

Wakulla County Schools

# Wakulla Middle School



2017-18 Schoolwide Improvement Plan

## Wakulla Middle School

22 JEAN DR, Crawfordville, FL 32327

<https://wms.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)
Middle School 6-8	No	48%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	19%

### School Grades History

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

*\*Informational Baseline School Grade*

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

### School Board Approval

This plan was approved by the Wakulla County School Board on 11/13/2017.

### 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 Middle School

DA Region and RED	DA Category and Turnaround Status
Northwest - <a href="#">Rachel Heide</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

At the heart of Wakulla Middle School is the belief that the focus of all educational programs and school practices should be centered on the student in order to meet the unique needs of this age. Wakulla Middle School strives to meet the physical, social, emotional, and intellectual needs of students in grades six through eight utilizing instructional practices and learning activities which take into account differences in learning styles. With the understanding that developmentally appropriate activities enhance learning at all levels, we believe that all the programs and practices of WMS should be based on a thorough knowledge of the developmental characteristics of middle school students and focused on meeting their needs.

##### b. Provide the school's vision statement.

While congruent with the educational philosophy of all the Wakulla Country schools, K-12, this school is unique in that it provides a learning environment where middle school students are actively engaged in the learning process. This school is neither an elementary school nor a mini-high school, but possesses the components that will provide a smooth transition from the elementary to the high school level.

Wakulla Middle School is student-centered rather than subject-centered and provides a safe, structured, and physically comfortable environment to promote student learning. Recognizing the critical role of a middle school in the development of a student's self-concept, we attempt to enhance student self-esteem by creating an atmosphere of positive relationships and mutual respect among and between students and staff.

Curriculum and instruction appeals to the exploratory nature of middle school students, and provides the challenging expectations needed to increase individual student performance. We believe that mastery of basic communication, mathematics, and technology skills is of primary importance in the middle school so that students will have the life skills needed to be successful in future studies and job-related experiences. We realize that exceptional education students will require special services and resources to facilitate learning. Given a supportive and challenging learning environment, all students will, hopefully, utilize appropriate decision-making processes.

Believing that successful educational endeavors must include the home as an integral part, we encourage the community to be involved in all aspects of the school program in an advisory and/or operational role. We strongly believe that a successful school is one in which teachers, parents, and community members share the responsibility for student education through the support of the school's mission.

#### 2. School Environment

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

Students are placed on academic teams so that they build a small community within the school. Teams do many "getting to know you" activities at the beginning of the year. Parents are encouraged to provide information about their child(ren) on paperwork sent home. An attitude of support and respect is fostered through the Positive Behavior Support (PBS) system.

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

WMS employs a full-time resource officer from the Wakulla County Sheriff's office. He remains on campus during school hours and is available to all faculty, staff and students. Teachers are on duty in the hallway supervising students at the beginning of the school day, end of the school day, and between classes. Cameras are installed throughout the school. The principal, vice-principal, deans and student services staff are visible and accessible throughout the school day.

**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.**

WMS implements Positive Behavior Support (PBS) school-wide. Our acronym is P.R.I.D.E. which focuses on five specific areas. The acronym stands for Prepared, Respect, Involved, Dependable and Exercising Self-control. These five areas are taught, expected and enforced by all grade level teams, Unified Arts and Physical Education teachers, and staff members.

Each team in the school develops a Team Discipline Plan that reinforces the five components of P.R.I.D.E. Expectations and consequences are posted in each team classroom and are sent home to parents at the beginning of the school year. Minor infractions are handled by team teachers. Major infractions are referred to the Dean of Discipline for consequences/resolution.

PBS training is provided during the school year for all personnel.

**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.**

WMS has a full-time student services associate dean and a social worker on campus each Thursday. The associate dean is available to counsel students as situations arise. The social worker works with students individually and in small groups with more serious and/or on-going social, emotional and/or behavioral issues. Students are also assigned adult mentors for a variety of reasons as needs are identified by the guidance counselor. The District also employs a Licensed Clinical Social Worker who is housed at the District Office, but is available to all students in the county. WMS also has an FSU psychology intern who counsels/evaluates students every Tuesday.

### **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.**

Wakulla Middle School follows the district-wide Response to Intervention (RTI) Plan and utilizes FOCUS and Performance Matters software to pinpoint students who fall into the lowest quartile or need other intense intervention. RTI status is monitored quarterly to ensure students are receiving the correct interventions as they move through the RTI process.

**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	99	107	118	0	0	0	0	324	
One or more suspensions	0	0	0	0	0	0	7	7	10	0	0	0	0	24	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on statewide assessment	0	0	0	0	0	0	37	45	52	0	0	0	0	134	
	0	0	0	0	0	0	0	0	0	0	0	0	0		

**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	27	31	38	0	0	0	0	96	

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

Students who miss three days of school are identified and phone calls are made to the parents or guardians by classroom teachers. The goal is to decrease number of absentees by 1% from last year by using this intervention of calling home after three absences.

Students in the Lowest Quartile in each grade level are assigned an intensive Reading or Math class. Moby Max or Achieve3000 software is utilized in Intensive classes. Credit Recovery is assigned to students failing a course at the end of each semester. Mr. Rozanski's Unified Arts class teaches "life skills" to all grade levels. AVID courses have been added at each grade level and AVID strategies are taught in all academic classes.

## 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

Our goal is to Increase parental involvement overall by 5%. Parents receive progress reports and/or report cards 8 times a year to update them on their child's performance in school. Teams send out newsletters at least once a nine weeks to provide news and other pertinent information about what is going on at Wakulla Middle School. Parents are invited to attend school functions such as AVID Parent night, sporting events, band concerts, drama performances, Brain Bowl competitions, Tropicana Speech contest, Science Fair, Spelling Bee, field trips and many others. Academic teachers are also in contact with parents via phone calls (for both positive and negative behaviors).



The school also has an automated system that contacts parents about activities and events that involve the entire school population. Parents are also invited to attend meetings, join the School Advisory Council, and serve as volunteers in the school.

