHS students will demonstrate reading proficiency.
- G5.** On the 2014 FCAT 2.0 math assessment, 39% of WMHS students demonstrated proficiency. Math Goal: On the Florida Standards assessment, 69% of WMHS students will demonstrate math proficiency.
- G6.** On the 2015 FCAT 2.0 science assessment, 31% of WMHS demonstrated proficiency. Science Goal: On the 2016 science assessment, 50% of WMHS students will demonstrate science proficiency.

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. For the 2015-2016 school year, WMHS will increase parent involvement at 20% of the school's population (approximately 130 parents) by providing multiple opportunities for parents to participate in WMHS school activities. 1a

G073672

Targets Supported 1b

Indicator	Annual Target
5Es Score: Parent Involvement	130.0

Resources Available to Support the Goal 2

- Students sharing ideas with teachers and admin for encouraging parent involvement
- Involvement of SAC

Targeted Barriers to Achieving the Goal 3

- Lack of time and child-care
- Lack of knowledge about available opportunities

Plan to Monitor Progress Toward G1. 8

Volunteer logs and attendance documentation from meetings

Person Responsible

Jerry Graybeal

Schedule

Monthly, from 8/10/2015 to 5/31/2016

Evidence of Completion

Log of parental involvement from teachers. Log of volunteer hours accumulated throughout the year. Log of attendance from open house/parent night events.

G2. For the 2015-2016 school year, WMHS will increase student attendance in school. 1a

G073673

Targets Supported 1b

Indicator	Annual Target
Attendance rate	10.0

Resources Available to Support the Goal 2

- Written and verbal communication with parents and students. Discuss with students during class meetings and with parents during WMHS Parent Nights, issues that could arise from not adhering to attendance policy.

Targeted Barriers to Achieving the Goal 3

- Laxidascal attitude of students and parental support.

Plan to Monitor Progress Toward G2. 8

Skyward attendance reports, MTSS documentation

Person Responsible

Tanner Wood

Schedule

Monthly, from 8/10/2015 to 5/31/2016

Evidence of Completion

Skyward attendance reports

G3. For the 2015-2016 school year, WMHS will decrease the number of student discipline referrals by 10%.

1a

G073674

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	1359.0

Resources Available to Support the Goal 2

- Experienced teachers mentoring beginning teachers and providing ongoing support.
- Assigned duty stations for supervision during times of transition. Early morning room for middle school students.
- Positive interactions with students by all staff showing support and caring.
- Change of the school's image: Believe in the Blue. Students and Faculty taking ownership and pride in WMHS.
- Bell to bell instruction to reduce misbehavior in the classroom setting.
- Positive Behavior Support System to reward good behavior.
- Middle School students involved in Crime Watch during the morning time before school starts.
- The SRO provides classroom presentation to students about behavior and making good choices

Targeted Barriers to Achieving the Goal 3

- New teachers with limited or zero classroom management experience.
- Combination of both middle and high school students on the same campus.
- Student mindset about the school.

Plan to Monitor Progress Toward G3. 8

Through discipline referrals, teacher effectiveness as monitored through classroom walk-throughs and end of year evaluations.

Person Responsible

Richard Hampton

Schedule

Monthly, from 8/10/2015 to 5/31/2016

Evidence of Completion

Discipline referrals, Classroom walk-throughs

G4. On the 2014 FCAT 2.0 reading assessment, 40% of WMHS students demonstrated proficiency. Reading Goal: On the ELA Florida Standards Assessment, 70% of WMHS students will demonstrate reading proficiency. 1a

G073675

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	70.0

Resources Available to Support the Goal 2

- Reading teachers will utilize the entire reading block to provide literacy and comprehension instruction for students to apply comprehension skills. Intensive reading blocks will also provide additional reading instruction for students who scored a level 1 or 2 on the FCAT 2.0. The reading coach will be available to help teachers implement effective reading instruction and work with students in small group. In addition, reading across the curriculum will be applied in all core subjects.
- Core Connections writing training is provided for all ELA teachers. This training is a hands on approach to incorporating increased reading and writing in all classrooms using evidence-based reading strategies.
- Learning Focused Solutions strategies training is provided for all teachers new to Sumter County. Learning Focused Solutions focuses on increased vocabulary development, organization and chunking of learning and increased writing in the classroom. In addition, all teachers are trained and provided information about any changes and updates for LFS.
- Numerous teachers on campus are utilizing SpringBoard curriculum from College Board. This resource increases student's higher order thinking, reading and writing and encourages them to aim for achieving more.
- AVID is incorporated school wide to increase reading and writing in all subject areas. All classrooms are expected to utilize Cornell notes. Learning logs and interactive notebooks are used in science classes.
- Teachers will be provided the opportunity to meet with the ELA department on the 2nd Wednesday of each month. Grade level chairs and department heads will meet with administration and curriculum on Tuesday mornings for a leadership team meeting.

Targeted Barriers to Achieving the Goal 3

- Lack of literacy skills-Students have the ability to fluently read but lack comprehension skills. Students who are accustomed to limited reading and writing in non-standard English and reading courses may resist the initiative.
- Limited experience and training in reading and writing instruction and assessment for non reading and writing teachers. It is difficult for some teachers to come up with strategies to incorporate reading and writing in to their classrooms that were traditionally not focused on these areas of instruction. Most of our instructional staff have minimal experience with reading and writing instruction and assessment.

Plan to Monitor Progress Toward G4. 8

Lesson plans and walk-through forms will be reviewed.

Person Responsible

Diana Elysee

Schedule

Weekly, from 8/10/2015 to 5/31/2016

Evidence of Completion

An increase of student achievement scores on state reading assessment and DEA assessment will be used for evidence. Information shared with teachers on the walk-thru forms will be evident to support an increase in student reading comprehension skills.

G5. On the 2014 FCAT 2.0 math assessment, 39% of WMHS students demonstrated proficiency. Math Goal: On the Florida Standards assessment, 69% of WMHS students will demonstrate math proficiency.

1a

 G073676

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	69.0

Resources Available to Support the Goal 2

- Teachers will be provided the opportunity to meet with the math departments on the 2nd Wednesday of each month. Grade level chairs and department heads will meet with administration and curriculum on Tuesday mornings for a leadership team meeting.
- Staff meetings will be reserved for professional development opportunities that directly impact the schools goals.
- Learning Focused Strategies to include higher-order thinking activities and tasks

Targeted Barriers to Achieving the Goal 3

- Teacher attendance at leadership meetings, grade level meetings, department meeting and staff meetings is frequently interrupted due to testing trainings and off campus training.
- Students lack background knowledge, math literacy skills, and math fluency skills from prior years.
- Outside support for students is lacking in the area of emphasizing the importance of the math content.

