

Wildwood Middle/ High School



2016-17 Schoolwide Improvement Plan

Wildwood Middle/ High School

700 HUEY ST, Wildwood, FL 34785

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	No	80%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	57%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	C*	D	C

**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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Wildwood Middle/ High School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

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

Wildwood Middle High School learns about students' cultures through review of student cumulative folders, student contact forms, and discussions with the community. Relationships between the staff and students are gained through frequent communication, beginning of the year "Get to Know You" activities, personal conversations with students during non-instructional time such as lunch and break, and participation in extra-curricular activities to support student talented ability.

Moreover, many staff members live in the Wildwood area and are already familiar with the background of the students. The Wildwood community is involved in the lives of the students in the school setting by providing volunteer services. Also, teachers are encouraged to become familiar with the students' academic background by reviewing test scores, grades from previous school years, conversations with former teachers, and pertinent information linked with student background.

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

The priority of Wildwood Middle High School is to establish and maintain safety of all individuals who are involved on WMHS campus. To ensure that all members on campus are safe, safety policies and procedures have been established for all members to follow. Students are expected to follow teacher instructions and directives. To ensure the safety of students before school, middle school students attend the morning room where an adult is stationed in the room. During school, students are assigned to a class each period to be supervised and instructed by an instructional member of the staff. For after school, there are various activities that students participate in that includes: Clubs, Sports, GradPoint, and the 21st Century After School Program.

The school creates an environment where students feel safe and respected before and after school by ensuring that there is supervision. At Wildwood Middle High School, supervision directly impacts safety of all members on campus. Teachers are stationed at varying posts around the school to supervise before school, during student 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.

To maintain respect on campus, students are instructed the difference between respect and

disrespect. Possible behaviors are expressed and shared with the students at the beginning of the school year. Students also have the opportunity to express their concerns to any staff member on campus whom they trust. Moreover, the voice box is another form of communication students can use to share their concerns regarding other students. Students place a note with information of individuals who may "bother" them on campus. The guidance counselor checks the box on a daily basis to address any issues students may be facing. Students are then provided the counseling needed to help address the issues presented. Students also have the opportunity to write a statement of an issue that may cause further problems. Administration and staff members can be approached about issues by parents, students, and the community.

At the beginning of the school year, students are provided with a student handbook and the Student Code of Conduct detailed with disciplinary plan the first week of school. The materials are reviewed in detail each period on the first day of school.

c. 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 school-wide behavioral system that is in place to aid in minimizing distractions to keep students engaged during instructional time is establishing and maintaining effective classroom management techniques. During preplanning, the administrative team provided training related to building relationships with students and their families. Building those relationships is essential to the success of students following classroom expectations.

In addition to building relationships, the school has a discipline committee to review the policies and regulations in place to address behavior. At the end of the school year, May 2016, the discipline committee met to discuss changes for the upcoming 2016 school year. Some of the issues that were discussed included dress code, skipping classes, how to make the short forms work, consequences to match the misbehavior and the level of intensity of the consequence. Once approved by the discipline committee, the information was placed in the student handbook. As part of the first day procedures, teachers are required to review the student handbook by sections during the day and the Student Code of Conduct. The procedure is completed the first day of school to set the foundation of the school's expectation for behavior. Then, students would not have an excuse to provide for misbehavior.

New teachers were provided with a special lunch to discuss any concerns they may have about the school. New teachers had questions about how to go about certain behaviors and administration provided an overview and focused on being consistent across the board.

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.

Teachers have been trained to address misbehavior in the classroom using the three before administration approach. According to WMHS faculty handbook, "You must utilize at least 3 interventions before completing a long form. The interventions can include but not limited to short form, teacher held conference, isolation of student, loss of privilege, writing assignment, etc. One of the required interventions before a long form is parent contact by the teacher. If the three interventions are unsuccessful, then a long form may be written." It is crucial that all students follow

the policies 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 school 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 classroom and school rules. The disciplinary actions will include: 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 abide by the school behavior policies. Our goal is for teachers to continually motivate students, practice good classroom management skills, and use the discipline 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.

Students who continue to struggle with following school rules may be referred to MTSS process for behavior.

To enforce acceptable behaviors on campus, there is a school-wide PBS to encourage students to behave and promote positive behaviors. The MTSS personnel oversees the school-wide PBS programs and rewards students for their positive behaviors.

d. 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.

Wildwood Middle High 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, and phone calls. 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. Each nine weeks, we have an advisory time called Wildcat Connection where students meet with teachers to participate in a mentoring session to discuss behavior, attendance, and grades.

3. Early Warning Systems

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

a. 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 PS-RTI (Problem Solving-Response to Intervention) process. There are 3 tiers in the PS-RTI 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 PS-RTI. Interventions are in place to support students in Tier 2 and Tier 3.

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

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	12	7	8	4	0	0	0	31	
One or more suspensions	0	0	0	0	0	0	6	2	0	0	2	0	0	10	
Course failure in ELA or Math	0	0	0	0	0	0	5	3	3	2	0	0	0	13	
Level 1 on statewide assessment	0	0	0	0	0	0	34	17	20	27	32	11	0	141	

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	11	16	10	7	3	0	0	47	

c. 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 PS-RTI personnel. Students are provided with interventions to address their academic and/or behavior needs. Interventions for students in MTSS for behavior will include counseling services through the organization Life streams for tier 2 students and BIPS for tier 3 students. Interventions for students in MTSS for academics particularly for reading includes an intensive reading class with Learning Focused Strategies with an incorporation of Achieve 3000 reading articles, SuccessMaker, and Read 180 for tier 2 students. For tier 3 students, there will be 1 on 1 instruction provided. Interventions for students in MTSS for academics particularly for math includes use of Khan Academy for tier 2 students and 1 on 1 instruction with the teacher for tier 3 students. The interventions are documented by teachers and submitted to the MTSS personnel to review for fidelity checks. Students who are successful with the PS-RTI may be referred out of the program. Students who continue to struggle even with the use of the PS-RTI process may be referred to ESE.

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

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

Wildwood Middle High School works at building positive relationships with families to increase involvement by hosting various parent and school activities inviting families to participate. At the start of school, orientation was conducted to allow parents to learn about the school, expectations, and

meet their student's teachers.

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

Opportunities for parents and community members are available through the volunteer program and attendance at the SAC meetings. 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. SAC members are involved in the decision-making process for school improvement.

2. 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

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
Ragar, Dee	Instructional Coach
Squire, Deanna	Teacher, K-12
Lipham, Chelsea	Instructional Technology
Wood, Tanner	Administrative Support
Graybeal, Jerry	Administrative Support
Parker, Paula	Teacher, K-12
Dixon, Ronald	Teacher, K-12
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
Ondriezek, Kylie	Teacher, K-12
Faulkner, Ellen	School Counselor
Commerford, Richard	Teacher, K-12

b. Duties

1. 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 discussions, meetings, mentoring services and 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.

