



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Wildwood Middle/ High School

700 HUEY ST

Wildwood, FL 34785

352-748-1314

www.sumter.k12.fl.us/schools/whs

School Demographics

School Type
High School

Title I
No

Free and Reduced Lunch Rate
77%

Alternative/ESE Center
No

Charter School
No

Minority Rate
52%

School Grades History

2013-14
D

2012-13
C

2011-12
B

2010-11
B

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	4	Jim Browder

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Wildwood Middle/High School

Principal

James Presley

School Advisory Council chair

TBA Pending Election

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Kate Austin	Assistant Principal
Jennifer Haines	Assistant Principal Intern
Dee Ragar	Curriculum
Lynn Moore	Testing

District-Level Information

District

Sumter

Superintendent

Mr. Richard A Shirley

Date of school board approval of SIP

6/18/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The WMHS SAC membership mirrors the WMHS student population demographic percentage make up.

Involvement of the SAC in the development of the SIP

The WMHS SAC members participated in a SIP work session in April of 2013 to assist in the process of updating the 2012-2013 SIP. Once the document was updated the 2013-2014 SIP was presented to the SAC for approval. Once approved, the SAC members were present for the formal Board Presentation of the 2013-2014 SIP.

Activities of the SAC for the upcoming school year

The WMHS SAC participates in quarterly meetings and serves as a support system for the school site team. SAC members assist with planning and provide support at numerous events throughout the school year including banquets, homecoming, prom, AVID Night, etc.

Projected use of school improvement funds, including the amount allocated to each project

Funds have not yet been released, however, a portion of the released funds will be used to assist with the purchase of student planners for all students grade 6-12.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

In progress-Due Oct. 14, 2013. Parent interest letters are in process of being collected.

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators**# of administrators**

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:**James Presley**

Principal

Years as Administrator: 9

Years at Current School: 13

Credentials

BA-Business Education
MA-Education Leadership
Ed Leadership (all levels)
School Principal (all levels)
Business Education (6-12)

Performance Record

School Grades-
WHS-2008-09: C, AYP-No, Reading lowest quartile-48%, Math lowest quartile-48% Learning Gains-Reading-49% Learning Gains-Math-77%
WMHS-2009-10: B, AYP-No, Reading lowest quartile-45%, Math lowest quartile -71% Learning Gains-Reading-54% Learning Gains-Math-72%
WMHS-2010-11: B, AYP-No, Reading lowest quartile-51%, Math lowest quartile -68% Learning Gains-Reading-55% Learning Gains-Math-71%
WMHS-2011-2012: B, AYP-No, Reading lowest quartile-51%, Math lowest quartile -68% Learning Gains-Reading-51% Learning Gains-Math-71%
WMHS 2012-2013: School Grade Pending, AYP-No, Reading lowest quartile-46%, Math lowest quartile - 42% Learning Gains-Reading-50% Learning Gains-Math-62%

Kathryn Austin

Asst Principal

Years as Administrator: 4

Years at Current School: 1

Credentials

BS: Math and Science Education
 MA: Administration and Supervision-Educational Leadership
 Elementary (K-6)
 Earth Space Science (6-12)
 Ed Leadership(all levels)
 General Science (5-9)
 Mathematics (5-9)
 Mathematics (6-12)

Performance Record

WMHS 2012-2013: School Grade Pending, AYP-No, Reading
 lowest quartile-46%, Math lowest quartile - 42% Learning Gains-
 Reading-50% Learning Gains-Math-62%

Jennifer Haines

Asst Principal

Years as Administrator: 1

Years at Current School: 1

Credentials

BA: Elementary Education
 MA: Educational Leadership
 Ed Leadership (all levels)
 School Principal (all levels)
 ESOL Endorsement
 VE Certification (K-12)
 Pre-K Certification (Birth-4)

Performance Record

WMHS 2012-2013: School Grade Pending, AYP-No, Reading
 lowest quartile-46%, Math lowest quartile - 42% Learning Gains-
 Reading-50% Learning Gains-Math-62%

Instructional Coaches**# of instructional coaches**

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Jami Barnes

Part-time / District-based

Years as Coach: 1

Years at Current School: 1

Areas

Reading/Literacy

Credentials

BA: Elementary Education (K-6)
 Reading Endorsement
 ESOL Endorsement (K-6)

Performance Record

WMHS 2012-2013: School Grade Pending, AYP-No, Reading lowest quartile-46%, Math lowest quartile - 42% Learning Gains-Reading-50% Learning Gains-Math-62%

Classroom Teachers**# of classroom teachers**

48

receiving effective rating or higher

46, 96%

Highly Qualified Teachers

77%

certified in-field

43, 90%

ESOL endorsed

12, 25%

reading endorsed

8, 17%

with advanced degrees

18, 38%

National Board Certified

1, 2%

first-year teachers

2, 4%

with 1-5 years of experience

15, 31%

with 6-14 years of experience

18, 38%

with 15 or more years of experience

12, 25%

Education Paraprofessionals**# of paraprofessionals**

11

Highly Qualified

11, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

2

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Teacher to Teachers and Troops to Teachers are used as part of the recruiting process. Potential teachers seek positions that are available on the county site and complete an online application. Certification Checks are completed prior to hiring.

1. Projected Completion Date Online Application-Lisa Whitman

2. Teachers to Teachers-Lisa Whitman

3. Certification Checks Prior to Hiring-Principal

4. In-Field/Highly Qualified Checks-Principal

5. Teacher Induction Program-Human Resources Department

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

The mentee (new teacher) is assigned to a mentor (experienced teacher). Mentor teachers are selected based on teacher experience and understanding of the state standards and district-wide curriculum.

