Weeki Wachee High School

2014-15 School Improvement Plan

Weeki Wachee High School

12150 VESPA WAY, Weeki Wachee, FL 34614

www.edline.net/pages/hcsb_wwhs

School Demographics

School Type	Title I	Free/Reduced Price Lunch
High	No	61%

Alternative/ESE Center	Charter School	Minority
No	No	23%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	B	A	B

School Board Approval

This plan was approved by the Hernando County School Board on 11/18/2014.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, 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 Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Where all members of the school community are responsible for ensuring learning and academic achievement for all students.

Provide the school's vision statement

We're all about students.

School Environment

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

Teachers learn about student culture through classroom rapport building, student surveys, and journals. Coaches and fine arts teachers build lasting relationships as students join their programs year after year. Teachers call home when students show signs of struggling in class, which helps inform teachers about their students and adds to their ability to build those relationships. The Guidance Department, ESE Case-workers, and teacher-leaders also form mentor relationships with students to encourage success in the academic arena.

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

WWHS uses school-wide expectations that are enforced consistently across the school. Through these expectations, it is evident that the students understand the importance of behaving in positive manners and encouraging school safety. Posters and visual material are placed around the school to enhance success in academics and behavior, providing an inviting and welcoming atmosphere for our students. All equipment and areas of the school are designed in manners that promote and adhere to guidelines for safety. The school is kept clean and free from harmful debris to assist in safety. The students are proud of our school, and help to make sure it stays clean. We have groups that help with recycling initiatives and other programs to help increase pride in the school. Several clubs, such as the Fellowship of Christian Athletes, the Gay-Straight Alliance, the Sci-Fi club and the Chess Club, are hosted on campus. The support and facilitation of these clubs show students that their unique interests are valued, their rights respected, and their safety is secured both in school and after.

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

WWHS has clear, school-wide expectations that are enforced across all avenues of the school. These are directly related to the school's PBS motto of STING (reSpectful, acTive, equIpped, respoNsible, orGanized). All students have a high expectation for appropriate behavior within the school, and know these expectations must be followed to ensure academic success. All staff within WWHS value academic time greatly, minimizing the number of classroom disruptions and adhering to guidelines in ensuring student behavior is positive within the school. In addition, discipline issues are handled in a timely manner, with consistent consequences among all students, followed and supported by the District Discipline Policy, and monitored for needs of change in implementation and/

or support for students. Further, WWHS uses a standard of discipline for chronic repeaters with Guidance Counselor support, check-in and check-out systems through behavioral monitoring, and when necessary, the District Intervention Team.

WWHS has also implemented PBS STING (reSpectful, acTive, equIpped, respoNsible, orGanized) expectations for all grade levels. We have developed a Behavior Tracking Form to ensure the system is fair and consistent. Students are rewarded based on the expectations that they follow in all areas of school. In turn, the students are able to redeem their Stinger cards weekly at a school store on wheels. The Principal has given another incentive to those that are following the Sting by having a quarterly drawing for a fun item. Those that do not wish to redeem their Stinger cards at the school store will also be able to enter the quarterly drawing for that fun item. Training for new staff can be found in the form of lessons for each expectation that includes: lesson plans, PowerPoints, activities, and assessments. This is found on our WWHS News folder on our email. Teachers are also encouraged to give some type of motivational speech to their students referencing the expectations at least twice a year, once at the beginning of the school year and again after Winter Break.

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

guidance or pbs?

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Students are first identified using data reports, grade reports, and teacher input, based on the following indicators: attendance below 90 percent, course failures, in and out of school suspensions, Level 1 on Algebra EOC, Level 1 on FCAT Reading, GPA below 2.0, and low credits earned. Teachers meet every week to do team data chats, and every 4.5 weeks with Administration to do overall data chats. At this time, teachers provide data on common assessments, standardized assessments, class grades, and overall performance to the principal. Using this, the teachers and administration are able to create lists identifying students based on the above indicators.

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

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	62	78	77	74	291
One or more suspensions	0	2	5	7	14
Course failure in ELA or Math	0	84	45	49	178
Level 1 on statewide assessment	150	126	86	57	419
Level 1 on Reading statewide assessment	154	167	131	85	537
GPA below 2.0	0	78	53	51	182

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	47	44	70	47	208

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

Students are placed in credit recovery classes for any course failures and given the opportunity to retake the course for credit. This can be achieved in a face-to-face setting or through a program called Compass.

Teachers notify parents weekly of any issues in regards to student grades. Guidance and the Graduation Cohort Team begin working with the identified students from the data reports (starting with Seniors and working their way down the grade levels) to provide support and create plans to address these indicators. Administration also meets with specified students to monitor progress through 4.5 Week Data Chats and standardized assessment reports. In addition, WWHS has a dedicated AIA (Academic Improvement Assignment) Course for each student that is designed to meet his/her specific needs. In an effort to "provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement described in section 6311 (b)(1)(D)" under 20 U.S. Code § 6314, WWHS has devised a program called A.I.A (Academic Improvement Assignments) which incorporates additional targeted instruction based on indicators present. Through Academic Improvement Assignments (A. I. A.), low-performing students receive additional instruction to develop skills required to pass critical end of course exams. Additionally, members of the WWHS Future Administrator Collaborative Team (FACT) and the School Based Leadership Team (SBLT) take on mentor roles for students that need additional encouragement and direction in hopes of preventing failure and encouraging attendance.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

WWHS strives to increase parental involvement within the school, as we know that is a vital support when it comes to increasing student achievement. Many opportunities are given to parents to encourage informed involvement in our students' education and school. WWHS ensures parental empowerment when it comes to supporting our school in several ways. Numerous surveys have been sent out to parents requesting information to improve operations and collaboration within the stakeholders of the school. Other activities include, but are not limited to, an Open House before school starts for new students, and one two weeks later, to encourage parents to come to the school, speak with their child's teacher, observe school-wide initiatives and inspirations, and get an overall understanding of the school as a whole. In addition, each parent is provided access to Edline, an online portal for student grades and teacher websites, to keep them informed about classroom progress. Big Mouth Phone Messages are calling regularly with important information about upcoming events at the school. Parent Conferences and ESE Staffings are arranged for students,

some at the request of the parent, for those who need additional assistance and/or accommodations within the classroom. Teachers make bi-quarterly phone calls to parents of students with low performing grades in class. To encourage prospective Freshman, WWHS conducts a 9th Grade Information Night during the month of May prior to their year of enrollment into the school. This acts like a smaller version of our school's Open House. In addition we have a School Advisory Council, Booster Clubs, community volunteers, and school concerts and plays to bring parents on campus.

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

Community partnerships are highly valued and sought after on a continual basis. The main ones, of course, involve our School Advisory Council in which members and parents of the community are empowered to assist in decisions and support for our school. In addition, both our Athletic and Fine Arts Departments have Booster clubs that provide volunteer support at events throughout the school. WWHS also has a partnership with the City of Brooksville in which we participate in annual parades and tree lighting ceremonies. We have multiple fundraiser partnerships through discount cards, local restaurants, donations, car washes, bucket drops, program advertisements, silent auctions, and our Annual Food Truck Fiesta. Our Art Department participates in Art shows through the Hernando Fine Arts Council, District shows, and Congressional Art Shows. Our choral and band groups provide performances for local theaters, including Stage West, Live Oak Theater, the Show Palace Dinner Theater, the Hernandy Symphony Orchestra, Hernando Harmonizer, and the Nature Coast Festival of Singers. In addition to performances, our school offers Open Houses and Freshman Orientations for community partners to participate. Further, our school proposes projects with local business including Lowe's and Home Depot, as well as the Environmental Center in conjunction with Weeki Wachee Springs to enrich student research and innovation.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
La Barbara, Troy	Principal
Chapin, Bev	Assistant Principal
Kalament, Thomas	Assistant Principal
Dean, Susan	Assistant Principal

Duties

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

The Principal meets with the leadership team daily to discuss discipline issues, instructional observations and walk through data and discusses important upcoming events. During these meetings, daily, weekly, monthly data is analyzed from informal instructional data to formative instructional data. From these meetings action plans are developed to insure success. The Breakthough Coach Model is utilized to insure monitoring and accountability to meet said objectives. The Principal and Assistant Principals work together to conduct walk-throughs were proper monitoring of board configuration and Danielson's domains 2 and 3 are targeted. Results from the

walk-throughs are shared bi-weekly through the sharing of reports to the entire faculty and staff. Professional development is provided to teachers via coaching notes. Helping to ensure improvements are being made in the instructional setting,. Further professional development and counseling is conducted each 4 1/2 weeks during Coffee with the Principal which has been embedded in Weeki Wachee's school culture over the past three years.

