Wildwood Middle/ High School

2014-15 School Improvement Plan

Wildwood Middle/ High School

700 HUEY ST, Wildwood, FL 34785

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

School Demographics

School Type	**Title I**	**Free/Reduced Price Lunch**
High	No	77%

Alternative/ESE Center	**Charter School**	**Minority**
No	No	52%

School Grades History

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

School Board Approval

This plan is pending approval by the Sumter County School Board.

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.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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
Focus	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

Wildwood Middle High School will provide a positive educational environment that promotes maximum learning opportunities through academic training and life experiences cultivated by the efforts of students, parents, faculty, and business partners.

Provide the school's vision statement

Wildwood Middle High School will provide a positive educational environment that promotes maximum learning opportunities through academic training and life experiences cultivated by the efforts of students, parents, faculty, and business partners.
C.I.A. Change in Attitude

School Environment

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

Teachers are encouraged to become familiar with the students academic background by reviewing each student's curriculum folder and to complete get to know you activities during the first week of school. The administration team talk with students before school and during lunch sessions to became familiar with student academic data and to find out more about the student.

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

Supervision is key around Wildwood Middle High School. Teachers are stationed at varying posts around the school to supervise before school, during transition time, and after school. In addition, administration and the deputy strolls around campus during the day to ensure the campus remains safe. Lunch time is supervised by teachers, administration and the deputy.
The deputy has expressed on multiple occasions about Speak Out, a hotline that allow students to anonymously report unsafe issues on school campus ranging from, but not limited to, drugs and bullying. In addition, there is a voicebox where students place a note with information that may "bother" them in campus. Students also have the opportunity to write a statement of an issue that may cause issues. Teachers and administration can be approached about issues by parents and by the students on campus.

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

The student handbook includes the disciplinary actions of misbehavior that may occur on campus. The student handbook includes the following information below:
It is crucial that all students follow the expectations of the school. Students who do not comply with school rules will participate in the discipline program that is described in detail below. This program is not designed for students who normally complete their work and follow the rules. It is designed to give teachers disciplinary options for students who are habitually disregarding classroom learning expectations, inclusive of not completing assignments and not following the rules.

When a student acquires three (3) long forms in a calendar semester, or five (5) long forms during the school year, a parent conference with the assistant principal will be scheduled. After this meeting, all long forms will be classified as Level III infractions. When a student accumulates three (3) Level III infractions in a semester or five (5) Level III infractions during the school year, the student will be suspended out of school and recommended for alternative placement.

Our goal is for teachers to continue to motivate students, practice good classroom management skills, and use this program as a last resort. This program will give teachers an important tool in maintaining control of their classrooms and maintain a safe environment where students enjoy attending school and enhance their learning.

The disciplinary actions will include: afterschool detention, lunch detention, break detention, in-school suspension (ISS), and out of school-suspension (OSS).

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

The school provides counseling sessions through the school counselor when counseling is needed. Counselors are provided with the student information that needs to be addressed either by email, notes, phone call. In addition, for students who may be ungovernable or truant may be referred to Youth and Family Services.

PAWs time is a mentoring session for students who need an adult to mentor them. Teachers are selected to provide mentoring services for those students who need additional attention.

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

The early warning system that is used at Wildwood Middle High Schookl is through the MTSS process. There are 3 tiers in the MTSS process. All students are placed in Tier 1. Students who struggle academically and/or behaviorally are placed at Tier 2 or Tier 3 dependent on the severity of the issues. Students who are ESE receive their accommodations strictly listed on their IEP. For students who are not ESE can be placed in MTSS. Interventions are in place to support students in Tier 2 and Tier 3.

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
	6	**7**	**8**	**9**	**10**	**11**	**12**	
Attendance below 90 percent	21	18	30	22	18	13	26	148
One or more suspensions	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	
Level 1 on statewide assessment	51	61	61	63	22	15	8	281

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

Indicator	Grade Level						Total
	6	7	8	9	10	12	
Students exhibiting two or more indicators	4	9	6	9	2	2	32

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

Students who struggle academically are referred to the MTSS personnel. Students are provided with interventions to address their academic needs. Interventions include the use of the following computer programs: SuccessMaker, Study Island, and i-ready. The interventions are documented by teachers and submitted for administration review for fidelity checks.
In addition, during PAWS time, students will receive small group mentoring from an adult to provide guidance on choices and making the right choice.

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

Wildwood Middle High School embraces community and parent involvement in the school setting. Parents and the community are informed of school related activities through the marquee post in front of the school, backpack reminders, updated website information, and phone call outs when necessary. Students are provided with home-base assignments to complete with parents at home. In addition, parents complete the volunteer application to increase involvement in the school setting. Upon approval from the school and the District Board meeting, volunteers are contacted for volunteer placement in the school setting.

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

Wildwood Middle High School maintains open communication with the community through the SAC committee and participating in varying community outreach. Information about the school is shared with the SAC members. The SAC provides input and also approves school information such as the details in the student handbook and the School Improvement Plan.

