

Wakulla County Schools

Wakulla Institute



2017-18 Schoolwide Improvement Plan

Wakulla Institute

126 HIGH DR, Crawfordville, FL 32327

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

School Demographics

| School Type and Grades Served (per MSID File) | 2016-17 Title I School | 2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|---|
| Combination School KG-12 | No | 100% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| Alternative Education | No | 0% |

School Grades History

Year
Grade

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 Institute

| DA Region and RED | DA Category and Turnaround Status |
|--|-----------------------------------|
| Northwest - Rachel Heide | Not In DA - N/A |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

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

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

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

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

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

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

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

- * All students are provided the opportunity for counseling. This is provided both at regularly scheduled times and on an as needed basis.
- * Other services are provided by the school and district as needed.
- * These include those listed on IEP's, 504 plans, testing for other services, and mentoring.
- * Each student participates in a bullying awareness and prevention program.

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.

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

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

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

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

| Indicator | Grade Level | | | | | | | | | | | | | | Total |
|---------------------------------|-------------|---|---|---|---|---|---|---|----|---|----|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 11 | 7 | 6 | 2 | 7 | 37 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 11 | 9 | 4 | 2 | 1 | 30 | |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 5 | 1 | 4 | 1 | 1 | 13 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 6 | 3 | 1 | 0 | 20 | |

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

| Indicator | Grade Level | | | | | | | | | | | | | | Total |
|--|-------------|---|---|---|---|---|---|---|----|---|----|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Students exhibiting two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 12 | 9 | 6 | 2 | 1 | 34 | |

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

Individual orientation, with family, for each student.
 Small class size.
 Individualized, differentiated instruction.
 Extended time for class work and assessments.
 One on one instruction.
 Counseling.
 Daily progress monitoring by staff and administration.
 Parental contact.
 Weekly "Accountability Folder" progress monitoring and summary review with student, teacher, and parent.

Individual and group awards for performance.

"All About the Benjamin's" program with recognition for positive actions and weekly drawings for rewards.

B. Family and Community Engagement

The school's response to this section may 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

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

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

The school hosts community events in the auditorium and cafeteria.

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

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

with the community Tobacco Free coalition.

Students work with local community members and businesses to gain employment and self-advocacy skills

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

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 |
|---------------|-------|
| Vernon, James | Dean |
| Lilly, Daniel | 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 oversees that the interventions are in place with needed instructional materials and teacher support. The teachers implement the small group and individualized strategies. Documentation and data of the effectiveness of the strategies are ongoing and reviewed by the District MTSS person responsible for this.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

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

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

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|---------------|--------------------|
| Sunny Chancy | Principal |
| Daniel Lilly | Teacher |
| Sara Harrell | Student |
| Karey Edwards | Parent |
| Susie Tooke | Business/Community |

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

b. Development of this school improvement plan

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

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

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

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

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

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

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

| Name | Title |
|----------------|---------------|
| Vernon, James | Dean |
| Lilly, Daniel | Teacher, K-12 |
| Hutto, Danni | Teacher, ESE |
| Linville, Chad | Teacher, K-12 |

b. Duties

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

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

D. Public and Collaborative Teaching

The school's 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.

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

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

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

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

New teachers to Wakulla are paired with a Mentor Teacher for the year and are required to complete a new teacher program. Mentor pairs meet regularly to go over professional development and new teacher progress.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

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

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

The staff participates in 'Data Days' to analyze student needs and align instruction with Florida standards.

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

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

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

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

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

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

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

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Summer Program

Minutes added to school year: 0

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

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

Strategy Rationale

Students may recover failed credits.

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

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

Vernon, James, james.vernon@wcsb.us

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

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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may 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.

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

Teachers provide instruction to all student cohorts.

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

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

b. College and Career Readiness

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

Academic and career planning are taught in two different areas in order to cover all students. All students take a Critical Thinking and Research class in which they can research careers to see what post-secondary training is needed, what the local job opportunities are, salaries, etc.

