



## Wakulla High School

3237 COASTAL HWY, Crawfordville, FL 32327

<http://www.wakullaschooldistrict.org/whs.cfm>

### School Demographics

**School Type**

High

**Title I**

No

**Free/Reduced Price Lunch**

38%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

18%

### School Grades History

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

### School Board Approval

This plan was approved by the Wakulla County School Board on 10/20/2014.

### 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>.

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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
Not In DA	1	<a href="#">Melissa Ramsey</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

The mission of Wakulla High School is to provide an educational program in a safe environment that contributes to the development of each student emotionally, academically, and physically in order for him or her to successfully function in our continually changing, diverse society.

##### **Provide the school's vision statement**

The vision is that the majority of the students will graduate from Wakulla High School with not just a diploma, but also with the technical knowledge, the academic skills, and the personal qualities needed for future success.

#### School Environment

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

After school groups exist with teacher sponsors to help build rapport with students. In addition, performance based events among coaches/directors/teachers/administration are also available. Student culture is discovered through one-on-one interaction between students and school faculty and staff, and celebrated in the decoration of the halls and student work submitted for evaluation. Examples of this include student writing and student feedback.

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

Wakulla High School provides before and after school supervision for all students. A school resource officer is on campus at all times, and the interior and exterior of the school are protected by surveillance cameras. All visitors must sign in at the front office, and wear a visible "Visitor" badge. Students have the option of meeting with an administrator anytime, to present problems or concerns, or are welcome to have their opinions/concerns heard during a School Advisory Council meeting. In addition, students are given an opportunity to voice their concerns regarding safety in taking the School Climate Survey, which addresses this issue.

##### **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**

In addition to an established Student Code of Conduct Handbook, each teacher establishes rules for their own classroom. Teachers monitor student behavior in each class, and may write a referral on any student not adhering to the rules. Once a referral has been submitted, one of the Assistant Principals/Discipline will meet with the student to determine the appropriate action. The administration meets annually with each class level to reemphasize school-wide behavioral expectations.

##### **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**

Wakulla High School offers individual counseling through our Guidance department. In addition, students may request outside counseling services through a program called New Horizons, which



provides more specialized counseling for student problems. On staff, WHS employs 3 guidance counselors and a certified social worker, along with community sources available to WHS students.

### 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

WHS AP/Discipline does a periodic review of data to develop an At-Risk student watch list. Criteria includes:

- FAIR testing results; SRI (Intensive Reading); Math EOC FCAT data; GPA; Earned Credits; report card grades; attendance; discipline; Fall/Spring retake scores; classroom performance and writing samples.

Indicators are: Attendance below 90%, regardless of whether absence is excused or a result of out-of-school suspension; One or more suspensions, whether in school or out of school; Course failure in English Language Arts or mathematics; A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics.

#### 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	50	52	48	95	245
One or more suspensions	23	23	18	9	73
Course failure in ELA or Math	18	12	17	7	54
Level 1 on statewide assessment	49	52	30	0	131

*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	24	22	23	12	81

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

Response to Intervention is started with students who demonstrate these risk factors.

For students who have failed an ELA or math class, or scored a Level 1 on a statewide assessment, WHS requires those students to take Intensive Reading, Intensive Math, Read 180 or a double block of reading or math classes.

Regarding attendance, WHS uses a telephone alert system to notify parents of students' absences, and also students are entered onto an At-Risk Watch list, monitored by the AP/Discipline.

The most severely at-risk students go into a probationary program, where their attendance, GPA and discipline are reviewed with an administrator quarterly.

WHS uses detentions and in-school suspension as a disciplinary precursor to out-of-school suspensions.

### 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**

During the school year, WHS conducts parent meetings for various programs, such as Medical Academy, STEM, AVID, dual enrollment and incoming 9th graders. The school disseminates information to parents via the quarterly school newsletter, school website and quarterly grade progress reports.

**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**

Athletic and extracurricular booster programs continually connect with the community, providing information and gaining support. In addition, administration reaches out to local businesses for donations and volunteer participation with school activities. The School Advisory Council also consists of parents and community members which provide assistance to the school and students alike.

**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
Chancy, Sunny	Assistant Principal
Barwick, Mike	Principal
Nelson, Simeon	Assistant Principal
Griffin, Tolar	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 is an integral part of SAC and gives input based on feedback from faculty, staff and community members to the creation of the SIP. The principal ultimately oversees the MTSS. The assistant principals are in charge of curriculum and discipline, and lead the MTSS process. The SAC chair oversees inputting of SIP information, quarterly SAC meetings, and disbursement of school improvement funds through the School Advisory Council.

