

Wakulla County Schools

Wakulla High School



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School PK, 9-12	No	42%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	20%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	B	A*	B

**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 11/13/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Wakulla High School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	- 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. WHS also participates in Hispanic Heritage and Black History month in line with DOE initiatives.

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. WHS also offers a class entitled Peer Counseling 3: Life Coaching which enables students to develop knowledge and skills in communication, personal and group dynamics and conflict resolution, with an emphasis on the issues and concerns of students within the school.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

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. In addition, administration in discipline meet with every freshman seminar class to speak with 9th graders regarding behavioral expectations at WHS.

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. A class entitled Peer Counseling 3: Life Coaching is also offered to all students as an elective class which assists students in identifying various school and community resources such as mental and public health services. In addition, a program identified as WINGS has been established for students with more severe mental or physical impairment in which they are paired with a student mentor to facilitate their studies and movement in and around the school. AVID Urgent Care (AUC) is a program established to aid in student success by lowering stress levels for unorganized students. AUC is a school-wide program that assists students in organization of binders, daily planner use, Cornell note-taking, restocking supplies and time management.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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	0	79	85	77	134	375
One or more suspensions	0	0	0	0	0	0	0	0	0	0	30	29	26	13	98
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	18	38	39	44	139
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	72	95	113	0	280

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	49	62	61	62	234

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 an Associate Dean, Timothy Wheeler. Teachers also use data to create a Watch List of at risk students monitored by the Assistant Principal of Instructional Services. 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP 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

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	Assistant Principal
Barwick, Mike	Principal
Tucker, Priscilla	Assistant Principal
Graham, Johnny	Assistant Principal
Evans, Shari	SAC Member
Crouch, Logan	Assistant Principal
Wheeler, Timothy	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. Assistant Principals Sherry Lohmeyer and Priscilla Tucker are in charge of academic RtI, while APs Johnny Graham and Logan Crouch are responsible for disciplinary RtI. Meetings are held with individual teachers as needed.

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

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
Shana Langston	Business/Community
Sheryl Smythe	Business/Community
Freebeau Swindle	Teacher
Belinda Ross	Education Support Employee
Kelli Bracci	Parent
Brandon Rentz	Student
Elizabeth Hughes	Student
Susan Turner	Student
Ethan Graham	Student
Eddie Oliver	Teacher
Travis McWhite, Sr.	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The Wakulla High School School Advisory Council met in October 2017 to review last year's SIP, assist in creating the 2017/2018 SIP, and approving same. Testing data, attendance data and Acceleration Cell data was reviewed and it was decided that the goals be increased by 2% in line with the Wakulla School District suggestion. SAC voted to accept the School Improvement Plan prior to its submission to the Wakulla School Board in November, 2017.

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.

Funds expended last year by SAC represented improvements in the WHS auditorium, which is frequently used for student assemblies and academic and social enrichment programs. In addition, funds were provided to the school's Positive Behavior Reinforcement Program for student rewards for attendance and positive behavior. Also, \$2,500 was spent on ACT testing for 11th and 12th grade students to assist them in achieving the State's reading graduation requirement. It is anticipated that SAC will expend \$1,500 to the Positive Behavior Reinforcement Program and an additional \$2,500 for testing fees/materials in the 2017/18 school year

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
Lohmeyer, Sherry	Assistant Principal
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, assistant principal of instruction, the reading coach, librarian, department heads and one teacher from each department.

Lesson study, close and careful reading strategies, and alignment with Florida State Standards.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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. WHS also has a Kagan Professional Learning Council to assist teachers with implementing Kagan strategies.

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. In addition, WHS has implemented monthly meetings for new teachers to attend for a presentation of specific school strategies.

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. Core class departments meet during the summer to develop and align curriculum with state standards. The curriculum development materials are then checked to ensure correlation with current standards to ensure 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 and students are placed in intensive reading/math classes as warranted by test scores, based on the level of student performance. 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. In accordance with the School BPIE dated 5-10-16, Students with Disabilities are educated in general education contexts 80% or more of the day, as reflected in school data which can be found on Focus. Students with Disabilities are paired with a mentor student under the WINGS program to assist in success with general education classes.

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. WHS also offers Problem Solving classes in Geometry and Algebra to support students in the lowest quartile.

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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, as well as a parent night at the beginning of the school year, and another at mid-year. Senior students have senior meetings, a visit from FAFSA, a college and career fair, and a parent night in October.

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 and a financial aid night during the

school year. Mrs. Rosier, Associate Dean, has established an organization called The Next Level Club which meets weekly and assists students in higher educational institution searches, application processes, applying for scholarships and writing college application essays.

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.** 64% of students will make learning gains on their specific math EOC.
- G2.** 53% of 10th grade students will make learning gains on the Florida State Assessment English Language Assessment.
- G3.** 59% of 10th grade students will score at or above grade level on the Florida State Assessment for English Language Arts.
- G4.** Increase the WHS Acceleration Component of the school grade from 70% to 72%.
- G5.** WHS will have less than 1% of students with 30 or more unexcused days.
- G6.** 66% of 9th grade students will score at or above grade level on the Florida State Assessment for English Language Arts.
- G7.** 45% of all grade level students will pass reading on the FSAA
- G8.** 51% of students in the 9th grade will make learning gains on the Florida State Assessment for English Language Arts.
- G9.** 66% 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. 64% of students will make learning gains on their specific math EOC. 1a

G095987

Targets Supported 1b

Indicator	Annual Target
Math Gains	64.0

Targeted Barriers to Achieving the Goal 3

- Gaps in student understanding of basic math concepts.

Resources Available to Help Reduce or Eliminate the Barriers 2

- After school tutoring provided by math teachers and National Honor Society members and implementation of Algebra Nation and Geometry Nation. Additionally, Khan Academy program, USA Test Prep program and problem solving courses will be used by lower quartile students.