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

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

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

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

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

No data

II. Needs Assessment

The school's completion of this 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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase on task behavior.
- G2.** Increase total number of students making learning gains on the FSA Math, Algebra I EOC and Geometry EOC.
- G3.** Increase total number of students making learning gains on the English Language Arts/Reading FSA.
- G4.** Decrease the number of students who have less than 90% attendance from 37 to 30 or fewer.

Strategic Goals Detail

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

G1. Increase on task behavior. 1a

 G096306

Targets Supported 1b

| Indicator | Annual Target |
|-------------------------|---------------|
| One or More Suspensions | 25.0 |

Targeted Barriers to Achieving the Goal 3

- Students lack appropriate behavior skills.

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G1. 8

Discipline data collected quarterly.

Person Responsible

Daniel Lilly

Schedule

Quarterly, from 8/10/2017 to 6/1/2018

Evidence of Completion

FOCUS data.

G2. Increase total number of students making learning gains on the FSA Math, Algebra I EOC and Geometry EOC. 1a

 G096307

Targets Supported 1b

| Indicator | Annual Target |
|------------|---------------|
| Math Gains | 33.0 |

Targeted Barriers to Achieving the Goal 3

- Attendance, Disruptive Behavior

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Danni Lafferty

Schedule

Quarterly, from 8/10/2017 to 6/1/2018

Evidence of Completion

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

G3. Increase total number of students making learning gains on the English Language Arts/Reading FSA.

1a

 G096308

Targets Supported 1b

| Indicator | Annual Target |
|-------------------|---------------|
| ELA/Reading Gains | 33.0 |

Targeted Barriers to Achieving the Goal 3

- Student attendance, lack of student engagement.

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G3. 8

Informal Reading Assessments, FAIR testing.

Person Responsible

Chad Linville

Schedule

Semiannually, from 8/10/2017 to 6/1/2018

Evidence of Completion

FAIR-FS reports and FSA results.

G4. Decrease the number of students who have less than 90% attendance from 37 to 30 or fewer. 1a

G096309

Targets Supported 1b

| Indicator | Annual Target |
|----------------------|---------------|
| Attendance Below 90% | 30.0 |

Targeted Barriers to Achieving the Goal 3

- Attendance could be improved for several students.

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G4. 8

Increase learning gains in Reading and Math.

Person Responsible

James Vernon

Schedule

Annually, from 8/10/2017 to 6/1/2018

Evidence of Completion

As assessed by Florida Standards Assessment

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  **S123456** = Quick Key

G1. Increase on task behavior. **1**

 **G096306**

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

 **B259150**

G1.B1.S1 Administrators will work with teachers to support the "All About the Benjamin's" program. **4**

 **S274445**

Strategy Rationale

Rewarding positive behavior will encourage students to make appropriate choices.

Action Step 1 **5**

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

Person Responsible

James Vernon

Schedule

Daily, from 8/10/2017 to 6/1/2018

Evidence of Completion

The total number of reward coupons distributed.

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

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

Person Responsible

James Vernon

Schedule

Daily, from 8/10/2017 to 6/1/2018

Evidence of Completion

Classroom walk through and documentation.

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

Compare discipline reports.

Person Responsible

James Vernon

Schedule

Quarterly, from 8/10/2017 to 6/1/2018

Evidence of Completion

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

G2. Increase total number of students making learning gains on the FSA Math, Algebra I EOC and Geometry EOC. 1

 G096307

G2.B1 Attendance, Disruptive Behavior 2

 B259151

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

 S274446

Strategy Rationale

Students with 90% attendance demonstrate higher levels of achievement.

Action Step 1 5

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

Person Responsible

James Vernon

Schedule

Quarterly, from 8/10/2017 to 6/1/2018

Evidence of Completion

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

Action Step 2 5

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

Person Responsible

Daniel Lilly

Schedule

Quarterly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Registration and Records from Data Day.