**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**

Response to Intervention Tier I support is implemented across the school. Departments meet once a month to discuss changes in curriculum and student progress. Department heads report back to school administration on teachers needs. AP Sunny Chancy is in charge of academic Rtl, while AP Tolar Griffin is responsible for disciplinary Rtl. Meetings are held with individual teachers as needed. The District Office will distribute federal, state, and local funds, services and programs to each school. Should the need arise for distribution of SAC school based funds, the committee will take the issue under advisement for further review.

**School Advisory Council (SAC)**

**Membership**

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

Name	Stakeholder Group
Michael Barwick	Principal
Shari Evans	Teacher
Beth Piotrowski	Parent
Thu Mohrfeld	Parent
Shana Langston	Parent
Sheryl Smythe	Business/Community
Ana Smith	Teacher
Freebeau Swindle	Teacher
Emma Donaldson	Student
Hilly Slater	Education Support Employee
Chris Kelley	Business/Community
Herbert Franklin	Student

**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*

The Wakulla High School School Advisory Council met in May 2014 to review last year's SIP. In view of anticipated changes to the plan structure, it was decided that SAC would meet prior to the implementation of the 2014/15 plan.

*Development of this school improvement plan*

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

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

Other than providing funds when available for student/teacher/school use, SAC does not participate in the preparation of the school's annual budget.

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

The SAC will spend approximately \$2,000 for student planners to be distributed to every WHS student. In addition, the SAC will also allocate approximately \$1,100 for student curriculum guides. Additional funds, in the amount of approximately \$2,500 may be distributed to teachers by request for classroom use.

**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
Barwick, Mike	Principal
Chancy, Sunny	Assistant Principal
Gentry, Angie	Instructional Coach
House, Melinda	Instructional Coach

**Duties**

**Describe how the LLT promotes literacy within the school**

The Literacy Leadership Team is comprised of the principal, assistant principal of curriculum, the reading coach, the writing coach, department heads and one teacher from each department. Lesson study, close and careful reading strategies, alignment with Florida State Standards, along with continuing to monitor the summer reading program.

**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**

Wakulla High School promotes collaborative planning and instruction between teachers and departments through the Medical Academy, Engineering Academy, STEM and AVID programs. Teachers employ lesson study, AVID Strategy Walk, and team building activities outside of school.

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

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

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

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

## **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 District has adopted programs from the State to assure materials are aligned with Florida State Standards. The curriculum development materials are checked and correlated to current standards to assure alignment.

#### **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***

WHS provides multi-year data on every student via FOCUS program. Every teacher reviews student historical data; students are placed in intensive reading/math classes as warranted by test scores, based on the level of student performance. If data indicates, students may be placed in a double block class for additional instruction in reading and math. In addition, the program "Performance Matters" is also used to access student data - past and present.

***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: Summer Program**

**Minutes added to school year:**

Classes are offered during the summer months to assist students with instruction in areas of unsuccessful completion during the regular school year. Math, science, history and english are offered through a computer based credit recovery program, while other math and reading classes are taught in a classroom environment.

Teachers attend Advanced Placement workshops for instruction on class implementation; teacher collaboration in the areas of math, science and history, preparing for End of Course exam instruction.

**Strategy Rationale**

Enable students to successfully recover a course in which they previously did poorly; and obtain necessary credits for graduation.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Chancy, Sunny, sunny.chancy@wcsb.us

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

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

**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**

Wakulla High School provides a voluntary summer orientation/reading program for incoming 9th graders. WHS staff visits the district middle schools to provide guidance in curriculum and individualized scheduling. Incoming 9th graders also have multiple opportunities to visit and tour the high school.

**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**

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

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

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

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

The strategies implemented at Wakulla High School are: the AVID program, Advanced Placement classes, PSAT testing, PERT testing, dual enrollment with local colleges and ACT/SAT prep. In addition, guidance counselors will be in the classrooms throughout the year for college preparation. WHS has also implemented vocational courses such as culinary arts, carpentry, welding, automotive technology and Computing for College and Career classes. If needed SAC funds could be used promote college/career readiness by helping students test without cost.

***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***

Review of the High School Feedback Report allows strategies to be developed in needed areas. Additional courses and testing are added based on student need for postsecondary success. In addition, WHS added automotive technology and welding courses this year to increase student readiness for success.