Plan to Monitor Progress Toward G1. 8

Review of student scores on USA Test Prep.

Person Responsible

Sherry Lohmeyer

Schedule

Monthly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Student scores on USA Test Prep

G2. 53% of 10th grade students will make learning gains on the Florida State Assessment English Language Assessment. 1a

G095988

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	53.0

Targeted Barriers to Achieving the Goal 3

- Text Comprehension
- Student Attendance

Resources Available to Help Reduce or Eliminate the Barriers 2

- The WHS Instructional Coach will provide assistance to teachers through various means to increase overall performance on the Florida State Assessment English Language Arts. In addition, lower level students will use the Achieve 3000 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 G2. 8

Evaluate scores from the student standardized tests, monthly progress monitoring with USA Test Prep and three sessions of Wakulla Writes

Person Responsible

Mike Barwick

Schedule

On 5/23/2018

Evidence of Completion

Reporting to Superintendent

G3. 59% of 10th grade students will score at or above grade level on the Florida State Assessment for English Language Arts. 1a

G095989

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	59.0

Targeted Barriers to Achieving the Goal 3

- Text Comprehension
- Student Attendance

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G3. 8

Evaluation of scores from student standardized tests

Person Responsible

Mike Barwick

Schedule

On 5/23/2018

Evidence of Completion

Reporting to Superintendent

G4. Increase the WHS Acceleration Component of the school grade from 70% to 72%. 1a

G095990

Targets Supported 1b

Indicator	Annual Target
District Grade - Percentage of Points Earned	72.0

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. In addition, implement curriculum from American Education Services to support CTE instruction.

Plan to Monitor Progress Toward G4. 8

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

Person Responsible

Sherry Lohmeyer

Schedule

Semiannually, from 8/10/2017 to 5/26/2018

Evidence of Completion

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

G5. WHS will have less than 1% of students with 30 or more unexcused days. 1a

G095991

Targets Supported 1b

Indicator	Annual Target
Attendance rate	1.0

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 Timothy Wheeler, Associate Dean.

Plan to Monitor Progress Toward G5. 8

Daily attendance reports; At-Risk reports and Truancy reports

Person Responsible

Johnny Graham

Schedule

Biweekly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Daily attendance reports; At-Risk reports and Truancy reports

G6. 66% of 9th grade students will score at or above grade level on the Florida State Assessment for English Language Arts. 1a

G095992

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	66.0

Targeted Barriers to Achieving the Goal 3

- Text Comprehension
- Student Attendance

Resources Available to Help Reduce or Eliminate the Barriers 2

- The WHS Instructional 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 NoRedInk 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. Daily attendance monitoring through the FOCUS system.

Plan to Monitor Progress Toward G6. 8

Evaluate scores from the student standardized tests

Person Responsible

Mike Barwick

Schedule

Annually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Reporting to Superintendent

G7. 45% of all grade level students will pass reading on the FSAA 1a

G095993

Targets Supported 1b

Indicator	Annual Target
FSAA ELA Achievement	45.0

Targeted Barriers to Achieving the Goal 3

- Text Comprehension

Resources Available to Help Reduce or Eliminate the Barriers 2

- The WHS Instructional Coach will provide assistance to teachers through various means to increase overall performance on FSAA reading.

Plan to Monitor Progress Toward G7. 8

Evaluate scores from the student standardized tests

Person Responsible

Mike Barwick

Schedule

Annually, from 8/10/2017 to 5/23/2018

Evidence of Completion

FSAA reporting data by contacting ESE director

G8. 51% of students in the 9th grade will make learning gains on the Florida State Assessment for English Language Arts. 1a

G095994

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	51.0

Targeted Barriers to Achieving the Goal 3

- Text Comprehension
- Student Attendance

Resources Available to Help Reduce or Eliminate the Barriers 2

- The WHS Instructional Coach will provide assistance to teachers through various means to increase overall performance on Florida State Assessment English Language Arts. In addition, lower level students will use the Achieve 3000 program for a class period, and the writing program NoRedInk weekly, and previously non-passing students will take an Intensive Reading class, or possibly be placed in an English/Reading in the Content Area class. Data from USA Test Prep and STAR will be used to direct instruction; also, Wakulla Writes and collaborative grading after school. AVID Urgent Care is available for peer to peer guidance in note taking and organizational skills. Suggested school wide use of AVID strategies such as close and careful reading and Cornell notes.

Plan to Monitor Progress Toward G8. 8

Evaluate scores from the student standardized tests

Person Responsible

Mike Barwick

Schedule

Annually, from 8/10/2013 to 5/26/2018

Evidence of Completion

Reporting to Superintendent

G9. 66% of math students will score proficient on their specific math EOC. 1a

G095995

Targets Supported 1b

Indicator	Annual Target
Geometry EOC Pass Rate	66.0
Algebra I EOC Pass Rate	66.0

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, Algebra Nation, and Renaissance math computer based programs for student use; and after school tutoring. USA Test Prep is used in problem solving classes to monitor progress.

Plan to Monitor Progress Toward G9. 8

Student scores on Khan Academy program and USA Test Prep.

Person Responsible

Mike Barwick

Schedule

Monthly, from 8/10/2017 to 5/23/2018

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. 64% of students will make learning gains on their specific math EOC. **1**

 G095987

G1.B1 Gaps in student understanding of basic math concepts. **2**

 B258428

G1.B1.S1 After school tutoring provided by math teachers and National Honor Society members. **4**

 S273559

Strategy Rationale

After school tutoring will increase student understanding of math.

Action Step 1 **5**

After school tutoring provided by math teachers and National Honor Society members.