Plan to Monitor Progress Toward G5. 8

Walkthroughs and participation in grade level and department meetings will ensure that articulation and collaboration is occurring weekly and aimed towards improving student achievement. Mid-year and end of the year data will be compared to determine the correlation between increased collaboration, articulation and FCAT 2.0 Reading and Algebra 1 EOC achievement.

Person Responsible

Evelyn Weber

Schedule

Weekly, from 8/10/2015 to 5/31/2016

Evidence of Completion

Lesson plans with strategies shared in staff, grade level and department meetings as well as formal evaluation evidence and walkthroughs will serve as evidence that departments and grade levels are increasing collaboration. Mid year and end of the year data will be compared to determine the correlation between increased collaboration, articulation and FSA/Algebra 1 EOC achievement.

G6. On the 2015 FCAT 2.0 science assessment, 31% of WMHS demonstrated proficiency. Science Goal: On the 2016 science assessment, 50% of WMHS students will demonstrate science proficiency. 1a

G073677

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

- Instruct with hands-on experiments with a high emphasis on science vocabulary

Targeted Barriers to Achieving the Goal 3

- Limited experience with science vocabulary and concepts

Plan to Monitor Progress Toward G6. 8

Progress toward the goal will be monitored by analyzing mid-year and end of year science assessments. Student improvement in science scores as evidenced by student writing samples and walk-thrus will also demonstrate progress towards meeting the goal to improve science scores.

Person Responsible

Schedule

Quarterly, from 8/10/2015 to 5/31/2016

Evidence of Completion

Mid-year and end of year test data will compared and analyzed.

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. For the 2015-2016 school year, WMHS will increase parent involvement at 20% of the school's population (approximately 130 parents) by providing multiple opportunities for parents to participate in WMHS school activities. **1**

 **G073672**

G1.B1 Lack of time and child-care **2**

 **B192373**

G1.B1.S1 Coordinate activities that parents can carry out from home. Provide child care for parents to attend meetings. Make sure parents receive early notification of meetings in order to rearrange schedules. **4**

 **S203847**

Strategy Rationale

Many parents work and are unable to help out at school during the day, but may be willing to help with an activity they can conduct from home. Parents may attend an event at school if child care was provided.

Action Step 1 **5**

Meet with faculty to discuss ideas that parents could do from home to be involved at WMHS. Arrange for one of the clubs to provide child care during parent nights/open houses. Determine those that have transportation issues and arrange with them for a phone call conference.

Person Responsible

Richard Hampton

Schedule

Annually, from 8/10/2015 to 5/31/2016

Evidence of Completion

Log of volunteer hours and attendance numbers from open house/parent nights.

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

Identify the results of parental involvement based on the implementation of parent involvement strategies

Person Responsible

Richard Hampton

Schedule

Semiannually, from 8/10/2015 to 5/31/2016

Evidence of Completion

Attendance rosters from parent night/open house events.

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

Attendance of parents attending school activities

Person Responsible

Richard Hampton


Schedule

Quarterly, from 8/10/2015 to 5/31/2016

Evidence of Completion

Volunteer and attendance logs from parent events on campus.

G1.B2 Lack of knowledge about available opportunities **2**

 B192374

G1.B2.S1 Call-out, parent newsletter highlighting opportunities to be involved. **4**

 S203848

Strategy Rationale

The call-out is a cost effective means to reach many parents to alert them to available opportunities to be involved at WMHS. In addition, a newsletter could be sent home periodically to reach parents.

Action Step 1 **5**

In order for the call-out to be effective we need to make sure all contact information is accurate in Skyward. Information could be gathered from faculty and staff on a monthly basis pertaining to available opportunities and inserted in a newsletter to be mailed home.

Person Responsible

Jerry Graybeal

Schedule

Monthly, from 8/10/2015 to 5/31/2016

Evidence of Completion

Copy of newsletter. Record of call-out.

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

Oversee on a quarterly basis the publishing of newsletter and distribution to parents. Oversee on an as needed basis, the recording and implementation of a call-out to parents.

Person Responsible

Jerry Graybeal

Schedule

Monthly, from 8/10/2015 to 5/31/2016

Evidence of Completion

Record of phone call-out. Copy of monthly newsletter.

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

On a monthly basis we will send home a parent newsletter highlighting positive aspects of WMHS academics, athletics, extra-curricular activities and opportunities for parents to be involved.

Person Responsible

Jerry Graybeal

Schedule

Monthly, from 8/10/2015 to 5/31/2016

Evidence of Completion

Log of volunteer hours. Copies of newsletters sent home.

G2. For the 2015-2016 school year, WMHS will increase student attendance in school. 1

 G073673

G2.B1 Laxidasical attitude of students and parental support. 2

 B192375

G2.B1.S1 Class meetings, student handbook, guidance counselors, open house, parent nights. 4

 S203849

Strategy Rationale

Class meetings provide an opportunity to speak with students about the importance of supplying notes when absent. The student handbook is another form of communication to get the message out. In addition, open house and parent nights provide opportune times to remind parents of proper procedures when their child is absent. Finally, guidance counselors have additional opportunities to discuss attendance issues and procedures with students.

Action Step 1 5

WMHS will increase student attendance by addressing attendance issues and requirements with students and parents in multiple ways throughout the school year.

Person Responsible

Jerry Graybeal

Schedule

Weekly, from 8/10/2015 to 5/31/2016

Evidence of Completion

Skyward attendance reports.

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

Attendance reports will be monitored monthly and at-risk students will be monitored by administration and through MTSS strategies.

Person Responsible

Tanner Wood

Schedule

Monthly, from 8/10/2015 to 5/31/2016

Evidence of Completion

Skyward attendance reports, MTSS documentation.

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

Monthly reviews of attendance will be conducted and analyzed to determine if the avenues we are using have proven to be successful.

Person Responsible

Tanner Wood

Schedule

Monthly, from 8/10/2015 to 5/31/2016

Evidence of Completion

Skyward reports, MTSS documentation.

G2.B1.S2 Attendance meetings will be held with students struggling with attendance at school. Notices and Child Study Team (CST) meetings will be conducted throughout the school year. 4

 S203850

Strategy Rationale

To provide information about attendance and impact of truancy.

Action Step 1 5

Attendance meetings will be held with students not attending school.

Person Responsible

Evelyn Weber

Schedule

Weekly, from 8/10/2015 to 5/31/2016

Evidence of Completion

CST meeting notes, agendas, sign in sheets, parent notification, attendance info.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Attendance information and date will be reviewed.

Person Responsible

Evelyn Weber

Schedule

Weekly, from 8/10/2015 to 5/31/2016

Evidence of Completion

Agendas, notices, sign-in sheets, all attendance documentation

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Student attendance will be monitored to ensure presence in school.

