

Wakulla County Schools

Wakulla High School



2016-17 Schoolwide Improvement Plan

Wakulla High School

3237 COASTAL HWY, Crawfordville, FL 32327

<https://whs.wakullaschooldistrict.org/>

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 PK, 9-12 | No | 44% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 19% |

School Grades History

| Year | 2017-18 | 2014-15 | 2013-14 | 2012-13 |
|-------|---------|---------|---------|---------|
| Grade | A | A* | B | A |

**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 High School

| 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.

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

b. Provide the school's vision statement.

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

2. School Environment

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

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

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

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

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.

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

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.

Wakulla High School offers individual counseling through our Guidance department. In addition, students may request outside counseling services through a program called New Horizons, which provides more specialized counseling for student problems. On staff, WHS employs 4 guidance counselors, a certified social worker, a full-time, on-site behavior specialist, along with community sources available to WHS students.

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.

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

- FAIR testing results; Achieve 3000 (Intensive Reading); Math EOC data; GPA; Earned Credits; report card grades; attendance; discipline; Fall/Spring retake scores; classroom performance and writing samples.

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

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 | 0 | 0 | 0 | 84 | 102 | 104 | 133 | 423 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 30 | 37 | 15 | 21 | 103 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 36 | 67 | 38 | 37 | 178 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 117 | 150 | 98 | 34 | 399 |

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 | 0 | 0 | 0 | 0 | 71 | 92 | 61 | 57 | 281 |

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

Response to Intervention is started with students who demonstrate the risk factors stated in 3.a-b.

For students who have failed an ELA or math class, or scored a Level 1 on a statewide assessment, WHS requires those students to take Intensive Reading, Intensive Math, or Achieve 3000.

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

Discipline and a teacher, James Vernon. Teachers also use data to create a Watch List of at risk students monitored by the Dean of Instruction.

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

WHS uses detentions and in-school suspension as a disciplinary precursor to out-of-school suspensions. Short-term disciplinary placement at Pathways at Wakulla Institute, not to exceed 10 days, may be offered in lieu of out-of-school suspension.

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

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

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.

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

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 |
|-------------------|---------------------|
| Lohmeyer, Sherry | Dean |
| Barwick, Mike | Principal |
| Tucker, Priscilla | Dean |
| Graham, Johnny | Assistant Principal |
| Evans, Shari | SAC Member |
| Vernon, James | Teacher, K-12 |
| Crouch, Logan | Dean |

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 is an integral part of SAC and gives input based on feedback from faculty, staff and community members to the creation of the SIP. The principal ultimately oversees the MTSS.

The assistant principals are in charge of curriculum and discipline, and lead the MTSS process.

The SAC chair oversees inputting of SIP information, quarterly SAC meetings, and disbursement of school improvement funds through the School Advisory Council.

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.

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

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

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|------------------|----------------------------|
| Michael Barwick | Principal |
| Shari Evans | Teacher |
| Beth Piotrowski | Parent |
| Shana Langston | Business/Community |
| Sheryl Smythe | Business/Community |
| Freebeau Swindle | Teacher |
| Hilly Slater | Education Support Employee |
| Kaysha Harper | Student |
| Chris Oglesby | Parent |
| Alena Crawford | Teacher |
| Jonathan Hunter | Student |

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 Wakulla High School School Advisory Council met in August 2016 to review last year's SIP, in anticipation of creating the 2017/2016 SIP. Testing data was reviewed and it was decided that the Principal, the Dean of Instructional Services and the SAC chair will develop goals for this year based on those results. SAC agreed to meet and vote on acceptance of the School Improvement Plan prior to its submission to the Wakulla School Board in October, 2016.

b. Development of this school improvement plan

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

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

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

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

No funds were used from SAC last year. This year, the WHS SAC will spend approximately \$2,500 for student auxiliary testing materials/supplies. In addition, the SAC will also allocate approximately \$1,000 for student incentives resulting from positive behavior regarding school attendance.

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 |
|----------------------|---------------------|
| Barwick, Mike | Principal |
| Gentry, Angie | Instructional Coach |
| Porterfield, Melinda | School Counselor |
| Lohmeyer, Sherry | Dean |
| Pope, Victoria | Instructional Media |

b. Duties

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

The Literacy Leadership Team is comprised of the principal, associate dean of instruction, the reading coach, librarian, department heads and one teacher from each department.