**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.**

Business partnerships are sought out each school year. Local businesses support WMS by contributing funds and/or donating materials to various academic projects and athletic programs. Some examples include the Optimist Club's support/funding of the WMS Academic Brain Bowl team, the local 4-H Extension office's support/funding of the yearly Tropicana Speech Contest, Wakulla Springs support/funding of the LIFE Program, and local businesses purchasing signs (advertisements) for the fence to help run the baseball program. These are just a few of the many projects that are supported/funded by local businesses.

## 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
Griffin, Tolar	Principal
Bryan, Amy	Assistant Principal
Cutchen, Catherine	Dean
Hillmon, Leon	Dean

#### b. Duties

**1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.**

Principal and Assistant Principal: Provide a common vision for the use of data-based decision-making, ensures that the school-based team is implementing the Multi-tiered System of Support (MTSS), conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

Teacher Requesting Meeting: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

School Psychologist, Dean of Student Services and Dean of Discipline: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

**2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and**

**supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

The role of the MTSS team is to explore ways that they can follow the district's problem solving model to ensure the success of every student. They will meet biweekly to review data from students not achieving success within Tier 1 instructional delivery methods and offer strategies to promote achievement.

All funding is under the scrutiny and direction of the Principal and Assistant Principal. They diligently work to utilize the funding in a manner that best serves the school's needs within funding guidelines.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Tolar Griffin	Principal
Catherine Cutchen	Education Support Employee
Melanie Rentz	Teacher
Courtney Armitage	Business/Community
Melissa Alford	Parent
Alice Bickford	Parent
Amanda Hofheinz	Teacher
Jessica Brittain	Parent
Michael Curtis	Teacher
Katrina Roddenberry	Teacher
Brandi Long	Parent
Alicia Le	Parent
Mindy Silcox	Education Support Employee
Laura Lawhon	Teacher

### b. Duties

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

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 SAC committee is asked for input in developing the current year's SIP at the first meeting. The prior year's plan is reviewed and revised based on input from the committee, standardize test results, and areas the committee feel need improvement. They meet four times a year to ensure that the plan is being followed and goals are being met. At each meeting, committee chairs share implemented strategies and results of subject area meetings.

#### b. Development of this school improvement plan

This plan was created with member input. The SAC members reviewed and edited the plan for feasibility and completeness. SAC meets four times a year to ensure that the plan is being followed

and goals are being met. At each meeting, committee chairs share implemented strategies and results of subject area meetings.

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

The School Advisory Council (SAC) will discuss and vote on a priority list of school-wide initiatives that promote the well-being of the school. SAC members will prioritize needs and vote on how to use School Recognition dollars and other monies allocated to the SAC.

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

School improvement funds will be allocated to support the goals stated within the plan.

**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
Griffin, Tolar	Principal
Bryan, Amy	Assistant Principal
Davis, Deana	Instructional Coach
Lawhon, Laura	Instructional Media

**b. Duties**

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

This committee is made up of all Reading teachers in the school led by the Principal, Dean, SAC Reading Chair (Librarian), and the Reading Coach. The major initiatives of the team are to implement AVID strategies in every academic subject area, promote/reinforce the Wildcat Readers Program, and make adjustments to the Summer Reading Plan and District Reading Plan. The team also oversees the weekly AR Word War and creates incentives for students who successfully complete their AR goal each nine weeks.

**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.**

Subject area and grade level teachers meet frequently to plan, share instructional strategies, and mentor new teachers at WMS. Teachers are encouraged to attend school-wide activities such academic events (i.e. Science Fair, Brain Brawl, Spelling Bee, Speech Competitions), sporting events, and social events to reinforce a positive work environment.

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

Highly qualified new teachers are recruited via e-recruiting through the district website. New hires are assigned an on-campus mentor with a similar teaching assignment. Mentor teachers conduct regularly scheduled meetings with the new hire. The principal or his designee also meets with new hires throughout the year.

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

At the School Level, all new hires are assigned an on campus mentor with a similar teaching assignment. The mentor conducts regularly scheduled meetings with the new hire to support their success. Topics include Professional Development Plans, Curriculum Guides, Behavior Management, Progress Monitoring, and Instructional Strategies. This program is overseen by the principal.

At the District Level, New Teacher Boot Camp (Professional Development) is required for New Hires to give them an overview of the Wakulla County School District and what is required of new teachers in the county.

## **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 Wakulla County School District (WCSD) adopts programs that have been approved by the Florida Department of Education and Legislature. Materials are selected based on the Florida Standards. Committees of subject area teachers and principal meet to review materials available for adoption to ensure that they meet the requirements set forth.

#### **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.**

Data is used to place Lowest Quartile and/or other at-risk students into remedial math and/or reading classes. These classes are taught daily to targeted students in addition to their regular math and/or reading class. As the school year progresses, struggling students who are not served in a remedial class, are placed into a credit recovery or research class for extra assistance.

An MTSS and problem-solving process is consistently used by school personnel to ensure progress in the general education curriculum, across all grades and settings, for all students with and without disabilities.

All instructional and related services personnel use formative assessment processes and tools to gather, analyze and evaluate data about effective instruction and behavior interventions for all students with and without disabilities in general education and natural contexts.

**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:** Extended School Day

**Minutes added to school year:** 1,200

Targeted instruction to meet the needs of the lowest quartile and/or other at risk students.

**Strategy Rationale**

To ensure lowest quartile and/or at-risk students are successful during the school year.

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Griffin, Tolar, [tolar.griffin@wcsb.us](mailto:tolar.griffin@wcsb.us)

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

Teacher created assessments, Achieve3000 reading reports, STAR Math reports, STAR Reading Reports, Read180 Reading Reports and Florida Standards Assessment Results.

## 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.**

Transition meetings are held with each elementary school and the high school in May of each school year. RTI data, ESE paperwork and accommodations, behavior issues and plans, and the academic status of each student is discussed to ease the transition from elementary to middle school or middle school to high school.

### 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.**

A College and Career elective is taught on the Exploratory Wheel for 8th graders. Career skills are also included in the AVID strategies classes. AVID students visit various colleges throughout the year. AVID strategies are taught in all academic classes.

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

"Digital Information Technology" is taught to students as an elective. Students who successfully complete the course requirements receive Microsoft Office Certification.