The planned mentoring activities include: Complete Sumter County School District New Teacher Program, utilizing guided meetings, peer observations, and monthly checklists of teaching responsibilities.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

In order to initiate the MTSS process, there must be an academic or behavioral referral from a school professional, generally the student's teacher. The School based MTSS Leadership Team meets with the general education teachers who have students in the MTSS process to review intervention implementation, effectiveness, and data collection. The MTSS Leadership Team collects progress monitoring data from the general education teachers. The team then meets to review academic and behavioral data. The team uses current data and problem solving strategies to affect needed academic or behavioral changes at the school level.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Members of the MTSS team are also responsible for development and implementation of the school improvement plan. The Rtl team reviews data and makes recommendations for programs and resources needed at the school to assist students with academic and behavioral needs

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The school based MTSS Leadership team meets frequently in some capacity to discuss non-negotiable components to the MTSS plan. The School based MTSS Leadership Team also meets with the general education teachers who have students in the MTSS process to review intervention implementation, effectiveness, and data collection. The MTSS Leadership Team collects progress monitoring data from the general education teachers. The team then meets to review academic and behavioral data. The team uses current data and problem solving strategies to affect needed academic or behavioral changes at the school level. Both behavioral and academic data is entered to RTib and is monitored to assist in future decision making.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The school data management system, AS400, is utilized to access student data: attendance, student performance, FCAT scores, ACT scores, SAT scores, and discipline. Data can be reported by student gender, race, and type of academic/behavioral referral. Schools also have access to DATA STAR, a data management program housing all Progress Monitoring Plans, Individual Education Plans, Performance Matters, a district assessment data software service, and state/district test scores. In addition, team members consider and reference student cumulative records for student work products. Student performance is also monitored via the Successmaker program

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Staff MTSS professional development meeting was held pre-planning in the fall of 2013 with additional support and training scheduled for January 2014 and as needed on an individual basis. Teachers are also informed regarding the MTSS process by administrative staff and district personnel. Teachers are instructed on procedures to obtain data from Data Star and Performance Matters to help guide decisions. The PBS/Rtl team meets to input and assess SWISS data. With the support of district staff, the MTSS Leadership Team reviews each BIP of incoming students and new enrollees. BIPs are revised and/or created as needed with input and assistance from parents, student, teachers and administration. Substitute teachers are obtained in order for teachers to provide critical input to the creation and development of BIPS.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program**Minutes added to school year:** 3,230

There are several components included in this program to meet the needs of the targeted students in each area. The After School Program will target students in grades 6 - 12 who scored a level 1 or 2 on FCAT 2.0 in reading or math. During the course of the program, students will receive intensive instruction and learning opportunities in the areas of reading and mathematics.

Students in the afterschool programs will be provided a nutritional snack and transportation each day. Students will be instructed using Learning Focused Strategies following district developed curriculum maps. Instruction will follow the "Previewing" method adopted through Learning Focused Solutions. Students will be provided instruction on upcoming vocabulary and concepts prior to receiving instruction in the regular school day. Previewing will include development of word maps and graphic organizers to build background knowledge.

Students will engage in other research based programs such as Success Maker, Accelerated Reader, Achieve 3000, Study Island, AVID Summer Bridge Algebra Curriculum, ACT/SAT Test Preparation, and FCAT Explorer. Each of these programs provides instruction and practice in the key content areas.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

The After School Program will be assessed based on the ability to reach the following goals.

Our goal is to improve student performance on FCAT 2.0, Algebra I EOC and/or ACT/SAT.

Objectives:

- o 70% of regularly participating students will make a learning gain in reading as demonstrated by FCAT 2.0 Reading.
- o 70% of regularly participating students will make a learning gain in math as demonstrated by FCAT 2.0 Reading.
- o 70% of regularly participating students will pass either ACT or SAT if they are eligible to take the test as demonstrated by a passing score on ACT/SAT.
- o 70% of regularly participating students will pass the Algebra I EOC.

Who is responsible for monitoring implementation of this strategy?

Administration and the Program Coordinator will monitor the program at the school level. Gina Merritt at the County Office will also monitor and provide support.

Strategy: Extended Day for All Students**Minutes added to school year: 7,200**

There are several components included in this program to meet the needs of the targeted students in each area. The After School Program will target students in grades 6 - 12 who have failed a core class. During the course of the program, students will receive intensive instruction and learning opportunities in their areas of need. Students who have failed core courses, will have an opportunity to engage in credit recovery through the Grad Point online credit recovery.

Students in the afterschool programs will be provided a nutritional snack and transportation each day. Students will engage in other research based programs such as Success Maker, Accelerated Reader, Achieve 3000, Study Island, AVID Summer Bridge Algebra Curriculum, ACT/SAT Test Preparation, and FCAT Explorer. Each of these programs provides instruction and practice in the key content areas.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

The After School Program will be assessed based on the ability to reach the following goals. Our goal is to increase classroom achievement and the passing rate of students.

Objectives:

- o 80% of regularly participating students will maintain a passing grade in reading (70% or higher) as demonstrated by such measures as quarterly school report card grades.
- o 80% of regularly participating students will maintain a passing grade in math (70% or higher) as demonstrated by such measures as quarterly school report card grades.
- o 80% of regularly attending AVID students will maintain a passing grade in Algebra I at the middle schools as demonstrated by school report card grades.
- o 95% of regularly participating students will gain credit recovery for courses failed before the end of the school year as demonstrated by final school report cards.

Who is responsible for monitoring implementation of this strategy?

Administration and the Program Coordinator will monitor the program at the school level. Gina Merritt at the County Office will also monitor and provide support.

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
James Presley	Principal
Kate Austin	Assistant Principal
Jennifer Haines	Assistant Principal
Jami Barnes	Reading Coach
Aaron Martin	Media Specialist
Dee Ragar	Curriculum Coordinator
Jessica Christian	American Literature and English 10

Name	Title
Dora Ellis	9th Grade Reading

How the school-based LLT functions

The LLT meets every other month to discuss ways to support not only students, but also parents and teachers. Incentives and strategies are discussed to raise awareness and interest in reading. Additionally, the LLT discusses how to incorporate reading and reading strategies into all content areas and ensures that all teachers are aware of the lowest quartile students, and shares how to use best practices in instructional plans. The team identifies factors that greatly impact students' ability to test on grade level. The team fosters teachers' abilities use of reading strategies to accommodate student needs.