Lesson study, close and careful reading strategies, alignment with Florida State Standards, along with continuing to monitor the summer reading program.

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.

Wakulla High School promotes collaborative planning and instruction between teachers and departments through the Medical Academy, Engineering Academy, Industrial Arts and AVID programs. Teachers employ lesson study, AVID Strategy Walk, and team building activities outside of school. In addition, the district provides new teacher training and teacher mentors within the same curriculum area.

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

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

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

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

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

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.

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

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:

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

Teachers attend Advanced Placement workshops for instruction on class implementation; teacher collaboration in the areas of math, science and history, preparing for End of Course exam instruction. In addition, some students are enrolled in an 8th class with online learning.

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Tucker, Priscilla, priscilla.tucker@wcsb.us

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

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

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.

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

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.

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

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

Wakulla High School has the NJROTC, a Medical Academy, LPN Certification, an Engineering Academy, the Industrial Arts program, an AVID program, Advanced Placement program, dual enrollment, and vocational classes such as culinary arts. These programs allow students to enroll in courses that will earn them articulated credit and provide meaningful experience for post secondary work. Programs such as: TV Production I, II & III; Digital Design; Business Management and Administration/Medical Specialist; Web Development; Carpentry and Cabinetmaking 1, 2 & 3; Culinary Arts 1, 2 & 3; Engineering Technology; and Medical Academy give students the opportunity to obtain Industry Certifications in these career areas.

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

The strategies implemented at Wakulla High School are: the AVID program, Advanced Placement classes, PSAT testing, PERT testing, dual enrollment with local colleges and ACT/SAT prep. In addition, guidance counselors will be in the classrooms throughout the year for college preparation. WHS has also implemented vocational courses such as culinary arts, carpentry, welding, automotive technology and Computing for College and Career classes. Project Lead the Way and Biomedical Science more fully integrate technical education into academic courses. English IV - English for College and Career Readiness (ECCR) invites guests to speak to students regarding various fields of interest. If needed SAC funds could be used promote college/career readiness by helping students test without cost.

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.

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

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase the WHS Acceleration Component of the school grade by 5%, to 62%.
- G2.** WHS will experience a 5% reduction in absenteeism in all grade levels.
- G3.** 62% of 9th and 10th grade students will score at or above grade level on the Florida State Assessment for English Language Arts.
- G4.** 90% of all grade level students will pass reading on the FAA
- G5.** 58% of students in the 9th and 10th grade will make learning gains on the FSA/ELA and 47% of the lowest quartile in 9th and 10th grade will make learning gains on Florida State Assessment for English Language Arts.
- G6.** 64% of math students will score proficient on their specific math EOC.

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 the WHS Acceleration Component of the school grade by 5%, to 62%. 1a

G086195

Targets Supported 1b

| Indicator | Annual Target |
|--|---------------|
| District Grade - Percentage of Points Earned | 62.0 |

Targeted Barriers to Achieving the Goal 3

- Lack of student awareness of certification opportunities

Resources Available to Help Reduce or Eliminate the Barriers 2

- Increase student information of courses, parent nights for information, and public announcements of courses

Plan to Monitor Progress Toward G1. 8

Number of students showing interest in signing up for one of these classes the following year.

Person Responsible

Sherry Lohmeyer

Schedule

Semiannually, from 8/11/2016 to 5/26/2017

Evidence of Completion

Notes from Guidance Counselors indicating students showing interest; sign-in sheets for parent nights.

G2. WHS will experience a 5% reduction in absenteeism in all grade levels. 1a

G086196

Targets Supported 1b

| Indicator | Annual Target |
|-----------------|---------------|
| Attendance rate | 5.0 |

Targeted Barriers to Achieving the Goal 3

- Lack of communication regarding number of student absences and inaccurate reporting of attendance.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Automated telephone calls to parents regarding absences.
- Daily monitoring of absence list by James Vernon, Teacher

Plan to Monitor Progress Toward G2. 8

Daily attendance reports; At-Risk reports and Truancy reports

Person Responsible

Johnny Graham

Schedule

Biweekly, from 8/11/2016 to 5/26/2017

Evidence of Completion

Daily attendance reports; At-Risk reports and Truancy reports

G3. 62% of 9th and 10th grade students will score at or above grade level on the Florida State Assessment for English Language Arts. **1a**

G086197

Targets Supported **1b**

| Indicator | Annual Target |
|---------------------|---------------|
| FSA ELA Achievement | 62.0 |

Targeted Barriers to Achieving the Goal **3**

- Text Comprehension
- Student Attendance

Resources Available to Help Reduce or Eliminate the Barriers **2**

- The WHS Reading Coach will provide assistance to teachers and students through various means to increase overall performance on Florida State Assessment - English Language Arts. In addition, lower level students will use the Achieve 3000 or Study Island program for a class period, and previously non-passing students will take an Intensive Reading class or be placed in an English/Reading in the Content Area class.