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

Scheduling of the three WMS computer labs has been streamlined through the use of the Outlook Calendar available with the District Email System. This ensures that the labs are being used to their full capacity. Each classroom has a minimum of four computer stations for student use. The goal of

these initiatives is to increase students' computer usage and proficiency. A mobile laptop lab is being added this year that will be able for checkout to classroom teachers.

**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.**

WMS implements a rigorous and challenging curriculum that allows students the opportunity to participate in high school level courses at the middle school level. This will enable them to complete their high school requirements early and began working on college level courses at the high school level. WMS also implements the nationally recognized AVID Program in every class to prepare all students for college readiness.

## 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.** To support Reading and Writing achievement target goal of 70% of students scoring Proficient on the Florida Standards Assessment (FSA) - ELA.
- G2.** To support Math achievement target goal of 70% of students scoring at Proficient on the Florida Standards Assessment (FSA) - Math.
- G3.** To support Science achievement to achieve target goal of 70% of students scoring proficient on FCAT 2.0 - Science

## 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.** To support Reading and Writing achievement target goal of 70% of students scoring Proficient on the Florida Standards Assessment (FSA) - ELA. 1a

G096331

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	70.0
ELA/Reading Lowest 25% Gains	50.0

**Targeted Barriers to Achieving the Goal** 3

- Students lack support/strategies to achieve at a high level in reading and/or writing
- Students lack the skills necessary to achieve proficiency levels.
- Students lack the academic vocabulary to read grade-level text.

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

- Test review material
- Sunshine State Reader books, Non-fiction books
- AVID Strategies training
- Achieve3000, Moby Max and Read180 Software
- CPALMS Lessons, floridastudents.org Lessons
- Rewards
- Systems 44 (Read180)

**Plan to Monitor Progress Toward G1.** 8

Assessment Results and classroom grades

**Person Responsible**

Deana Davis

**Schedule**

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

**Evidence of Completion**

STAR assessment results, Achieve3000 performance reports, Read180 reports, classroom grades, teacher created checklists and calendars. FSA subject strand results will show proficiency and/or learning gains.

**G2.** To support Math achievement target goal of 70% of students scoring at Proficient on the Florida Standards Assessment (FSA) - Math. 1a

G096332

**Targets Supported** 1b

Indicator	Annual Target
FSA Mathematics Achievement	70.0
Math Lowest 25% Gains	50.0
Geometry EOC Pass Rate	70.0
Algebra I EOC Pass Rate	70.0

**Targeted Barriers to Achieving the Goal** 3

- Students lack the skills to achieve proficiency levels.
- Socioeconomic level
- Students lack support/strategies to achieve at a high level.

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

- Math remediation materials
- Math standardized testing materials
- Moby Max Software
- Algebra and/or Geometry Nation Software
- Accelerated Math
- STAR Math

**Plan to Monitor Progress Toward G2.** 8

Assessment Results and Classroom Grades

**Person Responsible**

Tolar Griffin

**Schedule**

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

**Evidence of Completion**

Student grades of 60% or higher, FSA subject strand results, STAR math reports, Moby Max reports, Accelerated Math reports, WICOR walk observation forms

**G3.** To support Science achievement to achieve target goal of 70% of students scoring proficient on FCAT 2.0 - Science **1a**

 G096333

**Targets Supported** **1b**

Indicator	Annual Target
FCAT 2.0 Science Proficiency	50.0

**Targeted Barriers to Achieving the Goal** **3**

- Students lack the basic science knowledge to build upon and meet expected levels at middle school.
- Students lack the academic vocabulary to understand scientific text

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

- Science related materials
- Moby Max Software
- AVID strategies/resources
- Kagan strategies

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

Student grades and FCAT 2.0 Science results

**Person Responsible**

Tolar Griffin

**Schedule**

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

***Evidence of Completion***

Student grades of 60% or above.

## 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.** To support Reading and Writing achievement target goal of 70% of students scoring Proficient on the Florida Standards Assessment (FSA) - ELA. **1**

 **G096331**

**G1.B1** Students lack support/strategies to achieve at a high level in reading and/or writing **2**

 **B259215**

**G1.B1.S1** Tier 3: Plan targeted intervention for students not responding to core curriculum plus supplemental instruction using problem-solving processes. Interventions will be matched to individual student needs, be evidence based, and provided in addition to core curriculum. Students will participate in Read 180 in an Intensive Reading classroom. **4**

 **S274521**

### Strategy Rationale

Students who are performing below grade level need extra support to be successful in school.

### Action Step 1 **5**

Read 180/Achieve3000 Training

#### Person Responsible

Tolar Griffin

#### Schedule

On 7/31/2017

#### Evidence of Completion

Achieve3000 reports, Read180 Reports

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

Target watch list

**Person Responsible**

Deana Davis

**Schedule**

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

***Evidence of Completion***

Students who achieve at a highly proficient level on Read180 and Achieve3000 will ultimately perform well on standardized testing.

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

Achieve3000 and Read180 results

**Person Responsible**

Deana Davis

**Schedule**

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

***Evidence of Completion***

Students will score at a highly proficient level (70%).

**G1.B1.S2** All students: Instruction will be targeted for all ELA subject strands with emphasis on "Key Ideas and Details" and "Text-Based Writing". Teachers may use, but are not limited to, resources such as the Collections textbook and online resources, Teengagement modules, Kagan strategies, CPALMS lessons, avidweekly.org, and floridastudent.org lessons. 4

S274522

### Strategy Rationale

Students performed lower on these subject strands and need extra support to be able to perform these tasks in class and on the FSA.

### Action Step 1 5

Targeted skills instruction in ELA and Critical Thinking Classes "Marking the Text" and Cornell Notes instruction.

#### Person Responsible

Amanda Hofheinz

#### Schedule

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

#### Evidence of Completion

Use of critical reading strategies "marking the text" and use of cornell notes in core subject area courses, Teacher calendars, gradebook and checklists, AVID Lesson Plans

### Action Step 2 5

Writing Workshop with Beth Mims

#### Person Responsible

Deana Davis

#### Schedule

On 10/11/2017

#### Evidence of Completion

Sign-in sheets, ePDC registration

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

Collection of "Marking the Text" lesson plans

**Person Responsible**

Amanda Hofheinz

**Schedule**

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

***Evidence of Completion***

AVID lesson plans

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

Marking the Text assignments in FOCUS gradebook

**Person Responsible**

Tolar Griffin

**Schedule**

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

***Evidence of Completion***

Teacher lesson plans, calendars, and classroom grades.