Person Responsible

Evelyn Weber

Schedule

Weekly, from 8/10/2015 to 5/31/2016

Evidence of Completion

Noticed home, call logs, meeting logs

G3. For the 2015-2016 school year, WMHS will decrease the number of student discipline referrals by 10%. 1

 G073674

G3.B1 New teachers with limited or zero classroom management experience. 2

 B192376

G3.B1.S1 Conduct consistent classroom walk-throughs and provide timely feedback. Monitor teacher effectiveness and provide classroom management training if necessary. 4

 S203851

Strategy Rationale

Teachers feel supported and empowered to manage their classrooms effectively leading to student time on task and improved instruction.

Action Step 1 5

Teachers at WMHS will receive ongoing classroom walk-throughs by school and district administrators and be provided timely feedback.

Person Responsible

Richard Hampton

Schedule

Monthly, from 8/10/2015 to 5/31/2016

Evidence of Completion

Walk-through forms

Action Step 2 5

Professional Development will be provided for teachers about the students and home life and ways to address discipline.

Person Responsible

Richard Hampton

Schedule

Weekly, from 8/3/2015 to 5/31/2016

Evidence of Completion

Sign-In sheets, agendas, walk-thru documentation

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

The number of walk-throughs will be documented and used for teacher evaluation purposes

Person Responsible

Richard Hampton

Schedule

Monthly, from 8/10/2015 to 5/31/2016

Evidence of Completion

Danielson observation instrument

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

The walk-throughs will show administrators any areas of concern related to effective classroom management strategies and they in turn will be able to provide timely feedback to teachers.

Person Responsible

Richard Hampton


Schedule

Monthly, from 8/10/2015 to 5/31/2016


Evidence of Completion

Student engagement, time on task, number of classroom interruptions due to discipline problems.

G3.B2 Combination of both middle and high school students on the same campus. 2

 B192377

G3.B2.S1 Increased visibility and supervision due to assigned duty stations. 4

 S203852

Strategy Rationale

If students know faculty and staff are visible and stationed at certain areas on a daily basis, they will be less likely to misbehave which will lead to a reduction in discipline referrals.

Action Step 1 5

Complete a duty station roster to be used for the 2105-16 school year.

Person Responsible

Diana Elysee

Schedule

Daily, from 8/10/2015 to 5/31/2016

Evidence of Completion

Daily visual confirmation that staff are at their assigned stations.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Each day administrators will check and monitor assigned areas to ensure consistent coverage.

Person Responsible

Diana Elysee

Schedule

Daily, from 8/10/2015 to 5/31/2016

Evidence of Completion

If teachers are not at assigned stations, it will be documented and reflected in evaluations.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Teachers will monitor class changes and times of times of transition to make sure students are in their assigned areas.

Person Responsible

Richard Hampton

Schedule

Daily, from 8/10/2015 to 5/31/2016

Evidence of Completion

Documentation through emails and memos to teachers who are not at their assigned areas.

G3.B3 Student mindset about the school. 2

 B192378

G3.B3.S1 Bringing the pride back to WMHS 4

 S203853

Strategy Rationale

Students and community have had a negative view about the school due to increased disciplinary issues in the past. By consistent enforcement of the rules and a change in attitude we aim to bring pride back to the campus.

Action Step 1 5

Through our motto of "Believe in the Blue" we aim to bring the pride back to WMHS in the areas of academics, athletics, and our entire school culture.

Person Responsible

Richard Hampton

Schedule

Daily, from 8/10/2015 to 5/31/2016

Evidence of Completion

We will evaluate the overall effectiveness by looking at the number of discipline referrals, the perception of our school by staff, students and community.

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

We will reflect daily on the effectiveness of our endeavors

Person Responsible

Schedule

Daily, from 8/10/2015 to 5/31/2016

Evidence of Completion

Discipline referrals, changes in attitude across campus.

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

Constant reflection through faculty meetings, leadership meetings, community relations.

Person Responsible

Richard Hampton

Schedule

Daily, from 8/10/2015 to 5/31/2016


Evidence of Completion

Student surveys, parent surveys, discipline referrals

G4. On the 2014 FCAT 2.0 reading assessment, 40% of WMHS students demonstrated proficiency. Reading Goal: On the ELA Florida Standards Assessment, 70% of WMHS students will demonstrate reading proficiency. **1**

 G073675

G4.B1 Lack of literacy skills-Students have the ability to fluently read but lack comprehension skills. Students who are accustomed to limited reading and writing in non-standard English and reading courses may resist the initiative. **2**

 B192379

G4.B1.S1 Plan and implement effective lesson plans through collaboration. Planning together is essential to ensure other ideas that may help are shared among the members. **4**

 S203854

Strategy Rationale

Teachers need to plan lessons that will meet the literacy needs of the students.

Action Step 1 **5**

Lesson Plan Review and classroom instruction

Person Responsible

Richard Hampton

Schedule

Weekly, from 8/10/2015 to 5/31/2016

Evidence of Completion

Review of the lesson plans will be marked on the weekly administrative walkthrough and student data will be reviewed for DEA testing

Action Step 2 **5**

Meetings for data and collaborative review

Person Responsible

Jessica Christian

Schedule

Monthly, from 8/10/2015 to 5/31/2016

Evidence of Completion

Sign-In sheet and agenda will be sent to county office for added PD credit, DEA data review

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

Administrative team will monitor lesson plans and its implementation

Person Responsible

Diana Elysee

Schedule

Weekly, from 8/10/2015 to 5/31/2016

Evidence of Completion

Lesson plans will be reviewed and provided feedback on a weekly basis from administration.

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

Lesson plans and instruction will be reviewed and documented on the classroom walk-through forms.

Person Responsible

Diana Elysee

Schedule

On 5/31/2016


Evidence of Completion

The classroom walk-through form will be used as documentation. Teachers will receive a paper copy until the electronic version of the walk-through is available.

G4.B2 Limited experience and training in reading and writing instruction and assessment for non reading and writing teachers. It is difficult for some teachers to come up with strategies to incorporate reading and writing in to their classrooms that were traditionally not focused on these areas of instruction. Most of our instructional staff have minimal experience with reading and writing instruction and assessment. 2

 B192380

G4.B2.S1 Use LFS Strategies in lesson plans and implement in instruction. In addition, use the reading/ literacy coach to help with reading and writing instruction. 4

 S203855

Strategy Rationale

Provide experience to teachers who need additional guidance to effectively teach reading and writing skills in the core classes.

Action Step 1 5

Teachers who do not teach reading and writing may need direction of ways of including reading and writing in their classes. These teachers who need guidance and advice will seek the reading/ literacy coach for ideas to include how to analyze extended passages and other texts to help the students succeed.

Person Responsible

Jessica Christian

Schedule

Monthly, from 8/10/2015 to 5/31/2016

Evidence of Completion

PLCs, weekly minutes and agendas will be used as evidence.

Action Step 2 5

Teachers teaching ELA, Reading, and English will work together to discuss student work.