Major initiatives of the LLT

The major initiative for this school year is to revive the accelerated reader program and create innovative incentives to increase student participation and infuse reading and writing in all subject areas.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Through the county initiative, Learning Focused Strategies, all teachers provide and generate plans of how researched-based strategies are used within their class. Department meetings are held weekly to enhance such strategies in all courses. The reading coach works closely with the curriculum coordinator, administration and teachers to provide professional development in Content Area Reading Strategies. Every teacher is a teacher of reading as evidenced by the school LFS lesson plan template, classroom walkthroughs, and the school wide focus on literacy. Administrators and district staff participate in reading process by means of supporting and delivering professional development and by monitoring the fidelity of Scientifically Based Reading programs that are approved and in our District K-12 Reading Plan.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

In the health, digital design, and automotive academies, career teachers focus on incorporating life situations into the curriculum. Content area teachers continually incorporate current topics, trends and technology use into daily lessons. The new Bio-Tech academy provides students with real-world opportunities in the field of health occupations. Agriculture and Future Farmers of America also provide students with opportunities to see the relationship between coursework and how it applies to their future.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Eighth grade students are given the opportunity to take the "Readi Steps" assessment that is a predictor for success on the SAT. Information from the results is forwarded to the ninth grade team where teachers can design a challenging course of study for students. AVID is infused into 6th-10th grade and will provide further individualized instruction, and remediation to selected students. Ninth and tenth grade students take advanced placement readiness courses to support the coming years with learning strategies specifically geared to the advanced course work. Furthermore, upper-level high school

students are given the opportunity to enroll in advanced course study (i.e. advanced placement courses, dual enrollment). The CTE department tracks all students who enroll in a CTE course as a freshman or sophomore to ensure opportunities are presented to complete the course and gain certification prior to graduation.

Strategies for improving student readiness for the public postsecondary level

Students are offered AP and Dual enrollment classes which provide rigorous and enriching content. Spring Board classes are offered to select 9th grade reading students. Spring Board classes are academically challenging and prepare students for success in college. All senior students are placed in English IV-Reading for College Success or British Literature Honors. We also offer ACT and SAT testing and vouchers are available to students who qualify. Guidance periodically schedules on-campus college representative visits. WMHS is focused on preparing students to be responsible citizens when they graduate thus increasing the focus on college and career readiness.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	57%	35%	No	61%
American Indian				
Asian				
Black/African American	46%	25%	No	51%
Hispanic	58%	32%	No	62%
White	63%	38%	No	66%
English language learners				
Students with disabilities	37%	9%	No	43%
Economically disadvantaged	53%	30%	No	58%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	116	24%	68%
Students scoring at or above Achievement Level 4	90	18%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		41%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		59%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	240	50%	71%
Students in lowest 25% making learning gains (FCAT 2.0)	55	46%	75%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		43%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		43%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		28%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	43	54%	60%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	141	71%	89%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		89%

Area 3: Mathematics**High School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	56%	19%	No	60%
American Indian				
Asian				
Black/African American	50%	14%	No	55%
Hispanic	55%	18%	No	60%
White	60%	21%	No	64%
English language learners				
Students with disabilities	33%	3%	No	40%
Economically disadvantaged	53%	19%	No	57%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		100%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	67	62%	75%
Students in lowest 25% making learning gains (EOC)	35	42%	75%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	44	56%	66%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	41	36%	72%
Students scoring at or above Achievement Level 4	23	18%	28%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	33	29%	72%
Students scoring at or above Achievement Level 4	11	10%	28%

Area 4: Science**High School Science****Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		75%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		75%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	40	37%	50%
Students scoring at or above Achievement Level 4	12	11%	25%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		50
Participation in STEM-related experiences provided for students	443	88%	92%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	26	3%	20%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		96%	100%
Students taking one or more advanced placement exams for STEM-related courses	25	3%	4%
CTE-STEM program concentrators	0		4
Students taking CTE-STEM industry certification exams	8	1%	5%
Passing rate (%) for students who take CTE-STEM industry certification exams		13%	50%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	263	38%	45%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	108	96%	100%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		100%	100%
Students taking CTE industry certification exams	36	5%	6%
Passing rate (%) for students who take CTE industry certification exams		47%	50%
CTE program concentrators	36	5%	10%
CTE teachers holding appropriate industry certifications	3	6%	9%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	130	20%	10%
Students in ninth grade with one or more absences within the first 20 days	12	2%	1%
Students in ninth grade who fail two or more courses in any subject	3	3%	2%
Students with grade point average less than 2.0	316	45%	20%
Students who fail to progress on-time to tenth grade	6	6%	1%
Students who receive two or more behavior referrals	446	64%	20%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	184	27%	20%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	3	1%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	84	86%	90%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.			
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	4	5%	2%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Parents will become active in informational and academic events throughout the school year. WMHS Parent Volunteers will be recognized at the District Board Meeting for volunteer participation.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase of parent presence in Accelerated Academic Events	75	10%	30%
Increase of parent presence at Informational Academic Events	75	10%	30%
Increase of parent participation in the School Climate Survey	183	26%	40%

Area 10: Additional Targets**Additional targets for the school****Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Student achievement will improve from 24% to 68% of students scoring proficient on the 2014 FCAT Reading test and 36% to 72% of students scoring proficient on the 2014 Algebra 1 EOC by increasing parental involvement in academics and academic events.
- G2.** Student achievement will improve from 24% to 68% of students scoring proficient on 2014 FCAT Reading and 36% to 72% of students scoring proficient on 2014 Algebra 1 EOC by increasing collaboration and articulation in grade level teams and departments.
- G3.** Student achievement will improve from 24% to 68% of students scoring proficient on 2014 FCAT Reading by incorporating increased writing and reading within all subject areas.

Goals Detail

G1. Student achievement will improve from 24% to 68% of students scoring proficient on the 2014 FCAT Reading test and 36% to 72% of students scoring proficient on the 2014 Algebra 1 EOC by increasing parental involvement in academics and academic events.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Notifying parents of the importance of their involvement in academic after school events is a major focus. Utilizing the district call out system, sending home notification with students and our school marquee are our main forms of communication with our parent population. Consulting

with local schools and the city prior to planning school events to avoid conflicts can also boost attendance.

Targeted Barriers to Achieving the Goal

- Notifying parents of the importance of their involvement in academic after school events is a barrier as many times students do not transport important literature home. Parents often do not check the marquee for upcoming academic events.

Plan to Monitor Progress Toward the Goal

Student achievement will improve school wide in all subject areas by increasing parental involvement in academics. This will be evidenced by an improvement in homework grades, DEA benchmark testing and ultimately state standardized tests. Sign in sheets will be compared to mid year and end of the year data to determine if there is a correlation between increased parental involvement in academic events and student FCAT Reading achievement.

Person or Persons Responsible

Administration and the curriculum coordinator will assess the improvement by analyzing data.

Target Dates or Schedule:

The data will be analyzed mid year and at the end of the year.