Assistant Principals attend academic department meetings when common assessment data is being reviewed, when scheduling allows. Collaboration with those departments occurs to determine plans of action in regard to student success data and common assessment data. Assistant Principals are there to assist and help to seek resources to resolve problems in regard to school data. From this collaboration either remediation or enrichment is determined.

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

Within our problem solving process we utilize the following steps; 1. Identify the problem 2. Why is it occurring? 3. What are we going to do about it? and 4. Is it working? We use this process to develop action plans and accountability plans to ensure that we are meeting goals developed. Major areas that are reviewed are reading, math and writing assessment data (major high stakes data). We also review non-assessment components which are acceleration rate, graduation rate and college readiness. With utilizing the data components that are associated with each area, (attendance impacting graduation rate and student success) we determine which students are considered at risk. This enables us to collaboratively develop action plans in which cost to implement these plans is determined. We utilize our School Advisory Council to contribute needed resources.

A survey is conducted annually to determine professional development needs by our faculty and staff. From this feedback we determine what is needed within our school culture. Also contributing to this determination is our entire faculty's review of our School Improvement Plan Goals quarterly. This is used as a formative assessment to help determine our success on our SIP goals. When school grade information is released and a final review of the School Improvement Plan is conducted, then a final summative report of the School Improvement Plan is developed. This summative report, along with all of the data components mentioned is utilized to develop a professional development plan for the following year. Title II funds and district resources are utilized for the expenses incurred by the professional development needed.

Our professional development is delivered through professional learning communities by department weekly. This year, our PLCs focus is on two major "high impact" strategies. These strategies are "Academic Improvement Assignments" and "Common Assessments". "Academic Improvement Assignments" is a daily remediation and acceleration program, in which every student is assigned a non-credit homeroom in order to receive the proper instruction based on need. "Common Assessments" are developed through departments based on the Florida Standards. This data is shared and analyzed through common course alignment. Resources will be used to fund these two "high impact" strategies. Analysis of success is conducted through the following means: weekly PLC meeting, 4.5 week data chats (Coffee with the Principal), bi-weekly SBLT meetings, and monthly faculty meetings.

A weekly review of budget and money streams are conducted by the principal with the school's bookkeeper to ensure that resources are being used efficiently. From this meeting, a determination as to what projects need to be funded by which funding source is made. This information is then shared with the leadership team, along with project managers (as determined by the action plans developed). This information is used to help advise the school's grant writing committee as to what grants need to be sought out in order to meet the school's needs.

School Advisory Council (SAC)

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

Name	Stakeholder Group
David Foster	Business/Community
Debbie Foster	Parent
Carl Adesso	Business/Community
Lori Adesso	Parent
Mary Stone	Parent
Peggy O'Gorman	Parent
Laura Santiago	Parent
Morgan VanHouten	Student
Troy LaBarbara	Principal

Duties

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

Evaluation of last year's school improvement plan

SAC was given the opportunity to develop and review the SIP. The entire SIP was forwarded to all SAC members for their review and feedback. Upon completion of the SIP, SAC once again reviewed the plan and supported the implementation of the SIP.The Principal throughout the school year presented SAC with school wide data indicating progress toward meeting SIP goals. Baseline data was shared as well as the results of 4 1/2 week data chats on an ongoing basis. In addition to academic goals, behavioral goals as they related to PBS and its implementation were also described and reviewed periodically.

Development of this school improvement plan

All teachers were asked to develop goals they felt were necessary to increase student achievement. The results of that input guided the development of the SIP. The SIP was presented to the SAC for their comments and suggestions. Goals were presented to the SAC as well as the barriers and strategies to accomplish developed goals. SAC was given the rationale for the selected goals and the data supporting their development. SAC approved the SIP at the October 6, 2014, meeting. Revisions to the SIP may be made throughout the school year. SAC will be asked to contribute by reviewing the SIP's progress and amending goals as necessary.

Preparation of the school's annual budget and plan

The schools funding model and appropriations are shared with the SAC by the Principal. SAC is approached for financial assistance for projects or needs, by individual teachers or groups, that are not readily available through the budget. SAC reviews the proposed need, determines its merit and its alignment with the SIP and approves or denies.

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

No funds were requested last year from SAC.

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

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

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Murrman, Millie	Teacher, K-12
Koparan, Kim	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy team collaborates to determine school wide literacy initiatives and on-going support for reading instruction. The team shares information with the staff about literacy based competitions in which students may participate as these opportunities arise. Additionally, members of the literacy teams collaborate to plan and organize the Annual Literacy Week events to include events like a literary scavenger hunt, novels for local shelters, and fund raising for additional reference materials. Since reading and writing are closely related the writing committee chairperson and the literacy committee chairperson collaborate to incorporate and encourage the use of text-based evidence through out all subject areas.

In conjunction with the Reading Counts Series, the Literacy Leadership Team coordinates the student rosters and competitions with Reading Counts Points. Using lexile and text complexity, books within the library are marked with RC levels to increase interest and difficulty. This graduated process is monitored by the teachers and the media specialist.

The Literacy Leadership Team also confers with the district reading coach to implement school-wide literacy initiatives across content areas.

Reading strategies are promoted on WWHS News through email for easy access for teachers within all content areas.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

WWHS administrators facilitate the ability for teachers of similar content to collaborate routinely through the careful scheduling of common planning periods and strategic proximity throughout the building. Where possible, teachers of the same content are positioned within the same learning communities to increase the likelihood collaboration during planning periods. Teachers who teach the same subject are encouraged to work collaboratively to plan lessons and design assessments. Data is gathered to drive future instruction.

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

WWHS hosts interns when the need arises to develop and retain highly qualified teachers. Teachers receive professional development to give them the support they need to experience success in the classroom with their students. Additionally, WWHS forms partnerships with Educational Institutions and hosts interns through our mentoring program. A rigorous evaluation rubric and the S.T.A.R. interview process are utilized during the hiring process. New teachers are provided mentors and ongoing professional development is facilitated.

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

The lead mentor oversees mentors, the hosting of interns, conducts walk-throughs, and organizes mentee-mentor documentation. The WWHS New Teacher Academy is hosted by the lead mentor. This academy is for teachers new to the field to meet with their mentors and discuss current school issues, complete on-going documentation of mentor duties, and ask for any assistance that may be needed. Additionally, veteran teachers that are new to the campus are encouraged to attend as are 2nd year teachers who are ineligible for additional support funded through district funds. The monthly NTA meetings include professional development, guidance about the school culture, and support for new teachers to reduce teacher attrition rates.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

All instructional materials and curriculum are aligned with the Florida's standards. In fact, our district adopted new curriculum series for English and Math to ensure they are aligned with these standards. Teachers are trained on these programs at the beginning of the year. In addition, we have also begun to use common assessments, developed completely based on our Florida standards, to monitor program and student progress throughout the year. Supplemental materials are also used with the curriculum to scaffold daily instruction. Examples of this are Close Reader for English and PERT resources for College Prep courses.

Instructional Strategies

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

We use common mid and end of quarter assessments to guide instruction and determine Response to Intervention needs for RtI. Department facilitators create standards-driven exams to progress monitor student performance and conduct RtI accordingly. These common assessments are, of course, aligned with our current Florida Standards and are given among all teachers' classes on each particular course. Once given, data is provided to the Assessment Coordinator and the Administrative Team to analyze and monitor the progress. Department level Data Chats are conducted to go over each standard/skill and ensure mastery is occurring with the students. In addition, the principal conducts a "Coffee with the Principal" meeting each 4.5 weeks to go over data and provide needed support to the teachers. For those standards that are not being mastered, the teachers use spiral review strategies to go back and refocus on increasing achievement. This is done through mini focus lessons, spiral review lessons, and RtI lessons.