Person Responsible

Jessica Christian

Schedule

Monthly, from 9/9/2015 to 5/31/2016

Evidence of Completion

PLC agendas, sign-in sheet, analysis of student work through collaboration

Action Step 3 **5**

Half-day reading strategies and collaboration

Person Responsible

Jessica Christian

Schedule

Semiannually, from 9/22/2015 to 5/31/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B2.S1 **6**

Sign-in sheets, minutes and agendas will be reviewed

Person Responsible

Diana Elysee

Schedule

Monthly, from 8/10/2015 to 5/31/2016

Evidence of Completion

Teachers will be monitored for fidelity by review of the minutes and agendas of the weekly meetings

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 **7**

Administration will attend some of the monthly meetings during the year to provide input.

Person Responsible

Diana Elysee


Schedule

Monthly, from 8/10/2015 to 5/31/2016

Evidence of Completion

Mid-year, end of the year, and state assessment data will determine the effectiveness of the collaborative planning and sharing of ideas.

G4.B2.S2 Use different reading resources in the classroom to provide a diverse learning experience 4

 S203856

Strategy Rationale

Expose students to different reading materials through books, articles, and technology sources

Action Step 1 5

The reading coach and curriculum coordinator will provide professional development for teachers during a half day session discussing higher order thinking tasks, lesson plans, data, and teacher needs.

Person Responsible

Jessica Christian

Schedule

On 9/24/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B2.S2 6

Walkthroughs will be completed by administration.

Person Responsible

Diana Elysee

Schedule

Weekly, from 9/28/2015 to 5/30/2016

Evidence of Completion

Walkthrough data, DEA results, FSA results

Plan to Monitor Effectiveness of Implementation of G4.B2.S2 7

Upon completion of walkthroughs, the data will be shared with the curriculum team to discuss the observation. If changes need to be made, teachers will receive the information by the administrator.

Person Responsible

Diana Elysee

Schedule

Weekly, from 8/17/2015 to 5/30/2016


Evidence of Completion

Walkthrough data, DEA results, FSA results

G5. On the 2014 FCAT 2.0 math assessment, 39% of WMHS students demonstrated proficiency. Math Goal: On the Florida Standards assessment, 69% of WMHS students will demonstrate math proficiency. 1

 G073676

G5.B1 Teacher attendance at leadership meetings, grade level meetings, department meeting and staff meetings is frequently interrupted due to testing trainings and off campus training. 2

 B192381

G5.B1.S1 Department meetings, grade level meetings, staff meetings and leadership meetings have been scheduled to start and end before the typical school day starts allowing for travel time to local professional development sessions and reduced conflict with other on campus trainings. District calendars are also referenced prior to scheduling mandatory sessions to avoid conflict. 4

 S203857

Strategy Rationale

Teachers will collaborate with one another to ensure that students are receiving similar math instruction to meet their needs.

Action Step 1 5

Administration and the curriculum coordinator will work together to reference all available calendars including professional development calendars, school activities calendars and district calendars prior to scheduling school level meetings or trainings.

Person Responsible

Dee Ragar

Schedule

Biweekly, from 8/10/2015 to 5/31/2016

Evidence of Completion

Increased teacher participation in leadership meetings, grade level meetings, department meetings and staff meetings will serve as evidence that collaboration prior to scheduling events is effective in improving teacher attendance at school level meetings and trainings.

Action Step 2 5

Half-day trainings will be scheduled to allot time for teachers to discuss and review various math strategies for implementation.

Person Responsible

Dee Ragar

Schedule

Semiannually, from 9/22/2015 to 5/31/2016

Evidence of Completion

Agendas and sign-in sheets will be collected for evidence.

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

The analysis of meeting agendas, sign in sheets and implementation of strategies shared in respective training.

Person Responsible

Richard Hampton

Schedule

Monthly, from 8/10/2015 to 5/31/2016

Evidence of Completion

Teacher walkthrough data and meeting sign in sheets will serve as evidence. Mid-year and end of the year data will be compared to determine if there is a correlation between increased collaboration and articulation and FSA/Algebra 1 EOC achievement.

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Before school department, grade level, leadership and staff meetings will be monitored for effectiveness through the teacher evaluation tool.

Person Responsible

Richard Hampton


Schedule

Monthly, from 8/10/2015 to 5/31/2016

Evidence of Completion

Teacher classroom walkthrough forms and formal teacher evaluations will serve as evidence in increased attendance and participation in school level meetings and trainings. Mid-year and end of the year data will be compared to determine the correlation between increased collaboration and articulation and FSA math and Algebra 1 EOC achievement.

G5.B2 Students lack background knowledge, math literacy skills, and math fluency skills from prior years. 2

 B192382

G5.B2.S1 Seeking Prior knowledge 4

 S203858

Strategy Rationale

Question student thoughts about what they know about math from previous years. In addition, teachers will revisit the basic math skills student need to know.

Action Step 1 5

Teachers will review the math content seeking prior knowledge of students and knowing where students may need redirection before instruction begins.

Person Responsible

Sherri Hampton

Schedule

Biweekly, from 8/10/2015 to 5/31/2016

Evidence of Completion

Sharing of FSA math data and Math EOC

Plan to Monitor Fidelity of Implementation of G5.B2.S1 6

Administration will conduct walkthroughs to ensure that instruction is inclusive of seeking prior knowledge.

Person Responsible

Diana Elysee

Schedule

Weekly, from 8/10/2015 to 5/31/2016

Evidence of Completion

The walkthrough and the evaluation process will be used as evidence.

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 7

Frequent monitoring by administration and sharing of ideas will be used to monitor its effectiveness.

Person Responsible

Diana Elysee


Schedule

Weekly, from 8/10/2015 to 5/31/2016


Evidence of Completion

The walkthrough document will serve as evidence.

G5.B3 Outside support for students is lacking in the area of emphasizing the importance of the math content. **2**

 B192383

G5.B3.S1 Assistance with home activities **4**

 S203859

Strategy Rationale

Utilize the time in the school day to complete home activities

Action Step 1 **5**

After-school Program

Person Responsible

Diana Elysee

Schedule

Weekly, from 8/17/2015 to 5/19/2016

Evidence of Completion

Student homework completion through grade review, student grades, and student achievement on standardized assessments

Plan to Monitor Fidelity of Implementation of G5.B3.S1 **6**

Students are allotted time during the afterschool program to complete their homework activities.

Person Responsible

Diana Elysee

Schedule

Weekly, from 8/17/2015 to 5/19/2016

Evidence of Completion

Student grades and the district math assessments will be collected to monitor its fidelity.

Plan to Monitor Effectiveness of Implementation of G5.B3.S1 7

Walkthrough during the after-school program will be conducted to ensure effective implementation.

Person Responsible

Diana Elysee

Schedule

Weekly, from 8/17/2015 to 5/19/2016

Evidence of Completion

Student grades and student scores on district and state assessment will be the evidence collected.