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

Teachers and Administration will document student and parental contact. Tracking student attendance.

Person Responsible

James Vernon

Schedule

Quarterly, from 8/11/2017 to 6/1/2018

Evidence of Completion

Teacher communication logs, parent input, FOCUS communication report.

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

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

Person Responsible

James Vernon

Schedule

Daily, from 8/11/2017 to 6/1/2018

Evidence of Completion

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

G2.B1.S2 Teachers will work together to provide differentiated instruction. Remediation for non-proficient students. 4

S274447

Strategy Rationale

Students lacking basic math skills will not develop proficiency.

Action Step 1 5

Small group and one on one instruction in the classroom.

Person Responsible

James Vernon

Schedule

Daily, from 8/10/2017 to 6/1/2018

Evidence of Completion

Dean observation and documentation.

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

Teacher documentation through assessment and lesson plans.

Person Responsible

James Vernon

Schedule

Quarterly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Instructional outcomes.

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

Data collection of instructional outcomes.

Person Responsible

James Vernon

Schedule

Biweekly, from 8/10/2017 to 6/1/2018

Evidence of Completion

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

G2.B1.S3 Use positive behavior incentive system to mitigate classroom disruptions and increase enthusiasm. 4

 S274448

Strategy Rationale

Students who are invested in the school environment and are rewarded accordingly for positive behavior will be less disruptive and more likely to attend.

Action Step 1 5

Reward Students with positive incentive points which can be used to redeem weekly.

Person Responsible

James Vernon

Schedule

Weekly, from 8/10/2017 to 6/10/2018

Evidence of Completion

Behavior Logs, Monitoring Accountability Folders, collection of points.

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Students will log self-reported behavior and attendance in order to keep track of their own goals. These will be monitored by teachers who in turn will submit them to the Dean for verification and review.

Person Responsible

James Vernon

Schedule

Biweekly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Attendance, Accountability Folders, Referral Data. Grades.

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Check school attendance, grades, assessment, and referrals data at the end of semester 1 and again at the end of semester 2.

Person Responsible

Daniel Lilly

Schedule

Semiannually, from 8/10/2017 to 6/1/2018

Evidence of Completion

Reduction in referrals and absences.


G3. Increase total number of students making learning gains on the English Language Arts/Reading FSA. 1

 G096308

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

 B259152

G3.B1.S1 Teachers will work together to provide direct instruction in a differentiated manner which focuses on student collaboration to reinforce high interest among students and to enable student engagement. 4

 S274449

Strategy Rationale

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

Action Step 1 5

Improve student engagement through the use of high interest material.

Person Responsible

Chad Linville

Schedule

Quarterly, from 8/10/2016 to 6/1/2018

Evidence of Completion

FAIR-FS reports and FSA results.

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

Teachers and Dean will monitor use of high interest materials by classroom observations and teacher input.

Person Responsible

Chad Linville

Schedule

Quarterly, from 8/10/2016 to 6/1/2018

Evidence of Completion

Classroom observation forms completed by the principal.

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

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

Person Responsible

James Vernon

Schedule

Quarterly, from 8/10/2017 to 6/1/2018

Evidence of Completion

FAIR-FS reports and FSA results.


G4. Decrease the number of students who have less than 90% attendance from 37 to 30 or fewer. 1

 G096309

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

 B259153

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

 S274450

Strategy Rationale

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

Action Step 1 5

Assess data and communicate with students that they should improve attendance to 90% or better.

Person Responsible

Daniel Lilly

Schedule

Every 3 Weeks, from 8/10/2017 to 6/1/2018

Evidence of Completion

Attendance Logs, Student Conference Notes.

Action Step 2 5

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

Person Responsible

James Vernon

Schedule

Weekly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Daily attendance records. Conferences and staff meetings, Student Attendance Reports.

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

Documentation of student and parental contact. Tracking student attendance.

