2013-2014 SCHOOL IMPROVEMENT PLAN

Wakulla High School
3237 COASTAL HWY
Crawfordville, FL 32327
850-926-7125
http://www.wakullaschooldistrict.org/whs.cfm

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
High School	No	38%

Alternative/ESE Center	Charter School	Minority Rate
No	No	18%

School Grades History

2013-14	2012-13	2011-12	2010-11
B	A	A	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.

Table of Contents

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
Not in DA	N/A	N/A

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

Current School Status

School Information

School-Level Information

School
Wakulla High School

Principal
Michael Crouch

School Advisory Council chair
Shari J. Evans

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

Name	Title
Michael Crouch	Principal
Simeon Nelson	Assistant Principal -
Sunny Chancy	Assistant Principal
Susan Tillman	Dean of Students

District-Level Information

District
Wakulla

Superintendent
Mr. Robert Pearce

Date of school board approval of SIP
10/21/2013

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 majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Michael Crouch, Principal; Shari Evans, SAC Chair; Freebeau Swindle, Teacher; Anna Smith, Teacher; Hilly Slater, Support Staff; Emma Donaldson, Student; Sheldon Johnson, Student; Chris Kelly, Business Rep; Sheryl Smythe, Business Rep; Shana Langston, Parent; Thu Mohrfeld, Parent; Beth Piotrowski, Parent

Involvement of the SAC in the development of the SIP

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

Activities of the SAC for the upcoming school year

The SAC will review this year's academic goals, as well as make proposals for disbursement of A+ money, provided WHS is awarded these funds. SAC will also make recommendations for the School Climate Survey and will review results of same once the survey has been completed. The spending of any funds in the SAC account will be determined by the Council, and will include the purchase of student curriculum guides for scheduling and student planners for every student.

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

The SAC will spend approximately $2,000 for student planners to be distributed to every WHS student. In addition, the SAC will also allocate approximately $1,100 for student curriculum guides. Additional funds, in the amount of approximately $2,000 will be distributed to teachers by request for classroom use.

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

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
4

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Michael Crouch		
Principal	Years as Administrator: 12	Years at Current School: 14

Credentials	BA Music / Masters Educational Leadership
Performance Record	06/07 school grade "C" ;07/08 school grade "A"; 08/09 school grade "C"; AYP was not achieved in any year. 09/10 school grade "B"; 10/11 school grade "B"; 11/12 school grade "A". 12/13 school grade is not yet available.

Simeon Nelson		
Asst Principal	Years as Administrator: 4	Years at Current School: 19

Credentials	BA Criminal Justice / Sociology 6-12; Masters Educational Leadership
Performance Record	09/10 school grade "B"; 10/11 school grade "B"; 11/12 school grade "A". 12/13 school grade is not yet available.

Sunny Chancy		
Asst Principal	Years as Administrator: 5	Years at Current School: 14

Credentials	BA Interdisciplinary Studies/Biology 6-12 Masters Educational Leadership
Performance Record	08/09 school grade was a "C"; AYP was not achieved in any year. 09/10 school grade was a "B"; 10/11 school grade was a "B"; 11/12 school grade was an "A"; 12/13 school grade is not yet available.

Susan Tillman		
Asst Principal	Years as Administrator: 0	Years at Current School: 8

Credentials	BA & Masters Learning Disabilities & Emotional Handicaps Certification Educational Leadership & Administration; Exceptional Education K-12; Elementary Education; English 6-12; Mathematics 5-9 & Middle School Integrated
Performance Record	First year administrator as Dean of Students

Instructional Coaches

# of instructional coaches
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Lori Sandgren		
Full-time / School-based	Years as Coach: 2	Years at Current School: 5
Areas	Reading/Literacy	

Credentials	Masters English Reading Endorsement
Performance Record	11/12 school grade was an "A"; 12/13 school grade is not yet available

Melinda House		
Full-time / School-based	Years as Coach: 0	Years at Current School: 6

Areas	Other
Credentials	BA English Literature
Performance Record	First year Writing Coach

Classroom Teachers

# of classroom teachers
73

 # receiving effective rating or higher
59, 81%

 # Highly Qualified Teachers
89%

 # certified in-field
66, 90%

 # ESOL endorsed
15, 21%

 # reading endorsed
6, 8%

 # with advanced degrees
21, 29%

 # National Board Certified
3, 4%

 # first-year teachers
10, 14%

 # with 1-5 years of experience
16, 22%

 # with 6-14 years of experience
25, 34%

 # with 15 or more years of experience
22, 30%

Education Paraprofessionals

# of paraprofessionals
5

 # Highly Qualified
5, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

0

 # 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

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

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

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

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

Response to Intervention Tier I support is implemented across the school. Departments meet once a month to discuss changes in curriculum and student progress. Department head report back to school administration on teachers needs.