Evidence of Completion:

Student notebooks and binders, mid year DEA benchmark score, end of the year DEA benchmark scores and state standardized test scores will be used as evidence to determine if the goal was successfully implemented. Sign in sheets will be compared to mid year and end of the year data to determine if there is a correlation between increased parental involvement in academic events and student FCAT Reading achievement.

G2. Student achievement will improve from 24% to 68% of students scoring proficient on 2014 FCAT Reading and 36% to 72% of students scoring proficient on 2014 Algebra 1 EOC by increasing collaboration and articulation in grade level teams and departments.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Teachers will be provided the opportunity to meet with their departments on the 1st and 3rd Thursday of each month. Teachers will be provided with the opportunity to meeting with their grade level teams on the 2nd and 3rd Thursday of each month. Grade level chairs and department heads will meet with administration and curriculum every Tuesday.

- Wednesday staff meetings will be reserved for professional development opportunities that directly impact the schools goals.

Targeted Barriers to Achieving the Goal

- Teacher attendance at leadership meetings, grade level meetings, department meeting and staff meetings is frequently interrupted due to testing trainings and off campus training.

Plan to Monitor Progress Toward the Goal

Walk throughs and participation in grade level and department meetings will ensure that articulation and collaboration is occurring weekly and aimed towards improving student achievement. Mid year and end of the year data will be compared to determine if there is a correlation between increased collaboration and articulation and FCAT Reading/Algebra 1 EOC achievement.

Person or Persons Responsible

Administration and the curriculum coordinator will participate in department and grade level meetings frequently to ensure fidelity.

Target Dates or Schedule:

Administration and the curriculum coordinator will participate in department and grade level meetings every other week to ensure fidelity.

Evidence of Completion:

Lesson plans with strategies shared in staff, grade level and department meetings as well as formal evaluation evidence and walkthroughs will serve as evidence that departments and grade levels are increasing collaboration. Mid year and end of the year data will be compared to determine if there is a correlation between increased collaboration and articulation and FCAT Reading/Algebra 1 EOC achievement.

G3. Student achievement will improve from 24% to 68% of students scoring proficient on 2014 FCAT Reading by incorporating increased writing and reading within all subject areas.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Common Core Connections training is provided for all teachers new to Wildwood Middle High School. This training is a hands on approach to incorporating increased reading and writing in all classrooms.

- Common Core Connections training is provided for all administration and Reading and English teachers. This training is a hands on approach to incorporating increased reading and writing in all classrooms.
- Learning Focused Solutions strategies training is provided for all teachers new to Sumter County. Learning Focused Solutions focuses on increased vocabulary development, organization and chunking of learning and increased writing in the classroom.
- Numerous teachers on campus are utilizing SpringBoard curriculum from College Board. This resource increases students higher order thinking, reading and writing and encourages them to aim for achieving more.
- AVID is incorporated school wide to increase reading and writing in all subject areas. All teachers on campus attended an 8 hour AVID training on a professional development day prior to the first day of school. It is an expectation that all classrooms are utilizing Cornell notes, learning logs and interactive notebooks in science classes.

Targeted Barriers to Achieving the Goal

- Limited experience and training in reading and writing instruction and assessment for non reading and writing teachers: It is difficult for some teachers to come up with strategies to incorporate reading and writing in to their classrooms that were traditionally not focused on these areas of instruction. Most of our instructional staff has no experience with reading and writing instruction and assessment.
- Lack of student buy in can be detrimental to the goal of incorporating increased reading and writing school wide. Students who are accustomed to limited reading and writing in non english and reading courses can resist the initiative.

Plan to Monitor Progress Toward the Goal

Progress toward the goal will be monitored by analyzing mid year and end of year reading and writing assessments. Student improvement in reading and writing scores as evidenced by binder checks and notebook checks will also demonstrate progress towards meeting the goal to improve reading and writing scores.

Person or Persons Responsible

Administration and the Curriculum Coordinator will assess student test scores. Teachers will assess student binders and notebooks as well as test scores.

Target Dates or Schedule:

Weekly notebook and binder checks and mid year and end of year testing data will monitor student progress towards improved reading and writing scores.

Evidence of Completion:

Student notebooks and binders as well as mid year and end of year test data will serve as evidence. Mid year and end of the year data will be compared to determine if there is a correlation between increased reading and writing in all subject areas and FCAT Reading student achievement.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Student achievement will improve from 24% to 68% of students scoring proficient on the 2014 FCAT Reading test and 36% to 72% of students scoring proficient on the 2014 Algebra 1 EOC by increasing parental involvement in academics and academic events.

G1.B1 Notifying parents of the importance of their involvement in academic after school events is a barrier as many times students do not transport important literature home. Parents often do not check the marquee for upcoming academic events.

G1.B1.S1 WMHS will utilize an internet based online activities calendar to publicize all upcoming academic events that can be accessed by anyone in the public by smart phone or home internet.

Action Step 1

Administration is trained on the use of the online activities calendar to ensure that they are providing the public with the most up to date information. Teachers must submit their request for an activity to be added at least 2 weeks prior to the event.

Person or Persons Responsible

Administration is responsible for updating the activities calendar on a weekly basis. Teachers must submit their request for an activity to be added at least 2 weeks prior to the event.

Target Dates or Schedule

Administration is responsible for updating the activities calendar on a weekly basis. Teachers must submit their request for an activity to be added at least 2 weeks prior to the event.

Evidence of Completion

Increased parent presence at school academic activities will serve as evidence that the strategy was implemented successfully.

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

The online activities calendar will be audited every month to ensure that all activities have been uploaded accurately in a timely manner. The curriculum coordinator will collect sign in sheets from academic events tracking how they found out about the event. Sign in sheets will be compared to mid year and end of the year data to determine if there is a correlation between increased parental involvement in academic events and student FCAT Reading achievement.

Person or Persons Responsible

The principal will conduct monthly fidelity checks. The curriculum coordinator will conduct the analysis of parent feedback at all academic events.

Target Dates or Schedule

Ongoing 2013-2014. The principal will conduct monthly fidelity checks. The curriculum coordinator will conduct the analysis of parent feedback at all academic events.

Evidence of Completion

Academic Event sign in sheets and the online calendar monthly audit feedback will serve as evidence for fidelity of implementation. Sign in sheets will be compared to mid year and end of the year data to determine if there is a correlation between increased parental involvement in academic events and student FCAT Reading achievement.