Person Responsible

Mike Barwick

Schedule

Weekly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Students attending after school tutoring will sign in.

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

Receive data on attendance of students in tutoring.

Person Responsible

Mike Barwick

Schedule

Weekly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Number of students participating in tutoring.

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

Students reporting for tutoring

Person Responsible

Mike Barwick

Schedule

Weekly, from 8/23/2017 to 5/23/2018

Evidence of Completion

EOC scores

G1.B1.S2 Summer school classes held in Algebra 1 and Geometry. 4

S273560

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 6/18/2018 to 7/27/2018

Evidence of Completion

Enrollment of summer school math students.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

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

Person Responsible

Priscilla Tucker

Schedule

Daily, from 6/18/2018 to 7/27/2018

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

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

Person Responsible

Priscilla Tucker

Schedule

On 5/23/2018

Evidence of Completion

Review of students' subsequent EOC scores.

G1.B1.S3 Math teachers will use Khan Academy, USA Test Prep and problem solving classes with lowest quartile students. 4

 S273561

Strategy Rationale

Individualized assistance for specific gaps in student knowledge.

Action Step 1 5

Math teachers will use Khan Academy, USA Test Prep and problem solving classes to fill gaps in student knowledge.

Person Responsible

Sherry Lohmeyer

Schedule

Monthly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Students scores and grades on khan Academy, USA Test Prep and problem solving classes.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Review of student scores and grades from Khan Academy, USA Test Prep and problem solving classes.

Person Responsible

Sherry Lohmeyer

Schedule

Monthly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Scores and grades from Khan Academy, USA Test Prep and problem solving classes.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Review of student scores and grades from Khan Academy, USA Test Prep and problem solving classes.

Person Responsible

Sherry Lohmeyer

Schedule

Monthly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Students' scores on their specific EOC.

G2. 53% of 10th grade students will make learning gains on the Florida State Assessment English Language Assessment. 1

G095988

G2.B1 Text Comprehension 2

B258429

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

S273562

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 Instructional Coach, teachers may use the following text: AVID Critical Reading: Deep Reading Strategies for Expository Texts.

Person Responsible

Mike Barwick

Schedule

Annually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Results of the standardized assessment.

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

Students will use marking the text strategy.

Person Responsible

Sherry Lohmeyer

Schedule

Annually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Student scores recorded in grade book.

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

Standardized test scores

Person Responsible

Mike Barwick

Schedule

Annually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Public reporting of scores

G2.B2 Student Attendance 2

B258430

G2.B2.S1 WHS will continue use of telephone system to inform parents of student absences. 4

S273563

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 by Timothy Wheeler, Associate Dean. Letters are generated to parents after ten days and Truancy Officer is contacted at District Office.

Person Responsible

Timothy Wheeler

Schedule

Daily, from 8/10/2017 to 5/23/2018

Evidence of Completion

Automated telephone report generated at the end of each day.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

The attendance clerk and Timothy Wheeler, Associate Dean, meet daily to discuss absenteeism.

Person Responsible

Timothy Wheeler

Schedule

Daily, from 8/10/2017 to 5/23/2018

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Bi-weekly meeting reviewing absenteeism

Person Responsible

Johnny Graham

Schedule

Biweekly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Attendance appeal committee notes; attendance data; truancy reports

G3. 59% of 10th grade students will score at or above grade level on the Florida State Assessment for English Language Arts. 1

G095989

G3.B1 Text Comprehension 2

B258431

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

S273564

Strategy Rationale

This will assist students in improving reading comprehension.

Action Step 1 5

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

Person Responsible

Mike Barwick

Schedule

Daily, from 8/10/2017 to 5/23/2018

Evidence of Completion

Instructional Coach calendar that reflects modeling of instruction will be submitted.

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

Placement of students in Achieve 3000 classes

Person Responsible

Sherry Lohmeyer

Schedule

On 5/23/2018

Evidence of Completion

Student scores from Achieve 3000

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

Standardized test scores

Person Responsible

Mike Barwick

Schedule

On 5/23/2018

Evidence of Completion

Public reporting of scores

G3.B1.S2 Tenth grade English teachers will align curriculum thematically to coordinate with tenth grade World History curriculum. 4

 S273565

Strategy Rationale

Students will perform better if given additional informational text practice connected thematically to reading studies.

Action Step 1 5

10th grade English teachers and 10th grade World History teachers will coordinate curriculum thematically at FSA Standards Review during Summer 2017.

Person Responsible

Sherry Lohmeyer

Schedule

Quarterly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Review of lesson plans

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Review of lesson plans to insure coordination of themes

Person Responsible

Sherry Lohmeyer

Schedule

Quarterly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Visual examination of lesson plans

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Standardized test scores

Person Responsible

Mike Barwick

Schedule

Annually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Public reporting of scores

G3.B2 Student Attendance 2

B258432

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

S273566

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 Timothy Wheeler, Associate Dean.

Person Responsible

Timothy Wheeler

Schedule

Daily, from 8/10/2017 to 5/23/2018

Evidence of Completion

Attendance Report

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

The attendance clerk and Timothy Wheeler, Associate Dean, meet daily to discuss absenteeism.

Person Responsible

Timothy Wheeler

Schedule

Daily, from 8/10/2017 to 5/23/2018

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 8/10/2017 to 5/23/2018

Evidence of Completion

Attendance appeal committee notes; attendance data; truancy reports

G4. Increase the WHS Acceleration Component of the school grade from 70% to 72%. 1

G095990

G4.B1 Lack of student awareness of certification opportunities 2

B258433

G4.B1.S1 Increase information regarding courses to students, parents and public. 4

S273567

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 with My Career Shines.