We also have an AIA (Academic Intervention Assignment) course, in addition to our normal 6 period day, that addresses each student's academic needs, whether it be remediation or enrichment. Through this, the teachers use the data from common and state-wide assessments to determine the specific needs of each student and class and provide necessary focus lessons to increase mastery among the standard. Through this program, teachers are able to "pin-point" specific areas of weakness or needs for enrichment and deliver support accordingly. These classes are broken into remedial, enrichment, test preparation, and acceleration classes. Progress in monitored by each teacher, the Assessment Coordinator, the AIA Coordinator, and the Administrative Team. Areas where additional support is needed by the teacher are addressed by the Assessment Team.

We also conduct Boot Camps for assessment preparation. We have provided boot camps for the Algebra 1 and Geometry EOC's, FCAT Reading, and Writing. These are offered to the students prior to each round of testing at the school. We also participate in school-wide writing.

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

Strategy: After School Program

Minutes added to school year: 720

Boot Camp for academic assessment areas

Strategy Rationale

Providing after school Boot Camps allows for increased support for students when it comes to increasing their achievement on assessments.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Neuman, Jessica, neuman_j2@hcsb.k12.fl.us

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

EOC scores and FCAT scores will be collected as they are reported. The increase in scores will be used to determine effectiveness of this strategy.

Strategy: Extended School Day

Minutes added to school year: 5,400

Academic Improvement Assignment (AIA)

Strategy Rationale

Students are provided an additional class called A.I.A. that focuses specifically on each student's areas of weakness and/or needs for enrichment. These are designed as remedial, enrichment, differentiated, and acceleration support classes.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Murrman, Millie, murrman_m@hcsb.k12.fl.us

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

EOC scores and FCAT scores will be collected as they come in. Increases in scores will be used to determine effectiveness of this strategy.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

WWHS genuinely cares for each of its students from the moment they walk through the door to the moment they leave the campus, and beyond. Prior to the end of each school year, a WWHS Open House Night is offered to incoming 9th graders for the following year where the parents and students are able to meet the staff at the school, tour the campus, and learn the many offerings available to them at the school. In addition, they are invited back the week before school starts to do the same process again, as well as get their class schedules. WWHS is also working with one of the feeder schools to promote and advance the school's blended technology in the classrooms in order to meet the needs of the incoming 9th graders next school year.

The outgoing students are provided many opportunities before they leave to obtain certifications through technology, Job Core training, Reduced Scheduling for job and/or higher education opportunities, Dual Enrollment and AP Classes on campus, meetings with recruiters from all divisions of the military for those interested and multiple community service opportunities. In addition, a Scholarship Committee meets monthly to provide information to students regarding scholarships available to them. Guidance also sets up days for colleges to bring information and meet with students that may be interested. Currently we have about 10 colleges scheduled to visit our campus throughout this year.

College and Career Readiness

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

Many opportunities are provided to our students to obtain certifications through technology, Job Core training, Reduced Scheduling for job and/or higher education opportunities, Dual Enrollment and AP Classes on campus, meetings with recruiters from all divisions of the military for those interested and multiple community service opportunities. We currently have multiple community partnerships that assist with supplies and volunteering in our school. In addition, a Scholarship Committee meets monthly to provide information to students regarding scholarships available to them. Guidance also sets up days for colleges to bring information and meet with students that may be interested. Currently we have about 10 colleges scheduled to visit our campus throughout this year.

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

Digital Media and MultiMedia 1, 2, and 3
Video Game and Simulation 1
User Interface
Web Script Fundamentals

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

There are many ways in which teachers utilize career education within their curriculum, with strategies that are normally only found in CTE courses. For example, our Science department teaches about Environmental Technology within the curriculum to support a garden project. The English Department and other academic areas teach Power Point to their students for presentations for projects. The Math Department also infuses Excel into their curriculum for basic spreadsheet skills. The Art and Music Departments infuse Stage Craft within their curriculum. The Art Department also infuses 3-D printing within its curriculum, through the help of our current CTE teachers.

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

We currently use the Postsecondary Education Readiness Test to assist in ensuring students are college ready before graduating. Students that pass this test are allowed to enroll in Dual Enrollment and AP Courses at the school. On the High School Feedback Report, Hernando schools showed 49.2% of our students enrolled in a postsecondary institution which was below the state average of 52.1%. As a school, we are definitely trying to increase this percentage by providing as many resources, support and information to our students and encouraging enrollment. Currently about 10 postsecondary institutions have College Days on our campus where students can talk with advisers and get information about the various schools. In addition, our scholarship committee meets monthly and puts out monthly newsletters to students regarding information on obtaining the latest scholarships. We also offer early graduation to those students that meet their requirements ahead of their peers, through our Early Graduation Program.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. Student engagement and involvement in the overall culture of the school will increase when the school fully implements a supportive environment and effective leadership through the use of a positive behavioral support system for student and teacher recognition and a system of supports focused on an integration of social/emotional and academic success.

G2. Weeki Wachee High School will increase their student achievement on all standardized assessments given during the 2014-2015 school year when we increase collaborative teaming opportunities within departments and ambitious instruction through strategies that are used to ensure high achievement of learning expectations and student engagement.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Student engagement and involvement in the overall culture of the school will increase when the school fully implements a supportive environment and effective leadership through the use of a positive behavioral support system for student and teacher recognition and a system of supports focused on an integration of social/emotional and academic success. 1a

G048503

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	40.0
4-Year Grad Rate (Standard Diploma)	75.0
Discipline incidents	20.0
Students exhibiting two or more EWS indicators (Total)	10.0
Level 1 - All Grades	20.0

Resources Available to Support the Goal 2

- Money for PBS Incentive Rewards among students and teachers
- PBS System
- Graduation Cohort Data
- Additional Technology Equipment

Targeted Barriers to Achieving the Goal 3

- WWHS needs additional money for PBS incentives
- Lacking in blended technology equipment
- Students with chronic discipline issues

G2. Weeki Wachee High School will increase their student achievement on all standardized assessments given during the 2014-2015 school year when we increase collaborative teaming opportunities within departments and ambitious instruction through strategies that are used to ensure high achievement of learning expectations and student engagement. 1a

🔍 G047834

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	55.0
AMO Math - All Students	57.0
Math Gains	70.0
Math Lowest 25% Gains	75.0
AMO Reading - All Students	67.0
FSA - English Language Arts - Proficiency Rate	60.0
ELA/Reading Gains	70.0
ELA/Reading Lowest 25% Gains	75.0

Resources Available to Support the Goal 2

- Google Docs for online collaboration among teachers
- Common Assessments
- Florida Standards
- Grade Cam
- Performance Matters
- Computer Labs for assessments
- Student and Teacher Incentives for increased achievement
- Print outs of student data by strand and skill
- Common Planning
- Academic Improvement Assignment (AIA) courses and teachers
- Additional technology - tablet devices, BYOD, cell phones, etc.
- Response to Intervention (RtI)
- FCIMS, flassessments.org, CPALMS and other online resources available to teachers

Targeted Barriers to Achieving the Goal 3

- Additional professional development on new assessments and standards needed for teachers
- Excessive absences with students
- Student need for remediation and additional support on skill mastery.
- Student understanding of the importance of high achievement
- WWHS is in need of additional blended technology opportunities within the classroom.

Plan to Monitor Progress Toward G2. 8

Common assessment, standardized assessment, graduation requirements, and student GPA/course grade data will be collected and analyzed to determine student growth in performance across the school.

Person Responsible
Jessica Neuman

Schedule
Every 2 Months, from 8/18/2014 to 6/3/2015

Evidence of Completion
Common Assessment Data Review, Standardized Assessment Data Review, Graduation review, and student GPA/ course grade data review

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Student engagement and involvement in the overall culture of the school will increase when the school fully implements a supportive environment and effective leadership through the use of a positive behavioral support system for student and teacher recognition and a system of supports focused on an integration of social/emotional and academic success. 1

🔑 G048503

G1.B1 WWHS needs additional money for PBS incentives 2

🔑 B120980

G1.B1.S1 The PBS Team and the Grant Team will work together to develop community partnerships to assist with donations and money for PBS incentives among students and teachers. 4

🔑 S133097

Strategy Rationale

By providing recognition and incentives to both teachers and students for high achievement and/or growth, both parties will gain higher desires to do well in the classroom. In addition, developing community partnerships also works to increase positive relationships that can be beneficial to both parties.

Action Step 1 5

The PBS Team will develop a plan for teachers and students that uses recognition and incentive-based rewards for high academic achievement.