Plan to Monitor Progress Toward G3. **8**

Evaluate scores from the student standardized tests

Person Responsible

Mike Barwick

Schedule

Annually, from 8/11/2016 to 5/26/2017

Evidence of Completion

Reporting to Superintendent

G4. 90% of all grade level students will pass reading on the FAA 1a

G086198

Targets Supported 1b

| Indicator | Annual Target |
|----------------------|---------------|
| FSAE ELA Achievement | 90.0 |

Targeted Barriers to Achieving the Goal 3

- Text Comprehension

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G4. 8

Evaluate scores from the student standardized tests

Person Responsible

Mike Barwick

Schedule

Annually, from 8/11/2016 to 5/26/2017

Evidence of Completion

Reporting to Superintendent

G5. 58% of students in the 9th and 10th grade will make learning gains on the FSA/ELA and 47% of the lowest quartile in 9th and 10th grade will make learning gains on Florida State Assessment for English Language Arts. 1a

G086199

Targets Supported 1b

| Indicator | Annual Target |
|---------------------|---------------|
| FSA ELA Achievement | 58.0 |

Targeted Barriers to Achieving the Goal 3

- Text Comprehension
- Student Attendance

Resources Available to Help Reduce or Eliminate the Barriers 2

- The WHS Reading Coach will provide assistance to teachers and students through various means to increase overall performance on Florida State Assessment English Language Arts. In addition, lower level students will use the Achieve 3000 or Study Island program for a class period, and previously non-passing students will take an Intensive Reading class, or possibly be placed in an English/Reading in the Content Area class.

Plan to Monitor Progress Toward G5. 8

Evaluate scores from the student standardized tests

Person Responsible

Mike Barwick

Schedule

Annually, from 8/11/2016 to 5/26/2017

Evidence of Completion

Reporting to Superintendent

G6. 64% of math students will score proficient on their specific math EOC. 1a

G086200

Targets Supported 1b

| Indicator | Annual Target |
|--------------------------|---------------|
| Geometry EOC Pass Rate | 64.0 |
| Algebra I EOC Pass Rate | 64.0 |
| Algebra II EOC Pass Rate | 64.0 |

Targeted Barriers to Achieving the Goal 3

- Gaps in students' understanding of the basics of high school math

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G6. 8

Student scores on Khan Academy program

Person Responsible

Mike Barwick

Schedule

Monthly, from 8/11/2016 to 5/26/2017

Evidence of Completion


EOC scores

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase the WHS Acceleration Component of the school grade by 5%, to 62%. **1**

 G086195

G1.B1 Lack of student awareness of certification opportunities **2**

 B228976

G1.B1.S1 Increase information regarding courses to students, parents and public. **4**

 S241474

Strategy Rationale

If more individuals are aware that these courses are provided, enrollment should increase.

Action Step 1 **5**

Course presentations to students, parents and the public

Person Responsible

Sherry Lohmeyer

Schedule

On 5/26/2017

Evidence of Completion

Number of students who enroll in Industry Certification classes

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

Course presentations held for students and parents

Person Responsible

Sherry Lohmeyer

Schedule

On 5/26/2017

Evidence of Completion

Sign-in sheets from course presentations or parent night

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

A review of student enrollment in Industry Certification classes

Person Responsible

Mike Barwick

Schedule

On 5/26/2017

Evidence of Completion

Number of students enrolled in Industry Certification classes

G2. WHS will experience a 5% reduction in absenteeism in all grade levels. 1

G086196

G2.B1 Lack of communication regarding number of student absences and inaccurate reporting of attendance. 2

B228977

G2.B1.S1 Daily monitoring of absenteeism by James Vernon, Teacher, through the FOCUS system. 4

S241475

Strategy Rationale

If parents are notified daily of each class absence, student attendance will improve.

Action Step 1 5

Student absenteeism will be monitored daily.