Person Responsible

Sherry Lohmeyer

Schedule

On 5/23/2018

Evidence of Completion

Number of students who enroll in Industry Certification classes

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

Course presentations held for students and parents

Person Responsible

Sherry Lohmeyer

Schedule

On 5/23/2018

Evidence of Completion

Sign-in sheets from course presentations or parent nights.

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

A review of student enrollment in Industry Certification classes

Person Responsible

Mike Barwick


Schedule

On 5/23/2018

Evidence of Completion

Master schedule showing increase of course sections offered.

G5. WHS will have less than 1% of students with 30 or more unexcused days. **1**

 G095991

G5.B1 Lack of communication regarding number of student absences and inaccurate reporting of attendance. **2**

 B258434

G5.B1.S1 Daily monitoring of absenteeism by Timothy Wheeler, Associate Dean, through the FOCUS system. **4**

 S273568

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

Timothy Wheeler

Schedule

Daily, from 8/10/2017 to 5/23/2018

Evidence of Completion

Attendance Report

Action Step 2 **5**

Students will receive incentives for exhibiting positive behavior regarding attendance.

Person Responsible

Johnny Graham

Schedule

Quarterly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Year to date attendance report

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

Attendance Team meetings; Review of attendance data bi-weekly

Person Responsible

Johnny Graham

Schedule

Biweekly, from 8/10/2017 to 5/23/2018

Evidence of Completion

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

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

Attendance Team meetings; Review of attendance data bi-weekly

Person Responsible

Johnny Graham

Schedule

Biweekly, from 8/10/2017 to 5/23/2018

Evidence of Completion

The final yearly report of students with attendance below 90%

G6. 66% of 9th grade students will score at or above grade level on the Florida State Assessment for English Language Arts. 1

G095992

G6.B1 Text Comprehension 2

B258435

G6.B1.S1 AVID Close and Careful reading strategies and other critical reading strategies will be implemented in content areas. 4

S273569

Strategy Rationale

This will assist students in improving reading comprehension.

Action Step 1 5

In addition to individualized teacher instruction from the Instructional Coach, AVID Cornell Notes will be used.

Person Responsible

Sherry Lohmeyer

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Cornell Notes will be collected.

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

Cornell Notes will be collected in the fall and spring.

Person Responsible

Sherry Lohmeyer

Schedule

Semiannually, from 8/10/2016 to 5/23/2018

Evidence of Completion

AVID CCI Binder

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

Cornell Notes

Person Responsible

Sherry Lohmeyer

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

AVID CCI Binder

G6.B2 Student Attendance 2

 B258436

G6.B2.S1 WHS will continue use of telephone system to inform parents of student absences. 4

 S273570

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 Timothy Wheeler, Associate Dean.

Person Responsible

Timothy Wheeler

Schedule

Daily, from 8/10/2017 to 5/23/2018

Evidence of Completion

Automated telephone report generated at the end of each day.

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

The attendance clerk and Timothy Wheeler, Associate Dean, meet daily to discuss absenteeism.

Person Responsible

Timothy Wheeler

Schedule

Daily, from 8/10/2017 to 5/23/2018

Evidence of Completion

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

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

Bi-weekly meeting reviewing absenteeism

Person Responsible

Johnny Graham

Schedule

Biweekly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Attendance appeal committee notes; attendance data; truancy reports

G7. 45% of all grade level students will pass reading on the FSAA 1

G095993

G7.B1 Text Comprehension 2

B258437

G7.B1.S1 Kagan strategies and other critical reading strategies will be implemented in content areas. 4

S273571

Strategy Rationale

Increased use of reading strategies will increase student performance.

Action Step 1 5

In addition to instruction from the Instructional Coach as needed, teachers may use the following text: AVID Critical Reading: Deep Reading Strategies for Expository Texts. In addition, teachers may also use Kagan strategies and other critical reading strategies.

Person Responsible

Mike Barwick

Schedule

Annually, from 8/10/2017 to 5/23/2018

Evidence of Completion

FSAA reading scores

Plan to Monitor Fidelity of Implementation of G7.B1.S1 6

Student reading performance assessments as requested.

Person Responsible

Priscilla Tucker

Schedule

Annually, from 8/10/2017 to 5/23/2018

Evidence of Completion

FSAA scores as reported

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7

Standardized test scores

Person Responsible

Mike Barwick

Schedule

Annually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Public reporting of scores

G8. 51% of students in the 9th grade will make learning gains on the Florida State Assessment for English Language Arts. 1

G095994

G8.B1 Text Comprehension 2

B258440

G8.B1.S1 AVID Close and Careful reading strategies and other critical reading strategies will be implemented in content areas. 4

S273574

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 Instructional Coach, teachers may use the following text: AVID Critical Reading: Deep Reading Strategies for Expository Texts and materials from Achieve 3000 and NoRedInk.

Person Responsible

Mike Barwick

Schedule

Annually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Results of the standardized assessment.

Plan to Monitor Fidelity of Implementation of G8.B1.S1 6

Student scores from supplemental programs - Achieve 3000 and NoRedInk

Person Responsible

Sherry Lohmeyer

Schedule

Annually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Student scores submitted for review

Plan to Monitor Effectiveness of Implementation of G8.B1.S1 7

Standardized test scores

Person Responsible

Mike Barwick

Schedule

Annually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Public reporting of scores

G8.B2 Student Attendance 2

 B258441

G8.B2.S1 WHS will continue use of telephone system to inform parents of student absences and will monitor absences daily. 4

 S273575

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 Timothy Wheeler, Associate Dean and the attendance clerk.

Person Responsible

Timothy Wheeler

Schedule

Daily, from 8/10/2017 to 5/23/2018

Evidence of Completion

Daily attendance report

Plan to Monitor Fidelity of Implementation of G8.B2.S1 6

Timothy Wheeler, Guidance Counselor, will oversee the inputting of attendance data by attendance clerk.