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

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

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

MTSS is guided through RtI. There is a team in place to monitor student movement through the tier system to evaluate students response the intense intervention.

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

Data is collected through a variety of means to include Tenmarks math, FAIR, Study Island, Intensive Math and Intensive Reading courses. After data is collected, it is analyzed by the team.

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

The school plan is based on the District wide plan of RtI. Trainings are conducted throughout the year about the tiers, data collection sites and identification procedures to make sure all students are helped.

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: Summer Program
Minutes added to school year:

Classes are offered during the summer months to assist students with instruction in areas of unsuccessful completion during the regular school year. Math, science, history and english are offered through a computer based credit recovery program, while other math and reading classes are taught in a classroom environment.
Teachers attend Advanced Placement workshops for instruction on class implementation; teacher collaboration in the areas of math, science and history, preparing for End of Course exam instruction. Teacher professional development in the area of Common Core instruction; workshop presented by Dr. Kathy Orapollo.

Strategy Purpose(s)

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

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

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

Who is responsible for monitoring implementation of this strategy?

Principal

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Lori Sandgren	Reading Coach
Michael Crouch	Principal
Melanie Homan	Department Head/English

Name	Title
Sunny Chancy	Assistant Principal
Kathy Gaylor	Department Head/Reading
Melinda House	Writing Coach
Joanna Colvin	Department Head/History
Don White	Department Head/Science
Suzanne Fielder	Department Head/Math
Sarabeth Jones	Department Head/CTE
Windy Jones	Department Head/Physical Education
Patricia Bodiford	Department Head/Special Education

How the school-based LLT functions

The team meets on the first Wednesday of every month to discuss reading and writing strategies, Common Core alignment; book talks and the summer reading program.

Major initiatives of the LLT

Lesson study, close and careful reading strategies, alignment with Common Core State Standards, along with again expanding the summer reading program.

Every Teacher Contributes to Reading Instruction

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

Teachers attended a workshop this summer that showed them how to align their lessons with the main focus of Common Core - reading and producing a writing based on that reading. Strategies are shared through the Literacy Leadership Team and the school based Reading Coach. In addition, Progress Monitoring occurs for every student in every class.

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

Wakulla High School has the NJROTC, a Medical Academy, an Engineering Academy, the STEM program which is the Gifted/Talented program through PAEC, an AVID program, Advanced Placement program, and dual enrollment. These programs allow students to enroll in courses that will earn them articulated credit and provide meaningful experience for post secondary work.

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

Wakulla High School has three guidance counselors, completes individual scheduling with every student, schedules individual college visits, as well as a college and career fair, and counseling throughout the year.

Strategies for improving student readiness for the public postsecondary level

The strategies implemented at Wakulla High School are: the AVID program, Advanced Placement classes, PSAT testing, PERT testing, dual enrollment with local colleges and ACT/SAT prep. In addition, guidance counselors will be in the classrooms throughout the year for college preparation. Content Area Reading professional development was done to train teachers in reading skills with complex college level text. If needed SAC funds could be used promote college/career readiness by helping students test without cost.

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	67%	60%	No	70%
American Indian				
Asian				
Black/African American	46%	41%	No	51%
Hispanic	78%	45%	No	80%
White	69%	62%	No	72%
English language learners				
Students with disabilities	49%	29%	No	54%
Economically disadvantaged	53%	49%	No	58%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	180	30%	35%
Students scoring at or above Achievement Level 4	175	29%	35%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		25%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		71%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		61%	63%
Students in lowest 25% making learning gains (FCAT 2.0)		62%	64%

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)	*[data excluded for privacy reasons]*		100%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		100%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		100%

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.		62%	64%

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	297	41%	65%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		100%

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	55%	75%	Yes	60%
American Indian				
Asian				
Black/African American	46%	56%	Yes	51%
Hispanic				
White	56%	77%	Yes	60%
English language learners				
Students with disabilities	50%	40%	No	55%
Economically disadvantaged	49%	68%	Yes	54%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		64%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		33%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		55%	60%
Students in lowest 25% making learning gains (EOC)		64%	66%

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.		54%	56%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	82	47%	50%
Students scoring at or above Achievement Level 4	14	8%	10%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	99	32%	34%
Students scoring at or above Achievement Level 4	120	39%	41%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		45%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		45%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	147	39%	41%
Students scoring at or above Achievement Level 4	158	42%	44%