2. 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 process in which the school leadership aligns all available resources to meet the needs of all students is through frequent collaboration and discussions to present student needs and discuss how to address those needs. Administration is frequently informed of the student needs. Moreover, 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 programs inclusive of Remediation Program/Credit Recovery and a summer program for Credit Recovery/EOC Remediation for secondary students. 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 Khan Academy, Accelerated Reader, Achieve 3000, Study Island, AVID Summer Bridge Algebra Curriculum, and ACT/SAT Test Preparation. Each of these programs provide 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 criminal justice academies, career teachers focus on incorporating life situations into the curriculum. WMHS welcomes the new academy: Criminal Justice to provide students with the hands-on learning of solving varying crime scenes. 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. Content area teachers continually incorporate current topics, trends and technology use into daily lessons.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Richard Hampton	Principal
Anthony Garcia	Parent
Ragar Dee	Teacher
Christi McKinney	Principal
Diana Elysee	Principal
Evelyn Weber	Principal
Richard Commerford	Teacher
Marcus Douglas	Parent
Karen Corbin	Parent
Dora Ellis	Teacher
Amanda Fort	Parent
Jennifer Freeman	Parent
Nina Lynum	Parent
Annabelle Martinez	Parent
Kyle Vick	Student
Genora Warthen	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

Wildwood Middle High School SAC members participated in a SIP work session in September of 2015 to assist in the process of updating the SIP. Once the document was updated, the 2015-2016 SIP was presented to the SAC for approval. Once approved, the SAC members were present for the formal Board Presentation of the 2015-2016 SIP.

b. 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 2016-2017 School Improvement Plan throughout the 2015-2016 school year during the quarterly meetings. The plan will be presented to the SAC members in the fall of 2016. 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.

c. 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 opportunity to discuss ways to spend the funds for future expenses.

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

A meeting was conducted in September 2015 and the SAC members agreed that the funds should be spent on professional development for teachers.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

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
Ondriezek, Kylie	Teacher, K-12
Underhill, Andrew	Teacher, K-12
Ellis, Dora	Teacher, K-12
Miranda, Iliana	Teacher, K-12
Dejesus, Limary	Teacher, K-12
Rivers, Alimayu	Teacher, K-12
Gaffney, Jeanine	Teacher, K-12
Wagner, Chad	Teacher, K-12
Arquette, Christine	Teacher, K-12
Uribe, Denia	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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 to 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 reading comprehension skills within the student body.

In addition, the major initiative for this school year is to revive the accelerated reader program and

create innovative incentives to increase student participation.

D. Public and Collaborative Teaching

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

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

Wildwood Middle High School's strategies to encourage positive working relationships between teachers is by sharing ideas and having open discussions during grade level and department meetings on a monthly basis. Teachers and staff members are provided with school events on a weekly basis via email. 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, communication with the leadership team, submit a PBS for teachers and staff, and completion of the Lieue recognition form.

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

The Human Resource recruitment team actively pursues certified and highly qualified applicants through college recruitment fairs, Teachers-Teachers recruiting service, and Sumter's online applicant tracking system available on the District's website.

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

Wildwood Middle High School's teacher mentoring program includes 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. Teachers are paired based on knowledge of content area and grade level.

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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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. The department chairs for each subject area shares the information with the school staff members and the curriculum is used as one of the targets of the weekly discussions during the department level meetings.

b. Instructional Strategies

1. 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.

Wildwood Middle High School uses classroom, district, and state-wide assessments to differentiate instruction to meet the diverse needs of students. 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 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 includes a wide range of diverse texts that support each of the standards and meet the instructional needs of all students.

Students who struggle with a particular content is given additional instruction to provide the student multiple opportunities to master the content. Students are provided a varied amount of tasks and assignments based on their level to ultimately meet or surpass grade level expectations.

2. 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: 34,560

The 21st Century afterschool program is used to increase the amount and quality of learning time beyond the school day. For the next 4 years, the program will run from Mondays to Thursdays after school. The program targets students in grades 6-8.

During the course of the program, students will participate in project-based learning activities in the areas of reading, mathematics, and science integrating art and technology. 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 technological programs inclusive of Khan Academy, Success Maker, Accelerated Reader, Achieve 3000, and Study Island. Each of these programs provide instruction and practice in the key content areas. Students in the afterschool programs will be provided a nutritional snack and transportation each day.

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

Commerford, Richard, richard.commerford@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: Extended School Day

Minutes added to school year: 32

AVID Algebra Readiness and Algebra 1 Remediation-acceleration and remediation Algebra courses to teach mastery of Algebra 1 content

Strategy Rationale

Reinforce and strengthen Algebra 1 skills and content

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

Proficient scores on Algebra 1 EOC and Algebra 1 assignments

Strategy: Summer Program

Minutes added to school year: 192

The 21st Century summer program is used to increase the amount and quality of learning time beyond the school year. For the next 4 years, the program will run from Mondays to Thursdays after school. The program targets students in grades 6-8.

During the course of the program, students will participate in project-based learning activities in the areas of reading, mathematics, and science integrating art and technology. 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 technological programs inclusive of Khan Academy, Success Maker, Accelerated Reader, Achieve 3000, and Study Island. Each of these programs provide instruction and practice in the key content areas. Students in the afterschool programs will be provided a nutritional snack and transportation each day.

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

Commerford, Richard, richard.commerford@sumter.k12.fl.us

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

The summer 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: Extended School Day

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

Strategy: Summer Program

Minutes added to school year: 48

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
- Enrichment

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 accurately 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: 288

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. The number of minutes above is based on students who attend for the entire school year.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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 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).

Within the school, teachers collaborate and discuss with each other the strengths and struggles of students to focus on the student's needs.

b. College and Career Readiness

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

The strategies that Wildwood Middle High School uses to advance college and career awareness includes the use of AVID strategies, use of Cornell notes, incorporation of WICOR, and exposure to

rigorous content. The expectation is that WMHS is an AVID school and therefore AVID is infused into 6th-12th grade and will provide further individualized instruction, and remediation to selected students. All classroom instruction must be infused with AVID strategies as part of the instruction. Students with AVID as an elective course are required to complete college applications prior to graduating.

Exposure to scholarships has also been a push for motivating students to think about their life beyond the high school time period. The counselor has been instrumental in providing FAFSA and scholarship training. Moreover, the school has a mentoring program with the New Covenant church where students are given a mentor to discuss academics and behavior. The students who complete the mentoring program throughout their high school career will earn a scholarship to a higher education institution.

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. 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.

2. 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 at Wildwood Middle High School includes health, business, digital design, and criminal justice 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. Criminal Justice academy provides hands-on investigative activities for solving crime scenes.

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

Wildwood Middle High School's efforts of integrating career and technical education with academic courses has been to offer students choices of AP and Dual enrollment 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.

4. 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.

The strategies for improving student readiness for the public postsecondary level has been usage of LFS and AVID strategies. These 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.

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 2016-2017 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 2016-2017 school year, WMHS will increase student attendance in school by 25%.
- G3.** For the 2016-2017 school year, WMHS will decrease the number of student discipline referrals by 10%.
- G4.** On the 2016 FSA English Language Arts assessment, 30% of WMHS students demonstrated proficiency. Reading Goal: On the 2017 FSA ELA assessment, 74% of WMHS students will demonstrate reading proficiency.
- G5.** On the 2016 FSA math assessment, 25% of WMHS students demonstrated proficiency. Math Goal: On the 2017 math assessments, 74% of WMHS students will demonstrate math proficiency.
- G6.** On the 2016 science assessments, 40% of WMHS demonstrated proficiency. Science Goal: On the 2017 science assessments, 70% of WMHS students will demonstrate science proficiency.