Person Responsible

James Vernon

Schedule

Quarterly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Daily attendance records. Documentation of student and parental contact.

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

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

Person Responsible

James Vernon

Schedule






Monthly, from 8/10/2017 to 6/1/2018

Evidence of Completion

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

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|-------------------------|--|-----------------|-------------------------------|--|------------------------|
| 2018 | | | | | |
| G1.MA1 M395989 | Discipline data collected quarterly. | Lilly, Daniel | 8/10/2017 | FOCUS data. | 6/1/2018 quarterly |
| G2.MA1 M395996 | Student progress reports, teacher developed tests, FSA data, EOC data | Lafferty, Danni | 8/10/2017 | Teacher developed tests scores, 6,7,8 FSA Math scores, Geometry and Algebra I EOC scores. | 6/1/2018 quarterly |
| G3.MA1 M395999 | Informal Reading Assessments, FAIR testing. | Linville, Chad | 8/10/2017 | FAIR-FS reports and FSA results. | 6/1/2018 semiannually |
| G4.MA1 M396002 | Increase learning gains in Reading and Math. | Vernon, James | 8/10/2017 | As assessed by Florida Standards Assessment | 6/1/2018 annually |
| G1.B1.S1.MA1 M395987 | Compare discipline reports. | Vernon, James | 8/10/2017 | Reduction in the total number of disciplinary suspensions as reported in FOCUS.. | 6/1/2018 quarterly |
| G1.B1.S1.MA1 M395988 | Observation of staff interactions with students as they implement the program. | Vernon, James | 8/10/2017 | Classroom walk through and documentation. | 6/1/2018 daily |
| G1.B1.S1.A1 A368437 | Staff will observe students and identify appropriate behavior choices as they are made and award... | Vernon, James | 8/10/2017 | The total number of reward coupons distributed. | 6/1/2018 daily |
| G2.B1.S1.MA1 M395990 | Attendance will be monitored daily. Review targeted students for changes in attendance. | Vernon, James | 8/11/2017 | Daily attendance records. Review of attendance changes for targeted students. | 6/1/2018 daily |
| G2.B1.S1.MA1 M395991 | Teachers and Administration will document student and parental contact. Tracking student... | Vernon, James | 8/11/2017 | Teacher communication logs, parent input, FOCUS communication report. | 6/1/2018 quarterly |
| G2.B1.S1.A1 A368438 | Contact parents after successive absences. (All student absences are followed up by a call to the... | Vernon, James | 8/10/2017 | Daily attendance records. Conferences, staff meetings, and call logs. | 6/1/2018 quarterly |
| G2.B1.S1.A2 A368439 | Data day when teachers review information about student academic and demographic background. | Lilly, Daniel | 8/10/2017 | Registration and Records from Data Day. | 6/1/2018 quarterly |
| G3.B1.S1.MA1 M395997 | Small group instruction, one on one instruction using high interest materials. | Vernon, James | 8/10/2017 | FAIR-FS reports and FSA results. | 6/1/2018 quarterly |
| G3.B1.S1.MA1 M395998 | Teachers and Dean will monitor use of high interest materials by classroom observations and teacher... | Linville, Chad | 8/10/2016 | Classroom observation forms completed by the principal. | 6/1/2018 quarterly |
| G3.B1.S1.A1 A368442 | Improve student engagement through the use of high interest material. | Linville, Chad | 8/10/2016 | FAIR-FS reports and FSA results. | 6/1/2018 quarterly |
| G4.B1.S1.MA1 M396000 | Monitor and track student daily attendance records. Review targeted students for changes in... | Vernon, James | 8/10/2017 | Daily attendance records. Review of attendance changes for targeted students. | 6/1/2018 monthly |
| G4.B1.S1.MA1 M396001 | Documentation of student and parental contact. Tracking student attendance. | Vernon, James | 8/10/2017 | Daily attendance records. Documentation of student and parental contact. | 6/1/2018 quarterly |
| G4.B1.S1.A1 A368443 | Assess data and communicate with students that they should improve attendance to 90% or better. | Lilly, Daniel | 8/10/2017 | Attendance Logs, Student Conference Notes. | 6/1/2018 every-3-weeks |
| G4.B1.S1.A2 A368444 | Improve student attendance by using a reward program, "All About the Benjamin's". Students obtain... | Vernon, James | 8/10/2017 | Daily attendance records. Conferences and staff meetings, Student Attendance Reports. | 6/1/2018 weekly |
| G2.B1.S2.MA1 M395992 | Data collection of instructional outcomes. | Vernon, James | 8/10/2017 | Student progress on classroom assessments, student improvement on Moby Max, Algebra Nation, and Edgenuity. | 6/1/2018 biweekly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|---|---|---------------|-------------------------------|---|-----------------------|
| G2.B1.S2.MA1  M395993 | Teacher documentation through assessment and lesson plans. | Vernon, James | 8/10/2017 | Instructional outcomes. | 6/1/2018 quarterly |
| G2.B1.S2.A1  A368440 | Small group and one on one instruction in the classroom. | Vernon, James | 8/10/2017 | Dean observation and documentation. | 6/1/2018 daily |
| G2.B1.S3.MA1  M395994 | Check school attendance, grades, assessment, and referrals data at the end of semester 1 and again... | Lilly, Daniel | 8/10/2017 | Reduction in referrals and absences. | 6/1/2018 semiannually |
| G2.B1.S3.MA1  M395995 | Students will log self-reported behavior and attendance in order to keep track of their own goals.... | Vernon, James | 8/10/2017 | Attendance, Accountability Folders, Referral Data. Grades. | 6/1/2018 biweekly |
| G2.B1.S3.A1  A368441 | Reward Students with positive incentive points which can be used to redeem weekly. | Vernon, James | 8/10/2017 | Behavior Logs, Monitoring Accountability Folders, collection of points. | 6/10/2018 weekly |