**G1.B2** Students lack the skills necessary to achieve proficiency levels. 2

 B259216

**G1.B2.S1** Tier 2: Plan supplemental instruction/ intervention for students not responding to core curriculum instruction. Focus of instruction is determined by review of STAR Reading data and will include explicit instruction, modeled instruction, guided practice and independent practice. 4

 S274523

**Strategy Rationale**

Students who are performing below grade level need extra support to be successful in school.

**Action Step 1** 5

Targeted TIER 2 interventions in reading comprehension skills/strategies such as determining main idea, citing evidence, phonics, decoding, self-monitoring, making connections, generating questions, summarizing, and clarifying text.

**Person Responsible**

Deana Davis

**Schedule**

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

***Evidence of Completion***

Students will achieve at proficiency levels, 9 weeks documentation of Response to Interventions

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

Quantitative data documenting success of interventions.

**Person Responsible**

Amy Bryan

**Schedule**

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

***Evidence of Completion***

Lesson plans, grades, STAR results, teacher created checklists/calendars, Intervention Watch List, and TIER 2 documentations (9 weeks checklists).

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

Quantitative data

**Person Responsible**

Tolar Griffin

**Schedule**

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

**Evidence of Completion**

Grades, STAR Reading assessment results, teacher created checklists/calendars, Intervention Watch List, and TIER 2 documentations (9 weeks checklists)

**G1.B2.S2** Tier 1: Determine core instructional needs by reviewing STAR Reading assessment data. Plan differentiated instruction using evidence-based instruction/ interventions. 4

 S274524

**Strategy Rationale**

Students who are performing below grade level need extra support to be successful in school.

**Action Step 1** 5

Targeted TIER 3 interventions in reading comprehension skills/strategies such as determining main idea, citing evidence, phonics, decoding, self-monitoring, making connections, generating questions, summarizing, and clarifying text.

**Person Responsible**

Amy Bryan

**Schedule**

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

**Evidence of Completion**

Lesson plans, teacher created checklists and calendars, 9 weeks documentation of Response to Interventions.

**Plan to Monitor Fidelity of Implementation of G1.B2.S2** 6

Intensive targeted interventions determining main idea, citing evidence, phonics, decoding, self-monitoring, making connections, generating questions, summarizing, and clarifying text.

**Person Responsible**

Amy Bryan

**Schedule**

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

***Evidence of Completion***

Lesson plans, teacher created checklists/calendar, 9 weeks documentation of Response to Interventions

**Plan to Monitor Effectiveness of Implementation of G1.B2.S2** 7

TIER2 and TIER3 Interventions

**Person Responsible**

Deana Davis


**Schedule**

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

***Evidence of Completion***

Read 180 and Achieve3000 reports, STAR Reading results, classroom grades, teacher created checklists and calendars, lesson plans, 9 weeks Response to Instruction documentation logs.

**G1.B3** Students lack the academic vocabulary to read grade-level text. **2**

 B259217

**G1.B3.S1** Implementation of AVID strategies in the classroom: Cornell notes, critical reading, binder checks, quick writes using academic language, word walls **4**

 S274525

**Strategy Rationale**

Students who learn AVID strategies are more likely to score proficient on standardized assessments

**Action Step 1** **5**

AVID Summer Training

**Person Responsible**

Tolar Griffin

**Schedule**

Annually, from 6/25/2017 to 6/28/2017

***Evidence of Completion***

ePDC registration, sign-in sheets

**Action Step 2** **5**

AVID strategy training during faculty meetings - binder checks, academic vocabulary quick writes, cornell notes, philosophical chairs, marking the text.

**Person Responsible**

Tolar Griffin

**Schedule**

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

***Evidence of Completion***

faculty meeting agendas, increase in use of academic language in student written assignments

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

WICOR Walks

**Person Responsible**

Tolar Griffin

**Schedule**

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

***Evidence of Completion***

Wakulla Middle School Teacher observation forms which include WICOR strategies

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

WICOR Walks

**Person Responsible**

Tolar Griffin

**Schedule**

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

***Evidence of Completion***

Wakulla Middle School Teacher observation forms which include WICOR strategies

**G2.** To support Math achievement target goal of 70% of students scoring at Proficient on the Florida Standards Assessment (FSA) - Math. 1

G096332

**G2.B1** Students lack the skills to achieve proficiency levels. 2

B259218

**G2.B1.S1** Tier 3: Plan supplemental instruction/ intervention for students not responding to core instruction. Focus of instruction is determined by review of STAR Math data and will include explicit instruction, modeled instruction, guided practice and independent practice. 4

S274526

### Strategy Rationale

Students who are performing below grade level need extra support to be successful in school.

### Action Step 1 5

Specific targeted TIER 3 interventions; visual representations, peer-assisted learning activities, think-aloud modeling, multiple examples, verbalize decisions and solutions to math problems.

#### Person Responsible

Amy Bryan

#### Schedule

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

#### Evidence of Completion

STAR Math test, lesson plans, teacher created checklists/calendars

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

Specific targeted instruction of TIER 3 students

#### Person Responsible

Amy Bryan

#### Schedule

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

#### Evidence of Completion

Lesson plans, teacher created checklists and calendars, student grades, STAR Math testing, 9 weeks documentation log of Response to Intervention

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

Specific Targeted TIER 3 Interventions; visual representations, peer-assisted learning activities, think-aloud modeling, multiple examples, verbalize decisions and solutions to math problems.

**Person Responsible**

Amy Bryan

**Schedule**

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

**Evidence of Completion**

Lesson plans, classroom grades, STAR Math results, 9 weeks documentation logs of Response to Intervention

**G2.B1.S2** Tier 2: Determine core instructional needs by reviewing STAR Math assessment data. Plan differentiated instruction using evidence-based instruction/ interventions. Students will participate in an Intensive Math classroom. 4

 S274527

**Strategy Rationale**

Students who are performing below grade level need extra support to be successful in school.

