

Wakulla County Schools

Wakulla Institute



2016-17 Schoolwide Improvement Plan

Wakulla Institute

126 HIGH DR, Crawfordville, FL 32327

<https://www.wakullaschooldistrict.org/pathways>

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)
Combination School KG-12	No	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	0%

School Grades History

Year	2017-18
Grade	

**Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the Wakulla County School Board on 11/14/2016.

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 Wakulla Institute

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	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.

To provide the opportunity and support for students to successfully transition to other district programs, or graduate.

b. Provide the school's vision statement.

The academic and behavioral needs of all students are met through individualized, differentiated instruction that correlates to the Florida Standards.

2. School Environment

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

- * All students are part of an initial intake and orientation with the school principal.
- * Intake information and all student records are reviewed by all staff members to determine the best course of action for that student.
- * Staff works with each student, every day, in small group and individual settings.
- * Staff meets daily to review student needs and assess student progress.

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

- * Students are supervised by multiple staff members at all times.
- * The principal maintains an open door policy and meets frequently with individual students.
- * Staff and students interact in both academic and nonacademic settings.

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 implements a behavioral system that is used to monitor all students in each classroom and during transition times.
- * Clear behavioral expectations are covered in depth during the intake and orientation for each student.
- * The behavior plan is points based.
- * The rubric for consequences is clearly explained and staff meets daily to assure that the system is being fairly and consistently enforced.
- * All discipline actions are reviewed by and implemented by the school principal further ensuring fairness and consistency.

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.

- * All students are provided the opportunity for counseling. This is provided both at regularly scheduled times and on an as needed basis.

- * Other services are provided by the school and district as needed.
- * These include those listed on IEP's, 504 plans, testing for other services, and mentoring.

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.

Students who demonstrate one or more of the following indicators are reviewed, then principal and staff meet to determine action steps such as computer assisted credit recovery or referral to agencies:

- Attendance below ninety percent;
- Failure in any course required for promotion to high school;
- Level 1 score on statewide assessments;
- Suspension from class or school;
- Involvement with Department of Juvenile Justice.

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	2	8	3	8	2	3	1	27
One or more suspensions	0	0	0	0	0	0	1	9	3	9	2	2	0	26
Course failure in ELA or Math	0	0	0	0	0	0	2	3	1	2	1	0	0	9
Level 1 on statewide assessment	0	0	0	0	0	0	2	5	3	4	2	0	0	16

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	2	9	3	9	2	2	0	27

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

- Individual orientation, with family, for each student.
- Small class size.
- Individualized, differentiated instruction.
- Extended time for class work and assessments.
- One on one instruction.
- Counseling.
- Daily progress monitoring by staff and administration.
- Parental contact.
- Individual and group awards for performance.
- "All About the Benjamin's" program with recognition for positive actions and weekly drawings for rewards.

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

Parental involvement at Wakulla Institute consists of parents coming in for one-on-one orientation with the principal, and then availability for parent-student-teacher conferences whenever the parent or staff requests them.

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.

The school hosts community events in the auditorium.

Community groups provide consumable materials such as paper, pencils, pens to the school for student use.

Students participate in local SWAT program. (Students Working Against Tobacco) which has a partnership

with the community Tobacco Free coalition.

Students participate in the Coastal Cleanup sponsored by Keep Wakulla Beautiful.

The community supports the restoration and maintenance of our original school building which is listed in the Historical Registry.

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
Sandgren, Lori	Principal
O'Donnell, Tim	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 principal oversees that the interventions are in place with needed instructional materials and teacher support. The teachers implement the small group and individualized strategies.

Documentation and data of the effectiveness of the strategies are ongoing and reviewed by the District MTSS person responsible for this.

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.

Data-based problem-solving includes looking at all data from academic assessments, plus reviewing behavioral progress. From there, the school-based leadership team meets as a unit to discuss individual students and their needs. All resources are allocated for small group instruction, differentiated learning, individualized instruction, and behavior management.

Title II provides some Professional Development for teachers. Title X Homeless provides for students who meet this classification. Early Head Start provides child care if teen parents need it. The Health Department provides health and sex education. Nutrition programs follow the Homeless and the Free/Reduced breakfast and lunch federal guidelines.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Lori Sandgren	Principal
Tim O'Donnell	Teacher
Beth O'Donnell	Business/Community
Dr. Thomas Askins	Business/Community
Gregory Fogleman	Parent
Danni Hutto	Teacher

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

The School Advisory Council reviewed the previous year's School Improvement Plan to set goals for the current school year to address areas of need.

b. Development of this school improvement plan

The School Advisory Council gave input and reviewed the academic and behavioral aspects of the School Improvement Plan.

c. Preparation of the school's annual budget and plan

The school administrator provided the School Advisory Council with all information pertaining to the school's annual budget.