Person Responsible

James Vernon

Schedule

Daily, from 8/11/2016 to 5/26/2017

Evidence of Completion

Attendance Report

Action Step 2 5

Students will receive incentives for exhibiting positive behavior regarding attendance.

Person Responsible

James Vernon

Schedule

Semiannually, from 8/11/2016 to 5/26/2017

Evidence of Completion

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

Attendance Team meetings; Review of attendance data bi-weekly

Person Responsible

Johnny Graham

Schedule

Biweekly, from 8/11/2016 to 5/26/2017

Evidence of Completion

Year to date data report for students with attendance below 90%

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

Attendance Team meetings; Review of attendance data bi-weekly

Person Responsible

Johnny Graham

Schedule

Biweekly, from 8/11/2016 to 5/26/2017

Evidence of Completion

The final yearly report of students with attendance below 90%

G3. 62% of 9th and 10th grade students will score at or above grade level on the Florida State Assessment for English Language Arts. 1

G086197

G3.B1 Text Comprehension 2

B228978

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

S241476

Strategy Rationale

This will assist students in improving reading comprehension.

Action Step 1 5

In addition to individualized teacher instruction from the Reading Coach as needed, computer programs such as Study Island and Achieve 3000 will be used for lower level and lowest quartile students.

Person Responsible

Mike Barwick

Schedule

Annually, from 8/11/2016 to 5/26/2017

Evidence of Completion

Results of standardized testing

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

Placement of students in Study Island and/or Achieve 3000

Person Responsible

Sherry Lohmeyer

Schedule

Annually, from 8/11/2016 to 5/26/2017

Evidence of Completion

Student scores from Study Island and/or Achieve 3000

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

Standardized test scores

Person Responsible

Mike Barwick

Schedule

Annually, from 8/11/2016 to 5/26/2017

Evidence of Completion

Public reporting of scores

G3.B2 Student Attendance 2

 B228979

G3.B2.S1 WHS will continue use of telephone system to inform parents of student absences. 4

 S241477

Strategy Rationale

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

Action Step 1 5

When a student is reported absent, the automated telephone system will notify the parent of the student's absence, and all absenteeism will be monitored daily by James Vernon, Teacher.

Person Responsible

James Vernon

Schedule

Daily, from 8/11/2016 to 5/26/2017

Evidence of Completion

Automated telephone report generated at the end of each day.

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

The attendance clerk and James Vernon, Teacher, meet daily to discuss absenteeism.

Person Responsible

James Vernon

Schedule

Daily, from 8/11/2016 to 5/26/2017

Evidence of Completion

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

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

Bi-weekly meeting reviewing absenteeism

Person Responsible

Johnny Graham

Schedule

Biweekly, from 8/11/2016 to 8/11/2016

Evidence of Completion

Attendance appeal committee notes; attendance data; truancy reports

G4. 90% of all grade level students will pass reading on the FAA 1

G086198

G4.B1 Text Comprehension 2

B228980

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

S241478

Strategy Rationale

Increased use of reading strategies will increase student performance.

Action Step 1 5

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

Person Responsible

Mike Barwick

Schedule

Annually, from 8/11/2016 to 5/26/2017

Evidence of Completion

FAA reading scores

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

Student reading performance assessments as requested.

Person Responsible

Priscilla Tucker

Schedule

Annually, from 8/11/2016 to 5/26/2017

Evidence of Completion

FAA scores as reported

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

Standardized test scores

Person Responsible

Mike Barwick

Schedule

Annually, from 8/11/2016 to 5/26/2017

Evidence of Completion

Public reporting of scores

G5. 58% of students in the 9th and 10th grade will make learning gains on the FSA/ELA and 47% of the lowest quartile in 9th and 10th grade will make learning gains on Florida State Assessment for English Language Arts.

1

G086199

G5.B1 Text Comprehension 2

B228983

G5.B1.S1 Close and Careful reading strategies and other critical reading strategies will be implemented in content areas. 4

S241481

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Mike Barwick

Schedule

Annually, from 8/11/2016 to 5/26/2017

Evidence of Completion

Results of the standardized assessment.