Strategic Goals Detail

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

G1. For the 2016-2017 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

G083427

Targets Supported 1b

Indicator	Annual Target
5Es Score: Parent Involvement	150.0

Targeted Barriers to Achieving the Goal 3

- Lack of time
- Lack of knowledge about available opportunities

Resources Available to Help Reduce or Eliminate the Barriers 2

- Use of the marquee and website to share activities to encourage parent involvement
- Involvement of SAC

Plan to Monitor Progress Toward G1. 8

Volunteer logs and attendance documentation from meetings

Person Responsible

Evelyn Weber

Schedule

Monthly, from 8/10/2016 to 5/31/2017

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 2016-2017 school year, WMHS will increase student attendance in school by 25%. 1a

G083428

Targets Supported 1b

Indicator	Annual Target
Attendance rate	10.0

Targeted Barriers to Achieving the Goal 3

- Laxidasical attitude of students and parental support.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Written and verbal communication with parents and students. Notification to parents regarding attendance and the importance of students attending school. Discuss with students during class meetings and with parents during WMHS Parent Nights, issues that could arise from not adhering to attendance policy.

Plan to Monitor Progress Toward G2. 8

Skyward attendance reports, MTSS documentation

Person Responsible

Evelyn Weber

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Skyward attendance reports

G3. For the 2016-2017 school year, WMHS will decrease the number of student discipline referrals by 10%.

1a

G083429

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	1223.0

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.
- Students taking accountability for acceptable behavior.

Resources Available to Help Reduce or Eliminate the Barriers 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

Plan to Monitor Progress Toward G3. 8

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

Person Responsible

Jerry Graybeal

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Discipline referrals, Classroom walk-throughs

G4. On the 2016 FSA English Language Arts assessment, 30% of WMHS students demonstrated proficiency. Reading Goal: On the 2017 FSA ELA assessment, 74% of WMHS students will demonstrate reading proficiency. 1a

G083430

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	74.0

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 reading and writing in non-standard English 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 into their classrooms that were traditionally not focused on these areas of instruction. Some instructional staff have minimal experience with reading and writing instruction and assessment.
- Lack of elaborating skills in writing.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Reading teachers will utilize the entire reading block to provide literacy and comprehension instruction for students to apply comprehension skills. Intensive reading course will also provide additional reading instruction for students who scored a level 1 on the FSA. 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 and reading teachers. This training is a hands on approach to incorporating increased reading and writing techniques during instruction using evidence-based reading and writing 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 the SpringBoard curriculum from College Board. This resource increases student's higher order thinking skills and use of reading and writing concepts. The curriculum also 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. In addition, WICOR is denoted in lesson plans and implemented during instruction.
- Teachers meet with the ELA department on the 2nd Wednesday of each month. Grade level chairs and department chairs meet with administration and curriculum team as part of the leadership team on Tuesday mornings.

Plan to Monitor Progress Toward G4. 8

Lesson plans and walk-through forms will be reviewed.

Person Responsible

Diana Elysee

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

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

Plan to Monitor Progress Toward G4. 8

MTSS Data Review-Use of Successmaker and Study Island as an intervention

Person Responsible

Tanner Wood

Schedule

Monthly, from 8/10/2016 to 5/17/2017

Evidence of Completion

The MTSS system for academics will be reviewed and modified to meet the needs of the students.

G5. On the 2016 FSA math assessment, 25% of WMHS students demonstrated proficiency. Math Goal: On the 2017 math assessments, 74% of WMHS students will demonstrate math proficiency. 1a

G083431

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	74.0

Targeted Barriers to Achieving the Goal 3

- Student interest diminished due to difficulty of problem solving questions and understanding of higher order thinking questions
- 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.

Resources Available to Help Reduce or Eliminate the Barriers 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

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 and mastery. Mid-year and end of the year data will be reviewed.

Person Responsible

Evelyn Weber

Schedule

Weekly, from 8/10/2016 to 5/31/2017

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 2016 science assessments, 40% of WMHS demonstrated proficiency. Science Goal: On the 2017 science assessments, 70% of WMHS students will demonstrate science proficiency. 1a

G083432

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	70.0

Targeted Barriers to Achieving the Goal 3

- Limited experience with science vocabulary and concepts

Resources Available to Help Reduce or Eliminate the Barriers 2

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

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

Deanna Squire

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

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 2016-2017 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**

 **G083427**

G1.B1 Lack of time **2**

 **B221216**

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

 **S233504**

Strategy Rationale

Many parents work and are unable to assist at school during the day, but may be willing to help with an activity they can conduct from home.

Action Step 1 **5**

Provide parent activities during after work hours

Person Responsible

Richard Hampton

Schedule

Annually, from 8/10/2016 to 5/31/2017

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 activities seeking input from parents

Person Responsible

Richard Hampton

Schedule

Semiannually, from 8/10/2016 to 5/31/2017

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

Evelyn Weber

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Volunteer and attendance logs from parent events on campus.

G1.B2 Lack of knowledge about available opportunities 2

B221217

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

S233505

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.

Action Step 1 5

In order for the call-out to be effective parents need to provide accurate and updated contact information so that WMHS may contact information based on accurate contact information in Skyward. Updated information could be gathered from the front office staff throughout the school year. Classroom teachers may send home a newsletter with inserted dates to remember. Use of technology through Remind 101 and communication with parents.

Person Responsible

Jerry Graybeal

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Copy of classroom newsletters. Record of call-out.

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

Oversee on an as needed basis, the recording and delivery of a call-out to parents and documentation of Tips for Parents.

Person Responsible

Diana Elysee

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Record of phone call-out and documentation for Tips for Parents.

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

Teachers will send home newsletters to parents detailing information that students are learning in class. Teachers will also utilize other sources to share information with parents, for example Remind 101, Skyward app, Class Dojo, etc.

Person Responsible

Diana Elysee

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Documentation of information sent home.

G2. For the 2016-2017 school year, WMHS will increase student attendance in school by 25%. 1

G083428

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

B221218

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

S233506

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

Evelyn Weber

Schedule

Weekly, from 8/10/2016 to 5/31/2017

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 8/10/2016 to 5/31/2017

Evidence of Completion

Skyward attendance reports and 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

Evelyn Weber

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Skyward attendance reports

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

S233507

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 8/10/2016 to 5/26/2017

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 data will be reviewed.

Person Responsible

Evelyn Weber

Schedule

Weekly, from 8/10/2016 to 5/31/2017

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 students are present in school.

Person Responsible

Evelyn Weber

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Notification home, call logs, meeting logs

G3. For the 2016-2017 school year, WMHS will decrease the number of student discipline referrals by 10%. 1

G083429

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

B221219

G3.B1.S1 Provide classroom management training at the beginning of the school year. Supply First Days of School to new teachers. Conduct consistent classroom walk-throughs and provide timely feedback. Monitor teacher effectiveness and provide classroom management training if necessary. 4

S233508

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 8/10/2016 to 5/31/2017

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 8/3/2016 to 5/31/2017

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 8/10/2016 to 5/31/2017

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 administration will be able to provide timely feedback to teachers.