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
Elysee, Diana	Assistant Principal
Lipham, Chelsea	Instructional Technology
Ingrassia, Deborah	Guidance Counselor
Woodward, Larry	Principal
Christian, Jessica	Instructional Coach
Ellis, Dora	Teacher, K-12
Ngo, Melissa	Teacher, K-12
Hampton, Richard	Teacher, K-12
Hampton, Sherri	Teacher, K-12
Hensley, Sandra	Guidance Counselor
Hicks, Michael	Administrative Support
Martin, Aaron	Instructional Media
McCray, Carissa	Teacher, K-12
Parker, Paula	Teacher, K-12
Ragar, Dee	Instructional Coach
Santos, Janet	Teacher, K-12
Squire, Deanna	Teacher, K-12
Strickland, Laura	Teacher, K-12

Duties

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

Members of the leadership team meet at least 2 times per month with the administration team. Varying issues are discussed and decided upon during these meetings. The leadership team is then responsible for sharing the information with teachers to keep teachers aware of any changes and all decisions made by the leadership team. The leadership team lead grade level meetings and/or department level meetings weekly. During these meetings, updates are discussed and PLCs are conducted to focus on the school's data piece.

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

In order to initiate the MTSS process, there must be an academic or behavioral referral from a school professional, generally the student's teacher. The School based MTSS Leadership Team meets with the general education teachers who have students in the MTSS process to review intervention implementation, effectiveness, and data collection. The MTSS Leadership Team collects progress monitoring data from the general education teachers. The team then meets to review academic and behavioral data. The team uses current data and problem solving strategies to affect needed academic or behavioral changes at the school level.
Over the past several years, the Sumter County School District has provided an after school FCAT Remediation Program/Credit Recovery and a summer program for Credit Recovery/EOC

Remediation for secondary students. This program has been funded by Supplemental Academic Instruction (SAI) and has been limited. Due to the implementation of a remediation requirement that is tied to promotion this school year, the program will need to expand in order to support a larger number of students for an extended amount of time. There are several components included in this program to meet the needs of the targeted students in each area. The After School Program will target students in grades 6 - 12 who scored a level 1 or 2 on FCAT 2.0 in reading or math or who have failed a core class. During the course of the program, students will receive intensive instruction and learning opportunities in the areas of reading and mathematics. There will also be a Writing Camp for students who have not been making proficiency scores in writing for a short camp prior to the FCAT 2.0 Writing Assessment. In addition, students who have failed core courses, will have an opportunity to engage in credit recovery through the Grad Point online credit recovery. During the Summer Program, middle school AVID students will have the opportunity to participate in a summer camp that will prepare them for the rigorous requirements of their high school Algebra course. Also during the summer, high school students in need of remediation for the Algebra I End-of-Course (EOC) assessment will have an opportunity to attend a camp to get intensive instruction followed by a chance to retake the EOC. Finally, for those students who need another opportunity to make up failed courses, the Grade Forgiveness Summer Camp will be offered for four weeks. Students in the afterschool programs will be provided a nutritional snack and transportation each day. Students in the Algebra I EOC and AVID Algebra Summer Bridge Camps will be provided lunch and transportation each day. Students will be instructed using Learning Focused Strategies following district developed curriculum maps. Instruction will follow the "Previewing" method adopted through Learning Focused Solutions. Students will be provided instruction on upcoming vocabulary and concepts prior to receiving instruction in the regular school day. Previewing will include development of word maps and graphic organizers to build background knowledge.Students will engage in other research based programs such as Success Maker, Accelerated Reader, Achieve 3000, Study Island, AVID Summer Bridge Algebra Curriculum, ACT/SAT Test Preparation, and FCAT Explorer. Each of these programs provides instruction and practice in the key content areas.

Title I sets aside funds for homeless students attending non-Title I schools. This money is often used for school supplies. In addition, although we do not receive the Title X Homeless grant, we do follow the law by removing any barriers that enrolling homeless students may encounter. They have 30 days to get their required immunizations and/or physical, but they can attend school. Title II is Staff Development (maybe you can come up with something on that topic). Title III is ESOL, and you work closely with your staffing specialist to provide needed accommodations, as per the student's individual ELL plan. You probably know what Christi's SAI funds pay for. (If I could have caught up with her I would have asked).

The Sumter County Health Department is providing a nutrition program for your Hope/Personal Fitness students called Healthy Eating/Active Living. E3 Solutions (Darla Huddleston's program) is providing an abstinence based curriculum called ABCs for Teens.

Suncoast Schools Federal Credit Union provides a Discretionary Fund that we use for needy students: eye exams and glasses, physicals, clothing, school supplies.

78% of our students qualify for free breakfast and lunch. Students in the afterschool programs will be provided a nutritional snack and transportation each day. Students in the Algebra I EOC and AVID Algebra Summer Bridge Camps will be provided lunch and transportation each day.

Funds are coordinated and integrated in the school to provide students a career and technical education which in turn increases student achievement. The funds provide resources for offered courses, i.e, innovative curriculum, field trips, and industry certification exam fees. WMHS provides CTE and on the job training. In the health, digital design, and automotive academies, career teachers focus on incorporating life situations into the curriculum. Content area teachers continually incorporate current topics, trends and technology use into daily lessons. The new Bio-Tech academy provides students with real-world opportunities in the field of health occupations. Agriculture and Future Farmers of America also provide students with opportunities to see the relationship between coursework and how it applies to their future.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Larry Woodward	Principal
Latroi Andrews	Teacher
Bob Bernstein	Parent
Travis Childs	Teacher
Anthony Garcia	Parent
Dwayne Graham	Business/Community
Melissa Ngo	Teacher
Ragar Dee	Teacher
Billie Faye Smith	Parent
Kim Thiege	Business/Community
Kathy Towns	Parent
Christi McKinney	Principal
Josie Shepherd	Student
Diana Elysee	Principal
Jennifer Haines	Principal
Twaneta Appich	Parent
Leroy Hawkins	Parent
Celestina Garcia	Parent

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

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

Development of this school improvement plan

Wildwood Middle High School SAC members provided input to the updated 2014-2015 School Improvement Plan. The plan was presented to the SAC members on September 18. The members provided their input and comments for the plan.