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

Student scores from supplemental programs - Achieve 3000 and Study island

Person Responsible

Sherry Lohmeyer

Schedule

Annually, from 8/11/2016 to 5/26/2017

Evidence of Completion

Student scores submitted for review

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

Standardized test scores

Person Responsible

Mike Barwick

Schedule

Annually, from 8/11/2016 to 5/26/2017

Evidence of Completion

Public reporting of scores

G5.B2 Student Attendance 2

 B228984

G5.B2.S1 WHS will continue use of telephone system to inform parents of student absences and will monitor absences daily. 4

 S241482

Strategy Rationale

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

Action Step 1 5

Student attendance will be monitored by James Vernon, Teacher, and the attendance clerk.

Person Responsible

James Vernon

Schedule

Daily, from 8/11/2016 to 5/26/2017

Evidence of Completion

Daily attendance report

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

James Vernon, Teacher, will oversee the inputting of attendance data by attendance clerk.

Person Responsible

James Vernon

Schedule

Daily, from 8/11/2016 to 5/26/2017

Evidence of Completion

Daily attendance report

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

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

Person Responsible

James Vernon

Schedule

Quarterly, from 8/11/2016 to 5/26/2017

Evidence of Completion

Daily attendance report

G6. 64% of math students will score proficient on their specific math EOC. 1

G086200

G6.B2 Gaps in students' understanding of the basics of high school math 2

B228986

G6.B2.S1 After-school tutoring provided by math teachers and National Honor Society members 4

S241483

Strategy Rationale

After school tutoring will increase student understanding of math.

Action Step 1 5

After school tutoring will be scheduled by math teachers.

Person Responsible

Mike Barwick

Schedule

Weekly, from 8/11/2016 to 5/26/2017

Evidence of Completion

Students attending after school tutoring will sign in.

Action Step 2 5

Provide one-on-one tutoring during school hours through the Learning Center.

Person Responsible

Mike Barwick

Schedule

Weekly, from 8/11/2016 to 5/26/2017

Evidence of Completion

EOC assessment

Action Step 3 5

Implementation of Algebra Nation, Geometry Nation and Algebra II Nation

Person Responsible

Sherry Lohmeyer

Schedule

Annually, from 8/11/2016 to 5/26/2017

Evidence of Completion

Student scores on practice assessments

Plan to Monitor Fidelity of Implementation of G6.B2.S1 6

Receive data on attendance of students in tutoring

Person Responsible

Mike Barwick

Schedule

Weekly, from 8/11/2016 to 5/26/2017

Evidence of Completion

Number of students participating in tutoring

Plan to Monitor Effectiveness of Implementation of G6.B2.S1 7

Students reporting for tutoring

Person Responsible

Mike Barwick


Schedule

Weekly, from 8/11/2016 to 5/26/2017

Evidence of Completion

EOC scores

G6.B2.S2 Summer school classes held in Algebra 1 and Geometry **4**

 S241484

Strategy Rationale

Students will benefit from additional instruction provided during the summer.

Action Step 1 **5**

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

Person Responsible

Mike Barwick

Schedule

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

Evidence of Completion

Enrollment of summer school students.

Plan to Monitor Fidelity of Implementation of G6.B2.S2 **6**

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

Person Responsible

Priscilla Tucker

Schedule

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

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G6.B2.S2 7

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

Person Responsible

Priscilla Tucker

Schedule

Annually, from 8/11/2016 to 5/26/2017

Evidence of Completion

Review of students' subsequent EOC scores.

G6.B2.S3 Use of Khan Academy math program to fill gaps in student knowledge 4

 S241485

Strategy Rationale

Individualized assistance for specific gaps in student knowledge

Action Step 1 5

Math teachers will use Khan Academy to fill gaps in student knowledge.