Person Responsible

Timothy Wheeler

Schedule

Daily, from 8/10/2017 to 5/23/2018

Evidence of Completion

Daily attendance report

Plan to Monitor Effectiveness of Implementation of G8.B2.S1 7

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

Person Responsible

Johnny Graham

Schedule

Quarterly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Daily attendance report

G9. 66% of math students will score proficient on their specific math EOC. 1

G095995

G9.B2 Gaps in students' understanding of the basics of high school math 2

B258443

G9.B2.S1 After-school tutoring provided by math teachers and National Honor Society members 4

S273576

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 8/10/2017 to 5/23/2018

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 8/10/2017 to 5/23/2018

Evidence of Completion

EOC assessment

Action Step 3 5

Implementation of Algebra Nation and Geometry Nation.

Person Responsible

Sherry Lohmeyer

Schedule

Annually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Student scores on practice assessments

Plan to Monitor Fidelity of Implementation of G9.B2.S1 6

Receive data on attendance of students in tutoring

Person Responsible

Mike Barwick

Schedule

Weekly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Number of students participating in tutoring

Plan to Monitor Effectiveness of Implementation of G9.B2.S1 7

Students reporting for tutoring

Person Responsible

Mike Barwick

Schedule

Weekly, from 8/10/2017 to 5/23/2018

Evidence of Completion

EOC scores

G9.B2.S2 Summer school classes held in Algebra 1 and Geometry 4

S273577

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 6/15/2018 to 7/28/2018

Evidence of Completion

Enrollment of summer school students.

Plan to Monitor Fidelity of Implementation of G9.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 6/15/2018 to 7/28/2018

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G9.B2.S2 7

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

Person Responsible

Priscilla Tucker

Schedule

Annually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Review of students' subsequent EOC scores.

G9.B2.S3 Use of Khan Academy math program to fill gaps in student knowledge, along with USA Test Prep. 4

 S273578

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, along with USA Test Prep.

Person Responsible

Sherry Lohmeyer

Schedule

Daily, from 8/10/2017 to 5/23/2018

Evidence of Completion

Student scores from Khan Academy assessments

Plan to Monitor Fidelity of Implementation of G9.B2.S3 6

Review of student scores from Khan Academy program and USA Test Prep.

Person Responsible

Sherry Lohmeyer

Schedule

Monthly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Student scores from Khan Academy program and USA Test Prep.

Plan to Monitor Effectiveness of Implementation of G9.B2.S3 7

Review of student scores on Khan Academy assessments and USA Test Prep.

Person Responsible

Sherry Lohmeyer

Schedule

Monthly, from 8/10/2017 to 5/23/2018

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
2018					
G1.MA1 M394032	Review of student scores on USA Test Prep.	Lohmeyer, Sherry	8/10/2017	Student scores on USA Test Prep	5/23/2018 monthly
G2.MA1 M394037	Evaluate scores from the student standardized tests, monthly progress monitoring with USA Test Prep...	Barwick, Mike	8/10/2017	Reporting to Superintendent	5/23/2018 one-time
G3.MA1 M394044	Evaluation of scores from student standardized tests	Barwick, Mike	8/10/2017	Reporting to Superintendent	5/23/2018 one-time
G5.MA1 M394050	Daily attendance reports; At-Risk reports and Truancy reports	Graham, Johnny	8/10/2017	Daily attendance reports; At-Risk reports and Truancy reports	5/23/2018 biweekly
G6.MA1 M394055	Evaluate scores from the student standardized tests	Barwick, Mike	8/10/2017	Reporting to Superintendent	5/23/2018 annually
G7.MA1 M394062	Evaluate scores from the student standardized tests	Barwick, Mike	8/10/2017	FSAA reporting data by contacting ESE director	5/23/2018 annually
G9.MA1 M394074	Student scores on Khan Academy program and USA Test Prep.	Barwick, Mike	8/10/2017	EOC scores	5/23/2018 monthly
G1.B1.S1.MA1 M394026	Students reporting for tutoring	Barwick, Mike	8/23/2017	EOC scores	5/23/2018 weekly
G1.B1.S1.MA1 M394027	Receive data on attendance of students in tutoring.	Barwick, Mike	8/10/2017	Number of students participating in tutoring.	5/23/2018 weekly
G1.B1.S1.A1 A367315	After school tutoring provided by math teachers and National Honor Society members.	Barwick, Mike	8/10/2017	Students attending after school tutoring will sign in.	5/23/2018 weekly
G2.B1.S1.MA1 M394033	Standardized test scores	Barwick, Mike	8/10/2017	Public reporting of scores	5/23/2018 annually
G2.B1.S1.MA1 M394034	Students will use marking the text strategy.	Lohmeyer, Sherry	8/10/2017	Student scores recorded in grade book.	5/23/2018 annually
G2.B1.S1.A1 A367318	In addition to instruction from the Instructional Coach, teachers may use the following text:...	Barwick, Mike	8/10/2017	Results of the standardized assessment.	5/23/2018 annually
G2.B2.S1.MA1 M394035	Bi-weekly meeting reviewing absenteeism	Graham, Johnny	8/10/2017	Attendance appeal committee notes; attendance data; truancy reports	5/23/2018 biweekly
G2.B2.S1.MA1 M394036	The attendance clerk and Timothy Wheeler, Associate Dean, meet daily to discuss absenteeism.	Wheeler, Timothy	8/10/2017	Attendance and skip list records are monitored daily, and reconciled with daily call report.	5/23/2018 daily
G2.B2.S1.A1 A367319	When a student is reported absent, the automated telephone system will notify the parent of the...	Wheeler, Timothy	8/10/2017	Automated telephone report generated at the end of each day.	5/23/2018 daily
G3.B1.S1.MA1 M394038	Standardized test scores	Barwick, Mike	8/10/2017	Public reporting of scores	5/23/2018 one-time
G3.B1.S1.MA1 M394039	Placement of students in Achieve 3000 classes	Lohmeyer, Sherry	5/23/2018	Student scores from Achieve 3000	5/23/2018 one-time
G3.B1.S1.A1 A367320	In addition to individualized or group teacher instruction from the Instructional Coach as needed,...	Barwick, Mike	8/10/2017	Instructional Coach calendar that reflects modeling of instruction will be submitted.	5/23/2018 daily
G3.B2.S1.MA1 M394042	Bi-weekly meeting reviewing absenteeism	Graham, Johnny	8/10/2017	Attendance appeal committee notes; attendance data; truancy reports	5/23/2018 biweekly