Person Responsible

Diana Elysee

Schedule

Monthly, from 8/10/2016 to 5/31/2017

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

B221220

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

S233509

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 school year.

Person Responsible

Diana Elysee

Schedule

Daily, from 8/10/2016 to 5/31/2017

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 8/10/2016 to 5/31/2017

Evidence of Completion

If teachers are not at assigned stations, teachers will be reminded of the expectations. Documentation will be done and reflected in evaluations, if necessary.

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

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

Person Responsible

Richard Hampton

Schedule

Daily, from 8/10/2016 to 5/31/2017

Evidence of Completion

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

G3.B3 Students taking accountability for acceptable behavior. 2

 B221221

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

 S233510

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 WMHS 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 8/10/2016 to 5/31/2017

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 and have discussions with students

Person Responsible

Richard Hampton

Schedule

Daily, from 8/10/2016 to 5/31/2017

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

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Student surveys, parent surveys, discipline referrals

G4. On the 2016 FSA English Language Arts assessment, 30% of WMHS students demonstrated proficiency. Reading Goal: On the 2017 FSA ELA assessment, 74% of WMHS students will demonstrate reading proficiency. 1

G083430

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

B221222

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

S233511

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

Diana Elysee

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

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

Action Step 2 5

Meetings for data and collaborative review

Person Responsible

Jessica Christian

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

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

Action Step 3 5

Students who demonstrate a positive attitude and puts forth effort will be recommended for AVID courses.

Person Responsible

Dora Ellis

Schedule

Annually, from 8/10/2016 to 5/26/2017

Evidence of Completion

Students will be addressed and mentored by teachers to assist with pursuing higher level courses and the AVID course as an elective.

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 8/10/2016 to 5/31/2017

Evidence of Completion

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

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

Review of student grades

Person Responsible

Evelyn Weber

Schedule

Monthly, from 9/6/2016 to 5/26/2017

Evidence of Completion

Skyward will provide a report of student grades and ensuring that teachers are updating school grades to provide students with feedback. Administration will review student grades.

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

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

The classroom walk-through form will be used as documentation. Teachers will receive a paper copy in their mailbox for immediate feedback.

G4.B1.S2 Use of resources and computer programs in the classroom as part of the instruction: Accelerated Reader, SuccessMaker, Read 180, ELA textbooks, SpringBoard, and Achieve 3000, Doc cams, Promethean Board (Criminal Justice academy), Smart Board (AVID elective) 4

 S233512

Strategy Rationale

Incorporation of technology in the classroom and use of the one to one devices

Action Step 1 5

The various resources that the district provides will be used in the classroom as part of the instruction.

Person Responsible

Diana Elysee

Schedule

Daily, from 8/10/2016 to 5/31/2017

Evidence of Completion

Completion of the walkthroughs completed in the classrooms.

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Integration of technology

Person Responsible

Aaron Martin

Schedule

Daily, from 10/3/2016 to 5/12/2017

Evidence of Completion

Completion of technology evaluation of the use of the one-to-one devices.

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Frequent walkthroughs will be completed to monitor the effectiveness of technology

Person Responsible

Aaron Martin

Schedule

Daily, from 10/3/2016 to 5/12/2017

Evidence of Completion

Teachers will have access to the technology personnel for hands-on training and discussion of issues that may arise in the classroom. The monitoring of technology usage in the classroom.

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 into their classrooms that were traditionally not focused on these areas of instruction. Some instructional staff have minimal experience with reading and writing instruction and assessment. **2**

 B221223

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**

 S233513

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 integrate and analyze extended passages and other texts to help the students succeed.

Person Responsible

Jessica Christian

Schedule

Monthly, from 8/10/2016 to 5/31/2017

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 reading data, Florida standards, and student work.

Person Responsible

Jessica Christian

Schedule

Monthly, from 8/29/2016 to 5/31/2017

Evidence of Completion

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

Action Step 3 5

Meetings to work on use of effective strategies in the classroom while integrating reading strategies

Person Responsible

Dee Ragar

Schedule

Semiannually, from 8/29/2016 to 5/31/2017

Evidence of Completion

Agendas, Sign-in Sheets, and minutes from the meetings

Action Step 4 5

Reading coach will schedule times during the week to work with students in the ELA and Reading classes. If needed, the reading coach will work with students in other core courses as well to assist with integration of reading strategies.

Person Responsible

Jessica Christian

Schedule

Weekly, from 8/29/2016 to 5/31/2017

Evidence of Completion

Sign-In sheets and discussion notes

Action Step 5 5

Teachers will be provided training to incorporate writing in the classroom. Core Connections trainings will be provided along with direction from the reading coach.

Person Responsible

Dee Ragar

Schedule

Semiannually, from 8/30/2016 to 5/26/2017

Evidence of Completion

Sign-In sheets, agendas, and walkthroughs documenting inclusion of the training in the classroom

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 8/10/2016 to 5/31/2017

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 8/10/2016 to 5/31/2017

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.

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

The data will be shared with the teachers and strategies will be shared to improve the data.

Person Responsible

Jessica Christian

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Student data on district and state assessments will be used as the evidence.

G4.B2.S2 Use different reading resources in the classroom to provide a diverse learning experience. Infuse AVID strategies in the classroom with the inclusion of WICOR. 4

S233514

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. Teachers will also plan integrative lessons to include reading and history concepts.

Person Responsible

Jessica Christian

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Sign-in sheets, agendas, and teacher discussions will serve as the evidence.

Action Step 2 5

Lieue Week of Peer observations to acquire ideas from other teachers

Person Responsible

Richard Hampton

Schedule

Monthly, from 8/31/2016 to 5/17/2017

Evidence of Completion

Teachers will visit other classrooms to gain insight on the use of the varying strategies and documenting those ideas. Teachers will also recognize other teachers of effective strategies observed. These forms will be submitted to the cohort administrator.

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

Walkthroughs will be completed by administration.

Person Responsible

Diana Elysee

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Walkthrough data, DEA results, and 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 8/10/2016 to 5/26/2017

Evidence of Completion

Walkthrough data, DEA results, and FSA results

G4.B3 Lack of elaborating skills in writing. 2

B221224

G4.B3.S1 Students are struggling with elaborating in their writing. 4

S233515

Strategy Rationale

After reviewing student work, students are effectively citing evidence but are struggling with elaborating their thoughts and providing additional support. This may be due to limited background knowledge.

Action Step 1 5

Core Connections Training

Person Responsible

Dee Ragar

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

Review of student work

Person Responsible

Jessica Christian

Schedule

Quarterly, from 8/10/2016 to 5/31/3017

Evidence of Completion

Sign in sheets, Student work will be used to determine the effectiveness of the implementation of the strategies from the training

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

Review of student work and evaluation of student assessment and feedback from the teacher

Person Responsible

Diana Elysee

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion

During evaluation time, teachers will present their student data and discuss the improvements in their instruction, student scores on classroom writing assessments, and ELA FSA results.