Person Responsible

Nancy Jacobs

Schedule

On 10/31/2014

Evidence of Completion

PBS Plan for High Achievement

Action Step 2 `5`

The PBS Team will work with the school's Grant Team to determine possible grants that are available for the incentives, as well as explore community partners that would be willing to assist.

Person Responsible

Nancy Jacobs

Schedule

On 1/9/2015

Evidence of Completion

List of Grants and Community Partners, paperwork provided to both with requests for assistance

Action Step 3 `5`

Information about the program will be displayed across campus, provided to students through presentations during the AIA class, and posted on the school website.

Person Responsible

Nancy Jacobs

Schedule

On 10/30/2014

Evidence of Completion

Presentation for students, School Website, posters

Action Step 4 `5`

Recognition and Incentive programs will be implemented and provided to both teachers and students at the end of each Quarter for high performance and achievement.

Person Responsible

Nancy Jacobs

Schedule

Quarterly, from 8/18/2014 to 6/3/2015

Evidence of Completion

recognition and incentives given out

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

The PBS and Grant Teams will develop and implement their plan for the recognition and incentive program and begin the process of implementation for each Quarter.

Person Responsible

Nancy Jacobs

Schedule

Quarterly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Recognition and Incentive Plan

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

The number of students and teachers receiving recognition and incentives will increase by the last Quarter.

Person Responsible

Nancy Jacobs

Schedule

Quarterly, from 8/18/2014 to 6/3/2015

Evidence of Completion

List of students and teachers receiving recognition and incentives

G1.B2 Lacking in blended technology equipment 2

B121046

G1.B2.S1 WWHS will increase the amount of technology available to students through blended technology activities in the classroom. 4

S133169

Strategy Rationale

By increasing the amount of blended technology that occurs within the classroom, students will be given more opportunities to increase their engagement, participation, and motivation for high performance. Our students use technology components every day, and desire that same opportunity for high engagement in the classroom. Through this, their motivation and engagement on assessments and in the classroom will increase.

Action Step 1 5

WWHS will look into grants and donations from business and community partners to increase tablet devices and/or computers within the classrooms for student use.

Person Responsible

Schedule

On 10/31/2014

Evidence of Completion

Available grants and community partners

Action Step 2 5

WWHS will develop and implement procedures to allow for BYOD (Bring Your Own Device) in the classroom.

Person Responsible

Chris Clifford

Schedule

Annually, from 8/18/2014 to 10/30/2014

Evidence of Completion

BYOD Procedures and implementation

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

WWHS will continue to look into Grants, as well as implement BYOD, for increased technology availability to students and teachers.

Person Responsible

Schedule

Quarterly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Lists of available grants, BYOD Procedures and Usage Reports

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

The amount of technology available to students and teachers will increase.

Person Responsible

Troy La Barbara

Schedule

Monthly, from 1/5/2015 to 6/3/2015

Evidence of Completion

Available Technology Review

G1.B6 Students with chronic discipline issues 2

B121161

G1.B6.S1 WWHS will monitor and address individual students with chronic discipline issues in order to decrease the overall school rate. 4

S133201

Strategy Rationale

By decreasing chronic discipline issues in and out of the classroom less instruction time is lost, students are pulled out of the classroom less frequently, and students are more motivated to be engaged in the lessons.

Action Step 1 5

Discipline data will be pulled quarterly to determine those students with chronic issues.

Person Responsible

Susan Dean

Schedule

Quarterly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Discipline Data Review

Action Step 2 5

Administration will meet with those students that have chronic discipline issues each time there is a concern or referral from a teacher and follow the District Discipline Policy in regards to consequences provided to the student.

Person Responsible

Susan Dean

Schedule

Daily, from 8/18/2014 to 6/3/2015

Evidence of Completion

Consequences provided to the students for discipline issue

Action Step 3 `5`

Teachers will be provided with expectations regarding steps to follow before a referral is completed for a student.

Person Responsible

Bev Chapin

Schedule

On 8/15/2014

Evidence of Completion

Discipline Checklist

Action Step 4 `5`

Students with severe discipline issues that are chronic will be referred to the District's Intervention Committee for further support and/or consequences.

Person Responsible

Troy La Barbara

Schedule

Daily, from 8/18/2014 to 6/3/2015

Evidence of Completion

District Intervention Team paperwork

Plan to Monitor Fidelity of Implementation of G1.B6.S1 `6`

Discipline data will be monitored for students with chronic disciplines and addressed in accordance to the District Discipline Policy.

Person Responsible

Susan Dean

Schedule

Daily, from 8/18/2014 to 6/3/2015

Evidence of Completion

Discipline consequences based on frequency and severity of issue

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 [7]

Discipline data will be monitored to illustrate a decrease in chronic issues for the school year.

Person Responsible

Susan Dean

Schedule

On 6/3/2015

Evidence of Completion

Discipline Data from TERMS

G2. Weeki Wachee High School will increase their student achievement on all standardized assessments given during the 2014-2015 school year when we increase collaborative teaming opportunities within departments and ambitious instruction through strategies that are used to ensure high achievement of learning expectations and student engagement. [1]

🔑 G047834

G2.B1 Additional professional development on new assessments and standards needed for teachers [2]

🔑 B119156

G2.B1.S1 Additional Professional Development will be provided by department on the new FSA assessments and their test blueprints. [4]

🔑 S131989

Strategy Rationale

By providing additional professional development on the specific blue prints of each new FSA assessment, teachers will gain a better understanding of necessary skills for their students on these assessments. By doing this, teachers can use their data to ensure these skills are being mastered.

Action Step 1 [5]

Additional Professional Development will be provided by department on the new FSA assessments and their test blueprints.

Person Responsible

Jessica Neuman

Schedule

Annually, from 9/26/2014 to 2/13/2015

Evidence of Completion

Professional Development survey

Action Step 2 5

State FSA test blueprints, specifications, and examples will be sent out to the teachers.

Person Responsible

Jessica Neuman

Schedule

On 9/26/2014

Evidence of Completion

Email evidence showing the above resources have been sent out.

Action Step 3 5

Common assessments will be created by department and administered bi-quarterly to ensure students are mastering the skills necessary for successful achievement.

Person Responsible

Jessica Neuman

Schedule

Quarterly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Common Assessments by course

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

A schedule of professional development will be provided to the teachers and Mrs. Susan Dean, the Assistant Principal in charge of professional development, with specific dates of the assessments.

Person Responsible

Jessica Neuman

Schedule

On 12/18/2014

Evidence of Completion

All teachers will attend the trainings and conduct a small professional development survey indicating whether the professional development was successful in meeting their needs of understanding the FSA assessments.

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

Teachers will begin use the strategies and skills provided in the FSA trainings within their classroom instruction, to adequately prepare the students for the assessments.

Person Responsible

Jessica Neuman

Schedule

On 6/2/2015

Evidence of Completion

Common assessments will be used for formal data collection regarding the effectiveness of the strategies in the classroom. In addition, the administrative team will conduct walk-throughs throughout the school year to determine effective implementation.

G2.B5 Excessive absences with students `2`

B120176

G2.B5.S1 Guidance and administration will work individually with students to determine the underlying causes for the chronic absences and provide mentoring to those students based on their needs. `4`

S132381

Strategy Rationale

By providing this individual support to the students, it will help encourage attendance within the school and express our desire to assist students in their areas of need. By increasing attendance in the school, students will have a better opportunity to participate in classroom instruction thereby increasing their achievement in school.

Action Step 1 `5`

Quarterly Assessment Data Reports will be completed by the Attendance Secretary, and provided to the Guidance Department for review.

Person Responsible

Summer Clark

Schedule

Quarterly, from 8/18/2014 to 6/3/2015

Evidence of Completion

TERMS Attendance Reports

Action Step 2 5

Guidance will meet with students with excessive absences and provide supports will to the students through the use of check-in methods, parent conferences, and District level support through the Attendance Secretary to increase attendance among these students.

Person Responsible

Summer Clark

Schedule

Biweekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Guidance Meeting Calendar will show meetings are occurring. Student attendance for these selected students will also be monitored biweekly to ensure positive attendance rates are occurring. This will be evidenced by TERMS reports for these students.

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Student Attendance Data will be monitored monthly for those students that have excessive absences to ensure improvement in their attendance rate.

Person Responsible

Summer Clark

Schedule

Biweekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

TERMS reports showing absences of these students.