**Action Step 1** 5

Specific Targeted TIER 2 Interventions; MobyMax, Accelerated Math, modeling think-alouds, visual representations.

**Person Responsible**

Amy Bryan

**Schedule**

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

**Evidence of Completion**

Classroom grades, teacher created checklists and calendars. STAR Math report; MobyMax reports, Accelerated Math reports, 9 weeks documentation logs of Response to Intervention



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

Specific Targeted TIER 2 Interventions

### **Person Responsible**

Amy Bryan

### **Schedule**

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

### ***Evidence of Completion***

Classroom grades, teacher created checklists and calendars, STAR Math report; MobyMax reports, Accelerated Math Reports, 9 weeks documentation logs of Response to Interventions

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

Specific targeted TIER 2 interventions

### **Person Responsible**

Amy Bryan

### **Schedule**

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

### ***Evidence of Completion***

Classroom grades, teacher created checklists and calendars, STAR Math report, Moby Max growth reports, Accelerated Math reports, 9 weeks documentation logs of Response to Intervention

**G2.B1.S3** All students: Instruction will be targeted for all Math subject strands with emphasis on "Geometry", "Expressions and Equations", Ratio and Proportional Relationships", and "Functions". Teachers may use, but are not limited to, resources such as the Grade Level textbooks and online resources, Kagan strategies, MobyMax software, Algebra Nation software and Geometry Nation software, Accelerated Math. **4**

 S274528

### Strategy Rationale

Students performed lower on these subject strands and need extra support to be able to perform these tasks in class and on the FSA.

### Action Step 1 **5**

Targeted skills/strategies instruction in all Math classes of geometry, expressions and equations, ratio and proportional relationships, and functions.

#### Person Responsible

Amy Bryan

#### Schedule

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

#### Evidence of Completion

STAR Math Reports, Teacher created checklists, calendars, lesson plans

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

Focus on students who perform below grade level on targeted FSA strands

#### Person Responsible

Amy Bryan

#### Schedule

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

#### Evidence of Completion

STAR Math Reports, FSA practice assessments, Lesson Plans

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

Classroom Assessment Results

**Person Responsible**

Tolar Griffin


**Schedule**

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

***Evidence of Completion***

STAR Math Results, Moby Max progress reports, classroom grades

**G2.B2 Socioeconomic level** 2

 B259219

**G2.B2.S1** Provide a supply closet for economically disadvantaged students, where they can retrieve math manipulatives and materials needed for classroom instruction. 4

 S274529

**Strategy Rationale**

Students who are economically disadvantaged often come to school unprepared with materials and exhibit lower participation in class.

**Action Step 1** 5

Teachers identify students with a need

**Person Responsible**

Catherine Cutchen

**Schedule**

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

***Evidence of Completion***

FOCUS student information, teacher input

**Action Step 2** 5

Supply students with necessary materials

**Person Responsible**

Catherine Cutchen

**Schedule**

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

***Evidence of Completion***

Inventory of supplies

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

Teacher identification and inventory of supplies

**Person Responsible**

Catherine Cutchen

**Schedule**

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

***Evidence of Completion***

Inventory of supplies

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

Teacher input on student participation in math classes

**Person Responsible**

Tolar Griffin


**Schedule**

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

***Evidence of Completion***

classroom grades, increased participation in class

**G2.B3** Students lack support/strategies to achieve at a high level. 2

 B259220

**G2.B3.S1** Tier 3: Plan targeted intervention for students not responding to core curriculum plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence based, and provided in addition to core curriculum. 4

 S274530

**Strategy Rationale**

Students who are performing below grade level need extra support to be successful in school.

**Action Step 1** 5

Kagan Training for instructional staff

**Person Responsible**

Tolar Griffin

**Schedule**

Annually, from 6/14/2017 to 6/15/2017

**Evidence of Completion**

Course grades, Kagan strategy implementation

**Action Step 2** 5

Implementation of Kagan structures in Math classrooms; rally robin, quiz-quiz trade, show-down, numbered heads together, and fan-n-pick.

**Person Responsible**

Tolar Griffin

**Schedule**

Quarterly, from 8/10/2017 to 5/25/2018

**Evidence of Completion**

Lesson plans, WICOR walk observation forms

**Plan to Monitor Fidelity of Implementation of G2.B3.S1** 6

Monitor Implementation of Kagan/Collaboration strategies; rally robin, quiz-quiz trade, show-down, numbered heads together, and fan-n-pick.

**Person Responsible**

Tolar Griffin

**Schedule**

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

***Evidence of Completion***

Lesson Plans; Student Grades; WICOR Walks

**Plan to Monitor Effectiveness of Implementation of G2.B3.S1** 7

FSA Math Assessment

**Person Responsible**

Tolar Griffin

**Schedule**

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

***Evidence of Completion***

FSA Math Assessment Results, classroom grades; WICOR walk observation forms



**G3.** To support Science achievement to achieve target goal of 70% of students scoring proficient on FCAT 2.0 - Science 1

 G096333

**G3.B1** Students lack the basic science knowledge to build upon and meet expected levels at middle school. 2

 B259221

**G3.B1.S1** Science teachers will utilize curriculum that encompasses all scientific domains. 4

 S274531

### Strategy Rationale

All scientific domains are tested so students need to be knowledgeable of the General Science Curriculum.

### Action Step 1 5

Science instructional materials and AVID strategies

#### Person Responsible

Tolar Griffin

#### Schedule

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

#### Evidence of Completion

School and State wide Science assessments, EOC Exams

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

Implementation of science materials and AVID strategies; marking the text and cornell notes

#### Person Responsible

Tolar Griffin

#### Schedule

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

#### Evidence of Completion

Teacher created and/or textbook assessments, student grades; WICOR Walks; lesson plans

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

Student achievement on classroom assessments and science statewide assessment.

**Person Responsible**

Tolar Griffin

**Schedule**

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

***Evidence of Completion***

Class grades and science statewide assessment

**G3.B2** Students lack the academic vocabulary to understand scientific text **2**

 B259222

**G3.B2.S1** Implementation of AVID strategies in the classroom: Cornell notes, critical reading, binder checks, quick writes using academic language, word walls **4**

 S274532

**Strategy Rationale**

Students who learn AVID strategies are more likely to score proficient on standardized assessments

**Action Step 1** **5**

AVID Summer Training

**Person Responsible**

Tolar Griffin

**Schedule**

On 6/28/2017

***Evidence of Completion***

ePDC registrations, session sign-in sheets

**Action Step 2** **5**

AVID strategy training during faculty meetings - binder checks, academic vocabulary quick writes, cornell notes, philosophical chairs, marking the text.