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)	7		8
Participation in STEM-related experiences provided for students	7	100%	100%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses	475	38%	40%
Completion rate (%) for students enrolled in *accelerated* STEM-related courses		100%	100%
Students taking one or more advanced placement exams for STEM-related courses	80	6%	12%
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams	400	65%	70%
Passing rate (%) for students who take CTE-STEM industry certification exams			

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	750	60%	65%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	650	52%	60%
Completion rate (%) for CTE students enrolled in *accelerated* courses		100%	100%
Students taking CTE industry certification exams	550	44%	60%
Passing rate (%) for students who take CTE industry certification exams		65%	70%
CTE program concentrators	8	11%	11%
CTE teachers holding appropriate industry certifications	8	100%	100%

Area 7: Social Studies

U.S. History End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Civics End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

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	302	24%	22%
Students in ninth grade with one or more absences within the first 20 days	25	6%	5%
Students in ninth grade who fail two or more courses in any subject	37	10%	9%
Students with grade point average less than 2.0	223	18%	16%
Students who fail to progress on-time to tenth grade	39	12%	11%
Students who receive two or more behavior referrals	113	0%	0%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	126	1%	0%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.		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)		80%	82%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.		68%	70%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)			

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

To increase the number of events at school to include parents in students' education.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Financial Aid Parents' Night to help guide parents in filling out FAFSA	1	100%	100%

Area 10: Additional Targets

Additional targets for the school

N/A

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. To increase the number of students participating in the STEM program by 10%

G2. To increase the number of students enrolled in the CTE program by 10%

G3. 65% of students will score 3.5 or higher on the Florida Writing Test.

G4. 70% of 9th and 10th grade students will read at or above grade level. on FCAT 2.0

G5. 96% of all grade level students will score at level 4 or above reading on the FAA

G6. 63% of 9th and 10th grade students will achieve learning gains in reading on FCAT 2.0 and FAA.

G7. 64% of students in the lowest 25% will make learning gains on FCAT 2.0

G8. 64% of on-time graduates taking the PERT will score at the college ready level

G9. 41% of students will score at Level 3 in Biology; 44% of students will score at or above Level 4

G10. 97% of students will score at level 4 or above on FAA math

G11. 50% of students will score at Level 3; 10% of students will score at Level 4 or above on the Algebra 1 EOC

G12. 56% of on-time graduates taking the PERT will score at a level showing college readiness

G13. 90% of students will score at level 4 or above on the science portion of the FAA

Goals Detail

G1. To increase the number of students participating in the STEM program by 10%

Targets Supported
- STEM - High School

Resources Available to Support the Goal
- Student interest in the program; advancement in technology; additional courses offered

Targeted Barriers to Achieving the Goal
- Limited to number of sections available for instructor to teach

Plan to Monitor Progress Toward the Goal

Increase in student enrollment in STEM courses

Person or Persons Responsible
Principal

Target Dates or Schedule:
Spring Registration

Evidence of Completion:
More STEM classes can be added

G2. To increase the number of students enrolled in the CTE program by 10%

Targets Supported
- EWS - High School

Resources Available to Support the Goal
- Student interest in the program; advancement in technology; additional courses offered

Targeted Barriers to Achieving the Goal
- Limited to number of sections available for instructor to teach

Plan to Monitor Progress Toward the Goal

Increase in student enrollment in CTE courses

Person or Persons Responsible
Principal

Target Dates or Schedule:
Spring Registration

Evidence of Completion:
More CTE courses can be added

G3. 65% of students will score 3.5 or higher on the Florida Writing Test.

Targets Supported
- Writing

Resources Available to Support the Goal
- Writing Coach, practice Florida Writes Wakulla Writes), Common Core alignment between reading and writing

Targeted Barriers to Achieving the Goal
- Students writing below grade level

Plan to Monitor Progress Toward the Goal

Review of scores for practice Wakulla Writes

Person or Persons Responsible
Writing Coach

Target Dates or Schedule:
When Wakulla Writes essays have been graded and submitted to Writing Coach

Evidence of Completion:
Writing Coach will submit Wakulla Writes scores to Assistant Principal/Curriculum

G4. 70% of 9th and 10th grade students will read at or above grade level. on FCAT 2.0

Targets Supported

Resources Available to Support the Goal
- The WHS Reading Coach will provide assistance to teachers and students through various means to increase overall performance on FCAT 2.0 reading. In addition, lower level students will use the Read 180 program for a dual class period, and previously non-passing students will take an Intensive Reading class.