Preparation of the school's annual budget and plan

During a meeting in July, the SAC was presented with how the funds should be used by the principal. The SAC approved the spending on umbrellas and were given the opportunity to think of how to use the funds for any future expenses.

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

A meeting was conducted in September 2014 and the SAC members agreed that the funds should be spent on the pillars of character posters to be placed around the school campus (approximately $2,000), coverings for the picnic tables located around campus (approximately $1,000), and incentives for students who demonstrate the the pillars of character (approximately $1,000).

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
Elysee, Diana	Administrative Support
Christian, Jessica	Instructional Coach
Ragar, Dee	Instructional Coach
Lipham, Chelsea	Instructional Technology
Ngo, Melissa	Teacher, K-12
Hensley, Sandra	Guidance Counselor
McCray, Carissa	Teacher, K-12
Ramirez, Beth	Teacher, K-12
Wood, Tanner	Teacher, K-12
Smith, Howard	Teacher, K-12
Kirkland, Diana	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiative for this school year is to revive the accelerated reader program and create innovative incentives to increase student participation and infuse reading and writing in all subject areas. The reading coach provides one on one training with the Reading and ELA teachers to increase rigorous instruction through planning and throughout the implementation process. The literacy team meets to review the data (inclusive of FCAT 2.0, DEA, formative assessments, classroom assessments, Florida State Assessment, etc) and to strategically plan effective reading instruction. The team will meet once or twice a month to discuss effective reading strategies and to implement those strategies in an effort to increase the student body reading comprehension skills.

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

Teachers and staff members are provided with school news on a weekly basis. Teachers are given the opportunity to meet and collaborate with other teachers through Grade Level meetings, Department

levels, and through PLCs. In addition, faculty meetings are held when necessary. During these meetings, concerns are addressed through collaboration and seeking other resources when needed. Teachers share ideas to increase student achievement by working together to complete lesson plans and incorporating effective strategies with the lesson plans. Teachers recognize other teachers through email, informing the leadership team, and by the weekly meetings.

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

Teacher to Teachers and Troops to Teachers are used as part of the recruiting process. Potential teachers seek positions that are available on the county site and complete an online application. Certification Checks are completed prior to hiring.
1. Projected Completion Date Online Application-Lisa Whitman
2. Teachers to Teachers-Lisa Whitman
3. Certification Checks Prior to Hiring-Principal
4. In-Field/Highly Qualified Checks-Principal
5. Teacher Induction Program-Human Resources Department

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

The mentee (new teacher) is assigned to a mentor (experienced teacher). Mentor teachers are selected based on teacher experience and understanding of the state standards and district-wide curriculum. The planned mentoring activities include: Complete Sumter County School District New Teacher Program, utilizing guided meetings, peer observations, and monthly checklists of teaching responsibilities.

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

The instructional programs and materials are selected through collaboration from teachers within the district. Spring and summer meetings are conducted with a group of teachers throughout the district to study and learn the Florida standards. During these meetings, Curriculum maps are developed and created based on the Florida Standards. Then instructional materials and programs are selected based on its alignment with the Florida Standards.

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

Student data and research based strategies are used to support and meet the diverse needs of students. In order to enhance our curriculum, make relevant learning connections and increase subject-matter comprehension, we strive to self-examine and address issues of race, class, gender, and accountability. We use Learning Focused Strategies (LFS) and Advancement Via Individual Determination (AVID) instructional strategies as a framework of effective methodologies that validate the culture of all students in the classroom and on the campus. Moreover, our school and classroom

inventories will need to include a wide range of diverse texts that support each of the standards and meet the instructional needs of all students.

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: 3,230

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

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

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

Strategy Rationale

Support core subject instruction

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

The After School Program will be assessed based on the ability to reach the following goals. Our goal is to improve student performance on FCAT 2.0, Algebra I EOC and/or ACT/SAT. Objectives:
o 70% of regularly participating students will demonstrate reading proficiency on the Florida Standards Assessment.
o 70% of regularly participating students will demonstrate math proficiency on the Florida Standards Assessment.
o 70% of regularly participating students will pass either ACT or SAT if they are eligible to take the test as demonstrated by a passing score on ACT/SAT.
o 70% of regularly participating students will pass the Algebra I EOC.

Strategy: After School Program

Minutes added to school year:

Students who demonstrate misbehavior in the classroom or skipping class will be subject to attend after-school detention. During after-school detention, students will be engaged in reading and math instruction utilizing i-Ready and and other instructional materials.