Plan to Monitor Effectiveness of G1.B1.S1

The internet based online activities calendar will be monitored for effectiveness by analyzing the data of number of parents present at academic events and comparing it to last year's data. Administration will conduct the analysis of projected increased parental involvement through the use of the Parent Climate Survey. The effectiveness will also be monitored by an increase in student achievement through participation with their parents after school hours on homework and projects. Sign in sheets will be compared to mid year and end of the year data to determine if there is a correlation between increased parental involvement in academic events and student FCAT Reading achievement.

Person or Persons Responsible

The curriculum coordinator will conduct the analysis of parental involvement through sign in sheets. Administration will conduct the analysis of parental involvement through the use of the Parent Climate Survey at the end of the year.

Target Dates or Schedule

The curriculum coordinator will conduct the analysis of parental involvement through sign in sheets throughout the 2013-2014 year. Administration will conduct the analysis of parental involvement through the use of the Parent Climate Survey at the end of the year.

Evidence of Completion

The evidence for effectiveness will be an increase in parental presence at academic events as evidence by academic event sign in sheets and an increase of participation in the parent climate survey. Sign in sheets will be compared to mid year and end of the year data to determine if there is a correlation between increased parental involvement in academic events and student FCAT Reading achievement.

G2. Student achievement will improve from 24% to 68% of students scoring proficient on 2014 FCAT Reading and 36% to 72% of students scoring proficient on 2014 Algebra 1 EOC by increasing collaboration and articulation in grade level teams and departments.

G2.B1 Teacher attendance at leadership meetings, grade level meetings, department meeting and staff meetings is frequently interrupted due to testing trainings and off campus training.

G2.B1.S1 Department meetings, grade level meetings, staff meetings and leadership meetings have been scheduled to start and end before the typical school day starts allowing for travel time to local professional development sessions and reduced conflict with other on campus trainings. District calendars are also referenced prior to scheduling mandatory sessions to avoid conflict.

Action Step 1

Administration and the curriculum coordinator will work together to reference all available calendars including professional development calendars, school activities calendars and district calendars prior to scheduling school level meetings or trainings.

Person or Persons Responsible

Administration and the Curriculum Coordinator will work together to reference calendars prior to planning school level trainings or meetings.

Target Dates or Schedule

Ongoing 2013-2014 prior to weekly meetings.

Evidence of Completion

Increased teacher participation in leadership meetings, grade level meetings, department meetings and staff meetings will serve as evidence that collaboration prior to scheduling events is effective in improving teacher attendance at school level meetings and trainings.

Facilitator:

Dee Ragar- Curriculum Coordinator and Department Heads and Grade Level Chairs

Participants:

All WMHS Staff

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

The WMHS strategy to start all department, grade level, staff and leadership meetings prior to the start of the school day to increase attendance, thus increase student achievement will be monitored by the analysis of meeting sign in sheets and implementation of strategies shared in respective training.

Person or Persons Responsible

The curriculum coordinator will monitor teacher attendance in meetings and trainings by tracking teacher attendance through sign in sheets weekly. Administration will monitor teacher implementation of strategies through weekly walk throughs.

Target Dates or Schedule

The curriculum coordinator will monitor teacher attendance in meetings and trainings by tracking teacher attendance through sign in sheets weekly. Administration will monitor teacher implementation of strategies through weekly walk throughs.

Evidence of Completion

Teacher walk through data and meeting sign in sheets will serve as evidence. Mid year and end of the year data will be compared to determine if there is a correlation between increased collaboration and articulation and FCAT Reading/Algebra 1 EOC achievement.

Plan to Monitor Effectiveness of G2.B1.S1

Before school department, grade level, leadership and staff meetings will be monitored for effectiveness through domain 1 and 4 of the teacher evaluation tool.

Person or Persons Responsible

Administration will assess professionalism and incorporation of school wide initiatives during walk throughs and teacher evaluation.

Target Dates or Schedule

Administration will conduct walk throughs weekly and teacher evaluations once a year for experienced teachers and twice a year for new teachers.

Evidence of Completion

Teacher classroom walk through forms and formal teacher evaluations will serve as evidence in increased attendance and participation in school level meetings and trainings. Mid year and end of the year data will be compared to determine if there is a correlation between increased collaboration and articulation and FCAT Reading/Algebra 1 EOC achievement.

G3. Student achievement will improve from 24% to 68% of students scoring proficient on 2014 FCAT Reading by incorporating increased writing and reading within all subject areas.

G3.B1 Limited experience and training in reading and writing instruction and assessment for non reading and writing teachers: It is difficult for some teachers to come up with strategies to incorporate reading and writing in to their classrooms that were traditionally not focused on these areas of instruction. Most of our instructional staff has no experience with reading and writing instruction and assessment.

G3.B1.S1 AVID is incorporated school wide to increase reading and writing in all subject areas. All teachers on campus attended an 8 hour AVID training on a professional development day prior to the first day of school. It is an expectation that all classrooms are utilizing Cornell notes, learning logs and interactive notebooks in science classes.

Action Step 1

AVID strategies such as Cornell notes, learning logs and interactive notebooks are utilized in all classrooms to increase opportunities for students to read and write.

Person or Persons Responsible

All core subject area teachers and elective teachers.

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Student notebooks and binders. Administrative walk throughs and teacher evaluation evidence.

Facilitator:

AVID Site Team.

Participants:

All WMHS staff.

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

Teachers will be monitored for fidelity of the implementation of AVID strategies by observation in teacher walk throughs and teacher evaluations. Teacher evidence may include student notebooks and binders.

Person or Persons Responsible

All teachers and administration.

Target Dates or Schedule

Weekly.

Evidence of Completion

Evidence may include student interactive notebooks, binders with Cornell notes and learning logs.

Plan to Monitor Effectiveness of G3.B1.S1

The increase in AVID strategies to increase reading and writing will be monitored for effectiveness by analyzing their Benchmark DEA Reading and Writing assessment scores and their FCAT Reading Scores.

Person or Persons Responsible

Administration and the Curriculum Coordinator will analyze the data.

Target Dates or Schedule

The data will be analyzed after the mid year and end of year assessment.

Evidence of Completion

Increased AVID strategies and increased reading and writing exposure will result in improved reading and writing test scores.

G3.B1.S2 Learning Focused Solutions strategies training is provided for all teachers new to Sumter County. Learning Focused Solutions focuses on increased vocabulary development, organization and chunking of learning and increased writing in the classroom.