Person Responsible

Sherry Lohmeyer

Schedule

Daily, from 8/11/2016 to 5/26/2017

Evidence of Completion

Student scores from Khan Academy assessments

Plan to Monitor Fidelity of Implementation of G6.B2.S3 6

Review of student scores from Khan Academy program

Person Responsible

Sherry Lohmeyer

Schedule

Monthly, from 8/11/2016 to 5/26/2017

Evidence of Completion

Student scores from Khan Academy program

Plan to Monitor Effectiveness of Implementation of G6.B2.S3 7

Review of student scores on Khan Academy assessments

Person Responsible

Sherry Lohmeyer

Schedule

Monthly, from 8/11/2016 to 5/26/2017

Evidence of Completion

Student EOC scores

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 | | | | | |
| G6.B2.S2.MA1 M321980 | Summer school attendance will be taken and administration will ensure the curriculum for the summer... | Tucker, Priscilla | 6/15/2016 | Summer school attendance will be monitored and the curriculum reviewed by lesson plans. | 7/28/2016 annually |
| G6.B2.S2.A1 A312500 | Summer classes will be held in math subjects to increase comprehension. | Barwick, Mike | 6/15/2016 | Enrollment of summer school students. | 7/28/2016 annually |
| G3.B2.S1.MA1 M321962 | Bi-weekly meeting reviewing absenteeism | Graham, Johnny | 8/11/2016 | Attendance appeal committee notes; attendance data; truancy reports | 8/11/2016 biweekly |
| G1.MA1 M321956 | Number of students showing interest in signing up for one of these classes the following year. | Lohmeyer, Sherry | 8/11/2016 | Notes from Guidance Counselors indicating students showing interest; sign-in sheets for parent nights. | 5/26/2017 semiannually |
| G2.MA1 M321959 | Daily attendance reports; At-Risk reports and Truancy reports | Graham, Johnny | 8/11/2016 | Daily attendance reports; At-Risk reports and Truancy reports | 5/26/2017 biweekly |
| G3.MA1 M321964 | Evaluate scores from the student standardized tests | Barwick, Mike | 8/11/2016 | Reporting to Superintendent | 5/26/2017 annually |
| G4.MA1 M321971 | Evaluate scores from the student standardized tests | Barwick, Mike | 8/11/2016 | Reporting to Superintendent | 5/26/2017 annually |
| G5.MA1 M321976 | Evaluate scores from the student standardized tests | Barwick, Mike | 8/11/2016 | Reporting to Superintendent | 5/26/2017 annually |
| G6.MA1 M321983 | Student scores on Khan Academy program | Barwick, Mike | 8/11/2016 | EOC scores | 5/26/2017 monthly |
| G1.B1.S1.MA1 M321954 | A review of student enrollment in Industry Certification classes | Barwick, Mike | 8/26/2016 | Number of students enrolled in Industry Certification classes | 5/26/2017 one-time |
| G1.B1.S1.MA1 M321955 | Course presentations held for students and parents | Lohmeyer, Sherry | 8/11/2016 | Sign-in sheets from course presentations or parent night | 5/26/2017 one-time |
| G1.B1.S1.A1 A312488 | Course presentations to students, parents and the public | Lohmeyer, Sherry | 8/11/2016 | Number of students who enroll in Industry Certification classes | 5/26/2017 one-time |
| G2.B1.S1.MA1 M321957 | Attendance Team meetings; Review of attendance data bi-weekly | Graham, Johnny | 8/11/2016 | The final yearly report of students with attendance below 90% | 5/26/2017 biweekly |
| G2.B1.S1.MA1 M321958 | Attendance Team meetings; Review of attendance data bi-weekly | Graham, Johnny | 8/11/2016 | Year to date data report for students with attendance below 90% | 5/26/2017 biweekly |
| G2.B1.S1.A1 A312489 | Student absenteeism will be monitored daily. | Vernon, James | 8/11/2016 | Attendance Report | 5/26/2017 daily |
| G2.B1.S1.A2 A312490 | Students will receive incentives for exhibiting positive behavior regarding attendance. | Vernon, James | 8/11/2016 | | 5/26/2017 semiannually |
| G3.B1.S1.MA1 M321960 | Standardized test scores | Barwick, Mike | 8/11/2016 | Public reporting of scores | 5/26/2017 annually |
| G3.B1.S1.MA1 M321961 | Placement of students in Study Island and/or Achieve 3000 | Lohmeyer, Sherry | 8/11/2016 | Student scores from Study Island and/or Achieve 3000 | 5/26/2017 annually |
| G3.B1.S1.A1 A312491 | In addition to individualized teacher instruction from the Reading Coach as needed, computer... | Barwick, Mike | 8/11/2016 | Results of standardized testing | 5/26/2017 annually |
| G3.B2.S1.MA1 M321963 | The attendance clerk and James Vernon, Teacher, meet daily to discuss absenteeism. | Vernon, James | 8/11/2016 | Attendance and skip list records are monitored daily, and reconciled with daily call report. | 5/26/2017 daily |
| G3.B2.S1.A1 A312492 | When a student is reported absent, the automated telephone system will notify the parent of the... | Vernon, James | 8/11/2016 | Automated telephone report generated at the end of each day. | 5/26/2017 daily |