Strategy Rationale

Engage student learning beyond the classroom

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

Students who attend after-school detention regularly will score a proficient reading and/or math score on the Florida Standards Assessment.
*Note: The number of minutes cannot be calculated due students not attending the program on a consistent basis. This program is mainly for students who need extra direction after school due to in-school behavior.

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

Curriculum information is reviewed by counselors for incoming students to be placed in classes that will meet their academic needs. Student grades and prior curriculum history is a determining factor for students to be placed in honor courses and/or other elective courses.
For outgoing students, the current curriculum plan is sent to the other school once a release of records has been obtained. Information is shared with other schools to allow other schools to become familiar with the curriculum background data on the student(s).

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

Eighth grade students are given the opportunity to take the "Readi Steps" assessment that is a predictor for success on the SAT. Information from the results is forwarded to the ninth grade team where teachers can design a challenging course of study for students. AVID is infused into 6th-10th grade and will provide further individualized instruction, and remediation to selected students. Ninth and tenth grade students take advanced placement readiness courses to support the coming years with learning strategies specifically geared to the advanced course work. Furthermore, upper-level high school students are given the opportunity to enroll in advanced course study (i.e. advanced placement courses, dual enrollment). The CTE department tracks all students who enroll in a CTE course as a freshman or sophomore to ensure opportunities are presented to complete the course and gain certification prior to graduation.

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

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

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

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

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

LFS and AVID strategies are infused in the core courses at WMHS. "AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society" (http://www.avid.org/). WMHS's school-wide focus is to incorporate WICOR strategies in all courses on campus. Utilization of Cornell notes allow students to practice effective note-taking skills while critically thinking about the content at hand. The skills students learn from AVID provides the students with the tools necessary to be successful at the post secondary level.

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.   55% of WMHS students who are graduating in 4 years are academically at-risk. The goal is to decrease this percentage by 20%.

G2.   On the 2014 FCAT 2.0 reading assessment, 40% of WMHS students demonstrated proficiency. Reading Goal: On the Florida Standards Assessment, 65% of WMHS students will demonstrate reading proficiency.

G3.   On the 2014 FCAT 2.0 math assessment, 39% of WMHS students demonstrated proficiency. Math Goal: On the Florida Standards assessment, 65% of WMHS students will demonstrate math proficiency.

G4.   On the 2014 FCAT 2.0 Science assessment, 33% of WMHS demonstrated proficiency. Science Goal: On the 2015 assessment, 50% of WMHS students will demonstrate science proficiency.

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. 55% of WMHS students who are graduating in 4 years are academically at-risk. The goal is to decrease this percentage by 20%. 1a

🔍 G039641

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (At-Risk)	45.0

Resources Available to Support the Goal 2

- Provide students with the necessary skills to be successful and to overcome being at-risk.

Targeted Barriers to Achieving the Goal 3

- Student background knowledge

Plan to Monitor Progress Toward G1. 8

Review of the mid-year, end of the year and state assessments will be reviewed

Person Responsible

Schedule

Semiannually, from 12/1/2014 to 5/29/2015

Evidence of Completion

Mid-year, end of the year and state assessments will be reviewed and analyzed to determine the effectiveness of PAWs time.

G2. On the 2014 FCAT 2.0 reading assessment, 40% of WMHS students demonstrated proficiency. Reading Goal: On the Florida Standards Assessment, 65% of WMHS students will demonstrate reading proficiency. `1a`

🔍 G038099

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	65.0

Resources Available to Support the Goal `2`

- Reading teachers will utilize the entire reading block to provide literacy and comprehension instruction for students to apply comprehension skills. Intensive reading blocks will also provide additional reading instruction for students who scored a level 1 or 2 on the FCAT 2.0. The reading coach will be available to help teachers implement effective reading instruction and work with students in small group. In addition, reading across the curriculum will be applied in all core subjects.

- Core Connections writing training is provided for all new teachers. This training is a hands on approach to incorporating increased reading and writing in all classrooms using evidence-based reading strategies.

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

- Numerous teachers on campus are utilizing SpringBoard curriculum from College Board. This resource increases student's higher order thinking, reading and writing and encourages them to aim for achieving more.

- AVID is incorporated school wide to increase reading and writing in all subject areas. It is an expectation that all classrooms are utilizing Cornell notes, learning logs and interactive notebooks in science classes.

Targeted Barriers to Achieving the Goal `3`

- Lack of literacy skills-Students have the ability to fluently read but lack the comprehension skills of reading. Students who are accustomed to limited reading and writing in non-standard English and reading courses may resist the initiative.

- Limited experience and training in reading and writing instruction and assessment for non reading and writing teachers. It is difficult for some teachers to come up with strategies to incorporate reading and writing in to their classrooms that were traditionally not focused on these areas of instruction. Most of our instructional staff have minimal experience with reading and writing instruction and assessment.

Plan to Monitor Progress Toward G2. `8`

As a result of monitoring lesson plans and effective instruction, student achievement is expected to increase.

Person Responsible

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

An increase of student achievement scores on state reading assessment and DEA assessment will be used for evidence. Information shared with teachers on the walk-thru forms will be evident to support an increase in student reading comprehension skills.

G3. On the 2014 FCAT 2.0 math assessment, 39% of WMHS students demonstrated proficiency. Math Goal: On the Florida Standards assessment, 65% of WMHS students will demonstrate math proficiency.