G6. On the 2015 FCAT 2.0 science assessment, 31% of WMHS demonstrated proficiency. Science Goal: On the 2016 science assessment, 50% of WMHS students will demonstrate science proficiency. 1

 G073677

G6.B1 Limited experience with science vocabulary and concepts 2

 B192384

G6.B1.S1 It is an expectation that all classrooms are utilizing Cornell notes, learning logs and interactive notebooks in science classes, and integrate Core Connections writing in journals. Use learning map as a teaching tool and Achieve 3000 for articles as reading assignments. 4

 S203860

Strategy Rationale

Incorporation of reading and writing strategies to help students understand the science content.

Action Step 1 5

Instruction will be monitored by review of lesson plans and instruction through walk-thrus.

Person Responsible

Richard Hampton

Schedule

On 5/31/2016

Evidence of Completion

Student interactive notebooks, binders, and writing tasks. Administrative walk throughs and teacher evaluation evidence.

Action Step 2 5

Half-day trainings will be scheduled to allot time for teachers to discuss and review various math strategies for implementation.

Person Responsible

Dee Ragar

Schedule

Semiannually, from 9/22/2015 to 5/31/2016

Evidence of Completion

Agendas and sign-in sheets

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Lesson and plans and science instruction will be monitored through weekly walk-thrus and end of the year evaluations.

Person Responsible

Richard Hampton

Schedule

Weekly, from 8/10/2015 to 5/31/2016

Evidence of Completion

Evidence may include student interactive notebooks, binders with Cornell notes and learning logs.

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Science DEA and state standards assessment will be reviewed and analyzed.

Person Responsible

Richard Hampton

Schedule

Quarterly, from 8/10/2015 to 5/31/2016

Evidence of Completion

Increased experiments and exposure to science vocabulary will result in an increase of science test scores.

G6.B1.S2 Hands-on science experiments and Science Fair participation, Integrate Science Inquiry & Performance-Based Activities, Incorporate technology: GIZMOs and hands-on experiments during instruction, Discovery Education Streaming and probes. 4

 S203861

Strategy Rationale

Student exposure to science experiments

Action Step 1 5

In science classes, students will complete science experiments and projects throughout the year.

Person Responsible

Deanna Squire

Schedule

Monthly, from 8/24/2015 to 5/30/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G6.B1.S2 6

Teachers will utilize the technology resources in the classrooms and complete a science project for the science fair.

Person Responsible

Deanna Squire

Schedule

On 5/30/2016

Evidence of Completion

DEA, FCAT 2.0 and EOC results will be used to determine its effectiveness.

Plan to Monitor Effectiveness of Implementation of G6.B1.S2 7

Administration will complete frequent observations and walk-throughs to ensure the science strategies are implemented in the classroom.

Person Responsible

Evelyn Weber

Schedule

On 5/30/2016

Evidence of Completion

DEA, FCAT 2.0 and EOC results will be used to determine its effectiveness. In addition, student grades will be reviewed to ensure students comprehend science concepts.

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	Meet with faculty to discuss ideas that parents could do from home to be involved at WMHS. Arrange for one of the clubs to provide child care during parent nights/open houses. Determine those that have transportation issues and arrange with them for a phone call conference.	Hampton, Richard	8/10/2015	Log of volunteer hours and attendance numbers from open house/parent nights.	5/31/2016 annually
G1.B2.S1.A1	In order for the call-out to be effective we need to make sure all contact information is accurate in Skyward. Information could be gathered from faculty and staff on a monthly basis pertaining to available opportunities and inserted in a newsletter to be mailed home.	Graybeal, Jerry	8/10/2015	Copy of newsletter. Record of call-out.	5/31/2016 monthly
G2.B1.S1.A1	WMHS will increase student attendance by addressing attendance issues and requirements with students and parents in multiple ways throughout the school year.	Graybeal, Jerry	8/10/2015	Skyward attendance reports.	5/31/2016 weekly
G2.B1.S2.A1	Attendance meetings will be held with students not attending school.	Weber, Evelyn	8/10/2015	CST meeting notes, agendas, sign in sheets, parent notification, attendance info.	5/31/2016 weekly
G3.B1.S1.A1	Teachers at WMHS will receive ongoing classroom walk-throughs by school and district administrators and be provided timely feedback.	Hampton, Richard	8/10/2015	Walk-through forms	5/31/2016 monthly
G3.B2.S1.A1	Complete a duty station roster to be used for the 2105-16 school year.	Elysee, Diana	8/10/2015	Daily visual confirmation that staff are at their assigned stations.	5/31/2016 daily
G3.B3.S1.A1	Through our motto of "Believe in the Blue" we aim to bring the pride back to WMHS in the areas of academics, athletics, and our entire school culture.	Hampton, Richard	8/10/2015	We will evaluate the overall effectiveness by looking at the number of discipline referrals, the perception of our school by staff, students and community.	5/31/2016 daily

Sumter - 0161 - Wildwood Middle/High School - 2015-16 SIP
Wildwood Middle/ High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.A1	Lesson Plan Review and classroom instruction	Hampton, Richard	8/10/2015	Review of the lesson plans will be marked on the weekly administrative walkthrough and student data will be reviewed for DEA testing	5/31/2016 weekly
G4.B2.S1.A1	Teachers who do not teach reading and writing may need direction of ways of including reading and writing in their classes. These teachers who need guidance and advice will seek the reading/literacy coach for ideas to include how to analyze extended passages and other texts to help the students succeed.	Christian, Jessica	8/10/2015	PLCs, weekly minutes and agendas will be used as evidence.	5/31/2016 monthly
G4.B2.S2.A1	The reading coach and curriculum coordinator will provide professional development for teachers during a half day session discussing higher order thinking tasks, lesson plans, data, and teacher needs.	Christian, Jessica	9/24/2015		9/24/2015 one-time
G5.B1.S1.A1	Administration and the curriculum coordinator will work together to reference all available calendars including professional development calendars, school activities calendars and district calendars prior to scheduling school level meetings or trainings.	Ragar, Dee	8/10/2015	Increased teacher participation in leadership meetings, grade level meetings, department meetings and staff meetings will serve as evidence that collaboration prior to scheduling events is effective in improving teacher attendance at school level meetings and trainings.	5/31/2016 biweekly
G5.B2.S1.A1	Teachers will review the math content seeking prior knowledge of students and knowing where students may need redirection before instruction begins.	Hampton, Sherri	8/10/2015	Sharing of FSA math data and Math EOC	5/31/2016 biweekly
G5.B3.S1.A1	After-school Program	Elysee, Diana	8/17/2015	Student homework completion through grade review, student grades, and student achievement on standardized assessments	5/19/2016 weekly
G6.B1.S1.A1	Instruction will be monitored by review of lesson plans and instruction through walk-thrus.	Hampton, Richard	8/10/2015	Student interactive notebooks, binders, and writing tasks. Administrative walk throughs and teacher evaluation evidence.	5/31/2016 one-time
G6.B1.S2.A1	In science classes, students will complete science experiments and projects throughout the year.	Squire, Deanna	8/24/2015		5/30/2016 monthly
G3.B1.S1.A2	Professional Development will be provided for teachers about the students and home life and ways to address discipline.	Hampton, Richard	8/3/2015	Sign-In sheets, agendas, walk-thru documentation	5/31/2016 weekly
G4.B1.S1.A2	Meetings for data and collaborative review	Christian, Jessica	8/10/2015	Sign-In sheet and agenda will be sent to county office for added PD credit, DEA data review	5/31/2016 monthly
G4.B2.S1.A2	Teachers teaching ELA, Reading, and English will work together to discuss student work.	Christian, Jessica	9/9/2015	PLC agendas, sign-in sheet, analysis of student work through collaboration	5/31/2016 monthly
G5.B1.S1.A2	Half-day trainings will be scheduled to allot time for teachers to discuss and review various math strategies for implementation.	Ragar, Dee	9/22/2015	Agendas and sign-in sheets will be collected for evidence.	5/31/2016 semiannually
G6.B1.S1.A2	Half-day trainings will be scheduled to allot time for teachers to discuss and review various math strategies for implementation.	Ragar, Dee	9/22/2015	Agendas and sign-in sheets	5/31/2016 semiannually
G4.B2.S1.A3	Half-day reading strategies and collaboration	Christian, Jessica	9/22/2015		5/31/2016 semiannually