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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
G3.B2.S1.MA1 M394043	The attendance clerk and Timothy Wheeler, Associate Dean, meet daily to discuss absenteeism.	Wheeler, Timothy	8/10/2017	Attendance and skip list records are monitored daily, and reconciled with daily call report.	5/23/2018 daily
G3.B2.S1.A1 A367322	When a student is reported absent, the automated telephone system will notify the parent of the...	Wheeler, Timothy	8/10/2017	Attendance Report	5/23/2018 daily
G4.B1.S1.MA1 M394045	A review of student enrollment in Industry Certification classes	Barwick, Mike	8/10/2017	Master schedule showing increase of course sections offered.	5/23/2018 one-time
G4.B1.S1.MA1 M394046	Course presentations held for students and parents	Lohmeyer, Sherry	8/10/2017	Sign-in sheets from course presentations or parent nights.	5/23/2018 one-time
G4.B1.S1.A1 A367323	Course presentations to students, parents and the public with My Career Shines.	Lohmeyer, Sherry	8/10/2017	Number of students who enroll in Industry Certification classes	5/23/2018 one-time
G5.B1.S1.MA1 M394048	Attendance Team meetings; Review of attendance data bi-weekly	Graham, Johnny	8/10/2017	The final yearly report of students with attendance below 90%	5/23/2018 biweekly
G5.B1.S1.MA1 M394049	Attendance Team meetings; Review of attendance data bi-weekly	Graham, Johnny	8/10/2017	Year to date data report for students with attendance below 90%	5/23/2018 biweekly
G5.B1.S1.A1 A367324	Student absenteeism will be monitored daily.	Wheeler, Timothy	8/10/2017	Attendance Report	5/23/2018 daily
G5.B1.S1.A2 A367325	Students will receive incentives for exhibiting positive behavior regarding attendance.	Graham, Johnny	8/10/2017	Year to date attendance report	5/23/2018 quarterly
G6.B1.S1.MA1 M394051	Cornell Notes	Lohmeyer, Sherry	8/10/2017	AVID CCI Binder	5/23/2018 semiannually
G6.B1.S1.MA1 M394052	Cornell Notes will be collected in the fall and spring.	Lohmeyer, Sherry	8/10/2016	AVID CCI Binder	5/23/2018 semiannually
G6.B1.S1.A1 A367326	In addition to individualized teacher instruction from the Instructional Coach, AVID Cornell Notes...	Lohmeyer, Sherry	8/10/2017	Cornell Notes will be collected.	5/23/2018 semiannually
G6.B2.S1.MA1 M394053	Bi-weekly meeting reviewing absenteeism	Graham, Johnny	8/10/2017	Attendance appeal committee notes; attendance data; truancy reports	5/23/2018 biweekly
G6.B2.S1.MA1 M394054	The attendance clerk and Timothy Wheeler, Associate Dean, meet daily to discuss absenteeism.	Wheeler, Timothy	8/10/2017	Attendance and skip list records are monitored daily, and reconciled with daily call report.	5/23/2018 daily
G6.B2.S1.A1 A367327	When a student is reported absent, the automated telephone system will notify the parent of the...	Wheeler, Timothy	8/10/2017	Automated telephone report generated at the end of each day.	5/23/2018 daily
G7.B1.S1.MA1 M394056	Standardized test scores	Barwick, Mike	8/10/2017	Public reporting of scores	5/23/2018 annually
G7.B1.S1.MA1 M394057	Student reading performance assessments as requested.	Tucker, Priscilla	8/10/2017	FSAA scores as reported	5/23/2018 annually
G7.B1.S1.A1 A367328	In addition to instruction from the Instructional Coach as needed, teachers may use the following...	Barwick, Mike	8/10/2017	FSAA reading scores	5/23/2018 annually
G8.B1.S1.MA1 M394063	Standardized test scores	Barwick, Mike	8/10/2017	Public reporting of scores	5/23/2018 annually
G8.B1.S1.MA1 M394064	Student scores from supplemental programs - Achieve 3000 and NoRedInk	Lohmeyer, Sherry	8/10/2017	Student scores submitted for review	5/23/2018 annually
G8.B1.S1.A1 A367330	In addition to instruction from the Instructional Coach, teachers may use the following text: AVID...	Barwick, Mike	8/10/2017	Results of the standardized assessment.	5/23/2018 annually