`1a`

🔍 G038100

Targets Supported `1b`

Indicator	Annual Target
AMO Math - All Students	65.0

Resources Available to Support the Goal `2`

- Teachers will be provided the opportunity to meet with their departments on the 1st and 3rd Thursday of each month. Teachers will be provided with the opportunity to meet with their grade level teams on the 2nd and 3rd Thursday of each month. Grade level chairs and department heads will meet with administration and curriculum on Wednesday mornings for a leadership team meeting, unless a faculty meeting will be held.

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

Targeted Barriers to Achieving the Goal `3`

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

Plan to Monitor Progress Toward G3. `8`

Walk throughs and participation in grade level and department meetings will ensure that articulation and collaboration is occurring weekly and aimed towards improving student achievement. Mid year and end of the year data will be compared to determine the correlation between increased collaboration, articulation and FCAT 2.0 Reading/Algebra 1 EOC achievement.

Person Responsible

Schedule
Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion
Lesson plans with strategies shared in staff, grade level and department meetings as well as formal evaluation evidence and walkthroughs will serve as evidence that departments and grade levels are increasing collaboration. Mid year and end of the year data will be compared to determine the correlation between increased collaboration, articulation and FCAT 2.0 Reading/Algebra 1 EOC achievement.

G4. On the 2014 FCAT 2.0 Science assessment, 33% of WMHS demonstrated proficiency. Science Goal: On the 2015 assessment, 50% of WMHS students will demonstrate science proficiency. 1a

G038101

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	43.0

Resources Available to Support the Goal 2

- AVID is incorporated school wide to increase reading and writing in all subject areas. It is an expectation that all classrooms are utilizing Cornell notes, learning logs and interactive notebooks in science classes.

- Instruct with hands-on experiments with a high emphasis on science vocabulary

Targeted Barriers to Achieving the Goal 3

- Limited experience with science vocabulary and concepts

Plan to Monitor Progress Toward G4. 8

Progress toward the goal will be monitored by analyzing mid year and end of year science assessments. Student improvement in science scores as evidenced by walk-thrus will also demonstrate progress towards meeting the goal to improve science scores.

Person Responsible

Schedule
Quarterly, from 8/25/2014 to 5/29/2015

Evidence of Completion
Mid year and end of year test data will serve as evidence. Mid year and end of the year data will be compared and analyzed.

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. 55% of WMHS students who are graduating in 4 years are academically at-risk. The goal is to decrease this percentage by 20%. 1

🔑 G039641

G1.B1 Student background knowledge 2

🔑 B095788

G1.B1.S1 PAWS time is an intervention period geared to address the students who are academically at-risk 4

🔑 S106959

Strategy Rationale

Prepare students for their future beyond high school

Action Step 1 5

PAWs time will be allotted for students who need additional intervention/mentoring session to address their academic and social needs.

Person Responsible

Schedule

Daily, from 8/25/2014 to 5/29/2015

Evidence of Completion

PAWs time will be monitored through frequent walk-thrus during the 25 minutes intervention sessions

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

Administration will provide direction for teachers of information that needs to be covered during the period. In addition, teachers will share ideas during PLCs and weekly meetings to discuss the needs of the students and how to address those needs.

Person Responsible

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Walk-thrus during PAWs time will be used to collect evidence and the effectiveness of the time used.

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

Administration will conduct walk-thrus of the PAWs time intervention

Person Responsible

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Walk-thrus, minutes, and agendas from collaborative meetings will be reviewed for the monitoring process.

G1.B1.S2 Student data will need to be reviewed throughout the year to determine strategies to increase student achievement. In addition, students in the RtI process will be closely monitored. 4

🔑 S106961

Strategy Rationale

Students will need to be closely monitored and interventions that are not working will need to be modified.

Action Step 1 5

Teachers will review student achievement data to ensure student success.

Person Responsible

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

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

The MTSS data will be reviewed and monitored by administration.

Person Responsible

Schedule

Biweekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Assessments and MTSS data will be reviewed and notes will be provided by administration.

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

Administration will review the MTSS data sheets

Person Responsible

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Teachers will provide input of their observations and student data in the classroom on the MTSS data sheets. In addition, administration will review the data.

G2. On the 2014 FCAT 2.0 reading assessment, 40% of WMHS students demonstrated proficiency. Reading Goal: On the Florida Standards Assessment, 65% of WMHS students will demonstrate reading proficiency. [1]

G038099

G2.B1 Lack of literacy skills-Students have the ability to fluently read but lack the comprehension skills of reading. Students who are accustomed to limited reading and writing in non-standard English and reading courses may resist the initiative. [2]

B091610

G2.B1.S1 Plan and implement effective lesson plans through collaboration [4]

S102504

Strategy Rationale

Teachers need to plan lessons that will meet the literacy needs of the students. Planning together is essential to ensure other ideas that may help are shared among the members.

Action Step 1 [5]

Lesson Plan Review and classroom instruction

Person Responsible

Schedule

Weekly, from 8/7/2014 to 5/29/2015

Evidence of Completion

Review of the lesson plans will be marked on the weekly administrative walkthrough and student data on DEA testing

Action Step 2 [5]

Meetings for data and collaborative review

Person Responsible

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Sign-In sheet and agenda will be sent to county office for added PD credit

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

Administrative team will monitor lesson plans and its implementation

Person Responsible

Schedule

Weekly, from 8/7/2014 to 5/29/2015

Evidence of Completion

Lesson plans will be reviewed and provided feedback on a weekly basis from administration.