The SAC provided input to help develop an annual budget plan for school improvement.

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

Any funds allocated will be used to enhance the instructional and behavioral programs at the school.

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
Sandgren, Lori	Principal
O'Donnell, Tim	Teacher, K-12
Hutto, Danni	Teacher, ESE
Quick, Lauri	Teacher, K-12

b. Duties

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

Major initiatives of the LLT include working on how to comprehend cold reads with answers based on text and reading to be able to write answers using the text as a basis for the answer.

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.

Teachers meet daily with the school principal to monitor student progress and behavior. Teachers share methods and ideas to maintain the positive working relationship among staff members. Teachers accommodate individual student needs by providing additional time in academic areas, including collaborative instruction, as needed.

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

Strategies include continuing to advertise jobs online and recruit from the colleges highly qualified, in-field teachers. The District is responsible for this.

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

New teachers to Wakulla are paired with a Mentor Teacher for the year and are required to complete a new teacher program.

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 school uses textbooks that are state adopted and aligned with Florida's standards.

The school district provides opportunity for professional development based on acquiring and demonstrating knowledge of, and implementation of, Florida's standards.

The staff participates in data days to analyze student needs and align instruction with Florida standards.

The school utilizes the Edgenuity computer network to offer a wide variety of Florida Standards based coursework for credit and to also recover credit in a class the student has failed.

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.

Teachers analyze data from state assessments to differentiate and individualize student instructional needs.

Instructional modifications can include: more one on one instruction time, increased time for student assessments, reduction in the number of questions coupled with immediate feedback for student responses.

Students are given prompts that correlate to Florida standards in all subjects, including those subjects with state level assessments.

Students are given access to various Florida school district websites that have instructional material and practice tests correlated to standards from state level assessments.

Students may also access the Edgenuity network for additional direct instruction and practice.

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: Summer Program

Minutes added to school year: 0

Students may earn eight credits during the school year and replace a D or an F using credit recovery or computer assisted instruction.

Students who have failed or been retained and have fallen behind their cohort may use these options to accelerate the process by which they can graduate by gaining additional credits.

Strategy Rationale

Students may recover failed credits.

Students may improve grade point average to become eligible to graduate before age twenty.

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Sandgren, Lori, lori.sandgren@wcsb.us

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

Student progress, completion of credit recovery courses with satisfactory grades.

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.

Teachers are very familiar with all students and their academic needs.

Teachers provide instruction to all student cohorts.

Student schedules are designed to provide maximum opportunity for each student to transition successfully to the next school level.

Individualized, differentiated instruction allows each student to maximize learning opportunities and for each teacher to adjust learning strategies for each student to transition successfully to the next school level.

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.

Academic and career planning are taught in two different areas in order to cover all students.

Students in Grade 8 take U.S. History and Career Planning with career information imbedded in the social studies class. All students take a Critical Thinking and Research class in which they can research careers to see what postsecondary training is needed, what the local job opportunities are, salaries, etc.

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

Applied and integrated courses help students see the relevance of what they are learning. For example, the scientific hypothesis is applied to real world scenarios; the Economics course offers financial literacy concepts for the individual student such as local cost of living; Intensive Reading passages are chosen to engage the student and also to inform, such as with how to read instructions on government documents.

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

Student readiness is being improved through offering higher level math courses to the high school students, and working with over-age Grade 8 students to take some high school credit courses while still in middle school so they can catch up to their peers. More writing opportunities and emphasis also help increase readiness for post-secondary training.

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.

No data

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

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.** Increase on task behavior.
- G2.** Increase total number of students scoring proficiency the FSA Math, Algebra I EOC and Geometry EOC.
- G3.** Increase total number of students scoring proficiency on the English Language Arts FSA.
- G4.** Decrease the number of students who have less than 90% attendance from 69 to 55.

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. Increase on task behavior. 1a

G086159

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	20.0

Targeted Barriers to Achieving the Goal 3

- Students lack appropriate behavior skills.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Staff will model appropriate behaviors. Students will receive a coupon from the "All About the Benjamin's" program to redeem for rewards, prizes, and free time.