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

Quarterly Attendance Data will be provided to Guidance and the Administrative Team to ensure improvement in the school's attendance rate.

Person Responsible

Bev Chapin

Schedule

Quarterly, from 8/18/2014 to 6/3/2015

Evidence of Completion

TERMS Attendance Data Report

G2.B5.S2 Incentives and special recognition will go to students that have higher attendance rates. 4

S132382

Strategy Rationale

Through this strategy, other students will begin to see the rewards for high success and attendance and be motivated to attend class more often. It will also show that attendance, just like at a job, is a student responsibility and must be valued highly. Through this, students will be more motivated to increase their achievement in class, as they now have a personally invested interest in being there in the first place.

Action Step 1 5

Quarterly Attendance Data will be provided to Guidance and the Administrative Team.

Person Responsible

Bev Chapin

Schedule

Quarterly, from 8/18/2014 to 6/3/2015

Evidence of Completion

TERMS Attendance Reports

Action Step 2 5

Incentives and Attendance Recognition will be provided to the students with less than 3 absences for the quarter, through the use of STING Bucks and an Attendance Recognition Board.

Person Responsible

Nancy Jacobs

Schedule

Quarterly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Increase in student attendance as shown on the TERMS report, Attendance Recognition Board, and the use of PBS STING Bucks to reward those with high attendance.

Plan to Monitor Fidelity of Implementation of G2.B5.S2 6

Attendance Data pulled from TERMS quarterly to monitor absences.

Person Responsible

Nancy Jacobs

Schedule

Quarterly, from 8/18/2014 to 6/3/2015

Evidence of Completion

TERMS Attendance Data

Plan to Monitor Fidelity of Implementation of G2.B5.S2 6

Incentives and student recognition provided to those with less than 3 absences per quarter.

Person Responsible

Nancy Jacobs

Schedule

Quarterly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Attendance Recognition Board, STING Bucks given to those students that meet criteria for high attendance.

Plan to Monitor Effectiveness of Implementation of G2.B5.S2 7

Student attendance data will be monitored quarterly and reviewed to ensure an increase in the rate of attendance.

Person Responsible

Bev Chapin

Schedule

Quarterly, from 8/18/2014 to 6/3/2015

Evidence of Completion

TERMS Attendance Reports

G2.B6 Student need for remediation and additional support on skill mastery. 2

B120177

G2.B6.S1 Boot Camps and special tutoring will be offered after school to students that are lacking in basic math and/or reading skills. 4

S132383

Strategy Rationale

By improving these basic skills, student achievement will be increased on standardized assessments and in the classroom.

Action Step 1 5

Students will be identified for low performance in Reading and/or Mathematics, and data will be analyzed for specific basic skills that need improvement.

Person Responsible

Jessica Neuman

Schedule

Every 2 Months, from 8/18/2014 to 6/3/2015

Evidence of Completion

Data Report of students that are performing low on assessments (common and/or standardized).

Action Step 2 5

After school Boot Camps and Tutoring opportunities will be offered to these identified students.

Person Responsible

Jessica Neuman

Schedule

Every 2 Months, from 8/18/2014 to 6/3/2015

Evidence of Completion

Boot Camp and Tutoring student attendance lists

Plan to Monitor Fidelity of Implementation of G2.B6.S1 `6`

Student participation at both the Boot Camps and tutoring sessions will be used to monitor implementation.

Person Responsible

Jessica Neuman

Schedule

Every 2 Months, from 8/18/2014 to 6/3/2015

Evidence of Completion

Student Attendance lists at Boot Camps and tutoring

Plan to Monitor Effectiveness of Implementation of G2.B6.S1 `7`

Student achievement on basic Reading and/or Mathematics skills will increase.

Person Responsible

Thomas Kalament

Schedule

Every 2 Months, from 8/18/2014 to 6/3/2015

Evidence of Completion

student achievement on both common assessments and state standardized assessments

G2.B6.S2 Academic Improvement Assignments (AIA) will be given to each student based on his/her individual needs with Reading and/or Mathematics, allowing for an additional 30 minutes each day for remediation. 4

S132384

Strategy Rationale

By building AIA classes in the schedule for 30 minutes each day, teachers have a bigger opportunity to provide Response to Intervention (RtI) strategies, differentiated instruction, and remediation to students as they need it. This will help increase student achievement on both common assessments and state-wide standardized assessments.

Action Step 1 5

Students will be identified based on past performance on Reading and Mathematics assignments for needs in additional support through AIA.

Person Responsible

Millie Murrman

Schedule

On 7/21/2014

Evidence of Completion

Student list and roster of AIA prioritized needs

Action Step 2 5

Training will be provided to teachers on AIA and expectations for remedial purposes.

Person Responsible

Millie Murrman

Schedule

On 8/15/2014

Evidence of Completion

Teacher sign-in for training

Action Step 3 5

Students at the school participate in AIA classes each day for 30 minutes per day.

Person Responsible

Millie Murrman

Schedule

Daily, from 8/18/2014 to 6/3/2015

Evidence of Completion

Student attendance in AIA course

Plan to Monitor Fidelity of Implementation of G2.B6.S2 6

Student attendance and participation will be monitored to ensure all students are involved in their AIA class.

Person Responsible

Millie Murrman

Schedule

Daily, from 8/18/2014 to 6/3/2015

Evidence of Completion

Teacher input, attendance rates, Guidance input

Plan to Monitor Effectiveness of Implementation of G2.B6.S2 7

Common Assessments and standardized assessment data will be used to verify the effectiveness of the AIA program.

Person Responsible

Millie Murrman

Schedule

Every 2 Months, from 8/18/2014 to 6/3/2015

Evidence of Completion

common assessment data and standardized assessment data

G2.B6.S3 Common Assessments will be used among departments to monitor student progress and needs for areas of improvement. 4

🔑 S132386

Strategy Rationale

By using common assessments throughout the departments, we will gain a better understanding of our student data, needs for improvement, and whether or not we can "green-light" them for testing. This will also help us identify needs as a school for improvement and predict our student achievement prior to the tests being conducted.

Action Step 1 5

Common Assessments for each course and department will be created by the teachers.

Person Responsible

Jessica Neuman

Schedule

On 6/3/2015

Evidence of Completion

Common assessments provided to administration at the school

Action Step 2 5

Common assessments will be administered to students in their classroom.

Person Responsible

Jessica Neuman

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Common assessment data

Action Step 3 5

Common Assessment data will be analyzed and used to provide support for students in need of specific skills and increase mastery of those skills.

Person Responsible

Jessica Neuman

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

4.5 Week Data Chats, Coffee with the Principal, Common Assessment Data

Plan to Monitor Fidelity of Implementation of G2.B6.S3 6

Common Assessments will be scheduled and data will be provided to the Assessment Team and Administration to be used to find areas in need of additional support.

Person Responsible

Jessica Neuman

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

4.5 Week Data Chats, Coffee With the Principal, Administrative Data Reports

Plan to Monitor Effectiveness of Implementation of G2.B6.S3 7

Common Assessment data will be analyzed and used to provide additional support to ensure improvement in student achievement at the school.

Person Responsible

Jessica Neuman

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Administrative Data Analysis, increase in student achievement on both common assessments and state-wide standardized assessments.

G2.B9 Student understanding of the importance of high achievement 2

🔍 B120184

G2.B9.S1 WWHS will develop a high achievement awareness and incentive program for the students. 4

🔍 S132907

Strategy Rationale

By providing awareness about the importance of high achievement in and out of the classroom, student motivation for high achievement will increase in and out of the classroom. In addition, WWHS will gain the ability to express higher academic standards and rigor to the students and provide support to achieve this.

Action Step 1 5

Information will be provided through AIA teachers, the school website, and the Guidance Department on what high achievement looks like and the reasons it is necessary for student success.

Person Responsible

Jessica Neuman

Schedule

On 10/24/2014

Evidence of Completion

copies of the school website and AIA information provided to the students

Action Step 2 5

Teachers will provide lists of students not achieving expectations and skills to administration during 4.5 Week Data Chats.

Person Responsible

Troy La Barbara

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

4.5 Week Data Chat Form

Action Step 3 `5`

Administration will meet with the students listed during the Data Chats to discuss areas in need of improvement, possible support that is needed, and goals/ strategies for increased achievement.