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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
G8.B2.S1.MA1 M394065	Students with excessive absenteeism will be monitored with a probationary program.	Graham, Johnny	8/10/2017	Daily attendance report	5/23/2018 quarterly
G8.B2.S1.MA1 M394066	Timothy Wheeler, Guidance Counselor, will oversee the inputting of attendance data by attendance...	Wheeler, Timothy	8/10/2017	Daily attendance report	5/23/2018 daily
G8.B2.S1.A1 A367331	Student attendance will be monitored by Timothy Wheeler, Associate Dean and the attendance clerk.	Wheeler, Timothy	8/10/2017	Daily attendance report	5/23/2018 daily
G9.B2.S1.MA1 M394068	Students reporting for tutoring	Barwick, Mike	8/10/2017	EOC scores	5/23/2018 weekly
G9.B2.S1.MA1 M394069	Receive data on attendance of students in tutoring	Barwick, Mike	8/10/2017	Number of students participating in tutoring	5/23/2018 weekly
G9.B2.S1.A1 A367332	After school tutoring will be scheduled by math teachers.	Barwick, Mike	8/10/2017	Students attending after school tutoring will sign in.	5/23/2018 weekly
G9.B2.S1.A2 A367333	Provide one-on-one tutoring during school hours through the Learning Center.	Barwick, Mike	8/10/2017	EOC assessment	5/23/2018 weekly
G9.B2.S1.A3 A367334	Implementation of Algebra Nation and Geometry Nation.	Lohmeyer, Sherry	8/10/2017	Student scores on practice assessments	5/23/2018 annually
G1.B1.S2.MA1 M394028	Students will be placed in classes based on their previous grade or EOC scores.	Tucker, Priscilla	8/10/2017	Review of students' subsequent EOC scores.	5/23/2018 one-time
G3.B1.S2.MA1 M394040	Standardized test scores	Barwick, Mike	8/10/2017	Public reporting of scores	5/23/2018 annually
G3.B1.S2.MA1 M394041	Review of lesson plans to insure coordination of themes	Lohmeyer, Sherry	8/10/2017	Visual examination of lesson plans	5/23/2018 quarterly
G3.B1.S2.A1 A367321	10th grade English teachers and 10th grade World History teachers will coordinate curriculum...	Lohmeyer, Sherry	8/10/2017	Review of lesson plans	5/23/2018 quarterly
G9.B2.S2.MA1 M394070	Students will be placed in classes based on their previous grade or EOC score.	Tucker, Priscilla	8/10/2017	Review of students' subsequent EOC scores.	5/23/2018 annually
G1.B1.S3.MA1 M394030	Review of student scores and grades from Khan Academy, USA Test Prep and problem solving classes.	Lohmeyer, Sherry	8/10/2017	Students' scores on their specific EOC.	5/23/2018 monthly
G1.B1.S3.MA1 M394031	Review of student scores and grades from Khan Academy, USA Test Prep and problem solving classes.	Lohmeyer, Sherry	8/10/2017	Scores and grades from Khan Academy, USA Test Prep and problem solving classes.	5/23/2018 monthly
G1.B1.S3.A1 A367317	Math teachers will use Khan Academy, USA Test Prep and problem solving classes to fill gaps in...	Lohmeyer, Sherry	8/10/2017	Students scores and grades on khan Academy, USA Test Prep and problem solving classes.	5/23/2018 monthly
G9.B2.S3.MA1 M394072	Review of student scores on Khan Academy assessments and USA Test Prep.	Lohmeyer, Sherry	8/10/2017	Student EOC scores	5/23/2018 monthly
G9.B2.S3.MA1 M394073	Review of student scores from Khan Academy program and USA Test Prep.	Lohmeyer, Sherry	8/10/2017	Student scores from Khan Academy program and USA Test Prep.	5/23/2018 monthly
G9.B2.S3.A1 A367336	Math teachers will use Khan Academy to fill gaps in student knowledge, along with USA Test Prep.	Lohmeyer, Sherry	8/10/2017	Student scores from Khan Academy assessments	5/23/2018 daily
G4.MA1 M394047	Number of students showing interest in signing up for one of these classes the following year.	Lohmeyer, Sherry	8/10/2017	Notes from Guidance Counselors indicating students showing interest; sign-in sheets for parent nights.	5/26/2018 semiannually
G8.MA1 M394067	Evaluate scores from the student standardized tests	Barwick, Mike	8/10/2013	Reporting to Superintendent	5/26/2018 annually

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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
G1.B1.S2.MA1  M394029	Summer school attendance will be taken and administration will ensure the curriculum for the summer...	Tucker, Priscilla	6/18/2018	Summer school attendance will be monitored and the curriculum reviewed by lesson plans.	7/27/2018 daily
G1.B1.S2.A1  A367316	Summer classes will be held in math subjects to increase comprehension.	Barwick, Mike	6/18/2018	Enrollment of summer school math students.	7/27/2018 annually
G9.B2.S2.MA1  M394071	Summer school attendance will be taken and administration will ensure the curriculum for the summer...	Tucker, Priscilla	6/15/2018	Summer school attendance will be monitored and the curriculum reviewed by lesson plans.	7/28/2018 annually
G9.B2.S2.A1  A367335	Summer classes will be held in math subjects to increase comprehension.	Barwick, Mike	6/15/2018	Enrollment of summer school students.	7/28/2018 annually

V. Professional Development Opportunities

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

G2. 53% of 10th grade students will make learning gains on the Florida State Assessment English Language Assessment.

G2.B1 Text Comprehension

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

PD Opportunity 1

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

Facilitator

Sherry Lohmeyer

Participants

9th and 10th grade English Teachers will attend training on 9/14/17 and 2 teachers will attend Achieve 3000 training on 10/24/17.

Schedule

Annually, from 8/10/2017 to 5/23/2018

G3. 59% of 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.S2 Tenth grade English teachers will align curriculum thematically to coordinate with tenth grade World History curriculum.

PD Opportunity 1

10th grade English teachers and 10th grade World History teachers will coordinate curriculum thematically at FSA Standards Review during Summer 2017.

Facilitator

Sherry Lohmeyer

Participants

10th grade English and World History Teachers

Schedule

Quarterly, from 8/10/2017 to 5/23/2018

G4. Increase the WHS Acceleration Component of the school grade from 70% to 72%.