Plan to Monitor Progress Toward G1. 8

Discipline data collected quarterly.

Person Responsible

Lori Sandgren

Schedule

Quarterly, from 8/15/2016 to 6/1/2017

Evidence of Completion

FOCUS data.

G2. Increase total number of students scoring proficiency the FSA Math, Algebra I EOC and Geometry EOC. 1a

G086160

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	34.0
Algebra I EOC Pass Rate	45.0
Geometry EOC Pass Rate	50.0

Targeted Barriers to Achieving the Goal 3

- Attendance.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Small class size, individualized instruction, credit recovery, state adopted textbooks, MobyMax computer-based program. Blended virtual classroom instruction using Edgenuity.

Plan to Monitor Progress Toward G2. 8

Student progress reports, teacher developed tests, FSA data, EOC data

Person Responsible

Lori Sandgren

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Teacher developed tests scores, 6,7,8 FSA Math scores, Geometry and Algebra I EOC scores.

G3. Increase total number of students scoring proficiency on the English Language Arts FSA. 1a

G086161

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	34.0

Targeted Barriers to Achieving the Goal 3

- Student attendance, lack of student engagement.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Small group instruction, one on one instruction, credit recovery, Renaissance Learning Accelerated Reader, MobyMax computer-based program, state adopted textbooks. Blended virtual classroom instruction using Edgenuity.

Plan to Monitor Progress Toward G3. 8

Informal Reading Assessments, FAIR testing.

Person Responsible

Lori Sandgren

Schedule

Semiannually, from 8/22/2016 to 6/2/2017

Evidence of Completion

FAIR-FS reports and FSA results.

G4. Decrease the number of students who have less than 90% attendance from 69 to 55. 1a

G086162

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	40.0

Targeted Barriers to Achieving the Goal 3

- Attendance could be improved for several students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Small class sizes. Intensive reading and math classes available. Computer assisted instruction. Utilize "All About the Benjamin's" reward program to motivate student attendance.

Plan to Monitor Progress Toward G4. 8

Increase learning gains in Reading and Math.

Person Responsible

Lori Sandgren

Schedule

Annually, from 8/15/2016 to 6/2/2017

Evidence of Completion

As assessed by Florida Standards Assessment

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. Increase on task behavior. **1**

 G086159

G1.B1 Students lack appropriate behavior skills. **2**

 B228887

G1.B1.S1 Teachers will support the "All About the Benjamin's" program. **4**

 S241345

Strategy Rationale

Rewarding positive behavior will encourage students to make appropriate choices.

Action Step 1 **5**

Staff will observe students and identify appropriate behavior choices as they are made and award the student a coupon that may be redeemed for prizes.

Person Responsible

Lori Sandgren

Schedule

Daily, from 8/15/2016 to 6/1/2017

Evidence of Completion

The total number of reward coupons distributed.

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

Observation of staff interactions with students as they implement the program.

Person Responsible

Lori Sandgren

Schedule

Daily, from 8/15/2016 to 6/1/2017

Evidence of Completion

Classroom walk through and documentation.

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

Compare discipline reports.

Person Responsible

Lori Sandgren

Schedule

Quarterly, from 8/15/2016 to 6/1/2017

Evidence of Completion

Reduction in the total number of disciplinary suspensions as reported in FOCUS..

G2. Increase total number of students scoring proficiency the FSA Math, Algebra I EOC and Geometry EOC.

1

G086160

G2.B1 Attendance. 2

B228888

G2.B1.S1 Parental contact, automated phone calls, student conferences, goal setting with appropriate motivational rewards. 4

S241346

Strategy Rationale

Students with 90% attendance demonstrate higher levels of achievement.

Action Step 1 5

Contact parents after successive absences. (All student absences are followed up by a call to the residence)

Person Responsible

Lori Sandgren

Schedule

Quarterly, from 8/15/2016 to 6/1/2017

Evidence of Completion

Daily attendance records. Conferences, staff meetings, and call logs.

Action Step 2 5

Data day when teachers review information about student academic and demographic background.

Person Responsible

Lori Sandgren

Schedule

Quarterly, from 8/22/2016 to 6/2/2017

Evidence of Completion

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

Principal will document student and parental contact. Tracking student attendance.

Person Responsible

Lori Sandgren

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Daily attendance records. Review of attendance changes for targeted students.

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

Attendance will be monitored daily. Review targeted students for changes in attendance.

Person Responsible

Lori Sandgren

Schedule

Daily, from 8/22/2016 to 6/2/2017

Evidence of Completion

Daily attendance records. Review of attendance changes for targeted students.