**Person Responsible**

Tolar Griffin

**Schedule**

Monthly, from 8/10/2017 to 5/25/2018

***Evidence of Completion***

lesson plans, faculty meeting agendas and sign-in sheets, WICOR walk teacher observation forms

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

WICOR Walks

**Person Responsible**

Tolar Griffin

**Schedule**

Monthly, from 8/10/2017 to 5/25/2018

***Evidence of Completion***

lesson plans, Wakulla Middle School teacher observation forms with WICOR strategies

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

Quantitative Data review of FCAT 2.0 Science results

**Person Responsible**

Tolar Griffin

**Schedule**

Annually, from 5/25/2018 to 6/29/2018










***Evidence of Completion***

lesson plans, classroom grades, FCAT Science 2.0 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
<b>2018</b>					
G2.B3.S1.A1 A368551	Kagan Training for instructional staff	Griffin, Tolar	6/14/2017	Course grades, Kagan strategy implementation	6/15/2017 annually
G1.B3.S1.A1 A368544	AVID Summer Training	Griffin, Tolar	6/25/2017	ePDC registration, sign-in sheets	6/28/2017 annually
G3.B2.S1.A1 A368554	AVID Summer Training	Griffin, Tolar	6/26/2017	ePDC registrations, session sign-in sheets	6/28/2017 one-time
G1.B1.S1.A1 A368539	Read 180/Achieve3000 Training	Griffin, Tolar	7/26/2017	Achieve3000 reports, Read180 Reports	7/31/2017 one-time
G1.B1.S2.A2 A368541	Writing Workshop with Beth Mims	Davis, Deana	10/11/2017	Sign-in sheets, ePDC registration	10/11/2017 one-time
G1.MA1 M396153	Assessment Results and classroom grades	Davis, Deana	8/10/2017	STAR assessment results, Achieve3000 performance reports, Read180 reports, classroom grades, teacher created checklists and calendars. FSA subject strand results will show proficiency and/or learning gains.	5/23/2018 quarterly
G2.MA1 M396164	Assessment Results and Classroom Grades	Griffin, Tolar	8/10/2017	Student grades of 60% or higher, FSA subject strand results, STAR math reports, Moby Max reports, Accelerated Math reports, WICOR walk observation forms	5/23/2018 quarterly
G3.MA1 M396169	Student grades and FCAT 2.0 Science results	Griffin, Tolar	8/10/2017	Student grades of 60% or above.	5/23/2018 annually
G1.B1.S1.MA1 M396143	Achieve3000 and Read180 results	Davis, Deana	8/10/2017	Students will score at a highly proficient level (70%).	5/23/2018 quarterly
G1.B1.S1.MA1 M396144	Target watch list	Davis, Deana	8/10/2017	Students who achieve at a highly proficient level on Read180 and Achieve3000 will ultimately perform well on standardized testing.	5/23/2018 monthly
G1.B2.S1.MA1 M396147	Quantitative data	Griffin, Tolar	8/10/2017	Grades, STAR Reading assessment results, teacher created checklists/calendars, Intervention Watch List, and TIER 2 documentations (9 weeks checklists)	5/23/2018 quarterly
G1.B2.S1.MA1 M396148	Quantitative data documenting success of interventions.	Bryan, Amy	8/10/2017	Lesson plans, grades, STAR results, teacher created checklists/calendars, Intervention Watch List, and TIER 2 documentations (9 weeks checklists).	5/23/2018 quarterly
G1.B2.S1.A1 A368542	Targeted TIER 2 interventions in reading comprehension skills/strategies such as determining main...	Davis, Deana	8/10/2017	Students will achieve at proficiency levels, 9 weeks documentation of Response to Interventions	5/23/2018 quarterly
G1.B3.S1.MA1 M396151	WICOR Walks	Griffin, Tolar	8/10/2017	Wakulla Middle School Teacher observation forms which include WICOR strategies	5/23/2018 monthly
G1.B3.S1.MA1 M396152	WICOR Walks	Griffin, Tolar	8/10/2017	Wakulla Middle School Teacher observation forms which include WICOR strategies	5/23/2018 monthly
G1.B3.S1.A2 A368545	AVID strategy training during faculty meetings - binder checks, academic vocabulary quick writes,...	Griffin, Tolar	8/10/2017	faculty meeting agendas, increase in use of academic language in student written assignments	5/23/2018 monthly
G2.B1.S1.MA1 M396154	Specific Targeted TIER 3 Interventions; visual representations, peer-assisted learning activities,...	Bryan, Amy	8/10/2017	Lesson plans, classroom grades, STAR Math results, 9 weeks documentation logs of Response to Intervention	5/23/2018 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1 M396155	Specific targeted instruction of TIER 3 students	Bryan, Amy	8/10/2017	Lesson plans, teacher created checklists and calendars, student grades, STAR Math testing, 9 weeks documentation log of Response to Intervention	5/23/2018 quarterly
G2.B1.S1.A1 A368546	Specific targeted TIER 3 interventions; visual representations, peer-assisted learning activities,...	Bryan, Amy	8/10/2017	STAR Math test, lesson plans, teacher created checklists/calendars	5/23/2018 quarterly
G2.B2.S1.MA1 M396160	Teacher input on student participation in math classes	Griffin, Tolar	8/10/2017	classroom grades, increased participation in class	5/23/2018 monthly
G2.B2.S1.MA1 M396161	Teacher identification and inventory of supplies	Cutchen, Catherine	8/10/2017	Inventory of supplies	5/23/2018 daily
G2.B2.S1.A1 A368549	Teachers identify students with a need	Cutchen, Catherine	8/10/2017	FOCUS student information, teacher input	5/23/2018 daily
G2.B2.S1.A2 A368550	Supply students with necessary materials	Cutchen, Catherine	8/10/2017	Inventory of supplies	5/23/2018 daily
G2.B3.S1.MA1 M396162	FSA Math Assessment	Griffin, Tolar	8/10/2017	FSA Math Assessment Results, classroom grades; WICOR walk observation forms	5/23/2018 annually