Person Responsible

Troy La Barbara

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Data Chat forms

Action Step 4 `5`

A Recognition and Incentive Program will be developed and infused into our current PBS system for the students that consistently display high achievement and growth.

Person Responsible

Jessica Neuman

Schedule

Quarterly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Student list of high achievers, recognition and incentives provided to them through PBS

Plan to Monitor Fidelity of Implementation of G2.B9.S1 `6`

Identified students will continue to be monitored through common assessment data and 4.5 Week Data Chats.

Person Responsible

Troy La Barbara

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

4.5 Week Data Chat Forms

Plan to Monitor Fidelity of Implementation of G2.B9.S1 `6`

High achieving students will be provided with recognition and incentives for performance throughout each quarter.

Person Responsible

Jessica Neuman

Schedule

Quarterly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Student recognition and incentives

Plan to Monitor Effectiveness of Implementation of G2.B9.S1 `7`

The percentage of students with low achievement in courses and on common assessments will show a decrease as supports are given.

Person Responsible

Troy La Barbara

Schedule

Quarterly, from 8/18/2014 to 6/3/2015

Evidence of Completion

4.5 Week Data Chat Forms, Quarterly Report Card of student grades, Common Assessment Data Reports, Student Recognition Reports

G2.B9.S2 WWHS will implement strategies for grade recovery and repair to assist students that are currently below either the GPA or the credit requirements for Graduation. 4

S132922

Strategy Rationale

By increasing opportunities through credit recovery, WWHS will also increase the percentage of students that are eligible for graduation during their cohort years. By doing this, the graduation rate will increase as well.

Action Step 1 5

The Guidance Department will look into reports and data for students not currently on track to graduate for each of the grade levels.

Person Responsible

Summer Clark

Schedule

Quarterly, from 8/18/2014 to 6/3/2015

Evidence of Completion

GPA and credit reports by grade level

Action Step 2 5

The Guidance Department will meet with each student that is not on track to graduate and work with them to develop goals and plans to increase their chances of graduation through Grade and/or Credit Recovery options.

Person Responsible

Summer Clark

Schedule

Quarterly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Guidance Meeting Calendar, Individual Student Plans for Success

Plan to Monitor Fidelity of Implementation of G2.B9.S2 6

Meetings will occur with each student to ensure plans are being created for improvement in meeting graduation requirements.

Person Responsible

Summer Clark

Schedule

Quarterly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Quarterly graduation data, Guidance Meeting Calendar

Plan to Monitor Effectiveness of Implementation of G2.B9.S2 7

The percentage of students in need of additional support for meeting graduation requirements will decrease as a result of the individual plans and goals put in place during the Guidance Meetings.

Person Responsible

Summer Clark

Schedule

Quarterly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Student Graduation Data, GPA Reports, Credit Reports

G2.B10 WWHS is in need of additional blended technology opportunities within the classroom. 2

🔍 B121026

G2.B10.S1 WWHS will increase the amount of technology available to students through blended technology activities in the classroom. 4

🔍 S132967

Strategy Rationale

By increasing the amount of blended technology that occurs within the classroom, students will be given more opportunities to increase their engagement, participation, and motivation for high performance. Our students use technology components every day, and desire that same opportunity for high engagement in the classroom. Through this, their achievement on assessments and in the classroom will increase.

Action Step 1 5

WWHS will develop and implement procedures to allow for BYOD (Bring Your Own Device) in the classroom.

Person Responsible

Chris Clifford

Schedule

Annually, from 8/18/2014 to 10/30/2014

Evidence of Completion

BYOD Procedures

Action Step 2 5

WWHS will look into grants and donations from business and community partners to increase tablet devices and/or computers within the classrooms for student use.

Person Responsible

Troy La Barbara

Schedule

Annually, from 8/18/2014 to 6/3/2015

Evidence of Completion

Grants and Donations of devices provided to classrooms

Action Step 3 `5`

WWHS will work with the District Instructional Technology Specialist Team to encourage increased opportunities for teacher professional development on blended technology within the classroom.

Person Responsible

Thomas Kalament

Schedule

Biweekly, from 8/18/2014 to 2/27/2015

Evidence of Completion

Teacher attendance at trainings, teacher lesson plans showing blended technology

Plan to Monitor Fidelity of Implementation of G2.B10.S1 `6`

Administration will continue to look for increased availability and use of blended technology with the classrooms during their walk-through observations.

Person Responsible

Troy La Barbara

Schedule

Daily, from 8/18/2014 to 6/3/2015

Evidence of Completion

Walk-through data

Plan to Monitor Effectiveness of Implementation of G2.B10.S1 `7`

The percentage of blended technology observed in the classroom will increase through the increased availability of devices, equipment, and professional development for teachers.

Person Responsible

Troy La Barbara

Schedule

On 6/3/2015

Evidence of Completion

Walk-through data, lesson plans with blended technology infused, additional equipment available and offered to teachers