G2.B1.S2 Provide differentiated instruction. Remediation for non-proficient students. 4

S241347

Strategy Rationale

Students lacking basic math skills will not develop proficiency.

Action Step 1 5

Small group and one on one instruction in the classroom.

Person Responsible

Lori Sandgren

Schedule

Daily, from 8/20/2015 to 6/3/2016

Evidence of Completion

Principal observation and documentation.

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

Teacher documentation through assessment and lesson plans.

Person Responsible

Lori Sandgren

Schedule

Quarterly, from 8/15/2016 to 6/1/2017

Evidence of Completion

Instructional outcomes.

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

Data collection of instructional outcomes.

Person Responsible

Lori Sandgren

Schedule

Biweekly, from 8/15/2016 to 6/1/2017

Evidence of Completion

Student progress on classroom assessments, student improvement on Moby Max, Algebra Nation, and Edgenuity.

G3. Increase total number of students scoring proficiency on the English Language Arts FSA. 1

G086161

G3.B1 Student attendance, lack of student engagement. 2

B228889

G3.B1.S1 Provide materials of high interest to students to increase student engagement. 4

S241348

Strategy Rationale

Students will demonstrate active engagement when presented with materials that they find interesting.

Action Step 1 5

Improve student engagement through the use of high interest material.

Person Responsible

Lori Sandgren

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

FAIR-FS reports and FSA results.

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

Principal will monitor use of high interest materials by classroom observations.

Person Responsible

Lori Sandgren

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Classroom observation forms completed by the principal.

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

Small group instruction, one on one instruction using high interest materials.

Person Responsible

Lori Sandgren

Schedule

Quarterly, from 8/15/2016 to 6/2/2017


Evidence of Completion

FAIR-FS reports and FSA results.

G4. Decrease the number of students who have less than 90% attendance from 69 to 55. **1**

 G086162

G4.B1 Attendance could be improved for several students. **2**

 B228890

G4.B1.S1 Parental contact via phone and e-mail. Counseling for the student and parent conferences to reduce truancy. **4**

 S241349

Strategy Rationale

To maximize opportunities for academic success students should be in attendance for at least 90% of the school year.

Action Step 1 **5**

Improve student attendance to 90% or better.

Person Responsible

Lori Sandgren

Schedule

Daily, from 8/22/2016 to 6/2/2017

Evidence of Completion

Daily attendance records. Conferences and staff meetings.

Action Step 2 **5**

Improve student attendance by using a reward program, "All About the Benjamin's". Students obtain reward tokens for being in school and doing positive things. Weekly prize drawings are held as incentives.

Person Responsible

Schedule

Weekly, from 9/12/2016 to 6/2/2017

Evidence of Completion

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

Documentation of student and parental contact. Tracking student attendance.

Person Responsible

Lori Sandgren

Schedule

Quarterly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Daily attendance records. Documentation of student and parental contact.

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

Monitor and track student daily attendance records. Review targeted students for changes in attendance.

Person Responsible

Lori Sandgren

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Daily attendance records. Review of attendance changes for targeted students.