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

Lesson plans and instruction will be reviewed and documented on the classroom walk-thru forms.

Person Responsible

Schedule

On 5/29/2015

Evidence of Completion

The classroom walk-thru form will be used as a documentation instrument. Teachers will receive a paper copy until the electronic version of the walk-thru is available.

G2.B2 Limited experience and training in reading and writing instruction and assessment for non reading and writing teachers. It is difficult for some teachers to come up with strategies to incorporate reading and writing in to their classrooms that were traditionally not focused on these areas of instruction. Most of our instructional staff have minimal experience with reading and writing instruction and assessment. 2

🔑 B095789

G2.B2.S1 Use LFS Strategies in lesson plans and implement in instruction. In addition, use the reading/ literacy coach to help with reading and writing instruction. 4

🔑 S106960

Strategy Rationale

Provide experience to teachers who need additional guidance to effectively teach reading and writing skills in the core classes.

Action Step 1 5

Teachers who do not teach reading and writing may need direction of ways of including reading and writing in their classes. These teachers who need guidance and advice will seek the reading/ literacy coach for ideas to include how to analyze extended passages and other texts to help the students succeed.

Person Responsible

Schedule

Monthly, from 8/25/2014 to 5/29/2015

Evidence of Completion

PLCs, weekly minutes and agendas will be used as evidence.

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

Sign-in sheets, minutes and agendas will be reviewed

Person Responsible

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Teachers will be monitored for fidelity by review of the minutes and agendas of the weekly meetings

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

Administration will attend some of the weekly meetings during the year to provide input.

Person Responsible

Schedule

Evidence of Completion

Mid-year, end f the year, and state assessment data will determine the effectiveness of the collaborative planning and sharing of ideas.

G3. On the 2014 FCAT 2.0 math assessment, 39% of WMHS students demonstrated proficiency. Math Goal: On the Florida Standards assessment, 65% of WMHS students will demonstrate math proficiency. `1`

🔍 G038100

G3.B1 Teacher attendance at leadership meetings, grade level meetings, department meeting and staff meetings is frequently interrupted due to testing trainings and off campus training. `2`

🔍 B091611

G3.B1.S1 Department meetings, grade level meetings, staff meetings and leadership meetings have been scheduled to start and end before the typical school day starts allowing for travel time to local professional development sessions and reduced conflict with other on campus trainings. District calendars are also referenced prior to scheduling mandatory sessions to avoid conflict. `4`

🔍 S102505

Strategy Rationale

Teachers will collaborate with one another to ensure that students are receiving similar math instruction to meet their needs.

Action Step 1 `5`

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

Person Responsible

Schedule

Biweekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

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

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

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

Person Responsible

Schedule

Monthly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Teacher walk through data and meeting sign in sheets will serve as evidence. Mid year and end of the year data will be compared to determine if their is a correlation between increased collaboration and articulation and FCAT 2.0 Reading/Algebra 1 EOC achievement.

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

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

Person Responsible

Schedule

Monthly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Teacher classroom walk through forms and formal teacher evaluations will serve as evidence in increased attendance and participation in school level meetings and trainings. Mid year and end of the year data will be compared to determine the correlation between increased collaboration and articulation and FCAT 2.0 Reading/Algebra 1 EOC achievement.

G4. On the 2014 FCAT 2.0 Science assessment, 33% of WMHS demonstrated proficiency. Science Goal: On the 2015 assessment, 50% of WMHS students will demonstrate science proficiency. 1

🔑 G038101

G4.B1 Limited experience with science vocabulary and concepts 2

🔑 B091612

G4.B1.S1 It is an expectation that all classrooms are utilizing Cornell notes, learning logs and interactive notebooks in science classes. 4

🔑 S102506

Strategy Rationale

Incorporation of reading and writing strategies

Action Step 1 5

Instruction will be monitored by review of lesson plans and instruction through walk-thrus.

Person Responsible

Schedule

On 5/29/2015

Evidence of Completion

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

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

Lesson and plans and science instruction will be monitored through weekly walk-thrus and end of the year evaluations.

Person Responsible

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

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

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

Science DEA and state standards assessment will be reviewed and analyzed.

Person Responsible

Schedule

Quarterly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Increased experiments and exposure to science vocabulary will result in an increase of science test scores.