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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.MA1 M321965 | Standardized test scores | Barwick, Mike | 8/11/2016 | Public reporting of scores | 5/26/2017 annually |
| G4.B1.S1.MA1 M321966 | Student reading performance assessments as requested. | Tucker, Priscilla | 8/11/2016 | FAA scores as reported | 5/26/2017 annually |
| G4.B1.S1.A1 A312493 | In addition to instruction from the Reading Coach as needed, teachers may use the following text:... | Barwick, Mike | 8/11/2016 | FAA reading scores | 5/26/2017 annually |
| G5.B1.S1.MA1 M321972 | Standardized test scores | Barwick, Mike | 8/11/2016 | Public reporting of scores | 5/26/2017 annually |
| G5.B1.S1.MA1 M321973 | Student scores from supplemental programs - Achieve 3000 and Study island | Lohmeyer, Sherry | 8/11/2016 | Student scores submitted for review | 5/26/2017 annually |
| G5.B1.S1.A1 A312495 | In addition to instruction from the Reading Coach, teachers may use the following text: Critical... | Barwick, Mike | 8/11/2016 | Results of the standardized assessment. | 5/26/2017 annually |
| G5.B2.S1.MA1 M321974 | Students with excessive absenteeism will be monitored with a probationary program. | Vernon, James | 8/11/2016 | Daily attendance report | 5/26/2017 quarterly |
| G5.B2.S1.MA1 M321975 | James Vernon, Teacher, will oversee the inputting of attendance data by attendance clerk. | Vernon, James | 8/11/2016 | Daily attendance report | 5/26/2017 daily |
| G5.B2.S1.A1 A312496 | Student attendance will be monitored by James Vernon, Teacher, and the attendance clerk. | Vernon, James | 8/11/2016 | Daily attendance report | 5/26/2017 daily |
| G6.B2.S1.MA1 M321977 | Students reporting for tutoring | Barwick, Mike | 8/11/2016 | EOC scores | 5/26/2017 weekly |
| G6.B2.S1.MA1 M321978 | Receive data on attendance of students in tutoring | Barwick, Mike | 8/11/2016 | Number of students participating in tutoring | 5/26/2017 weekly |
| G6.B2.S1.A1 A312497 | After school tutoring will be scheduled by math teachers. | Barwick, Mike | 8/11/2016 | Students attending after school tutoring will sign in. | 5/26/2017 weekly |
| G6.B2.S1.A2 A312498 | Provide one-on-one tutoring during school hours through the Learning Center. | Barwick, Mike | 8/11/2016 | EOC assessment | 5/26/2017 weekly |
| G6.B2.S1.A3 A312499 | Implementation of Algebra Nation, Geometry Nation and Algebra II Nation | Lohmeyer, Sherry | 8/11/2016 | Student scores on practice assessments | 5/26/2017 annually |
| G6.B2.S2.MA1 M321979 | Students will be placed in classes based on their previous grade or EOC score. | Tucker, Priscilla | 8/11/2016 | Review of students' subsequent EOC scores. | 5/26/2017 annually |
| G6.B2.S3.MA1 M321981 | Review of student scores on Khan Academy assessments | Lohmeyer, Sherry | 8/11/2016 | Student EOC scores | 5/26/2017 monthly |
| G6.B2.S3.MA1 M321982 | Review of student scores from Khan Academy program | Lohmeyer, Sherry | 8/11/2016 | Student scores from Khan Academy program | 5/26/2017 monthly |
| G6.B2.S3.A1 A312501 | Math teachers will use Khan Academy to fill gaps in student knowledge. | Lohmeyer, Sherry | 8/11/2016 | Student scores from Khan Academy assessments | 5/26/2017 daily |

V. Professional Development Opportunities

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

G2. WHS will experience a 5% reduction in absenteeism in all grade levels.

G2.B1 Lack of communication regarding number of student absences and inaccurate reporting of attendance.

G2.B1.S1 Daily monitoring of absenteeism by James Vernon, Teacher, through the FOCUS system.

PD Opportunity 1

Student absenteeism will be monitored daily.

Facilitator

Sherry Lohmeyer

Participants

Teachers will attend Data Day - 9/14/2016

Schedule

Daily, from 8/11/2016 to 5/26/2017

G3. 62% of 9th and 10th grade students will score at or above grade level on the Florida State Assessment for English Language Arts.

G3.B1 Text Comprehension

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

PD Opportunity 1

In addition to individualized teacher instruction from the Reading Coach as needed, computer programs such as Study Island and Achieve 3000 will be used for lower level and lowest quartile students.