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1	Additional Professional Development will be provided by department on the new FSA assessments and their test blueprints.	Neuman, Jessica	9/26/2014	Professional Development survey	2/13/2015 annually
G2.B5.S1.A1	Quarterly Assessment Data Reports will be completed by the Attendance Secretary, and provided to the Guidance Department for review.	Clark, Summer	8/18/2014	TERMS Attendance Reports	6/3/2015 quarterly
G2.B5.S2.A1	Quarterly Attendance Data will be provided to Guidance and the Administrative Team.	Chapin, Bev	8/18/2014	TERMS Attendance Reports	6/3/2015 quarterly
G2.B6.S1.A1	Students will be identified for low performance in Reading and/or Mathematics, and data will be analyzed for specific basic skills that need improvement.	Neuman, Jessica	8/18/2014	Data Report of students that are performing low on assessments (common and/or standardized).	6/3/2015 every-2-months
G2.B6.S2.A1	Students will be identified based on past performance on Reading and Mathematics assignments for needs in additional support through AIA.	Murrman, Millie	7/21/2014	Student list and roster of AIA prioritized needs	7/21/2014 one-time
G2.B6.S3.A1	Common Assessments for each course and department will be created by the teachers.	Neuman, Jessica	8/18/2014	Common assessments provided to administration at the school	6/3/2015 one-time
G2.B9.S1.A1	Information will be provided through AIA teachers, the school website, and the Guidance Department on what high achievement looks like and the reasons it is necessary for student success.	Neuman, Jessica	9/29/2014	copies of the school website and AIA information provided to the students	10/24/2014 one-time
G2.B9.S2.A1	The Guidance Department will look into reports and data for students not currently on track to graduate for each of the grade levels.	Clark, Summer	8/18/2014	GPA and credit reports by grade level	6/3/2015 quarterly
G2.B10.S1.A1	WWHS will develop and implement procedures to allow for BYOD (Bring Your Own Device) in the classroom.	Clifford, Chris	8/18/2014	BYOD Procedures	10/30/2014 annually
G1.B1.S1.A1	The PBS Team will develop a plan for teachers and students that uses recognition and incentive-based rewards for high academic achievement.	Jacobs, Nancy	8/18/2014	PBS Plan for High Achievement	10/31/2014 one-time
G1.B2.S1.A1	WWHS will look into grants and donations from business and community partners to increase tablet devices and/or computers within the classrooms for student use.		8/18/2014	Available grants and community partners	10/31/2014 one-time
G1.B6.S1.A1	Discipline data will be pulled quarterly to determine those students with chronic issues.	Dean, Susan	8/18/2014	Discipline Data Review	6/3/2015 quarterly
G2.B1.S1.A2	State FSA test blueprints, specifications, and examples will be sent out to the teachers.	Neuman, Jessica	9/1/2014	Email evidence showing the above resources have been sent out.	9/26/2014 one-time
G2.B5.S1.A2	Guidance will meet with students with excessive absences and provide supports will to the students through the use of check-in methods, parent conferences, and District level support through the Attendance Secretary to	Clark, Summer	8/18/2014	Guidance Meeting Calendar will show meetings are occurring. Student attendance for these selected students will also be monitored biweekly to ensure positive attendance rates are	6/3/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	increase attendance among these students.			occurring. This will be evidenced by TERMS reports for these students.	
G2.B5.S2.A2	Incentives and Attendance Recognition will be provided to the students with less than 3 absences for the quarter, through the use of STING Bucks and an Attendance Recognition Board.	Jacobs, Nancy	8/18/2014	Increase in student attendance as shown on the TERMS report, Attendance Recognition Board, and the use of PBS STING Bucks to reward those with high attendance.	6/3/2015 quarterly
G2.B6.S1.A2	After school Boot Camps and Tutoring opportunities will be offered to these identified students.	Neuman, Jessica	8/18/2014	Boot Camp and Tutoring student attendance lists	6/3/2015 every-2-months
G2.B6.S2.A2	Training will be provided to teachers on AIA and expectations for remedial purposes.	Murrman, Millie	8/11/2014	Teacher sign-in for training	8/15/2014 one-time
G2.B6.S3.A2	Common assessments will be administered to students in their classroom.	Neuman, Jessica	8/18/2014	Common assessment data	6/3/2015 monthly
G2.B9.S1.A2	Teachers will provide lists of students not achieving expectations and skills to administration during 4.5 Week Data Chats.	La Barbara, Troy	8/18/2014	4.5 Week Data Chat Form	6/3/2015 monthly
G2.B9.S2.A2	The Guidance Department will meet with each student that is not on track to graduate and work with them to develop goals and plans to increase their chances of graduation through Grade and/or Credit Recovery options.	Clark, Summer	8/18/2014	Guidance Meeting Calendar, Individual Student Plans for Success	6/3/2015 quarterly
G2.B10.S1.A2	WWHS will look into grants and donations from business and community partners to increase tablet devices and/or computers within the classrooms for student use.	La Barbara, Troy	8/18/2014	Grants and Donations of devices provided to classrooms	6/3/2015 annually
G1.B1.S1.A2	The PBS Team will work with the school's Grant Team to determine possible grants that are available for the incentives, as well as explore community partners that would be willing to assist.	Jacobs, Nancy	8/18/2014	List of Grants and Community Partners, paperwork provided to both with requests for assistance	1/9/2015 one-time
G1.B2.S1.A2	WWHS will develop and implement procedures to allow for BYOD (Bring Your Own Device) in the classroom.	Clifford, Chris	8/18/2014	BYOD Procedures and implementation	10/30/2014 annually
G1.B6.S1.A2	Administration will meet with those students that have chronic discipline issues each time there is a concern or referral from a teacher and follow the District Discipline Policy in regards to consequences provided to the student.	Dean, Susan	8/18/2014	Consequences provided to the students for discipline issue	6/3/2015 daily
G2.B1.S1.A3	Common assessments will be created by department and administered bi-quarterly to ensure students are mastering the skills necessary for successful achievement.	Neuman, Jessica	8/11/2014	Common Assessments by course	6/5/2015 quarterly
G2.B6.S2.A3	Students at the school participate in AIA classes each day for 30 minutes per day.	Murrman, Millie	8/18/2014	Student attendance in AIA course	6/3/2015 daily
G2.B6.S3.A3	Common Assessment data will be analyzed and used to provide support for students in need of specific skills and increase mastery of those skills.	Neuman, Jessica	8/18/2014	4.5 Week Data Chats, Coffee with the Principal, Common Assessment Data	6/3/2015 monthly
G2.B9.S1.A3	Administration will meet with the students listed during the Data Chats to discuss areas in need of	La Barbara, Troy	8/18/2014	Data Chat forms	6/3/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	improvement, possible support that is needed, and goals/ strategies for increased achievement.				
G2.B10.S1.A3	WWHS will work with the District Instructional Technology Specialist Team to encourage increased opportunities for teacher professional development on blended technology within the classroom.	Kalament, Thomas	8/18/2014	Teacher attendance at trainings, teacher lesson plans showing blended technology	2/27/2015 biweekly
G1.B1.S1.A3	Information about the program will be displayed across campus, provided to students through presentations during the AIA class, and posted on the school website.	Jacobs, Nancy	8/18/2014	Presentation for students, School Website, posters	10/30/2014 one-time
G1.B6.S1.A3	Teachers will be provided with expectations regarding steps to follow before a referral is completed for a student.	Chapin, Bev	8/11/2014	Discipline Checklist	8/15/2014 one-time
G2.B9.S1.A4	A Recognition and Incentive Program will be developed and infused into our current PBS system for the students that consistently display high achievement and growth.	Neuman, Jessica	8/18/2014	Student list of high achievers, recognition and incentives provided to them through PBS	6/3/2015 quarterly
G1.B1.S1.A4	Recognition and Incentive programs will be implemented and provided to both teachers and students at the end of each Quarter for high performance and achievement.	Jacobs, Nancy	8/18/2014	recognition and incentives given out	6/3/2015 quarterly
G1.B6.S1.A4	Students with severe discipline issues that are chronic will be referred to the District's Intervention Committee for further support and/or consequences.	La Barbara, Troy	8/18/2014	District Intervention Team paperwork	6/3/2015 daily
G1.B1.S1.MA1	The number of students and teachers receiving recognition and incentives will increase by the last Quarter.	Jacobs, Nancy	8/18/2014	List of students and teachers receiving recognition and incentives	6/3/2015 quarterly
G1.B1.S1.MA1	The PBS and Grant Teams will develop and implement their plan for the recognition and incentive program and begin the process of implementation for each Quarter.	Jacobs, Nancy	8/18/2014	Recognition and Incentive Plan	6/3/2015 quarterly
G1.B2.S1.MA1	The amount of technology available to students and teachers will increase.	La Barbara, Troy	1/5/2015	Available Technology Review	6/3/2015 monthly
G1.B2.S1.MA1	WWHS will continue to look into Grants, as well as implement BYOD, for increased technology availability to students and teachers.		8/18/2014	Lists of available grants, BYOD Procedures and Usage Reports	6/3/2015 quarterly
G1.B6.S1.MA1	Discipline data will be monitored to illustrate a decrease in chronic issues for the school year.	Dean, Susan	8/18/2014	Discipline Data from TERMS	6/3/2015 one-time
G1.B6.S1.MA1	Discipline data will be monitored for students with chronic disciplines and addressed in accordance to the District Discipline Policy.	Dean, Susan	8/18/2014	Discipline consequences based on frequency and severity of issue	6/3/2015 daily
G2.MA1	Common assessment, standardized assessment, graduation requirements, and student GPA/course grade data will be collected and analyzed to determine student growth in performance across the school.	Neuman, Jessica	8/18/2014	Common Assessment Data Review, Standardized Assessment Data Review, Graduation review, and student GPA/ course grade data review	6/3/2015 every-2-months
G2.B1.S1.MA1	Teachers will begin use the strategies and skills provided in the FSA trainings within their classroom instruction, to	Neuman, Jessica	9/26/2014	Common assessments will be used for formal data collection regarding the effectiveness of the strategies in the	6/2/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	adequately prepare the students for the assessments.			classroom. In addition, the administrative team will conduct walk-throughs throughout the school year to determine effective implementation.	
G2.B1.S1.MA1	A schedule of professional development will be provided to the teachers and Mrs. Susan Dean, the Assistant Principal in charge of professional development, with specific dates of the assessments.	Neuman, Jessica	9/26/2014	All teachers will attend the trainings and conduct a small professional development survey indicating whether the professional development was successful in meeting their needs of understanding the FSA assessments.	12/18/2014 one-time
G2.B5.S1.MA1	Quarterly Attendance Data will be provided to Guidance and the Administrative Team to ensure improvement in the school's attendance rate.	Chapin, Bev	8/18/2014	TERMS Attendance Data Report	6/3/2015 quarterly
G2.B5.S1.MA1	Student Attendance Data will be monitored monthly for those students that have excessive absences to ensure improvement in their attendance rate.	Clark, Summer	8/18/2014	TERMS reports showing absences of these students.	6/3/2015 biweekly
G2.B6.S1.MA1	Student achievement on basic Reading and/or Mathematics skills will increase.	Kalament, Thomas	8/18/2014	student achievement on both common assessments and state standardized assessments	6/3/2015 every-2-months
G2.B6.S1.MA1	Student participation at both the Boot Camps and tutoring sessions will be used to monitor implementation.	Neuman, Jessica	8/18/2014	Student Attendance lists at Boot Camps and tutoring	6/3/2015 every-2-months
G2.B9.S1.MA1	The percentage of students with low achievement in courses and on common assessments will show a decrease as supports are given.	La Barbara, Troy	8/18/2014	4.5 Week Data Chat Forms, Quarterly Report Card of student grades, Common Assessment Data Reports, Student Recognition Reports	6/3/2015 quarterly
G2.B9.S1.MA1	Identified students will continue to be monitored through common assessment data and 4.5 Week Data Chats.	La Barbara, Troy	8/18/2014	4.5 Week Data Chat Forms	6/3/2015 monthly
G2.B9.S1.MA3	High achieving students will be provided with recognition and incentives for performance throughout each quarter.	Neuman, Jessica	8/18/2014	Student recognition and incentives	6/3/2015 quarterly
G2.B10.S1.MA1	The percentage of blended technology observed in the classroom will increase through the increased availability of devices, equipment, and professional development for teachers.	La Barbara, Troy	8/18/2014	Walk-through data, lesson plans with blended technology infused, additional equipment available and offered to teachers	6/3/2015 one-time
G2.B10.S1.MA1	Administration will continue to look for increased availability and use of blended technology with the classrooms during their walk-through observations.	La Barbara, Troy	8/18/2014	Walk-through data	6/3/2015 daily
G2.B5.S2.MA1	Student attendance data will be monitored quarterly and reviewed to ensure an increase in the rate of attendance.	Chapin, Bev	8/18/2014	TERMS Attendance Reports	6/3/2015 quarterly
G2.B5.S2.MA1	Attendance Data pulled from TERMS quarterly to monitor absences.	Jacobs, Nancy	8/18/2014	TERMS Attendance Data	6/3/2015 quarterly
G2.B5.S2.MA2	Incentives and student recognition provided to those with less than 3 absences per quarter.	Jacobs, Nancy	8/18/2014	Attendance Recognition Board, STING Bucks given to those students that meet criteria for high attendance.	6/3/2015 quarterly
G2.B6.S2.MA1	Common Assessments and standardized assessment data will be used to verify the effectiveness of the AIA program.	Murrman, Millie	8/18/2014	common assessment data and standardized assessment data	6/3/2015 every-2-months