Sumter - 0161 - Wildwood Middle/High School - 2015-16 SIP
Wildwood Middle/High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	Volunteer logs and attendance documentation from meetings	Graybeal, Jerry	8/10/2015	Log of parental involvement from teachers. Log of volunteer hours accumulated throughout the year. Log of attendance from open house/parent night events.	5/31/2016 monthly
G1.B1.S1.MA1	Attendance of parents attending school activities	Hampton, Richard	8/10/2015	Volunteer and attendance logs from parent events on campus.	5/31/2016 quarterly
G1.B1.S1.MA1	Identify the results of parental involvement based on the implementation of parent involvement strategies	Hampton, Richard	8/10/2015	Attendance rosters from parent night/ open house events.	5/31/2016 semiannually
G1.B2.S1.MA1	On a monthly basis we will send home a parent newsletter highlighting positive aspects of WMHS academics, athletics, extra-curricular activities and opportunities for parents to be involved.	Graybeal, Jerry	8/10/2015	Log of volunteer hours. Copies of newsletters sent home.	5/31/2016 monthly
G1.B2.S1.MA1	Oversee on a quarterly basis the publishing of newsletter and distribution to parents. Oversee on an as needed basis, the recording and implementation of a call-out to parents.	Graybeal, Jerry	8/10/2015	Record of phone call-out. Copy of monthly newsletter.	5/31/2016 monthly
G2.MA1	Skyward attendance reports, MTSS documentation	Wood, Tanner	8/10/2015	Skyward attendance reports	5/31/2016 monthly
G2.B1.S1.MA1	Monthly reviews of attendance will be conducted and analyzed to determine if the avenues we are using have proven to be successful.	Wood, Tanner	8/10/2015	Skyward reports, MTSS documentation.	5/31/2016 monthly
G2.B1.S1.MA1	Attendance reports will be monitored monthly and at-risk students will be monitored by administration and through MTSS strategies.	Wood, Tanner	8/10/2015	Skyward attendance reports, MTSS documentation.	5/31/2016 monthly
G2.B1.S2.MA1	Student attendance will be monitored to ensure presence in school.	Weber, Evelyn	8/10/2015	Noticed home, call logs, meeting logs	5/31/2016 weekly
G2.B1.S2.MA1	Attendance information and date will be reviewed.	Weber, Evelyn	8/10/2015	Agendas, notices, sign-in sheets, all attendance documentation	5/31/2016 weekly
G3.MA1	Through discipline referrals, teacher effectiveness as monitored through classroom walk-throughs and end of year evaluations.	Hampton, Richard	8/10/2015	Discipline referrals, Classroom walk-throughs	5/31/2016 monthly
G3.B1.S1.MA1	The walk-throughs will show administrators any areas of concern related to effective classroom management strategies and they in turn will be able to provide timely feedback to teachers.	Hampton, Richard	8/10/2015	Student engagement, time on task, number of classroom interruptions due to discipline problems.	5/31/2016 monthly
G3.B1.S1.MA1	The number of walk-throughs will be documented and used for teacher evaluation purposes	Hampton, Richard	8/10/2015	Danielson observation instrument	5/31/2016 monthly
G3.B2.S1.MA1	Teachers will monitor class changes and times of times of transition to make sure students are in their assigned areas.	Hampton, Richard	8/10/2015	Documentation through emails and memos to teachers who are not at their assigned areas.	5/31/2016 daily
G3.B2.S1.MA1	Each day administrators will check and monitor assigned areas to ensure consistent coverage.	Elysee, Diana	8/10/2015	If teachers are not at assigned stations, it will be documented and reflected in evaluations.	5/31/2016 daily
G3.B3.S1.MA1	Constant reflection through faculty meetings, leadership meetings, community relations.	Hampton, Richard	8/10/2015	Student surveys, parent surveys, discipline referrals	5/31/2016 daily
G3.B3.S1.MA1	We will reflect daily on the effectiveness of our endeavors		8/10/2015	Discipline referrals, changes in attitude across campus.	5/31/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.MA1	Lesson plans and walk-through forms will be reviewed.	Elysee, Diana	8/10/2015	An increase of student achievement scores on state reading assessment and DEA assessment will be used for evidence. Information shared with teachers on the walk-thru forms will be evident to support an increase in student reading comprehension skills.	5/31/2016 weekly
G4.B1.S1.MA1	Lesson plans and instruction will be reviewed and documented on the classroom walk-through forms.	Elysee, Diana	8/10/2015	The classroom walk-through form will be used as documentation. Teachers will receive a paper copy until the electronic version of the walk-through is available.	5/31/2016 one-time
G4.B1.S1.MA1	Administrative team will monitor lesson plans and its implementation	Elysee, Diana	8/10/2015	Lesson plans will be reviewed and provided feedback on a weekly basis from administration.	5/31/2016 weekly
G4.B2.S1.MA1	Administration will attend some of the monthly meetings during the year to provide input.	Elysee, Diana	8/10/2015	Mid-year, end of the year, and state assessment data will determine the effectiveness of the collaborative planning and sharing of ideas.	5/31/2016 monthly
G4.B2.S1.MA1	Sign-in sheets, minutes and agendas will be reviewed	Elysee, Diana	8/10/2015	Teachers will be monitored for fidelity by review of the minutes and agendas of the weekly meetings	5/31/2016 monthly
G4.B2.S2.MA1	Upon completion of walkthroughs, the data will be shared with the curriculum team to discuss the observation. If changes need to be made, teachers will receive the information by the administrator.	Elysee, Diana	8/17/2015	Walkthrough data, DEA results, FSA results	5/30/2016 weekly
G4.B2.S2.MA1	Walkthroughs will be completed by administration.	Elysee, Diana	9/28/2015	Walkthrough data, DEA results, FSA results	5/30/2016 weekly
G5.MA1	Walkthroughs and participation in grade level and department meetings will ensure that articulation and collaboration is occurring weekly and aimed towards improving student achievement. Mid-year and end of the year data will be compared to determine the correlation between increased collaboration, articulation and FCAT 2.0 Reading and Algebra 1 EOC achievement.	Weber, Evelyn	8/10/2015	Lesson plans with strategies shared in staff, grade level and department meetings as well as formal evaluation evidence and walkthroughs will serve as evidence that departments and grade levels are increasing collaboration. Mid year and end of the year data will be compared to determine the correlation between increased collaboration, articulation and FSA/ Algebra 1 EOC achievement.	5/31/2016 weekly
G5.B1.S1.MA1	Before school department, grade level, leadership and staff meetings will be monitored for effectiveness through the teacher evaluation tool.	Hampton, Richard	8/10/2015	Teacher classroom walkthrough forms and formal teacher evaluations will serve as evidence in increased attendance and participation in school level meetings and trainings. Mid-year and end of the year data will be compared to determine the correlation between increased collaboration and articulation and FSA math and Algebra 1 EOC achievement.	5/31/2016 monthly
G5.B1.S1.MA1	The analysis of meeting agendas, sign in sheets and implementation of strategies shared in respective training.	Hampton, Richard	8/10/2015	Teacher walkthrough data and meeting sign in sheets will serve as evidence. Mid-year and end of the year data will be compared to determine if there is a correlation between increased collaboration and articulation and FSA/ Algebra 1 EOC achievement.	5/31/2016 monthly
G5.B2.S1.MA1	Frequent monitoring by administration and sharing of ideas will be used to monitor its effectiveness.	Elysee, Diana	8/10/2015	The walkthrough document will serve as evidence.	5/31/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B2.S1.MA1	Administration will conduct walkthroughs to ensure that instruction is inclusive of seeking prior knowledge.	Elysee, Diana	8/10/2015	The walkthrough and the evaluation process will be used as evidence.	5/31/2016 weekly
G5.B3.S1.MA1	Walkthrough during the after-school program will be conducted to ensure effective implementation.	Elysee, Diana	8/17/2015	Student grades and student scores on district and state assessment will be the evidence collected.	5/19/2016 weekly
G5.B3.S1.MA1	Students are allotted time during the afterschool program to complete their homework activities.	Elysee, Diana	8/17/2015	Student grades and the district math assessments will be collected to monitor its fidelity.	5/19/2016 weekly
G6.MA1	Progress toward the goal will be monitored by analyzing mid-year and end of year science assessments. Student improvement in science scores as evidenced by student writing samples and walk-thrus will also demonstrate progress towards meeting the goal to improve science scores.		8/10/2015	Mid-year and end of year test data will be compared and analyzed.	5/31/2016 quarterly
G6.B1.S1.MA1	Science DEA and state standards assessment will be reviewed and analyzed.	Hampton, Richard	8/10/2015	Increased experiments and exposure to science vocabulary will result in an increase of science test scores.	5/31/2016 quarterly
G6.B1.S1.MA1	Lesson and plans and science instruction will be monitored through weekly walk-thrus and end of the year evaluations.	Hampton, Richard	8/10/2015	Evidence may include student interactive notebooks, binders with Cornell notes and learning logs.	5/31/2016 weekly
G6.B1.S2.MA1	Administration will complete frequent observations and walk-throughs to ensure the science strategies are implemented in the classroom.	Weber, Evelyn	8/17/2015	DEA, FCAT 2.0 and EOC results will be used to determine its effectiveness. In addition, student grades will be reviewed to ensure students comprehend science concepts.	5/30/2016 one-time
G6.B1.S2.MA1	Teachers will utilize the technology resources in the classrooms and complete a science project for the science fair.	Squire, Deanna	9/28/2015	DEA, FCAT 2.0 and EOC results will be used to determine its effectiveness.	5/30/2016 one-time