Action Step 1

All teachers at Wildwood Middle High School will incorporate LFS strategies in their class room. Those without training will receive the Sumter County 4 day LFS training. The focus on LFS will focus on increased vocabulary development, organization and chunking of learning and increased writing in the classroom.

Person or Persons Responsible

All WMHS staff.

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Classroom walk through and teacher evaluation.

Facilitator:

Gina Merritt

Participants:

All teachers new to Sumter County.

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

Teacher implementation of LFS Strategies will be monitored by lesson plans, weekly classroom walk throughs and teacher evaluation evidence.

Person or Persons Responsible

All WMHS teachers, administration and curriculum coordinator.

Target Dates or Schedule

Lesson plans and classrooms will be checked weekly for fidelity of implementation.

Evidence of Completion

Lesson plans will serve as evidence of teacher use of LFS strategies that focus on incorporation of reading and writing strategies in all subject areas. Teacher walk throughs and evaluation evidence will also serve as evidence of incorporation of LFS strategies.

Plan to Monitor Effectiveness of G3.B1.S2

The LFS strategies will be monitored for effectiveness by analyzing mid year and end of year test scores as well as weekly binder and notebook checks.

Person or Persons Responsible

Teachers, Administration and Curriculum Coordinator will monitor the effectiveness of LFS incorporation.

Target Dates or Schedule

Teachers will check student notebooks weekly. Administration will assess the effectiveness of LFS incorporation by analyzing mid year and end of year data as well as student scores on reading and writing tasks in all subject areas.

Evidence of Completion

Student notebooks and binders as well as student mid year and end of the year student assessment scores will serve as evidence for the successful implementation of LFS strategies.

G3.B1.S3 Common Core Connections training is provided for all Reading and Writing teachers and teachers new to Wildwood Middle High School. This training is a hands on approach to incorporating increased reading and writing in all classrooms.

Action Step 1

Common Core Connections training for all teachers to increase reading and writing in the classroom.

Person or Persons Responsible

All teachers at WMHS.

Target Dates or Schedule

2013-2014 School Year

Evidence of Completion

Increased reading and writing as evidenced by classroom walk throughs and teacher evaluation.

Facilitator:

Dana Williams

Participants:

All WMHS teachers.

Plan to Monitor Fidelity of Implementation of G3.B1.S3

The increased use of Common Core Connections strategies and lessons will be monitored by classroom walk throughs and lesson plan checks.

Person or Persons Responsible

All teachers are required to incorporate Common Core Connections strategies in their weekly lesson plans. Administration and Curriculum coordinator will monitor by checking lesson plans and classroom walk throughs.

Target Dates or Schedule

Teachers will complete lesson plans incorporating Common Core Connection strategies weekly. Administration will check lesson plans during weekly classroom walkthroughs.

Evidence of Completion

Classroom walkthrough documentation and teacher lesson plans will serve as evidence.

Plan to Monitor Effectiveness of G3.B1.S3

Common Core Connection strategy implementation effectiveness will be assessed by student notebook checks and student mid year and end of year assessments

Person or Persons Responsible

Teachers will be responsible for assessing student growth through reading and writing checks in their student notebooks and binders. Administration and Curriculum Coordinator will analyze student mid year and end of the year data to determine impact of Common Core Connection strategy implementation.

Target Dates or Schedule

Teachers will weekly assess student growth through reading and writing checks in their student notebooks and binders. Administration and Curriculum Coordinator will analyze student mid year and end of the year data to determine impact of Common Core Connection strategy implementation.

Evidence of Completion

Student grade improvement in reading and writing sections of student notebooks and binders and student test score improvement will demonstrate effective implementation.

G3.B2 Lack of student buy in can be detrimental to the goal of incorporating increased reading and writing school wide. Students who are accustomed to limited reading and writing in non english and reading courses can resist the initiative.

G3.B2.S1 Teachers use AVID strategies to create social norms with students to create a safe learning environment in all classes. This provides students with a safe learning environment to explore academic reading and writing in all subject areas.

Action Step 1

Teachers must be trained in AVID strategies in order to incorporate classroom contracts and social contracts in order to create a safe learning environment for all students.

Person or Persons Responsible

All teachers will attend ongoing AVID training.

Target Dates or Schedule

Ongoing 2013-2014 school year.

Evidence of Completion

Teacher lesson plans and classroom walk throughs will serve as evidence that teachers worked with individual classrooms on creating social contracts and classroom norms.

Facilitator:

Dee Ragar and AVID Site Team

Participants:

All WMHS teachers.

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

Teacher lesson plans and classroom walk throughs will serve as evidence that students are comfortable to participate.

Person or Persons Responsible

Administration and the Curriculum Coordinator will check teacher lesson plans. Administration will conduct walk throughs.

Target Dates or Schedule

Administration and the Curriculum Coordinator will check teacher lesson plans weekly. Administration will conduct walk throughs weekly.

Evidence of Completion

Lesson plans and classroom walk throughs will serve as evidence.

Plan to Monitor Effectiveness of G3.B2.S1

Effectiveness of the strategy will be monitored by analyzing mid year and end of year student test scores. The effectiveness of the strategy will also be monitored by assessing the increase in student participation.

Person or Persons Responsible

All teachers will assess their students participation in the classroom and how it correlates with students scores on reading and writing scores on class assignments and standardized tests.

Target Dates or Schedule

Ongoing 2013-2014 School Year.

Evidence of Completion

Evidence of implementation will be documented in student notebooks, teacher lessons and teacher walkthroughs/ evaluation evidence.

G3.B2.S2 Teachers of non english and reading courses are initially scoring writing within their courses based on completion and effort to create student excitement and buy in.

Action Step 1

Teachers of non english or reading classes will begin implementation by scoring based on effort and completion and transition to a rubric approach.

Person or Persons Responsible

Teachers of non english or reading classes.

Target Dates or Schedule

Transitionally through the 2013-2014 school year.

Evidence of Completion

Lesson plans, student notebooks and student grades/rubrics will serve as evidence.

Plan to Monitor Fidelity of Implementation of G3.B2.S2

Lesson plans, classroom walk throughs and student binders/notebooks will demonstrate the gradual implementation of scored reading and writing in all subject areas.

Person or Persons Responsible

Teachers of all non english and reading courses will be responsible for the creation of lessons and rubrics. Administration will provide weekly fidelity checks on lesson plans and during walk throughs.