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					
G2.B1.S2.A1 A312350	Small group and one on one instruction in the classroom.	Sandgren, Lori	8/20/2015	Principal observation and documentation.	6/3/2016 daily
G1.MA1 M321668	Discipline data collected quarterly.	Sandgren, Lori	8/15/2016	FOCUS data.	6/1/2017 quarterly
G1.B1.S1.MA1 M321666	Compare discipline reports.	Sandgren, Lori	8/15/2016	Reduction in the total number of disciplinary suspensions as reported in FOCUS..	6/1/2017 quarterly
G1.B1.S1.MA1 M321667	Observation of staff interactions with students as they implement the program.	Sandgren, Lori	8/15/2016	Classroom walk through and documentation.	6/1/2017 daily
G1.B1.S1.A1 A312347	Staff will observe students and identify appropriate behavior choices as they are made and award...	Sandgren, Lori	8/15/2016	The total number of reward coupons distributed.	6/1/2017 daily
G2.B1.S1.A1 A312348	Contact parents after successive absences. (All student absences are followed up by a call to the...	Sandgren, Lori	8/15/2016	Daily attendance records. Conferences, staff meetings, and call logs.	6/1/2017 quarterly
G2.B1.S2.MA1 M321671	Data collection of instructional outcomes.	Sandgren, Lori	8/15/2016	Student progress on classroom assessments, student improvement on Moby Max, Algebra Nation, and Edgenuity.	6/1/2017 biweekly
G2.B1.S2.MA1 M321672	Teacher documentation through assessment and lesson plans.	Sandgren, Lori	8/15/2016	Instructional outcomes.	6/1/2017 quarterly
G2.MA1 M321673	Student progress reports, teacher developed tests, FSA data, EOC data	Sandgren, Lori	8/15/2016	Teacher developed tests scores, 6,7,8 FSA Math scores, Geometry and Algebra I EOC scores.	6/2/2017 quarterly
G3.MA1 M321676	Informal Reading Assessments, FAIR testing.	Sandgren, Lori	8/22/2016	FAIR-FS reports and FSA results.	6/2/2017 semiannually
G4.MA1 M321679	Increase learning gains in Reading and Math.	Sandgren, Lori	8/15/2016	As assessed by Florida Standards Assessment	6/2/2017 annually
G2.B1.S1.MA1 M321669	Attendance will be monitored daily. Review targeted students for changes in attendance.	Sandgren, Lori	8/22/2016	Daily attendance records. Review of attendance changes for targeted students.	6/2/2017 daily
G2.B1.S1.MA1 M321670	Principal will document student and parental contact. Tracking student attendance.	Sandgren, Lori	8/15/2016	Daily attendance records. Review of attendance changes for targeted students.	6/2/2017 quarterly
G2.B1.S1.A2 A312349	Data day when teachers review information about student academic and demographic background.	Sandgren, Lori	8/22/2016		6/2/2017 quarterly
G3.B1.S1.MA1 M321674	Small group instruction, one on one instruction using high interest materials.	Sandgren, Lori	8/15/2016	FAIR-FS reports and FSA results.	6/2/2017 quarterly
G3.B1.S1.MA1 M321675	Principal will monitor use of high interest materials by classroom observations.	Sandgren, Lori	8/15/2016	Classroom observation forms completed by the principal.	6/2/2017 quarterly
G3.B1.S1.A1 A312351	Improve student engagement through the use of high interest material.	Sandgren, Lori	8/15/2016	FAIR-FS reports and FSA results.	6/2/2017 quarterly
G4.B1.S1.MA1 M321677	Monitor and track student daily attendance records. Review targeted students for changes in...	Sandgren, Lori	8/22/2016	Daily attendance records. Review of attendance changes for targeted students.	6/2/2017 monthly
G4.B1.S1.MA1 M321678	Documentation of student and parental contact. Tracking student attendance.	Sandgren, Lori	8/22/2016	Daily attendance records. Documentation of student and parental contact.	6/2/2017 quarterly

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Wakulla Institute

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.A1 A312352	Improve student attendance to 90% or better.	Sandgren, Lori	8/22/2016	Daily attendance records. Conferences and staff meetings.	6/2/2017 daily
G4.B1.S1.A2 A312353	Improve student attendance by using a reward program, "All About the Benjamin's". Students obtain...		9/12/2016		6/2/2017 weekly

V. Professional Development Opportunities

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

G2. Increase total number of students scoring proficiency the FSA Math, Algebra I EOC and Geometry EOC.

G2.B1 Attendance.

G2.B1.S1 Parental contact, automated phone calls, student conferences, goal setting with appropriate motivational rewards.

PD Opportunity 1

Data day when teachers review information about student academic and demographic background.

Facilitator

Staff

Participants

Staff

Schedule

Quarterly, from 8/22/2016 to 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Staff will observe students and identify appropriate behavior choices as they are made and award the student a coupon that may be redeemed for prizes.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0021 - Wakulla Institute	School Improvement Funds		\$1,000.00
			<i>Notes: Instructional Incentives</i>			
2	G2.B1.S1.A1	Contact parents after successive absences. (All student absences are followed up by a call to the residence)				\$0.00
3	G2.B1.S1.A2	Data day when teachers review information about student academic and demographic background.				\$0.00
4	G2.B1.S2.A1	Small group and one on one instruction in the classroom.				\$0.00
5	G3.B1.S1.A1	Improve student engagement through the use of high interest material.				\$0.00
6	G4.B1.S1.A1	Improve student attendance to 90% or better.				\$0.00
7	G4.B1.S1.A2	Improve student attendance by using a reward program, "All About the Benjamin's". Students obtain reward tokens for being in school and doing positive things. Weekly prize drawings are held as incentives.				\$0.00
					Total:	\$1,000.00