Targeted Barriers to Achieving the Goal
- Text Comprehension

Plan to Monitor Progress Toward the Goal

Evaluate scores from the student standardized tests

Person or Persons Responsible
Principal

Target Dates or Schedule:
When DOE releases test scores

Evidence of Completion:
Reporting to Superintendent

G5. 96% of all grade level students will score at level 4 or above reading on the FAA

Targets Supported

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

Targeted Barriers to Achieving the Goal
- Text Comprehension

Plan to Monitor Progress Toward the Goal

Evaluate scores from the student standardized tests

Person or Persons Responsible
Principal

Target Dates or Schedule:
When DOE releases test scores

Evidence of Completion:
Reporting to Superintendent

G6. 63% of 9th and 10th grade students will achieve learning gains in reading on FCAT 2.0 and FAA.

Targets Supported

Resources Available to Support the Goal
- The WHS Reading Coach will provide assistance to teachers and students through various means to increase overall performance on FCAT 2.0 reading. In addition, lower level students will use the Read 180 program for a dual class period, and previously non-passing students will take an Intensive Reading class.

Targeted Barriers to Achieving the Goal
- Text Comprehension

Plan to Monitor Progress Toward the Goal

Evaluate scores from the student standardized tests

Person or Persons Responsible
Principal

Target Dates or Schedule:
When DOE releases test scores

Evidence of Completion:
Reporting to Superintendent

G7. 64% of students in the lowest 25% will make learning gains on FCAT 2.0

Targets Supported

Resources Available to Support the Goal
- The WHS Reading Coach will provide assistance to teachers and students through various means to increase overall performance on FCAT 2.0 reading. In addition, lower level students will use the Read 180 program for a dual class period, and previously non-passing students will take an Intensive Reading class.

Targeted Barriers to Achieving the Goal
- Text Comprehension

Plan to Monitor Progress Toward the Goal

Evaluate scores from the student standardized tests

Person or Persons Responsible
Principal

Target Dates or Schedule:
When DOE releases test scores

Evidence of Completion:
Reporting to Superintendent

G8. 64% of on-time graduates taking the PERT will score at the college ready level

Targets Supported

Resources Available to Support the Goal
- The WHS Reading Coach will provide assistance to teachers and students through various means to increase overall performance on the PERT test. In addition, lower level students will use the Read 180 program for a dual class period, and previously non-passing students will take an Intensive Reading class.

Targeted Barriers to Achieving the Goal
- Text Comprehension

Plan to Monitor Progress Toward the Goal

Evaluate scores from the student standardized tests

Person or Persons Responsible
Principal

Target Dates or Schedule:
When DOE releases test scores

Evidence of Completion:
Reporting to Superintendent

G9. 41% of students will score at Level 3 in Biology; 44% of students will score at or above Level 4

Targets Supported
- Science - Biology 1 EOC

Resources Available to Support the Goal
- Professional development will be available for teachers to increase their knowledge of Close and Careful reading strategies

Targeted Barriers to Achieving the Goal
- Text Comprehension

Plan to Monitor Progress Toward the Goal

Evaluate scores from the student standardized tests

Person or Persons Responsible
Principal

Target Dates or Schedule:
When DOE releases test scores

Evidence of Completion:
Reporting to Superintendent

G10. 97% of students will score at level 4 or above on FAA math

Targets Supported

Resources Available to Support the Goal
- Textbooks, computer based program for student use, after-school tutoring

Targeted Barriers to Achieving the Goal
- Meeting the unique individualized needs of each student with a disability seeking a special diploma

Plan to Monitor Progress Toward the Goal

Progress Monitoring

Person or Persons Responsible
Teacher

Target Dates or Schedule:
Every nine weeks

Evidence of Completion:
Alternate Assessment scores

G11. 50% of students will score at Level 3; 10% of students will score at Level 4 or above on the Algebra 1 EOC

Targets Supported
- Algebra 1 EOC

Resources Available to Support the Goal
- Textbooks, computer based program for student use, after-school tutoring

Targeted Barriers to Achieving the Goal
- Gaps in students understanding of the basics of Algebra

Plan to Monitor Progress Toward the Goal

Number of students attending tutoring

Person or Persons Responsible
Principal

Target Dates or Schedule:
Every nine weeks

Evidence of Completion:
EOC scores

G12. 56% of on-time graduates taking the PERT will score at a level showing college readiness

Targets Supported

Resources Available to Support the Goal
- Textbooks, computer based program for student use, after-school tutoring

Targeted Barriers to Achieving the Goal
- Gaps in students understanding of the basics of Algebra

Plan to Monitor Progress Toward the Goal

Number of students attending tutoring

Person or Persons Responsible
Principal

Target Dates or Schedule:
Every nine weeks

Evidence of Completion:
EOC scores

G13. 90% of students will score at level 4 or above on the science portion of the FAA

Targets Supported
- Science - High School

Resources Available to Support the Goal
- Textbooks, computer based program for student use, after-school tutoring