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	Lesson Plan Review and classroom instruction		8/7/2014	Review of the lesson plans will be marked on the weekly administrative walkthrough and student data on DEA testing	5/29/2015 weekly
G3.B1.S1.A1	Administration and the curriculum coordinator will work together to reference all available calendars including professional development calendars, school activities calendars and district calendars prior to scheduling school level meetings or trainings.		8/25/2014	Increased teacher participation in leadership meetings, grade level meetings, department meetings and staff meetings will serve as evidence that collaboration prior to scheduling events is effective in improving teacher attendance at school level meetings and trainings.	5/29/2015 biweekly
G4.B1.S1.A1	Instruction will be monitored by review of lesson plans and instruction through walk-thrus.		8/25/2014	Student notebooks and binders. Administrative walk throughs and teacher evaluation evidence.	5/29/2015 one-time
G1.B1.S1.A1	PAWs time will be allotted for students who need additional intervention/ mentoring session to address their academic and social needs.		8/25/2014	PAWs time will be monitored through frequent walk-thrus during the 25 minutes intervention sessions	5/29/2015 daily
G2.B2.S1.A1	Teachers who do not teach reading and writing may need direction of ways of including reading and writing in their classes. These teachers who need guidance and advice will seek the reading/literacy coach for ideas to include how to analyze extended passages and other texts to help the students succeed.		8/25/2014	PLCs, weekly minutes and agendas will be used as evidence.	5/29/2015 monthly
G1.B1.S2.A1	Teachers will review student achievement data to ensure student success.		9/1/2014		5/29/2015 weekly
G2.B1.S1.A2	Meetings for data and collaborative review		8/18/2014	Sign-In sheet and agenda will be sent to county office for added PD credit	5/29/2015 weekly
G1.MA1	Review of the mid-year, end of the year and state assessments will be reviewed		12/1/2014	Mid-year, end of the year and state assessments will be reviewed and analyzed to determine the effectiveness of PAWs time.	5/29/2015 semiannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Administration will conduct walk-thrus of the PAWs time intervention		8/25/2014	Walk-thrus, minutes, and agendas from collaborative meetings will be reviewed for the monitoring process.	5/29/2015 weekly
G1.B1.S1.MA1	Administration will provide direction for teachers of information that needs to be covered during the period. In addition, teachers will share ideas during PLCs and weekly meetings to discuss the needs of the students and how to address those needs.		8/25/2014	Walk-thrus during PAWs time will be used to collect evidence and the effectiveness of the time used.	5/29/2015 weekly
G1.B1.S2.MA1	Administration will review the MTSS data sheets		9/1/2014	Teachers will provide input of their observations and student data in the classroom on the MTSS data sheets. In addition, administration will review the data.	5/29/2015 monthly
G1.B1.S2.MA1	The MTSS data will be reviewed and monitored by administration.		9/1/2014	Assessments and MTSS data will be reviewed and notes will be provided by administration.	5/29/2015 biweekly
G2.MA1	As a result of monitoring lesson plans and effective instruction, student achievement is expected to increase.		8/25/2014	An increase of student achievement scores on state reading assessment and DEA assessment will be used for evidence. Information shared with teachers on the walk-thru forms will be evident to support an increase in student reading comprehension skills.	5/29/2015 weekly
G2.B1.S1.MA1	Lesson plans and instruction will be reviewed and documented on the classroom walk-thru forms.		8/25/2014	The classroom walk-thru form will be used as a documentation instrument. Teachers will receive a paper copy until the electronic version of the walk-thru is available.	5/29/2015 one-time
G2.B1.S1.MA1	Administrative team will monitor lesson plans and its implementation		8/7/2014	Lesson plans will be reviewed and provided feedback on a weekly basis from administration.	5/29/2015 weekly
G2.B2.S1.MA1	Administration will attend some of the weekly meetings during the year to provide input.		Mid-year, end f the year, and state assessment data will determine the effectiveness of the collaborative planning and sharing of ideas.	one-time	
G2.B2.S1.MA1	Sign-in sheets, minutes and agendas will be reviewed		9/1/2014	Teachers will be monitored for fidelity by review of the minutes and agendas of the weekly meetings	5/29/2015 monthly
G3.MA1	Walk throughs and participation in grade level and department meetings will ensure that articulation and collaboration is occurring weekly and aimed towards improving student achievement. Mid year and end of the year data will be compared to determine the correlation between increased collaboration, articulation and FCAT 2.0 Reading/Algebra 1 EOC achievement.		8/25/2014	Lesson plans with strategies shared in staff, grade level and department meetings as well as formal evaluation evidence and walkthroughs will serve as evidence that departments and grade levels are increasing collaboration. Mid year and end of the year data will be compared to determine the correlation between increased collaboration, articulation and FCAT 2.0 Reading/Algebra 1 EOC achievement.	5/29/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.MA1	Before school department, grade level, leadership and staff meetings will be monitored for effectiveness through domain 1 and 4 of the teacher evaluation tool.		8/25/2014	Teacher classroom walk through forms and formal teacher evaluations will serve as evidence in increased attendance and participation in school level meetings and trainings. Mid year and end of the year data will be compared to determine the correlation between increased collaboration and articulation and FCAT 2.0 Reading/ Algebra 1 EOC achievement.	5/29/2015 monthly
G3.B1.S1.MA1	The WMHS strategy to start all department, grade level, staff and leadership meetings prior to the start of the school day to increase attendance, thus increase student achievement will be monitored by the analysis of meeting sign in sheets and implementation of strategies shared in respective training.		8/25/2014	Teacher walk through data and meeting sign in sheets will serve as evidence. Mid year and end of the year data will be compared to determine if their is a correlation between increased collaboration and articulation and FCAT 2.0 Reading/Algebra 1 EOC achievement.	5/29/2015 monthly
G4.MA1	Progress toward the goal will be monitored by analyzing mid year and end of year science assessments. Student improvement in science scores as evidenced by walk-thrus will also demonstrate progress towards meeting the goal to improve science scores.		8/25/2014	Mid year and end of year test data will serve as evidence. Mid year and end of the year data will be compared and analyzed.	5/29/2015 quarterly
G4.B1.S1.MA1	Science DEA and state standards assessment will be reviewed and analyzed.		8/25/2014	Increased experiments and exposure to science vocabulary will result in an increase of science test scores.	5/29/2015 quarterly
G4.B1.S1.MA1	Lesson and plans and science instruction will be monitored through weekly walk-thrus and end of the year evaluations.		8/25/2014	Evidence may include student interactive notebooks, binders with Cornell notes and learning logs.	5/29/2015 weekly

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.