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.

G3. For the 2015-2016 school year, WMHS will decrease the number of student discipline referrals by 10%.

G3.B1 New teachers with limited or zero classroom management experience.

G3.B1.S1 Conduct consistent classroom walk-throughs and provide timely feedback. Monitor teacher effectiveness and provide classroom management training if necessary.

PD Opportunity 1

Teachers at WMHS will receive ongoing classroom walk-throughs by school and district administrators and be provided timely feedback.

Facilitator

Administration

Participants

All teachers

Schedule

Monthly, from 8/10/2015 to 5/31/2016

PD Opportunity 2

Professional Development will be provided for teachers about the students and home life and ways to address discipline.

Facilitator

Administration

Participants

All WMHS teachers

Schedule

Weekly, from 8/3/2015 to 5/31/2016

G4. On the 2014 FCAT 2.0 reading assessment, 40% of WMHS students demonstrated proficiency. Reading Goal: On the ELA Florida Standards Assessment, 70% of WMHS students will demonstrate reading proficiency.

G4.B1 Lack of literacy skills-Students have the ability to fluently read but lack comprehension skills. Students who are accustomed to limited reading and writing in non-standard English and reading courses may resist the initiative.

G4.B1.S1 Plan and implement effective lesson plans through collaboration. Planning together is essential to ensure other ideas that may help are shared among the members.

PD Opportunity 1

Meetings for data and collaborative review

Facilitator

Leadership team leader

Participants

Teachers who teach reading and English language arts

Schedule

Monthly, from 8/10/2015 to 5/31/2016

G4.B2 Limited experience and training in reading and writing instruction and assessment for non reading and writing teachers. It is difficult for some teachers to come up with strategies to incorporate reading and writing in to their classrooms that were traditionally not focused on these areas of instruction. Most of our instructional staff have minimal experience with reading and writing instruction and assessment.

G4.B2.S1 Use LFS Strategies in lesson plans and implement in instruction. In addition, use the reading/literacy coach to help with reading and writing instruction.

PD Opportunity 1

Teachers who do not teach reading and writing may need direction of ways of including reading and writing in their classes. These teachers who need guidance and advice will seek the reading/literacy coach for ideas to include how to analyze extended passages and other texts to help the students succeed.

Facilitator

Reading/Literacy Coach

Participants

Teachers with limited reading/writing teaching experience

Schedule

Monthly, from 8/10/2015 to 5/31/2016

PD Opportunity 2

Teachers teaching ELA, Reading, and English will work together to discuss student work.