Target Dates or Schedule

Ongoing 2013-2014

Evidence of Completion

Lesson plans, classrooms walk through and student binder/notebooks will serve as evidence of the gradual implementation of scored reading and writing.

Plan to Monitor Effectiveness of G3.B2.S2

The effectiveness of the gradual implementation of reading and writing in non reading and writing classrooms will be assessed by analysis of mid year and end of the year assessments and student binder/notebook checks.

Person or Persons Responsible

Teachers will complete student binder and notebook checks to assess student improvement. Administration and the Curriculum Coordinator will analyze mid year and end of the year assessments.

Target Dates or Schedule

Ongoing 2013-2014

Evidence of Completion

Teachers will complete student binder and notebook checks to assess student improvement. Administration and the Curriculum Coordinator will analyze mid year and end of the year assessments.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Over the past several years, the Sumter County School District has provided an after school FCAT Remediation Program/Credit Recovery and a summer program for Credit Recovery/EOC Remediation for secondary students. This program has been funded by Supplemental Academic Instruction (SAI) and has been limited. Due to the implementation of a remediation requirement that is tied to promotion this school year, the program will need to expand in order to support a larger number of students for an extended amount of time. There are several components included in this program to meet the needs of the targeted students in each area. The After School Program will target students in grades 6 - 12 who scored a level 1 or 2 on FCAT 2.0 in reading or math or who have failed a core class. During the course of the program, students will receive intensive instruction and learning opportunities in the areas of reading and mathematics. There will also be a Writing Camp for students who have not been making proficiency scores in writing for a short camp prior to the FCAT 2.0 Writing Assessment. In addition, students who have failed core courses, will have an opportunity to engage in credit recovery through the Grad Point online credit recovery. During the Summer Program, middle school AVID students will have the opportunity to participate in a summer camp that will prepare them for the rigorous requirements of their high school Algebra course. Also during the summer, high school students in need of remediation for the Algebra I End-of-Course (EOC) assessment will have an opportunity to attend a camp to get intensive instruction followed by a chance to retake the EOC. Finally, for those students who need another opportunity to make up failed courses, the Grade Forgiveness Summer Camp will be offered for four weeks. Students in the afterschool programs will be provided a nutritional snack and transportation each day. Students in the Algebra I EOC and AVID Algebra Summer Bridge Camps will be provided lunch and transportation each day. Students will be instructed using Learning Focused Strategies following district developed curriculum maps. Instruction will follow the "Previewing" method adopted through Learning Focused Solutions. Students will be provided instruction on upcoming vocabulary and concepts prior to receiving instruction in the regular school day. Previewing will include development of word maps and graphic organizers to build background knowledge. Students will engage in other research based programs such as Success Maker, Accelerated Reader, Achieve 3000, Study Island, AVID Summer Bridge Algebra Curriculum, ACT/SAT Test Preparation, and FCAT Explorer. Each of these programs provides instruction and practice in the key content areas. Title I sets aside funds for homeless students attending non-Title I schools. This money is often used for school supplies. In addition, although we do not receive the Title X Homeless grant, we do follow the law by removing any barriers that enrolling homeless students may encounter. They have 30 days to get their required immunizations and/or physical, but they can attend school. Title II is Staff Development (maybe you can come up with something on that topic). Title III is ESOL, and you work closely with your staffing specialist to provide needed accommodations, as per the student's individual ELL plan. You probably know what Christi's SAI funds pay for. (If I could have caught up with her I would have asked). The Sumter County Health Department is providing a nutrition program for your Hope/Personal Fitness students called Healthy Eating/Active Living. E3 Solutions (Darla Huddleston's program) is providing an abstinence based curriculum called ABCs for Teens. Suncoast Schools Federal Credit Union provides a Discretionary Fund that we use for needy students: eye exams and glasses, physicals, clothing, school supplies. 78% of our students qualify for free breakfast and lunch. Students in the afterschool programs will be provided a nutritional snack and transportation each day. Students in the Algebra I EOC and AVID Algebra Summer Bridge Camps will be provided lunch and transportation each day. Funds are coordinated and integrated in the school to provide students a career and technical education which in turn increases student achievement. The funds provide resources for offered courses, i.e, innovative curriculum, field trips, and industry certification exam fees. WMHS provides CTE and on the job training. In the health, digital design, and automotive academies, career teachers focus on incorporating life

situations into the curriculum. Content area teachers continually incorporate current topics, trends and technology use into daily lessons. The new Bio-Tech academy provides students with real-world opportunities in the field of health occupations. Agriculture and Future Farmers of America also provide students with opportunities to see the relationship between coursework and how it applies to their future.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G2. Student achievement will improve from 24% to 68% of students scoring proficient on 2014 FCAT Reading and 36% to 72% of students scoring proficient on 2014 Algebra 1 EOC by increasing collaboration and articulation in grade level teams and departments.

G2.B1 Teacher attendance at leadership meetings, grade level meetings, department meeting and staff meetings is frequently interrupted due to testing trainings and off campus training.

G2.B1.S1 Department meetings, grade level meetings, staff meetings and leadership meetings have been scheduled to start and end before the typical school day starts allowing for travel time to local professional development sessions and reduced conflict with other on campus trainings. District calendars are also referenced prior to scheduling mandatory sessions to avoid conflict.

PD Opportunity 1

Administration and the curriculum coordinator will work together to reference all available calendars including professional development calendars, school activities calendars and district calendars prior to scheduling school level meetings or trainings.

Facilitator

Dee Ragar- Curriculum Coordinator and Department Heads and Grade Level Chairs

Participants

All WMHS Staff

Target Dates or Schedule

Ongoing 2013-2014 prior to weekly meetings.

Evidence of Completion

Increased teacher participation in leadership meetings, grade level meetings, department meetings and staff meetings will serve as evidence that collaboration prior to scheduling events is effective in improving teacher attendance at school level meetings and trainings.

G3. Student achievement will improve from 24% to 68% of students scoring proficient on 2014 FCAT Reading by incorporating increased writing and reading within all subject areas.

G3.B1 Limited experience and training in reading and writing instruction and assessment for non reading and writing teachers: It is difficult for some teachers to come up with strategies to incorporate reading and writing in to their classrooms that were traditionally not focused on these areas of instruction. Most of our instructional staff has no experience with reading and writing instruction and assessment.