G2. On the 2014 FCAT 2.0 reading assessment, 40% of WMHS students demonstrated proficiency. Reading Goal: On the Florida Standards Assessment, 65% of WMHS students will demonstrate reading proficiency.

G2.B1 Lack of literacy skills-Students have the ability to fluently read but lack the comprehension skills of reading. Students who are accustomed to limited reading and writing in non-standard English and reading courses may resist the initiative.

G2.B1.S1 Plan and implement effective lesson plans through collaboration

PD Opportunity 1

Meetings for data and collaborative review

Facilitator

Leadership team leader

Participants

Teachers who teach reading and English language arts

Schedule

Weekly, from 8/18/2014 to 5/29/2015

G2.B2 Limited experience and training in reading and writing instruction and assessment for non reading and writing teachers. It is difficult for some teachers to come up with strategies to incorporate reading and writing in to their classrooms that were traditionally not focused on these areas of instruction. Most of our instructional staff have minimal experience with reading and writing instruction and assessment.

G2.B2.S1 Use LFS Strategies in lesson plans and implement in instruction. In addition, use the reading/ literacy coach to help with reading and writing instruction.

PD Opportunity 1

Teachers who do not teach reading and writing may need direction of ways of including reading and writing in their classes. These teachers who need guidance and advice will seek the reading/literacy coach for ideas to include how to analyze extended passages and other texts to help the students succeed.

Facilitator

Reading/Literacy Coach

Participants

Teachers with limited reading/writing teaching experience

Schedule

Monthly, from 8/25/2014 to 5/29/2015

G3. On the 2014 FCAT 2.0 math assessment, 39% of WMHS students demonstrated proficiency. Math Goal: On the Florida Standards assessment, 65% of WMHS students will demonstrate math proficiency.

G3.B1 Teacher attendance at leadership meetings, grade level meetings, department meeting and staff meetings is frequently interrupted due to testing trainings and off campus training.

G3.B1.S1 Department meetings, grade level meetings, staff meetings and leadership meetings have been scheduled to start and end before the typical school day starts allowing for travel time to local professional development sessions and reduced conflict with other on campus trainings. District calendars are also referenced prior to scheduling mandatory sessions to avoid conflict.

PD Opportunity 1

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

Facilitator

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

Participants

All WMHS Staff

Schedule

Biweekly, from 8/25/2014 to 5/29/2015

G4. On the 2014 FCAT 2.0 Science assessment, 33% of WMHS demonstrated proficiency. Science Goal: On the 2015 assessment, 50% of WMHS students will demonstrate science proficiency.

G4.B1 Limited experience with science vocabulary and concepts

G4.B1.S1 It is an expectation that all classrooms are utilizing Cornell notes, learning logs and interactive notebooks in science classes.

PD Opportunity 1

Instruction will be monitored by review of lesson plans and instruction through walk-thrus.

Facilitator

AVID Site Team.

Participants

All WMHS staff.

Schedule

On 5/29/2015

Technical Assistance Items

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

G1. 55% of WMHS students who are graduating in 4 years are academically at-risk. The goal is to decrease this percentage by 20%.

G1.B1 Student background knowledge

G1.B1.S2 Student data will need to be reviewed throughout the year to determine strategies to increase student achievement. In addition, students in the RtI process will be closely monitored.

PD Opportunity 1

Teachers will review student achievement data to ensure student success.

Facilitator

Technology/MTSS Contact

Participants

WMHS Teachers

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Budget Rollup

Summary	
Description	**Total**
Goal 3: On the 2014 FCAT 2.0 math assessment, 39% of WMHS students demonstrated proficiency. Math Goal: On the Florida Standards assessment, 65% of WMHS students will demonstrate math proficiency.	550
Goal 4: On the 2014 FCAT 2.0 Science assessment, 33% of WMHS demonstrated proficiency. Science Goal: On the 2015 assessment, 50% of WMHS students will demonstrate science proficiency.	1,550
Grand Total	**2,100**

Goal 3: On the 2014 FCAT 2.0 math assessment, 39% of WMHS students demonstrated proficiency. Math Goal: On the Florida Standards assessment, 65% of WMHS students will demonstrate math proficiency.		
Description	**Source**	**Total**
B1.S1.A1 - Two math teachers will attend a conference to become familiar with other effective math strategies for classroom implementation.	Title IV	550
Total Goal 3		**550**

Goal 4: On the 2014 FCAT 2.0 Science assessment, 33% of WMHS demonstrated proficiency. Science Goal: On the 2015 assessment, 50% of WMHS students will demonstrate science proficiency.		
Description	**Source**	**Total**
B1.S1.A1 - Science grade level teacher will attend a workshop to learn more about ways to improve science instruction.	Title IV	1,550
Total Goal 4		**1,550**