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B6.S2.MA1	Student attendance and participation will be monitored to ensure all students are involved in their AIA class.	Murrman, Millie	8/18/2014	Teacher input, attendance rates, Guidance input	6/3/2015 daily
G2.B9.S2.MA1	The percentage of students in need of additional support for meeting graduation requirements will decrease as a result of the individual plans and goals put in place during the Guidance Meetings.	Clark, Summer	8/18/2014	Student Graduation Data, GPA Reports, Credit Reports	6/3/2015 quarterly
G2.B9.S2.MA1	Meetings will occur with each student to ensure plans are being created for improvement in meeting graduation requirements.	Clark, Summer	8/18/2014	Quarterly graduation data, Guidance Meeting Calendar	6/3/2015 quarterly
G2.B6.S3.MA1	Common Assessment data will be analyzed and used to provide additional support to ensure improvement in student achievement at the school.	Neuman, Jessica	8/18/2014	Administrative Data Analysis, increase in student achievement on both common assessments and state-wide standardized assessments.	6/3/2015 monthly
G2.B6.S3.MA1	Common Assessments will be scheduled and data will be provided to the Assessment Team and Administration to be used to find areas in need of additional support.	Neuman, Jessica	8/18/2014	4.5 Week Data Chats, Coffee With the Principal, Administrative Data Reports	6/3/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. Student engagement and involvement in the overall culture of the school will increase when the school fully implements a supportive environment and effective leadership through the use of a positive behavioral support system for student and teacher recognition and a system of supports focused on an integration of social/emotional and academic success.

G1.B6 Students with chronic discipline issues

G1.B6.S1 WWHS will monitor and address individual students with chronic discipline issues in order to decrease the overall school rate.

PD Opportunity 1

Teachers will be provided with expectations regarding steps to follow before a referral is completed for a student.

Facilitator

Bev Chapin

Participants

Teachers and Administration

Schedule

On 8/15/2014

G2. Weeki Wachee High School will increase their student achievement on all standardized assessments given during the 2014-2015 school year when we increase collaborative teaming opportunities within departments and ambitious instruction through strategies that are used to ensure high achievement of learning expectations and student engagement.

G2.B1 Additional professional development on new assessments and standards needed for teachers

G2.B1.S1 Additional Professional Development will be provided by department on the new FSA assessments and their test blueprints.

PD Opportunity 1

Additional Professional Development will be provided by department on the new FSA assessments and their test blueprints.

Facilitator

Jessica Neuman

Participants

All teachers by department

Schedule

Annually, from 9/26/2014 to 2/13/2015

G2.B6 Student need for remediation and additional support on skill mastery.

G2.B6.S2 Academic Improvement Assignments (AIA) will be given to each student based on his/her individual needs with Reading and/or Mathematics, allowing for an additional 30 minutes each day for remediation.

PD Opportunity 1

Training will be provided to teachers on AIA and expectations for remedial purposes.

Facilitator

Susan Dean

Participants

Mildred Murrman, Susan Dean, Administration, Jessica Neuman, FACT Team, all classroom teachers

Schedule

On 8/15/2014

G2.B6.S3 Common Assessments will be used among departments to monitor student progress and needs for areas of improvement.

PD Opportunity 1

Common Assessments for each course and department will be created by the teachers.

Facilitator

Jessica Neuman, Mildred Murrman, FACT Team

Participants

All teachers, FACT Team, Administration, Guidance

Schedule

On 6/3/2015

PD Opportunity 2

Common Assessment data will be analyzed and used to provide support for students in need of specific skills and increase mastery of those skills.

Facilitator

Troy LaBarbara

Participants

All teachers, students, FACT Team, Guidance and Administration

Schedule

Monthly, from 8/18/2014 to 6/3/2015

G2.B9 Student understanding of the importance of high achievement

G2.B9.S1 WWHS will develop a high achievement awareness and incentive program for the students.

PD Opportunity 1

Teachers will provide lists of students not achieving expectations and skills to administration during 4.5 Week Data Chats.

Facilitator

Troy LaBarbara

Participants

All Teachers, Administrative Team, Assessment Coordinator, Guidance

Schedule

Monthly, from 8/18/2014 to 6/3/2015

G2.B10 WWHS is in need of additional blended technology opportunities within the classroom.

G2.B10.S1 WWHS will increase the amount of technology available to students through blended technology activities in the classroom.

PD Opportunity 1

WWHS will develop and implement procedures to allow for BYOD (Bring Your Own Device) in the classroom.

Facilitator

Jessica Neuman

Participants

Teachers, students, FACT Team, SBLT Team and Administration

Schedule

Annually, from 8/18/2014 to 10/30/2014

PD Opportunity 2

WWHS will work with the District Instructional Technology Specialist Team to encourage increased opportunities for teacher professional development on blended technology within the classroom.

Facilitator

Nicole Poggi

Participants

Teachers, Instructional Technology Specialist, Administration

Schedule

Biweekly, from 8/18/2014 to 2/27/2015

Technical Assistance Items

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

G2. Weeki Wachee High School will increase their student achievement on all standardized assessments given during the 2014-2015 school year when we increase collaborative teaming opportunities within departments and ambitious instruction through strategies that are used to ensure high achievement of learning expectations and student engagement.

G2.B1 Additional professional development on new assessments and standards needed for teachers

G2.B1.S1 Additional Professional Development will be provided by department on the new FSA assessments and their test blueprints.

PD Opportunity 1

State FSA test blueprints, specifications, and examples will be sent out to the teachers.

Facilitator

Jessica Neuman

Participants

All teachers by department

Schedule

On 9/26/2014

Budget Rollup

Summary	
Description	**Total**
Goal 2: Weeki Wachee High School will increase their student achievement on all standardized assessments given during the 2014-2015 school year when we increase collaborative teaming opportunities within departments and ambitious instruction through strategies that are used to ensure high achievement of learning expectations and student engagement.	15,000
Grand Total	**15,000**

Goal 2: Weeki Wachee High School will increase their student achievement on all standardized assessments given during the 2014-2015 school year when we increase collaborative teaming opportunities within departments and ambitious instruction through strategies that are used to ensure high achievement of learning expectations and student engagement.		
Description	**Source**	**Total**
B5.S2.A2 - PBS Incentives and Rewards for Attendance		2,500
B9.S1.A4 - PBS Awards and Incentives for High Achievement and Growth		2,500
B10.S1.A2 - Grants for Blended Technology		10,000
Total Goal 2		**15,000**