G5. On the 2016 FSA math assessment, 25% of WMHS students demonstrated proficiency. Math Goal: On the 2017 math assessments, 74% of WMHS students will demonstrate math proficiency. 1

G083431

G5.B1 Student interest diminished due to difficulty of problem solving questions and understanding of higher order thinking questions 2

B221225

G5.B1.S1 Increase use of note-taking strategies using Cornell notes and development and understanding of higher order thinking questions. Exposure to problem solving questions while using LFS and AVID strategies 4

S233516

Strategy Rationale

Students need to breakdown the math concept on paper and learn the proper step-by-steps to complete a math problem.

Action Step 1 5

Monitoring classroom instruction following Learning Focused Strategies

Person Responsible

Richard Hampton

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Student FSA math data, district assessment data, and analysis of classroom mastery of concepts

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 9/22/2016 to 5/31/2017

Evidence of Completion

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

Action Step 3 5

Incorporation of AVID strategies-Cornell notes and utilization of WICOR during lessons

Person Responsible

Diana Elysee

Schedule

Weekly, from 8/15/2016 to 5/19/2017

Evidence of Completion

Walkthrough data and discussion with the administrative team

Action Step 4 5

WMHS will place students who scored a level 4 or higher in advanced courses and higher math courses for exposure to complex math concepts.

Person Responsible

Richard Hampton

Schedule

On 8/31/2016

Evidence of Completion

Students who are in regular classes will be placed in higher math classes and evidenced through the student's schedule. The math grade and scores on state assessment will be used as evidence that the students can achieve much more complex math skills.

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

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

Person Responsible

Richard Hampton

Schedule

Monthly, from 8/10/2016 to 5/31/2017

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 8/10/2016 to 5/31/2017

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. FSA math and Algebra 1 EOC achievement results will be reviewed to determine its effectiveness.

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

Lieue Week of Peer observations to acquire ideas from other teachers

Person Responsible

Richard Hampton

Schedule


Monthly, from 8/31/2016 to 5/17/2017

Evidence of Completion

Teachers will visit other classrooms to gain insight on the use of the varying strategies and documenting those ideas. Teachers will also recognize other teachers of effective strategies observed. These forms will be submitted to the cohort administrator.

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

2

 B221226

G5.B2.S1 Seeking Prior knowledge and developing those basic fluency skills 4

 S233517

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Sherri Hampton

Schedule

Biweekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Collaboration of lesson planning-department agendas, Sharing of FSA math data and Math EOC

Action Step 2 5

Middle school teachers will work on improving student fluency skills through practice and continuously reviewing the basic facts.

Person Responsible

Sherri Hampton

Schedule

Daily, from 8/15/2016 to 5/19/2017

Evidence of Completion

Classroom grades and test scores

Action Step 3 5

Use of math resources and technology in the classroom: SuccessMaker, Khan Academy, Algebra nation, Study Island, ixl.com, math textbooks and Agile Minds

Person Responsible

Aaron Martin

Schedule

Weekly, from 9/6/2016 to 5/26/2017

Evidence of Completion

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 and acceleration of math concepts to be learned.

Person Responsible

Diana Elysee

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

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

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

Review of student grades

Person Responsible

Evelyn Weber

Schedule

Monthly, from 9/6/2016 to 5/26/2017

Evidence of Completion

Skyward will provide a report of student grades and ensuring that teachers are updating school grades to provide students with feedback. Grades will be reviewed by administration.

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

MTSS Data Review-Use of Khan Academy as an intervention

Person Responsible

Tanner Wood

Schedule

Weekly, from 8/10/2016 to 5/17/2017

Evidence of Completion

The MTSS system for academics will be reviewed and modified to meet the needs of the students.

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

Evelyn Weber

Schedule

Weekly, from 8/10/2016 to 5/31/2017

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

 B221227

G5.B3.S1 Assistance with home activities 4

 S233518

Strategy Rationale

Utilize the time in the school day to complete home activities

Action Step 1 5

After-school Program GradPoint for High School students and morning tutoring

Person Responsible

Jessica Christian

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

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

Action Step 2 5

21st Century afterschool program

Person Responsible

Richard Commerford

Schedule

Weekly, from 8/15/2016 to 5/19/2017

Evidence of Completion

Student grades and results on the district and state-wide assessments

Action Step 3 5

Morning computer lab for math tutoring

Person Responsible

Sherri Hampton

Schedule

Weekly, from 9/26/2016 to 4/21/2017

Evidence of Completion

Student grades and results on the district and state-wide assessments

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

Students are allotted time during the afterschool program to complete incomplete assignments and homework activities.

Person Responsible

Diana Elysee

Schedule

Weekly, from 8/15/2016 to 5/19/2017

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 8/17/2016 to 5/19/2017

Evidence of Completion

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

G6. On the 2016 science assessments, 40% of WMHS demonstrated proficiency. Science Goal: On the 2017 science assessments, 70% of WMHS students will demonstrate science proficiency. 1

G083432

G6.B1 Limited experience with science vocabulary and concepts 2

B221228

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

S233519

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-throughs. Lessons should include use of WICOR.

Person Responsible

Richard Hampton

Schedule

Weekly, from 8/10/2016 to 5/26/2017

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 9/22/2016 to 5/31/2017

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 8/10/2016 to 5/31/2017

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 8/10/2016 to 5/31/2017

Evidence of Completion

Increased experiments and exposure to science vocabulary will result in an increase of science test scores. Teachers will also post science vocabulary around the school for constant exposure.

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

S233520

Strategy Rationale

Student exposure to science experiments

Action Step 1 5

In science classes, students will complete science experiments and projects throughout the year. Students will also work on hands-on experiments planned by the teacher.