G3.B1.S1 AVID is incorporated school wide to increase reading and writing in all subject areas. All teachers on campus attended an 8 hour AVID training on a professional development day prior to the first day of school. It is an expectation that all classrooms are utilizing Cornell notes, learning logs and interactive notebooks in science classes.

PD Opportunity 1

AVID strategies such as Cornell notes, learning logs and interactive notebooks are utilized in all classrooms to increase opportunities for students to read and write.

Facilitator

AVID Site Team.

Participants

All WMHS staff.

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Student notebooks and binders. Administrative walk throughs and teacher evaluation evidence.

G3.B1.S2 Learning Focused Solutions strategies training is provided for all teachers new to Sumter County. Learning Focused Solutions focuses on increased vocabulary development, organization and chunking of learning and increased writing in the classroom.

PD Opportunity 1

All teachers at Wildwood Middle High School will incorporate LFS strategies in their class room. Those without training will receive the Sumter County 4 day LFS training. The focus on LFS will focus on increased vocabulary development, organization and chunking of learning and increased writing in the classroom.

Facilitator

Gina Merrit

Participants

All teachers new to Sumter County.

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Classroom walk through and teacher evaluation.

G3.B1.S3 Common Core Connections training is provided for all Reading and Writing teachers and teachers new to Wildwood Middle High School. This training is a hands on approach to incorporating increased reading and writing in all classrooms.

PD Opportunity 1

Common Core Connections training for all teachers to increase reading and writing in the classroom.

Facilitator

Dana Williams

Participants

All WMHS teachers.

Target Dates or Schedule

2013-2014 School Year

Evidence of Completion

Increased reading and writing as evidenced by classroom walk throughs and teacher evaluation.

G3.B2 Lack of student buy in can be detrimental to the goal of incorporating increased reading and writing school wide. Students who are accustomed to limited reading and writing in non english and reading courses can resist the initiative.

G3.B2.S1 Teachers use AVID strategies to create social norms with students to create a safe learning environment in all classes. This provides students with a safe learning environment to explore academic reading and writing in all subject areas.

PD Opportunity 1

Teachers must be trained in AVID strategies in order to incorporate classroom contracts and social contracts in order to create a safe learning environment for all students.

Facilitator

Dee Ragar and AVID Site Team

Participants

All WMHS teachers.

Target Dates or Schedule

Ongoing 2013-2014 school year.

Evidence of Completion

Teacher lesson plans and classroom walk throughs will serve as evidence that teachers worked with individual classrooms on creating social contracts and classroom norms.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	Student achievement will improve from 24% to 68% of students scoring proficient on 2014 FCAT Reading and 36% to 72% of students scoring proficient on 2014 Algebra 1 EOC by increasing collaboration and articulation in grade level teams and departments.	\$150
G3.	Student achievement will improve from 24% to 68% of students scoring proficient on 2014 FCAT Reading by incorporating increased writing and reading within all subject areas.	\$1,090
Total		\$1,240

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
Title II, Part A Funds Project 2834 \$275 (sub and travel)	\$275	\$275
Title II, Part A Funds Project 2834 \$815	\$815	\$815
Title II, Part A Funds Project 2834 \$150.00 (sub and travel)	\$150	\$150
Total	\$1,240	\$1,240

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G2. Student achievement will improve from 24% to 68% of students scoring proficient on 2014 FCAT Reading and 36% to 72% of students scoring proficient on 2014 Algebra 1 EOC by increasing collaboration and articulation in grade level teams and departments.

G2.B1 Teacher attendance at leadership meetings, grade level meetings, department meeting and staff meetings is frequently interrupted due to testing trainings and off campus training.

G2.B1.S1 Department meetings, grade level meetings, staff meetings and leadership meetings have been scheduled to start and end before the typical school day starts allowing for travel time to local professional development sessions and reduced conflict with other on campus trainings. District calendars are also referenced prior to scheduling mandatory sessions to avoid conflict.

Action Step 1

Administration and the curriculum coordinator will work together to reference all available calendars including professional development calendars, school activities calendars and district calendars prior to scheduling school level meetings or trainings.

Resource Type

Professional Development

Resource

STEAM: (Science, technology, engineering, art, and math) Rocks! 1. Student Achievement Data 2. Assessment of Academic Achievement 3. Differentiated Instructional Strategies with rigor/relevance in content areas 4. Subject Content Expertise 5. Integrated use of Technology

Funding Source

Title II, Part A Funds Project 2834 \$150.00 (sub and travel)

Amount Needed

\$150

G3. Student achievement will improve from 24% to 68% of students scoring proficient on 2014 FCAT Reading by incorporating increased writing and reading within all subject areas.

G3.B1 Limited experience and training in reading and writing instruction and assessment for non reading and writing teachers: It is difficult for some teachers to come up with strategies to incorporate reading and writing in to their classrooms that were traditionally not focused on these areas of instruction. Most of our instructional staff has no experience with reading and writing instruction and assessment.

G3.B1.S1 AVID is incorporated school wide to increase reading and writing in all subject areas. All teachers on campus attended an 8 hour AVID training on a professional development day prior to the first day of school. It is an expectation that all classrooms are utilizing Cornell notes, learning logs and interactive notebooks in science classes.

Action Step 1

AVID strategies such as Cornell notes, learning logs and interactive notebooks are utilized in all classrooms to increase opportunities for students to read and write.

Resource Type

Professional Development

Resource

FDLRS: Fundamentals of Paraphrasing and Summarizing Strategy 1. Student Achievement Data 2. Assessment of Academic Achievement 3. Differentiated Instructional Strategies with rigor/relevance in content areas 4. Subject Content Expertise 5. Integrated use of Technology

Funding Source

Title II, Part A Funds Project 2834 \$275 (sub and travel)

Amount Needed

\$275

G3.B1.S3 Common Core Connections training is provided for all Reading and Writing teachers and teachers new to Wildwood Middle High School. This training is a hands on approach to incorporating increased reading and writing in all classrooms.

Action Step 1

Common Core Connections training for all teachers to increase reading and writing in the classroom.

Resource Type

Professional Development

Resource

Florida Council of Teachers of Math State Conference 1. Student Achievement Data 2. Assessment of Academic Achievement 3. Differentiated Instructional Strategies with rigor/ relevance in content areas 4. Subject Content Expertise 5. Integrated use of Technology

Funding Source

Title II, Part A Funds Project 2834 \$815

Amount Needed

\$815