Targeted Barriers to Achieving the Goal
- Meeting the unique individualized needs of each student with a disability seeking a special diploma

Plan to Monitor Progress Toward the Goal

Progress Monitoring

Person or Persons Responsible
Teacher

Target Dates or Schedule:
Every nine weeks

Evidence of Completion:
Florida Alternate Assessment scores

Action Plan for Improvement

Problem Solving Key

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

G1. To increase the number of students participating in the STEM program by 10%

G1.B1 Limited to number of sections available for instructor to teach

G1.B1.S1 Work towards more training in STEM through Professional Development activities

Action Step 1

Professional Development - Steaming into STEM

Person or Persons Responsible

All STEM teachers

Target Dates or Schedule

First Semester, 2013

Evidence of Completion

Sign in

Facilitator:

Assistant Director of Curriculum

Participants:

Arts Coalition

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

Attendance at training

Person or Persons Responsible

All STEM teachers

Target Dates or Schedule

Upon completion of training

Evidence of Completion

Sign in

Plan to Monitor Effectiveness of G1.B1.S1

Professional Development

Person or Persons Responsible

Principal

Target Dates or Schedule

Upon completion of training

Evidence of Completion

Increase in student enrollment in the program due to increased class availability.

G2. To increase the number of students enrolled in the CTE program by 10%

G2.B1 Limited to number of sections available for instructor to teach

G2.B1.S1 Work towards more training in CTE through Professional Development activities

Action Step 1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Attendance at training

Person or Persons Responsible

All CTE teachers

Target Dates or Schedule

Upon completion of training

Evidence of Completion

Sign in

Plan to Monitor Effectiveness of G2.B1.S1

Professional Development

Person or Persons Responsible

Principal

Target Dates or Schedule

Upon completion of training

Evidence of Completion

Increase in student enrollment in the program due to increased class availability.

G3. 65% of students will score 3.5 or higher on the Florida Writing Test.

G3.B1 Students writing below grade level

G3.B1.S1 The new Writing Coach will work with all teachers to be sure that students are writing in every class in alignment with the Common Core State Standards.

Action Step 1

Teacher instruction and specification of conventions and writing in alignment with Common Core State Standards

Person or Persons Responsible

Writing Coach

Target Dates or Schedule

Will commence at beginning of school year and continue throughout the year

Evidence of Completion

Florida Writes writing scores

Facilitator:

Arts Coalition

Participants:

Entire faculty

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

Each teacher is required to turn into Assistant Principal/Curriculum, a class set of essays that are aligned with the Common Core State Standards.

Person or Persons Responsible

Assistant Principal/Curriculum

Target Dates or Schedule

Every 9 weeks

Evidence of Completion

Assistant Principal/Curriculum will receive and review a set of essays from every teacher, every nine weeks.

Plan to Monitor Effectiveness of G3.B1.S1

Florida Writes writing scores

Person or Persons Responsible

Principal

Target Dates or Schedule

When scores are released by DOE

Evidence of Completion

Reports to Superintendent

G4. 70% of 9th and 10th grade students will read at or above grade level. on FCAT 2.0

G4.B1 Text Comprehension

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

Action Step 1

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

Person or Persons Responsible

All teachers will implement Close and Careful Reading strategies in their classrooms.

Target Dates or Schedule

Implementation will begin upon commencement of the school year, and will continue throughout the year.

Evidence of Completion

In addition to the results of the standardized assessment, every teacher will be responsible for turning in to AP/Curriculum, one class assignment indicating close and careful reading.

Facilitator:

Dr. Kathy Orapollo

Participants:

All Faculty

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

One classroom assignment from each teacher indicating Close and Careful reading

Person or Persons Responsible

Assistant Principal/Curriculum

Target Dates or Schedule

Every 9 weeks

Evidence of Completion

Classroom assignment submitted for review

Plan to Monitor Effectiveness of G4.B1.S1

Standardized test scores

Person or Persons Responsible

Michael Crouch, Principal

Target Dates or Schedule

Yearly

Evidence of Completion

Public reporting of scores

G5. 96% of all grade level students will score at level 4 or above reading on the FAA

G5.B1 Text Comprehension

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

Action Step 1

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

Person or Persons Responsible

All teachers will implement Close and Careful Reading strategies in their classrooms.

Target Dates or Schedule

Implementation will begin upon commencement of the school year, and will continue throughout the year.

Evidence of Completion

In addition to the results of the standardized assessment, every teacher will be responsible for turning in to AP/Curriculum, one class assignment indicating close and careful reading. Additional resources to be purchased by SAC if deemed necessary and funds are available.