G2.B3.S1.MA1 M396163	Monitor Implementation of Kagan/ Collaboration strategies; rally robin, quiz-quiz trade, show-down,...	Griffin, Tolar	8/10/2017	Lesson Plans; Student Grades; WICOR Walks	5/23/2018 quarterly
G3.B1.S1.MA1 M396165	Student achievement on classroom assessments and science statewide assessment.	Griffin, Tolar	8/10/2017	Class grades and science statewide assessment	5/23/2018 quarterly
G3.B1.S1.MA1 M396166	Implementation of science materials and AVID strategies; marking the text and cornell notes	Griffin, Tolar	8/10/2017	Teacher created and/or textbook assessments, student grades; WICOR Walks; lesson plans	5/23/2018 quarterly
G3.B1.S1.A1 A368553	Science instructional materials and AVID strategies	Griffin, Tolar	8/10/2017	School and State wide Science assessments, EOC Exams	5/23/2018 quarterly
G1.B1.S2.MA1 M396145	Marking the Text assignments in FOCUS gradebook	Griffin, Tolar	8/10/2017	Teacher lesson plans, calendars, and classroom grades.	5/23/2018 quarterly
G1.B1.S2.MA1 M396146	Collection of "Marking the Text" lesson plans	Hofheinz, Amanda	8/10/2017	AVID lesson plans	5/23/2018 quarterly
G1.B1.S2.A1 A368540	Targeted skills instruction in ELA and Critical Thinking Classes "Marking the Text" and Cornell...	Hofheinz, Amanda	8/10/2017	Use of critical reading strategies "marking the text" and use of cornell notes in core subject area courses, Teacher calendars, gradebook and checklists, AVID Lesson Plans	5/23/2018 quarterly
G1.B2.S2.MA1 M396149	TIER2 and TIER3 Interventions	Davis, Deana	8/10/2017	Read 180 and Achieve3000 reports, STAR Reading results, classroom grades, teacher created checklists and calendars, lesson plans, 9 weeks Response to Instruction documentation logs.	5/23/2018 quarterly
G1.B2.S2.MA1 M396150	Intensive targeted interventions determining main idea, citing evidence, phonics, decoding,...	Bryan, Amy	8/10/2017	Lesson plans, teacher created checklists/calendar, 9 weeks documentation of Response to Interventions	5/23/2018 daily
G1.B2.S2.A1 A368543	Targeted TIER 3 interventions in reading comprehension skills/strategies such as determining main...	Bryan, Amy	8/10/2017	Lesson plans, teacher created checklists and calendars, 9 weeks documentation of Response to Interventions.	5/23/2018 daily
G2.B1.S2.MA1 M396156	Specific targeted TIER 2 interventions	Bryan, Amy	8/10/2017	Classroom grades, teacher created checklists and calendars, STAR Math report, Moby Max growth reports, Accelerated Math reports, 9 weeks	5/23/2018 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				documentation logs of Response to Intervention	
G2.B1.S2.MA1  M396157	Specific Targeted TIER 2 Interventions	Bryan, Amy	8/10/2017	Classroom grades, teacher created checklists and calendars, STAR Math report; MobyMax reports, Accelerated Math Reports, 9 weeks documentation logs of Response to Interventions	5/23/2018 quarterly
G2.B1.S2.A1  A368547	Specific Targeted TIER 2 Interventions; MobyMax, Accelerated Math, modeling think-alouds, visual...	Bryan, Amy	8/10/2017	Classroom grades, teacher created checklists and calendars. STAR Math report; MobyMax reports, Accelerated Math reports, 9 weeks documentation logs of Response to Intervention	5/23/2018 quarterly
G2.B1.S3.MA1  M396158	Classroom Assessment Results	Griffin, Tolar	8/10/2017	STAR Math Results, Moby Max progress reports, classroom grades	5/23/2018 quarterly
G2.B1.S3.MA1  M396159	Focus on students who perform below grade level on targeted FSA strands	Bryan, Amy	8/10/2017	STAR Math Reports, FSA practice assessments, Lesson Plans	5/23/2018 quarterly
G2.B1.S3.A1  A368548	Targeted skills/strategies instruction in all Math classes of geometry, expressions and equations,...	Bryan, Amy	8/10/2017	STAR Math Reports, Teacher created checklists, calendars, lesson plans	5/23/2018 monthly
G2.B3.S1.A2  A368552	Implementation of Kagan structures in Math classrooms; rally robin, quiz-quiz trade, show-down,...	Griffin, Tolar	8/10/2017	Lesson plans, WICOR walk observation forms	5/25/2018 quarterly
G3.B2.S1.MA1  M396168	WICOR Walks	Griffin, Tolar	8/10/2017	lesson plans, Wakulla Middle School teacher observation forms with WICOR strategies	5/25/2018 monthly
G3.B2.S1.A2  A368555	AVID strategy training during faculty meetings - binder checks, academic vocabulary quick writes,...	Griffin, Tolar	8/10/2017	lesson plans, faculty meeting agendas and sign-in sheets, WICOR walk teacher observation forms	5/25/2018 monthly
G3.B2.S1.MA1  M396167	Quantitative Data review of FCAT 2.0 Science results	Griffin, Tolar	5/25/2018	lesson plans, classroom grades, FCAT Science 2.0 scores	6/29/2018 annually

## V. Professional Development Opportunities

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

**G1.** To support Reading and Writing achievement target goal of 70% of students scoring Proficient on the Florida Standards Assessment (FSA) - ELA.

**G1.B1** Students lack support/strategies to achieve at a high level in reading and/or writing

**G1.B1.S1** Tier 3: Plan targeted intervention for students not responding to core curriculum plus supplemental instruction using problem-solving processes. Interventions will be matched to individual student needs, be evidence based, and provided in addition to core curriculum. Students will participate in Read 180 in an Intensive Reading classroom.