G4.B1 Lack of student awareness of certification opportunities

G4.B1.S1 Increase information regarding courses to students, parents and public.

PD Opportunity 1

Course presentations to students, parents and the public with My Career Shines.

Facilitator

Spence McCoy

Participants

CTE Teachers

Schedule

On 5/23/2018

G5. WHS will have less than 1% of students with 30 or more unexcused days.

G5.B1 Lack of communication regarding number of student absences and inaccurate reporting of attendance.

G5.B1.S1 Daily monitoring of absenteeism by Timothy Wheeler, Associate Dean, through the FOCUS system.

PD Opportunity 1

Student absenteeism will be monitored daily.

Facilitator

Sherry Lohmeyer

Participants

Teachers will attend Data Day - 9/14/2017

Schedule

Daily, from 8/10/2017 to 5/23/2018

G6. 66% of 9th grade students will score at or above grade level on the Florida State Assessment for English Language Arts.

G6.B1 Text Comprehension

G6.B1.S1 AVID 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 Instructional Coach, AVID Cornell Notes will be used.

Facilitator

Sherry Lohmeyer

Participants

Teachers will attend Data Day - 9/14/2017 for review of student data on standardized test scores.

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

G8. 51% of students in the 9th grade will make learning gains on the Florida State Assessment for English Language Arts.

G8.B1 Text Comprehension

G8.B1.S1 AVID 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 Instructional Coach, teachers may use the following text: AVID Critical Reading: Deep Reading Strategies for Expository Texts and materials from Achieve 3000 and NoRedInk.

Facilitator

Marc McCann

Participants

9th and 10th grade English Teachers will attend NoRedInk training on 8/3/17 and 2 teachers will attend Achieve 3000 training on 10/24/17.

Schedule

Annually, from 8/10/2017 to 5/23/2018

G9. 66% of math students will score proficient on their specific math EOC.

G9.B2 Gaps in students' understanding of the basics of high school math

G9.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 8/10/2017 to 5/23/2018

G9.B2.S3 Use of Khan Academy math program to fill gaps in student knowledge, along with USA Test Prep.

PD Opportunity 1

Math teachers will use Khan Academy to fill gaps in student knowledge, along with USA Test Prep.

Facilitator

Sherry Lohmeyer

Participants

Math teachers will attend training for USA Test Prep on 8/17/17 and Khan Academy in summer 2017.

Schedule

Daily, from 8/10/2017 to 5/23/2018

VII. Budget

1	G1.B1.S1.A1	After school tutoring provided by math teachers and National Honor Society members.				\$0.00
2	G1.B1.S2.A1	Summer classes will be held in math subjects to increase comprehension.				\$0.00
3	G1.B1.S3.A1	Math teachers will use Khan Academy, USA Test Prep and problem solving classes to fill gaps in student knowledge.				\$0.00
4	G2.B1.S1.A1	In addition to instruction from the Instructional Coach, teachers may use the following text: AVID Critical Reading: Deep Reading Strategies for Expository Texts.				\$50,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	Title II		\$50,000.00
<i>Notes: Reading Coach Salary</i>						
5	G2.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 by Timothy Wheeler, Associate Dean. Letters are generated to parents after ten days and Truancy Officer is contacted at District Office.				\$0.00
6	G3.B1.S1.A1	In addition to individualized or group teacher instruction from the Instructional Coach as needed, computer programs such as Achieve 3000 will be used for lower level and lowest quartile students.				\$0.00
7	G3.B1.S2.A1	10th grade English teachers and 10th grade World History teachers will coordinate curriculum thematically at FSA Standards Review during Summer 2017.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0071 - Wakulla High School	General Fund		\$5,000.00

8	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 Timothy Wheeler, Associate Dean.				\$0.00
9	G4.B1.S1.A1	Course presentations to students, parents and the public with My Career Shines.				\$0.00
10	G5.B1.S1.A1	Student absenteeism will be monitored daily.				\$0.00
11	G5.B1.S1.A2	Students will receive incentives for exhibiting positive behavior regarding attendance.				\$1,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0071 - Wakulla High School			\$1,800.00
12	G6.B1.S1.A1	In addition to individualized teacher instruction from the Instructional Coach, AVID Cornell Notes will be used.				\$9,675.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0071 - Wakulla High School	Title II		\$9,675.00
			<i>Notes: Writing Coach Salary</i>			
13	G6.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 Timothy Wheeler, Associate Dean.				\$0.00
14	G7.B1.S1.A1	In addition to instruction from the Instructional Coach as needed, teachers may use the following text: AVID Critical Reading: Deep Reading Strategies for Expository Texts. In addition, teachers may also use Kagan strategies and other critical reading strategies.				\$0.00
15	G8.B1.S1.A1	In addition to instruction from the Instructional Coach, teachers may use the following text: AVID Critical Reading: Deep Reading Strategies for Expository Texts and materials from Achieve 3000 and NoRedInk.				\$0.00
16	G8.B2.S1.A1	Student attendance will be monitored by Timothy Wheeler, Associate Dean and the attendance clerk.				\$0.00
17	G9.B2.S1.A1	After school tutoring will be scheduled by math teachers.				\$0.00
18	G9.B2.S1.A2	Provide one-on-one tutoring during school hours through the Learning Center.				\$0.00
19	G9.B2.S1.A3	Implementation of Algebra Nation and Geometry Nation.				\$0.00
20	G9.B2.S2.A1	Summer classes will be held in math subjects to increase comprehension.				\$0.00
21	G9.B2.S3.A1	Math teachers will use Khan Academy to fill gaps in student knowledge, along with USA Test Prep.				\$0.00
					Total:	\$66,475.00