Facilitator:

Dr. Kathy Orapollo

Participants:

All Faculty

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

One classroom assignment from each teacher indicating Close and Careful reading

Person or Persons Responsible

Assistant Principal/Curriculum

Target Dates or Schedule

Every 9 weeks

Evidence of Completion

Classroom assignment submitted for review

Plan to Monitor Effectiveness of G5.B1.S1

Standardized test scores

Person or Persons Responsible

Michael Crouch, Principal

Target Dates or Schedule

Yearly

Evidence of Completion

Public reporting of scores

G6. 63% of 9th and 10th grade students will achieve learning gains in reading on FCAT 2.0 and FAA.

G6.B1 Text Comprehension

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

Action Step 1

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

Person or Persons Responsible

All teachers will implement Close and Careful Reading strategies in their classrooms.

Target Dates or Schedule

Implementation will begin upon commencement of the school year, and will continue throughout the year.

Evidence of Completion

In addition to the results of the standardized assessment, every teacher will be responsible for turning in to AP/Curriculum, one class assignment indicating close and careful reading.

Facilitator:

Dr. Kathy Orapollo

Participants:

All Faculty

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

One classroom assignment from each teacher indicating Close and Careful reading

Person or Persons Responsible

Assistant Principal/Curriculum

Target Dates or Schedule

Every 9 weeks

Evidence of Completion

Classroom assignment submitted for review

Plan to Monitor Effectiveness of G6.B1.S1

Standardized test scores

Person or Persons Responsible

Michael Crouch, Principal

Target Dates or Schedule

Yearly

Evidence of Completion

Public reporting of scores

G7. 64% of students in the lowest 25% will make learning gains on FCAT 2.0

G7.B1 Text Comprehension

G7.B1.S1 Close and Careful reading strategies and other critical reading strategies will be implemented in content areas.

Action Step 1

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

Person or Persons Responsible

All teachers will implement Close and Careful Reading strategies in their classrooms.

Target Dates or Schedule

Implementation will begin upon commencement of the school year, and will continue throughout the year.

Evidence of Completion

In addition to the results of the standardized assessment, every teacher will be responsible for turning in to AP/Curriculum, one class assignment indicating close and careful reading.

Facilitator:

Dr. Kathy Orapollo

Participants:

All Faculty

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

One classroom assignment from each teacher indicating Close and Careful reading

Person or Persons Responsible

Assistant Principal/Curriculum

Target Dates or Schedule

Every 9 weeks

Evidence of Completion

Classroom assignment submitted for review

Plan to Monitor Effectiveness of G7.B1.S1

Standardized test scores

Person or Persons Responsible

Michael Crouch, Principal

Target Dates or Schedule

Yearly

Evidence of Completion

Public reporting of scores

G8. 64% of on-time graduates taking the PERT will score at the college ready level

G8.B1 Text Comprehension

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

Action Step 1

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

Person or Persons Responsible

All teachers will implement Close and Careful Reading strategies in their classrooms.

Target Dates or Schedule

Implementation will begin upon commencement of the school year, and will continue throughout the year.

Evidence of Completion

In addition to the results of the standardized assessment, every teacher will be responsible for turning in to AP/Curriculum, one class assignment indicating close and careful reading.

Facilitator:

Dr. Kathy Orapollo

Participants:

All Faculty

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

One classroom assignment from each teacher indicating Close and Careful reading

Person or Persons Responsible

Assistant Principal/Curriculum

Target Dates or Schedule

Every 9 weeks

Evidence of Completion

Classroom assignment submitted for review

Plan to Monitor Effectiveness of G8.B1.S1

Standardized test scores

Person or Persons Responsible

Michael Crouch, Principal

Target Dates or Schedule

Yearly

Evidence of Completion

Public reporting of scores

G9. 41% of students will score at Level 3 in Biology; 44% of students will score at or above Level 4

G9.B1 Text Comprehension

G9.B1.S1 Close and Careful reading strategies and other critical reading strategies will be implemented in content areas.

Action Step 1

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

Person or Persons Responsible

All teachers will implement Close and Careful Reading strategies in their classrooms.

Target Dates or Schedule

Implementation will begin upon commencement of the school year, and will continue throughout the year.

Evidence of Completion

In addition to the results of the standardized assessment, every teacher will be responsible for turning in to AP/Curriculum, one class assignment indicating close and careful reading.