### PD Opportunity 1

Read 180/Achieve3000 Training

#### Facilitator

Achieve3000 and Read180 Representatives

#### Participants

All Instructional Staff are eligible

#### Schedule

On 7/31/2017

**G1.B1.S2** All students: Instruction will be targeted for all ELA subject strands with emphasis on "Key Ideas and Details" and "Text-Based Writing". Teachers may use, but are not limited to, resources such as the Collections textbook and online resources, Teengagement modules, Kagan strategies, CPALMS lessons, avidweekly.org, and floridastudent.org lessons.

### PD Opportunity 1

Writing Workshop with Beth Mims

#### Facilitator

Beth Mims

#### Participants

ELA teachers in grade levels 6-8

#### Schedule

On 10/11/2017



**G1.B3** Students lack the academic vocabulary to read grade-level text.

**G1.B3.S1** Implementation of AVID strategies in the classroom: Cornell notes, critical reading, binder checks, quick writes using academic language, word walls

**PD Opportunity 1**

AVID Summer Training

**Facilitator**

AVID Summer Training Personnel, College Board

**Participants**

AVID Site Team

**Schedule**

Annually, from 6/25/2017 to 6/28/2017

**PD Opportunity 2**

AVID strategy training during faculty meetings - binder checks, academic vocabulary quick writes, cornell notes, philosophical chairs, marking the text.

**Facilitator**

Tolar Griffin

**Participants**

All faculty

**Schedule**

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

**G2.** To support Math achievement target goal of 70% of students scoring at Proficient on the Florida Standards Assessment (FSA) - Math.

**G2.B3** Students lack support/strategies to achieve at a high level.

**G2.B3.S1** Tier 3: Plan targeted intervention for students not responding to core curriculum plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence based, and provided in addition to core curriculum.

**PD Opportunity 1**

Kagan Training for instructional staff

**Facilitator**

Kagan Summer Training Personnel, College Board

**Participants**

All Instructional Staff are eligible.

**Schedule**

Annually, from 6/14/2017 to 6/15/2017

**G3.** To support Science achievement to achieve target goal of 70% of students scoring proficient on FCAT 2.0 - Science

**G3.B1** Students lack the basic science knowledge to build upon and meet expected levels at middle school.

**G3.B1.S1** Science teachers will utilize curriculum that encompasses all scientific domains.

**PD Opportunity 1**

Science instructional materials and AVID strategies

**Facilitator**

AVID Summer Training Personnel, College Board

**Participants**

Science Instructional Personnel

**Schedule**

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

**G3.B2** Students lack the academic vocabulary to understand scientific text

**G3.B2.S1** Implementation of AVID strategies in the classroom: Cornell notes, critical reading, binder checks, quick writes using academic language, word walls

**PD Opportunity 1**

AVID Summer Training

**Facilitator**

AVID Summer Institute

**Participants**

All Instructional Staff

**Schedule**

On 6/28/2017

## VI. Technical Assistance Items

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

## VII. Budget

<b>1</b>	<b>G1.B1.S1.A1</b>	<b>Read 180/Achieve3000 Training</b>				<b>\$500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0081 - Wakulla Middle School	Other		\$500.00
			<i>Notes: Instructional Services Budget</i>			
			0081 - Wakulla Middle School	Title II		\$0.00
<b>2</b>	<b>G1.B1.S2.A1</b>	<b>Targeted skills instruction in ELA and Critical Thinking Classes "Marking the Text" and Cornell Notes instruction.</b>				<b>\$0.00</b>
<b>3</b>	<b>G1.B1.S2.A2</b>	<b>Writing Workshop with Beth Mims</b>				<b>\$1,700.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0081 - Wakulla Middle School	Other		\$1,700.00
			<i>Notes: Substitutes and Consultant Instructional Services</i>			
<b>4</b>	<b>G1.B2.S1.A1</b>	<b>Targeted TIER 2 interventions in reading comprehension skills/strategies such as determining main idea, citing evidence, phonics, decoding, self-monitoring, making connections, generating questions, summarizing, and clarifying text.</b>				<b>\$500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0081 - Wakulla Middle School			\$500.00
<b>5</b>	<b>G1.B2.S2.A1</b>	<b>Targeted TIER 3 interventions in reading comprehension skills/strategies such as determining main idea, citing evidence, phonics, decoding, self-monitoring, making connections, generating questions, summarizing, and clarifying text.</b>				<b>\$1,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	General Fund		\$1,000.00
<b>6</b>	<b>G1.B3.S1.A1</b>	<b>AVID Summer Training</b>				<b>\$9,200.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0081 - Wakulla Middle School	General Fund		\$7,200.00
			0081 - Wakulla Middle School	Title II		\$2,000.00

7	G1.B3.S1.A2	AVID strategy training during faculty meetings - binder checks, academic vocabulary quick writes, cornell notes, philosophical chairs, marking the text.				\$0.00
8	G2.B1.S1.A1	Specific targeted TIER 3 interventions; visual representations, peer-assisted learning activities, think-aloud modeling, multiple examples, verbalize decisions and solutions to math problems.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	General Fund		\$500.00
9	G2.B1.S2.A1	Specific Targeted TIER 2 Interventions; MobyMax, Accelerated Math, modeling think-alouds, visual representations.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	General Fund		\$500.00
10	G2.B1.S3.A1	Targeted skills/strategies instruction in all Math classes of geometry, expressions and equations, ratio and proportional relationships, and functions.				\$0.00
11	G2.B2.S1.A1	Teachers identify students with a need				\$0.00
12	G2.B2.S1.A2	Supply students with necessary materials				\$0.00
13	G2.B3.S1.A1	Kagan Training for instructional staff				\$1,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0081 - Wakulla Middle School	General Fund		\$1,200.00
14	G2.B3.S1.A2	Implementation of Kagan structures in Math classrooms; rally robin, quiz-quiz trade, show-down, numbered heads together, and fan-n-pick.				\$0.00
15	G3.B1.S1.A1	Science instructional materials and AVID strategies				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	General Fund		\$2,000.00
16	G3.B2.S1.A1	AVID Summer Training				\$0.00
17	G3.B2.S1.A2	AVID strategy training during faculty meetings - binder checks, academic vocabulary quick writes, cornell notes, philosophical chairs, marking the text.				\$0.00
Total:						\$17,100.00