Person Responsible

Deanna Squire

Schedule

Annually, from 8/10/2016 to 5/26/2017

Evidence of Completion

School-wide Science Fair student participation

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

Biweekly, from 8/10/2016 to 5/26/2017

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

Weekly, from 8/10/2016 to 5/26/2017

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.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G5.B1.S1.A4 A299415	WMHS will place students who scored a level 4 or higher in advanced courses and higher math courses...	Hampton, Richard	8/10/2016	Students who are in regular classes will be placed in higher math classes and evidenced through the student's schedule. The math grade and scores on state assessment will be used as evidence that the students can achieve much more complex math skills.	8/31/2016 one-time
G5.B3.S1.A3 A299421	Morning computer lab for math tutoring	Hampton, Sherri	9/26/2016	Student grades and results on the district and state-wide assessments	4/21/2017 weekly
G4.B1.S2.MA1 M303735	Frequent walkthroughs will be completed to monitor the effectiveness of technology	Martin, Aaron	10/3/2016	Teachers will have access to the technology personnel for hands-on training and discussion of issues that may arise in the classroom. The monitoring of technology usage in the classroom.	5/12/2017 daily
G4.B1.S2.MA1 M303736	Integration of technology	Martin, Aaron	10/3/2016	Completion of technology evaluation of the use of the one-to-one devices.	5/12/2017 daily
G4.MA2 M303745	MTSS Data Review-Use of Successmaker and Study Island as an intervention	Wood, Tanner	8/10/2016	The MTSS system for academics will be reviewed and modified to meet the needs of the students.	5/17/2017 monthly
G5.B1.S1.MA3 M303747	Lieue Week of Peer observations to acquire ideas from other teachers	Hampton, Richard	8/31/2016	Teachers will visit other classrooms to gain insight on the use of the varying strategies and documenting those ideas. Teachers will also recognize other teachers of effective strategies observed. These forms will be submitted to the cohort administrator.	5/17/2017 monthly
G5.B2.S1.MA4 M303752	MTSS Data Review-Use of Khan Academy as an intervention	Wood, Tanner	8/10/2016	The MTSS system for academics will be reviewed and modified to meet the needs of the students.	5/17/2017 weekly
G4.B2.S2.A2 A299410	Lieue Week of Peer observations to acquire ideas from other teachers	Hampton, Richard	8/31/2016	Teachers will visit other classrooms to gain insight on the use of the varying strategies and documenting those ideas. Teachers will also recognize other teachers of effective strategies observed. These forms will be submitted to the cohort administrator.	5/17/2017 monthly
G5.B1.S1.A3 A299414	Incorporation of AVID strategies-Cornell notes and utilization of WICOR during lessons	Elysee, Diana	8/15/2016	Walkthrough data and discussion with the administrative team	5/19/2017 weekly
G5.B2.S1.A2 A299417	Middle school teachers will work on improving student fluency skills through practice and...	Hampton, Sherri	8/15/2016	Classroom grades and test scores	5/19/2017 daily
G5.B3.S1.MA1 M303753	Walkthrough during the after-school program will be conducted to ensure effective implementation.	Elysee, Diana	8/17/2016	Student grades and student scores on district and state assessment will be the evidence collected.	5/19/2017 weekly
G5.B3.S1.MA1 M303754	Students are allotted time during the afterschool program to complete incomplete assignments and...	Elysee, Diana	8/15/2016	Student grades and the district math assessments will be collected to monitor its fidelity.	5/19/2017 weekly
G5.B3.S1.A2 A299420	21st Century afterschool program	Commerford, Richard	8/15/2016	Student grades and results on the district and state-wide assessments	5/19/2017 weekly
G2.B1.S1.MA1 M303720	Monthly reviews of attendance will be conducted and analyzed to determine if the avenues we are...	Weber, Evelyn	8/10/2016	Skyward attendance reports	5/26/2017 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.MA3 M303734	Review of student grades	Weber, Evelyn	9/6/2016	Skyward will provide a report of student grades and ensuring that teachers are updating school grades to provide students with feedback. Administration will review student grades.	5/26/2017 monthly
G4.B1.S1.A2 A299401	Meetings for data and collaborative review	Christian, Jessica	8/10/2016	Sign-In sheet and agenda will be sent to county office for added PD credit, DEA data review	5/26/2017 monthly
G4.B1.S1.A3 A299402	Students who demonstrate a positive attitude and puts forth effort will be recommended for AVID...	Ellis, Dora	8/10/2016	Students will be addressed and mentored by teachers to assist with pursuing higher level courses and the AVID course as an elective.	5/26/2017 annually
G4.B2.S1.A5 A299408	Teachers will be provided training to incorporate writing in the classroom. Core Connections...	Ragar, Dee	8/30/2016	Sign-In sheets, agendas, and walkthroughs documenting inclusion of the training in the classroom	5/26/2017 semiannually
G5.B2.S1.MA3 M303751	Review of student grades	Weber, Evelyn	9/6/2016	Skyward will provide a report of student grades and ensuring that teachers are updating school grades to provide students with feedback. Grades will be reviewed by administration.	5/26/2017 monthly
G5.B2.S1.A3 A299418	Use of math resources and technology in the classroom: SuccessMaker, Khan Academy, Algebra nation,...	Martin, Aaron	9/6/2016		5/26/2017 weekly
G5.B3.S1.A1 A299419	After-school Program GradPoint for High School students and morning tutoring	Christian, Jessica	8/15/2016	Student homework completion through grade review, student grades, and student achievement on standardized assessments	5/26/2017 weekly
G6.B1.S1.A1 A299422	Instruction will be monitored by review of lesson plans and instruction through walk-throughs....	Hampton, Richard	8/10/2016	Student interactive notebooks, binders, and writing tasks. Administrative walk throughs and teacher evaluation evidence.	5/26/2017 weekly
G2.B1.S2.A1 A299395	Attendance meetings will be held with students not attending school.	Weber, Evelyn	8/10/2016	CST meeting notes, agendas, sign in sheets, parent notification, attendance info.	5/26/2017 weekly
G4.B2.S2.MA1 M303740	Upon completion of walkthroughs, the data will be shared with the curriculum team to discuss the...	Elysee, Diana	8/10/2016	Walkthrough data, DEA results, and FSA results	5/26/2017 weekly
G4.B2.S2.MA1 M303741	Walkthroughs will be completed by administration.	Elysee, Diana	8/10/2016	Walkthrough data, DEA results, and FSA results	5/26/2017 weekly
G4.B2.S2.A1 A299409	The reading coach and curriculum coordinator will provide professional development for teachers...	Christian, Jessica	8/10/2016	Sign-in sheets, agendas, and teacher discussions will serve as the evidence.	5/26/2017 quarterly
G6.B1.S2.MA1 M303758	Administration will complete frequent observations and walk-throughs to ensure the science...	Weber, Evelyn	8/10/2016	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.	5/26/2017 weekly
G6.B1.S2.MA1 M303759	Teachers will utilize the technology resources in the classrooms and complete a science project for...	Squire, Deanna	8/10/2016	DEA, FCAT 2.0 and EOC results will be used to determine its effectiveness.	5/26/2017 biweekly
G6.B1.S2.A1 A299424	In science classes, students will complete science experiments and projects throughout the year....	Squire, Deanna	8/10/2016	School-wide Science Fair student participation	5/26/2017 annually
G1.MA1 M303719	Volunteer logs and attendance documentation from meetings	Weber, Evelyn	8/10/2016	Log of parental involvement from teachers. Log of volunteer hours accumulated throughout the year. Log of attendance from open house/parent night events.	5/31/2017 monthly
G2.MA1 M303724	Skyward attendance reports, MTSS documentation	Weber, Evelyn	8/10/2016	Skyward attendance reports	5/31/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.MA1 M303731	Discipline referrals, teacher effectiveness as monitored through classroom walk-throughs and end of...	Graybeal, Jerry	8/10/2016	Discipline referrals, Classroom walk-throughs	5/31/2017 monthly
G4.MA1 M303744	Lesson plans and walk-through forms will be reviewed.	Elysee, Diana	8/10/2016	Student achievement scores on state reading assessment and DEA assessment will be used for evidence. Information shared with teachers on the walk-through forms will be evident to support an increase in student reading comprehension skills.	5/31/2017 weekly
G5.MA1 M303755	Walkthroughs and participation in grade level and department meetings will ensure that articulation...	Weber, Evelyn	8/10/2016	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.	5/31/2017 weekly
G6.MA1 M303760	Progress toward the goal will be monitored by analyzing mid-year and end of year science...	Squire, Deanna	8/10/2016	Mid-year and end of year test data will be compared and analyzed.	5/31/2017 quarterly
G1.B1.S1.MA1 M303715	Attendance of parents attending school activities	Weber, Evelyn	8/10/2016	Volunteer and attendance logs from parent events on campus.	5/31/2017 quarterly
G1.B1.S1.MA1 M303716	Identify the results of parental involvement activities seeking input from parents	Hampton, Richard	8/10/2016	Attendance rosters from parent night/ open house events.	5/31/2017 semiannually
G1.B1.S1.A1 A299392	Provide parent activities during after work hours	Hampton, Richard	8/10/2016	Log of volunteer hours and attendance numbers from open house/parent nights.	5/31/2017 annually