Facilitator:

Dr. Kathy Oropollo

Participants:

All Faculty

Plan to Monitor Fidelity of Implementation of G9.B1.S1

One classroom assignment from each teacher indicating Close and Careful reading

Person or Persons Responsible

Assistant Principal/Curriculum

Target Dates or Schedule

Every 9 weeks

Evidence of Completion

Classroom assignment submitted for review

Plan to Monitor Effectiveness of G9.B1.S1

Standardized test scores

Person or Persons Responsible

Michael Crouch, Principal

Target Dates or Schedule

Yearly

Evidence of Completion

Public reporting of scores

G10. 97% of students will score at level 4 or above on FAA math

G10.B4 Meeting the unique individualized needs of each student with a disability seeking a special diploma

G10.B4.S1 As determined by IEP

Action Step 1

Creation of IEP

Person or Persons Responsible

ESE Teacher/Coordinator

Target Dates or Schedule

On or before each student's bithday

Evidence of Completion

The IEP

Plan to Monitor Fidelity of Implementation of G10.B4.S1

The IEP

Person or Persons Responsible

Every teacher and the ESE Coordinator

Target Dates or Schedule

As needed

Evidence of Completion

Alternate Assessment

Plan to Monitor Effectiveness of G10.B4.S1

The IEP

Person or Persons Responsible

ESE Coordinator

Target Dates or Schedule

As needed

Evidence of Completion

Alternate Assessment

G11. 50% of students will score at Level 3; 10% of students will score at Level 4 or above on the Algebra 1 EOC

G11.B3 Gaps in students understanding of the basics of Algebra

G11.B3.S1 After-school tutoring provided by Algebra teachers and National Honor Society members

Action Step 1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Action Step 2

Provide one-on-one tutoring

Person or Persons Responsible

Algebra teachers and National Honor Society students

Target Dates or Schedule

After school on Tuesdays and Thursdays

Evidence of Completion

EOC assessment

Facilitator:

Linda Walker

Participants:

Algebra 1 and Geometry Teachers in addition to teachers who express need for PD and SAC funds are available.

Plan to Monitor Fidelity of Implementation of G11.B3.S1

Receive data on attendance of students in tutoring

Person or Persons Responsible

Principal

Target Dates or Schedule

Every 9 weeks

Evidence of Completion

Number of students participating in tutoring

Plan to Monitor Effectiveness of G11.B3.S1

Students reporting for tutoring

Person or Persons Responsible

Principal

Target Dates or Schedule

Every nine weeks

Evidence of Completion

EOC scores

G12. 56% of on-time graduates taking the PERT will score at a level showing college readiness

G12.B3 Gaps in students understanding of the basics of Algebra

G12.B3.S1 After-school tutoring provided by Algebra teachers and National Honor Society members

Action Step 1

Provide one-on-one tutoring

Person or Persons Responsible

Algebra teachers and National Honor Society students

Target Dates or Schedule

After school on Tuesdays and Thursdays

Evidence of Completion

EOC assessment

Facilitator:

Linda Walker

Participants:

Algebra 1 and Geometry Teachers

Plan to Monitor Fidelity of Implementation of G12.B3.S1

Receive data on attendance of students in tutoring

Person or Persons Responsible

Principal

Target Dates or Schedule

Every 9 weeks

Evidence of Completion

Number of students participating in tutoring

Plan to Monitor Effectiveness of G12.B3.S1

Students reporting for tutoring

Person or Persons Responsible

Principal

Target Dates or Schedule

Every nine weeks

Evidence of Completion

EOC scores

G13. 90% of students will score at level 4 or above on the science portion of the FAA

G13.B4 Meeting the unique individualized needs of each student with a disability seeking a special diploma

G13.B4.S1 As determined by IEP

Action Step 1

Creation of IEP

Person or Persons Responsible

ESE Teacher/Coordinator

Target Dates or Schedule

On or before each student's bithday

Evidence of Completion

The IEP

Plan to Monitor Fidelity of Implementation of G13.B4.S1

The IEP

Person or Persons Responsible

Every teacher and the ESE Coordinator

Target Dates or Schedule

As needed

Evidence of Completion

Florida Alternate Assessment

Plan to Monitor Effectiveness of G13.B4.S1

The IEP

Person or Persons Responsible

ESE Coordinator

Target Dates or Schedule

As needed

Evidence of Completion

Florida Alternate Assessment

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

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

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.

G1. To increase the number of students participating in the STEM program by 10%

G1.B1 Limited to number of sections available for instructor to teach

G1.B1.S1 Work towards more training in STEM through Professional Development activities

PD Opportunity 1

Professional Development - Steaming into STEM

Facilitator

Assistant Director of Curriculum

Participants

Arts Coalition

Target Dates or Schedule

First Semester, 2013

Evidence of Completion

Sign in

G3. 65% of students will score 3.5 or higher on the Florida Writing Test.

G3.B1 Students writing below grade level

G3.B1.S1 The new Writing Coach will work with all teachers to be sure that students are writing in every class in alignment with the Common Core State Standards.