Facilitator

Jessica Christian

Participants

Administration, reading and curriculum coordinator, ELA, Reading, and English

Schedule

Monthly, from 9/9/2015 to 5/31/2016

PD Opportunity 3

Half-day reading strategies and collaboration

Facilitator

Jessica Christian

Participants

Reading and curriculum coordinator, ELA, Reading, and English teachers

Schedule

Semiannually, from 9/22/2015 to 5/31/2016

G4.B2.S2 Use different reading resources in the classroom to provide a diverse learning experience

PD Opportunity 1

The reading coach and curriculum coordinator will provide professional development for teachers during a half day session discussing higher order thinking tasks, lesson plans, data, and teacher needs.

Facilitator

Jessica Christian & Dee Ragar

Participants

ELA and Social Studies Teachers

Schedule

On 9/24/2015

G5. On the 2014 FCAT 2.0 math assessment, 39% of WMHS students demonstrated proficiency. Math Goal: On the Florida Standards assessment, 69% of WMHS students will demonstrate math proficiency.

G5.B1 Teacher attendance at leadership meetings, grade level meetings, department meeting and staff meetings is frequently interrupted due to testing trainings and off campus training.

G5.B1.S1 Department meetings, grade level meetings, staff meetings and leadership meetings have been scheduled to start and end before the typical school day starts allowing for travel time to local professional development sessions and reduced conflict with other on campus trainings. District calendars are also referenced prior to scheduling mandatory sessions to avoid conflict.

PD Opportunity 1

Administration and the curriculum coordinator will work together to reference all available calendars including professional development calendars, school activities calendars and district calendars prior to scheduling school level meetings or trainings.

Facilitator

Dee Ragar- Curriculum Coordinator and Department Heads and Grade Level Chairs

Participants

All WMHS Staff

Schedule

Biweekly, from 8/10/2015 to 5/31/2016

PD Opportunity 2

Half-day trainings will be scheduled to allot time for teachers to discuss and review various math strategies for implementation.

Facilitator

Dee Ragar - Curriculum Coordinator

Participants

Math and Science teachers

Schedule

Semiannually, from 9/22/2015 to 5/31/2016

G5.B2 Students lack background knowledge, math literacy skills, and math fluency skills from prior years.

G5.B2.S1 Seeking Prior knowledge

PD Opportunity 1

Teachers will review the math content seeking prior knowledge of students and knowing where students may need redirection before instruction begins.

Facilitator

Sherri Hampton

Participants

Math Teachers

Schedule

Biweekly, from 8/10/2015 to 5/31/2016

G6. On the 2015 FCAT 2.0 science assessment, 31% of WMHS demonstrated proficiency. Science Goal: On the 2016 science assessment, 50% of WMHS students will demonstrate science proficiency.

G6.B1 Limited experience with science vocabulary and concepts

G6.B1.S1 It is an expectation that all classrooms are utilizing Cornell notes, learning logs and interactive notebooks in science classes, and integrate Core Connections writing in journals. Use learning map as a teaching tool and Achieve 3000 for articles as reading assignments.

PD Opportunity 1

Instruction will be monitored by review of lesson plans and instruction through walk-thrus.

Facilitator

AVID Site Team

Participants

All WMHS staff.

Schedule

On 5/31/2016

PD Opportunity 2

Half-day trainings will be scheduled to allot time for teachers to discuss and review various math strategies for implementation.

Facilitator

Dee Ragar - Curriculum Coordinator

Participants

Math and Science teachers

Schedule

Semiannually, from 9/22/2015 to 5/31/2016

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	Meet with faculty to discuss ideas that parents could do from home to be involved at WMHS. Arrange for one of the clubs to provide child care during parent nights/open houses. Determine those that have transportation issues and arrange with them for a phone call conference.	\$0.00
2	G1.B2.S1.A1	In order for the call-out to be effective we need to make sure all contact information is accurate in Skyward. Information could be gathered from faculty and staff on a monthly basis pertaining to available opportunities and inserted in a newsletter to be mailed home.	\$0.00
3	G2.B1.S1.A1	WMHS will increase student attendance by addressing attendance issues and requirements with students and parents in multiple ways throughout the school year.	\$0.00
4	G2.B1.S2.A1	Attendance meetings will be held with students not attending school.	\$0.00
5	G3.B1.S1.A1	Teachers at WMHS will receive ongoing classroom walk-throughs by school and district administrators and be provided timely feedback.	\$0.00
6	G3.B1.S1.A2	Professional Development will be provided for teachers about the students and home life and ways to address discipline.	\$0.00
7	G3.B2.S1.A1	Complete a duty station roster to be used for the 2105-16 school year.	\$0.00
8	G3.B3.S1.A1	Through our motto of "Believe in the Blue" we aim to bring the pride back to WMHS in the areas of academics, athletics, and our entire school culture.	\$0.00
9	G4.B1.S1.A1	Lesson Plan Review and classroom instruction	\$0.00
10	G4.B1.S1.A2	Meetings for data and collaborative review	\$0.00
11	G4.B2.S1.A1	Teachers who do not teach reading and writing may need direction of ways of including reading and writing in their classes. These teachers who need guidance and advice will seek the reading/literacy coach for ideas to include how to analyze extended passages and other texts to help the students succeed.	\$0.00
12	G4.B2.S1.A2	Teachers teaching ELA, Reading, and English will work together to discuss student work.	\$0.00
13	G4.B2.S1.A3	Half-day reading strategies and collaboration	\$0.00
14	G4.B2.S2.A1	The reading coach and curriculum coordinator will provide professional development for teachers during a half day session discussing higher order thinking tasks, lesson plans, data, and teacher needs.	\$0.00
15	G5.B1.S1.A1	Administration and the curriculum coordinator will work together to reference all available calendars including professional development calendars, school activities calendars and district calendars prior to scheduling school level meetings or trainings.	\$550.00

Budget Data						
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title IV		\$550.00
			<i>Notes: Two math teachers will attend a conference to become familiar with other effective math strategies for classroom implementation.</i>			
16	G5.B1.S1.A2	Half-day trainings will be scheduled to allot time for teachers to discuss and review various math strategies for implementation.				\$0.00
17	G5.B2.S1.A1	Teachers will review the math content seeking prior knowledge of students and knowing where students may need redirection before instruction begins.				\$0.00
18	G5.B3.S1.A1	After-school Program				\$0.00
19	G6.B1.S1.A1	Instruction will be monitored by review of lesson plans and instruction through walk-thrus.				\$1,550.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title IV		\$1,550.00
			<i>Notes: Science grade level teacher will attend a workshop to learn more about ways to improve science instruction.</i>			
20	G6.B1.S1.A2	Half-day trainings will be scheduled to allot time for teachers to discuss and review various math strategies for implementation.				\$0.00
21	G6.B1.S2.A1	In science classes, students will complete science experiments and projects throughout the year.				\$0.00
					Total:	\$2,100.00