Facilitator

Sherry Lohmeyer

Participants

Teachers will attend Data Day - 9/14/2016 for review of student data on standardized test scores.

Schedule

Annually, from 8/11/2016 to 5/26/2017

G5. 58% of students in the 9th and 10th grade will make learning gains on the FSA/ELA and 47% of the lowest quartile in 9th and 10th grade will make learning gains on Florida State Assessment for English Language Arts.

G5.B1 Text Comprehension

G5.B1.S1 Close and Careful reading strategies and other critical reading strategies will be implemented in content areas.

PD Opportunity 1

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

Facilitator

Sherry Lohmeyer

Participants

9th and 10th grade English Teachers will attend training on 10/26/16

Schedule

Annually, from 8/11/2016 to 5/26/2017

G6. 64% of math students will score proficient on their specific math EOC.

G6.B2 Gaps in students' understanding of the basics of high school math

G6.B2.S1 After-school tutoring provided by math teachers and National Honor Society members

PD Opportunity 1

Provide one-on-one tutoring during school hours through the Learning Center.

Facilitator

Sherry Lohmeyer

Participants

Math teachers will attend Data Day/Develop Watch List of Students

Schedule

Weekly, from 8/11/2016 to 5/26/2017

PD Opportunity 2

Implementation of Algebra Nation, Geometry Nation and Algebra II Nation

Facilitator

Sherry Lohmeyer

Participants

Math teachers will attend training on 8/4/16

Schedule

Annually, from 8/11/2016 to 5/26/2017

G6.B2.S3 Use of Khan Academy math program to fill gaps in student knowledge

PD Opportunity 1

Math teachers will use Khan Academy to fill gaps in student knowledge.

Facilitator

Sherry Lohmeyer

Participants

Math teachers will attend training on 8/4/16

Schedule

Daily, from 8/11/2016 to 5/26/2017

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 | Course presentations to students, parents and the public | | | | \$0.00 |
| 2 | G2.B1.S1.A1 | Student absenteeism will be monitored daily. | | | | \$0.00 |
| 3 | G2.B1.S1.A2 | Students will receive incentives for exhibiting positive behavior regarding attendance. | | | | \$0.00 |
| 4 | G3.B1.S1.A1 | In addition to individualized teacher instruction from the Reading Coach as needed, computer programs such as Study Island and Achieve 3000 will be used for lower level and lowest quartile students. | | | | \$36,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | District-Wide | Title II | | \$36,000.00 |
| <i>Notes: Writing Coach Salary</i> | | | | | | |
| 5 | G3.B2.S1.A1 | When a student is reported absent, the automated telephone system will notify the parent of the student's absence, and all absenteeism will be monitored daily by James Vernon, Teacher. | | | | \$0.00 |
| 6 | G4.B1.S1.A1 | In addition to instruction from the Reading Coach as needed, teachers may use the following text: Critical Reading: Deep Reading Strategies for Expository Texts. | | | | \$0.00 |
| 7 | G5.B1.S1.A1 | In addition to instruction from the Reading Coach, teachers may use the following text: Critical Reading: Deep Reading Strategies for Expository Texts. | | | | \$50,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | District-Wide | Title II | | \$50,000.00 |
| <i>Notes: Reading Coach Salary</i> | | | | | | |
| 8 | G5.B2.S1.A1 | Student attendance will be monitored by James Vernon, Teacher, and the attendance clerk. | | | | \$0.00 |
| 9 | G6.B2.S1.A1 | After school tutoring will be scheduled by math teachers. | | | | \$0.00 |
| 10 | G6.B2.S1.A2 | Provide one-on-one tutoring during school hours through the Learning Center. | | | | \$0.00 |
| 11 | G6.B2.S1.A3 | Implementation of Algebra Nation, Geometry Nation and Algebra II Nation | | | | \$1,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 0071 - Wakulla High School | General Fund | | \$1,000.00 |
| <i>Notes: Notes</i> | | | | | | |
| 12 | G6.B2.S2.A1 | Summer classes will be held in math subjects to increase comprehension. | | | | \$0.00 |
| 13 | G6.B2.S3.A1 | Math teachers will use Khan Academy to fill gaps in student knowledge. | | | | \$0.00 |

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| | |
|--|----------------------------------|
| | Total: \$87,000.00 |
|--|----------------------------------|