PD Opportunity 1

Teacher instruction and specification of conventions and writing in alignment with Common Core State Standards

Facilitator

Arts Coalition

Participants

Entire faculty

Target Dates or Schedule

Will commence at beginning of school year and continue throughout the year

Evidence of Completion

Florida Writes writing scores

G4. 70% of 9th and 10th grade students will read at or above grade level. on FCAT 2.0

G4.B1 Text Comprehension

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

PD Opportunity 1

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

Facilitator

Dr. Kathy Orapollo

Participants

All Faculty

Target Dates or Schedule

Implementation will begin upon commencement of the school year, and will continue throughout the year.

Evidence of Completion

In addition to the results of the standardized assessment, every teacher will be responsible for turning in to AP/Curriculum, one class assignment indicating close and careful reading.

G5. 96% of all grade level students will score at level 4 or above reading on the FAA

G5.B1 Text Comprehension

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

PD Opportunity 1

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

Facilitator

Dr. Kathy Orapollo

Participants

All Faculty

Target Dates or Schedule

Implementation will begin upon commencement of the school year, and will continue throughout the year.

Evidence of Completion

In addition to the results of the standardized assessment, every teacher will be responsible for turning in to AP/Curriculum, one class assignment indicating close and careful reading. Additional resources to be purchased by SAC if deemed necessary and funds are available.

G6. 63% of 9th and 10th grade students will achieve learning gains in reading on FCAT 2.0 and FAA.

G6.B1 Text Comprehension

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

PD Opportunity 1

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

Facilitator

Dr. Kathy Orapollo

Participants

All Faculty

Target Dates or Schedule

Implementation will begin upon commencement of the school year, and will continue throughout the year.

Evidence of Completion

In addition to the results of the standardized assessment, every teacher will be responsible for turning in to AP/Curriculum, one class assignment indicating close and careful reading.

G7. 64% of students in the lowest 25% will make learning gains on FCAT 2.0

G7.B1 Text Comprehension

G7.B1.S1 Close and Careful reading strategies and other critical reading strategies will be implemented in content areas.

PD Opportunity 1

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

Facilitator

Dr. Kathy Orapollo

Participants

All Faculty

Target Dates or Schedule

Implementation will begin upon commencement of the school year, and will continue throughout the year.

Evidence of Completion

In addition to the results of the standardized assessment, every teacher will be responsible for turning in to AP/Curriculum, one class assignment indicating close and careful reading.

G8. 64% of on-time graduates taking the PERT will score at the college ready level

G8.B1 Text Comprehension

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

PD Opportunity 1

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

Facilitator

Dr. Kathy Orapollo

Participants

All Faculty

Target Dates or Schedule

Implementation will begin upon commencement of the school year, and will continue throughout the year.

Evidence of Completion

In addition to the results of the standardized assessment, every teacher will be responsible for turning in to AP/Curriculum, one class assignment indicating close and careful reading.

G9. 41% of students will score at Level 3 in Biology; 44% of students will score at or above Level 4

G9.B1 Text Comprehension

G9.B1.S1 Close and Careful reading strategies and other critical reading strategies will be implemented in content areas.

PD Opportunity 1

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

Facilitator

Dr. Kathy Oropollo

Participants

All Faculty

Target Dates or Schedule

Implementation will begin upon commencement of the school year, and will continue throughout the year.

Evidence of Completion

In addition to the results of the standardized assessment, every teacher will be responsible for turning in to AP/Curriculum, one class assignment indicating close and careful reading.

G11. 50% of students will score at Level 3; 10% of students will score at Level 4 or above on the Algebra 1 EOC

G11.B3 Gaps in students understanding of the basics of Algebra

G11.B3.S1 After-school tutoring provided by Algebra teachers and National Honor Society members

PD Opportunity 1

Provide one-on-one tutoring

Facilitator

Linda Walker

Participants

Algebra 1 and Geometry Teachers in addition to teachers who express need for PD and SAC funds are available.

Target Dates or Schedule

After school on Tuesdays and Thursdays

Evidence of Completion

EOC assessment

G12. 56% of on-time graduates taking the PERT will score at a level showing college readiness

G12.B3 Gaps in students understanding of the basics of Algebra

G12.B3.S1 After-school tutoring provided by Algebra teachers and National Honor Society members

PD Opportunity 1

Provide one-on-one tutoring

Facilitator

Linda Walker

Participants

Algebra 1 and Geometry Teachers

Target Dates or Schedule

After school on Tuesdays and Thursdays

Evidence of Completion

EOC assessment

Appendix 2: Budget to Support School Improvement Goals