G1.B2.S1.MA1 M303717	Teachers will send home newsletters to parents detailing information that students are learning in...	Elysee, Diana	8/10/2016	Documentation of information sent home.	5/31/2017 monthly
G1.B2.S1.MA1 M303718	Oversee on an as needed basis, the recording and delivery of a call-out to parents and...	Elysee, Diana	8/10/2016	Record of phone call-out and documentation for Tips for Parents.	5/31/2017 monthly
G1.B2.S1.A1 A299393	In order for the call-out to be effective parents need to provide accurate and updated contact...	Graybeal, Jerry	8/10/2016	Copy of classroom newsletters. Record of call-out.	5/31/2017 monthly
G2.B1.S1.MA1 M303721	Attendance reports will be monitored monthly and at-risk students will be monitored by...	Wood, Tanner	8/10/2016	Skyward attendance reports and MTSS documentation.	5/31/2017 monthly
G2.B1.S1.A1 A299394	WMHS will increase student attendance by addressing attendance issues and requirements with...	Weber, Evelyn	8/10/2016	Skyward attendance reports.	5/31/2017 weekly
G3.B1.S1.MA1 M303725	The walk-throughs will show administrators any areas of concern related to effective classroom...	Elysee, Diana	8/10/2016	Student engagement, time on task, number of classroom interruptions due to discipline problems.	5/31/2017 monthly
G3.B1.S1.MA1 M303726	The number of walk-throughs will be documented and used for teacher evaluation purposes	Hampton, Richard	8/10/2016	Danielson observation instrument	5/31/2017 monthly
G3.B1.S1.A1 A299396	Teachers at WMHS will receive ongoing classroom walk-throughs by school and district administrators...	Hampton, Richard	8/10/2016	Walk-through forms	5/31/2017 monthly
G3.B1.S1.A2 A299397	Professional Development will be provided for teachers about the students and home life and ways to...	Hampton, Richard	8/3/2016	Sign-In sheets, agendas, walk-thru documentation	5/31/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B2.S1.MA1 M303727	Teachers will monitor class changes and times of transition to make sure students are in their...	Hampton, Richard	8/10/2016	Documentation through emails and memos to teachers who are not at their assigned areas.	5/31/2017 daily
G3.B2.S1.MA1 M303728	Each day administrators will check and monitor assigned areas to ensure consistent coverage.	Elysee, Diana	8/10/2016	If teachers are not at assigned stations, teachers will be reminded of the expectations. Documentation will be done and reflected in evaluations, if necessary.	5/31/2017 daily
G3.B2.S1.A1 A299398	Complete a duty station roster to be used for the school year.	Elysee, Diana	8/10/2016	Daily visual confirmation that staff are at their assigned stations.	5/31/2017 daily
G3.B3.S1.MA1 M303729	Constant reflection through faculty meetings, leadership meetings, community relations.	Hampton, Richard	8/10/2016	Student surveys, parent surveys, discipline referrals	5/31/2017 weekly
G3.B3.S1.MA1 M303730	We will reflect daily on the effectiveness of our endeavors and have discussions with students	Hampton, Richard	8/10/2016	Discipline referrals, changes in attitude across campus.	5/31/2017 daily
G3.B3.S1.A1 A299399	Through our motto of "Believe in the Blue" we aim to bring the pride back to WMHS in the areas of...	Hampton, Richard	8/10/2016	We will evaluate the overall effectiveness by looking at the number of discipline referrals, the perception of our school by staff, students and community.	5/31/2017 daily
G4.B1.S1.MA1 M303732	Lesson plans and instruction will be reviewed and documented on the classroom walk-through forms.	Elysee, Diana	8/10/2016	The classroom walk-through form will be used as documentation. Teachers will receive a paper copy in their mailbox for immediate feedback.	5/31/2017 weekly
G4.B1.S1.MA1 M303733	Administrative team will monitor lesson plans and its implementation	Elysee, Diana	8/10/2016	Lesson plans will be reviewed and provided feedback on a weekly basis from administration.	5/31/2017 weekly
G4.B1.S1.A1 A299400	Lesson Plan Review and classroom instruction	Elysee, Diana	8/10/2016	Review of the lesson plans will be marked on the weekly administrative walkthrough and student data will be reviewed from DEA testing for effective evaluation of instruction	5/31/2017 weekly
G4.B2.S1.MA1 M303737	Administration will attend some of the monthly meetings during the year to provide input.	Elysee, Diana	8/10/2016	Mid-year, end of the year, and state assessment data will determine the effectiveness of the collaborative planning and sharing of ideas.	5/31/2017 monthly
G4.B2.S1.MA3 M303738	The data will be shared with the teachers and strategies will be shared to improve the data.	Christian, Jessica	8/10/2016	Student data on district and state assessments will be used as the evidence.	5/31/2017 monthly
G4.B2.S1.MA1 M303739	Sign-in sheets, minutes and agendas will be reviewed	Elysee, Diana	8/10/2016	Teachers will be monitored for fidelity by review of the minutes and agendas of the weekly meetings.	5/31/2017 monthly
G4.B2.S1.A1 A299404	Teachers who do not teach reading and writing may need direction of ways of including reading and...	Christian, Jessica	8/10/2016	PLCs, weekly minutes and agendas will be used as evidence.	5/31/2017 monthly
G4.B2.S1.A2 A299405	Teachers teaching ELA, Reading, and English will work together to discuss reading data, Florida...	Christian, Jessica	8/29/2016	PLC agendas, sign-in sheet, analysis of student work through collaboration	5/31/2017 monthly
G4.B2.S1.A3 A299406	Meetings to work on use of effective strategies in the classroom while integrating reading...	Ragar, Dee	8/29/2016	Agendas, Sign-in Sheets, and minutes from the meetings	5/31/2017 semiannually
G4.B2.S1.A4 A299407	Reading coach will schedule times during the week to work with students in the ELA and Reading...	Christian, Jessica	8/29/2016	Sign-In sheets and discussion notes	5/31/2017 weekly
G4.B3.S1.MA1 M303742	Review of student work and evaluation of student assessment and feedback from the teacher	Elysee, Diana	8/10/2016	During evaluation time, teachers will present their student data and discuss the improvements in their instruction, student scores on classroom writing assessments, and ELA FSA results.	5/31/2017 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B3.S1.A1 A299411	Core Connections Training	Ragar, Dee	8/10/2016		5/31/2017 quarterly
G5.B1.S1.MA1 M303746	Before school department, grade level, leadership and staff meetings will be monitored for...	Hampton, Richard	8/10/2016	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. FSA math and Algebra 1 EOC achievement results will be reviewed to determine its effectiveness.	5/31/2017 monthly
G5.B1.S1.MA1 M303748	The analysis of student data, meeting agendas, sign in sheets and implementation of strategies...	Hampton, Richard	8/10/2016	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.	5/31/2017 monthly
G5.B1.S1.A1 A299412	Monitoring classroom instruction following Learning Focused Strategies	Hampton, Richard	8/10/2016	Student FSA math data, district assessment data, and analysis of classroom mastery of concepts	5/31/2017 weekly
G5.B1.S1.A2 A299413	Half-day trainings will be scheduled to allot time for teachers to discuss and review various math...	Ragar, Dee	9/22/2016	Agendas and sign-in sheets will be collected for evidence.	5/31/2017 semiannually
G5.B2.S1.MA1 M303749	Frequent monitoring by administration and sharing of ideas will be used to monitor its...	Weber, Evelyn	8/10/2016	The walkthrough document will serve as evidence.	5/31/2017 weekly
G5.B2.S1.MA1 M303750	Administration will conduct walkthroughs to ensure that instruction is inclusive of seeking prior...	Elysee, Diana	8/10/2016	The walkthrough and the evaluation process will be used as evidence.	5/31/2017 weekly
G5.B2.S1.A1 A299416	Teachers will review the math content seeking prior knowledge of students and knowing where...	Hampton, Sherri	8/10/2016	Collaboration of lesson planning-department agendas, Sharing of FSA math data and Math EOC	5/31/2017 biweekly
G6.B1.S1.MA1 M303756	Science DEA and state standards assessment will be reviewed and analyzed.	Hampton, Richard	8/10/2016	Increased experiments and exposure to science vocabulary will result in an increase of science test scores. Teachers will also post science vocabulary around the school for constant exposure.	5/31/2017 quarterly
G6.B1.S1.MA1 M303757	Lesson and plans and science instruction will be monitored through weekly walk-thrus and end of the...	Hampton, Richard	8/10/2016	Evidence may include student interactive notebooks, binders with Cornell notes and learning logs.	5/31/2017 weekly
G6.B1.S1.A2 A299423	Half-day trainings will be scheduled to allot time for teachers to discuss and review various math...	Ragar, Dee	9/22/2016	Agendas and sign-in sheets	5/31/2017 semiannually
G2.B1.S2.MA1 M303722	Student attendance will be monitored to ensure students are present in school.	Weber, Evelyn	8/10/2016	Notification home, call logs, meeting logs	5/31/2017 weekly
G2.B1.S2.MA1 M303723	Attendance information and data will be reviewed.	Weber, Evelyn	8/10/2016	Agendas, notices, sign-in sheets, all attendance documentation	5/31/2017 weekly
G4.B1.S2.A1 A299403	The various resources that the district provides will be used in the classroom as part of the...	Elysee, Diana	8/10/2016	Completion of the walkthroughs completed in the classrooms.	5/31/2017 daily
G4.B3.S1.MA1 M303743	Review of student work	Christian, Jessica	8/10/2016	Sign in sheets, Student work will be used to determine the effectiveness of the implementation of the strategies from the training	5/31/2017 quarterly