V. Professional Development Opportunities

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

G2. Increase total number of students making learning gains on the FSA Math, Algebra I EOC and Geometry EOC.

G2.B1 Attendance, Disruptive Behavior

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

PD Opportunity 1

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

Facilitator

Staff

Participants

Staff

Schedule

Quarterly, from 8/10/2017 to 6/1/2018

VI. Technical Assistance Items

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

VII. Budget

| | | | | | | |
|--------|-------------|--|---------------------------------|--------------------------|-----|------------|
| 1 | G1.B1.S1.A1 | Staff will observe students and identify appropriate behavior choices as they are made and award the student a coupon that may be redeemed for prizes. | | | | \$1,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | 0021 - Wakulla Institute | School Improvement Funds | | \$1,000.00 |
| | | | Notes: Instructional Incentives | | | |
| 2 | G2.B1.S1.A1 | Contact parents after successive absences. (All student absences are followed up by a call to the residence) | | | | \$0.00 |
| 3 | G2.B1.S1.A2 | Data day when teachers review information about student academic and demographic background. | | | | \$0.00 |
| 4 | G2.B1.S2.A1 | Small group and one on one instruction in the classroom. | | | | \$0.00 |
| 5 | G2.B1.S3.A1 | Reward Students with positive incentive points which can be used to redeem weekly. | | | | \$0.00 |
| 6 | G3.B1.S1.A1 | Improve student engagement through the use of high interest material. | | | | \$0.00 |
| 7 | G4.B1.S1.A1 | Assess data and communicate with students that they should improve attendance to 90% or better. | | | | \$0.00 |
| 8 | G4.B1.S1.A2 | Improve student attendance by using a reward program, "All About the Benjamin's". Students obtain reward tokens for being in school and doing positive things. Weekly prize drawings are held as incentives. | | | | \$0.00 |
| Total: | | | | | | \$1,000.00 |