V. Professional Development Opportunities

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

G3. For the 2016-2017 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 Provide classroom management training at the beginning of the school year. Supply First Days of School to new teachers. 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 8/10/2016 to 5/31/2017

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 8/3/2016 to 5/31/2017

G4. On the 2016 FSA English Language Arts assessment, 30% of WMHS students demonstrated proficiency. Reading Goal: On the 2017 FSA ELA assessment, 74% 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 reading and writing in non-standard English 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 8/10/2016 to 5/26/2017

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 into their classrooms that were traditionally not focused on these areas of instruction. Some 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 integrate and 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 8/10/2016 to 5/31/2017

PD Opportunity 2

Teachers teaching ELA, Reading, and English will work together to discuss reading data, Florida standards, and student work.

Facilitator

Jessica Christian

Participants

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

Schedule

Monthly, from 8/29/2016 to 5/31/2017

PD Opportunity 3

Meetings to work on use of effective strategies in the classroom while integrating reading strategies

Facilitator

Jessica Christian and Dee Ragar

Participants

ELA, Reading, and English teachers

Schedule

Semiannually, from 8/29/2016 to 5/31/2017

PD Opportunity 4

Reading coach will schedule times during the week to work with students in the ELA and Reading classes. If needed, the reading coach will work with students in other core courses as well to assist with integration of reading strategies.

Facilitator

Jessica Christian

Participants

ELA and reading teachers

Schedule

Weekly, from 8/29/2016 to 5/31/2017

PD Opportunity 5

Teachers will be provided training to incorporate writing in the classroom. Core Connections trainings will be provided along with direction from the reading coach.

Facilitator

Core Connections Trainer

Participants

ELA and reading teachers

Schedule

Semiannually, from 8/30/2016 to 5/26/2017

G4.B2.S2 Use different reading resources in the classroom to provide a diverse learning experience. Infuse AVID strategies in the classroom with the inclusion of WICOR.

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. Teachers will also plan integrative lessons to include reading and history concepts.

Facilitator

Jessica Christian & Dee Ragar

Participants

ELA and Social Studies Teachers

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

PD Opportunity 2

Lieue Week of Peer observations to acquire ideas from other teachers

Facilitator

WMHS Classroom of teachers

Participants

Peer teachers

Schedule

Monthly, from 8/31/2016 to 5/17/2017

G4.B3 Lack of elaborating skills in writing.

G4.B3.S1 Students are struggling with elaborating in their writing.

PD Opportunity 1

Core Connections Training

Facilitator

Chris with Core Connections

Participants

ELA and Reading teachers

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

G5. On the 2016 FSA math assessment, 25% of WMHS students demonstrated proficiency. Math Goal: On the 2017 math assessments, 74% of WMHS students will demonstrate math proficiency.

G5.B1 Student interest diminished due to difficulty of problem solving questions and understanding of higher order thinking questions

G5.B1.S1 Increase use of note-taking strategies using Cornell notes and development and understanding of higher order thinking questions. Exposure to problem solving questions while using LFS and AVID strategies

PD Opportunity 1

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 9/22/2016 to 5/31/2017

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

G5.B2.S1 Seeking Prior knowledge and developing those basic fluency skills

PD Opportunity 1

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

Facilitator

Sherri Hampton

Participants

Math Teachers

Schedule

Biweekly, from 8/10/2016 to 5/31/2017

G6. On the 2016 science assessments, 40% of WMHS demonstrated proficiency. Science Goal: On the 2017 science assessments, 70% 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-throughs. Lessons should include use of WICOR.

Facilitator

AVID Site Team

Participants

All WMHS staff.

Schedule

Weekly, from 8/10/2016 to 5/26/2017

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 9/22/2016 to 5/31/2017