## 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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** To increase the number of students participating in the STEM program by 10%
- G2.** To increase the number of students enrolled in the CTE program by 10%
- G3.** 73% of 9th, 10th and 11th grade students will score at or above grade level on the Florida State Assessment for English Language Arts.
- G4.** 96% of all grade level students will score at level 4 or above reading on the FAA
- G5.** If learning gains are calculated by the state, 64% of students in the lowest 25% will make learning gains on Florida State Assessment for English Language Arts.
- G6.** 63% of on-time graduates taking the PERT will score at the college ready level
- G7.** 80% of students will score at Level 3 or above on the Biology EOC
- G8.** 97% of students will score at level 4 or above on FAA math
- G9.** 77% of Geometry students and 58% of Algebra students will score proficient on their specific math EOC.
- G10.** 90% of students will score at level 4 or above on the science portion of the FAA

## 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. To increase the number of students participating in the STEM program by 10%** 1a

G043427

**Targets Supported** 1b

Indicator	Annual Target
Postsecondary Enrollments	51.0

**Resources Available to Support the Goal** 2

- Student interest in the program; advancement in technology; additional courses offered

**Targeted Barriers to Achieving the Goal** 3

- Limited to number of sections available for instructor to teach

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

Increase in student enrollment in STEM courses

**Person Responsible**

Mike Barwick

**Schedule**

Annually, from 8/18/2014 to 6/9/2015

**Evidence of Completion**

More STEM classes can be added

**G2. To increase the number of students enrolled in the CTE program by 10%** 1a

G043428

**Targets Supported** 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	92.0

**Resources Available to Support the Goal** 2

- Student interest in the program; advancement in technology; additional courses offered

**Targeted Barriers to Achieving the Goal** 3

- Limited to number of sections available for instructor to teach

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

Increase in student enrollment in CTE courses

**Person Responsible**

Mike Barwick

**Schedule**

Annually, from 8/18/2014 to 6/9/2015

**Evidence of Completion**

More CTE courses can be added

**G3.** 73% of 9th, 10th and 11th grade students will score at or above grade level on the Florida State Assessment for English Language Arts. **1a**

G043430

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

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	73.0

**Resources Available to Support the Goal** **2**

- The WHS Reading Coach and Writing Coach will provide assistance to teachers and students through various means to increase overall performance on Florida State Assessment - English Language Arts. In addition, lower level students will use the Read 180 program for a dual class period, and previously non-passing students will take an Intensive Reading class.

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

- Text Comprehension
- Teacher Training
- Student Attendance
- Student Writing

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

Evaluate scores from the student standardized tests

**Person Responsible**

Mike Barwick

**Schedule**

Annually, from 8/18/2014 to 6/9/2015

**Evidence of Completion**

Reporting to Superintendent

**G4. 96% of all grade level students will score at level 4 or above reading on the FAA** 1a

G043431

**Targets Supported** 1b

Indicator	Annual Target
FAA Reading Proficiency	96.0

**Resources Available to Support the Goal** 2

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

**Targeted Barriers to Achieving the Goal** 3

- Text Comprehension

**Plan to Monitor Progress Toward G4.** 8

Evaluate scores from the student standardized tests

**Person Responsible**

Mike Barwick

**Schedule**

Annually, from 8/18/2014 to 6/9/2015

**Evidence of Completion**

Reporting to Superintendent

**G5.** If learning gains are calculated by the state, 64% of students in the lowest 25% will make learning gains on Florida State Assessment for English Language Arts. 1a

G043433

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	64.0

**Resources Available to Support the Goal** 2

- The WHS Reading Coach and Writing Coach will provide assistance to teachers and students through various means to increase overall performance on Florida State Assessment English Language Arts. In addition, lower level students will use the Read 180 program for a dual class period, and previously non-passing students will take an Intensive Reading class.

**Targeted Barriers to Achieving the Goal** 3

- Text Comprehension
- Teacher Training
- Student Attendance

**Plan to Monitor Progress Toward G5.** 8

Evaluate scores from the student standardized tests

**Person Responsible**

Mike Barwick

**Schedule**

Annually, from 8/18/2014 to 6/9/2015

**Evidence of Completion**

Reporting to Superintendent

**G6. 63% of on-time graduates taking the PERT will score at the college ready level** 1a

G043434

**Targets Supported** 1b

Indicator	Annual Target
College Readiness Reading	63.0

**Resources Available to Support the Goal** 2

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

**Targeted Barriers to Achieving the Goal** 3

- Text Comprehension

**Plan to Monitor Progress Toward G6.** 8

Evaluate scores from the student standardized tests

**Person Responsible**

Mike Barwick

**Schedule**

Semiannually, from 8/18/2014 to 6/9/2015

**Evidence of Completion**

Reporting to Superintendent

**G7. 80% of students will score at Level 3 or above on the Biology EOC** 1a

G043435

**Targets Supported** 1b

Indicator	Annual Target
Bio I EOC Pass	80.0

**Resources Available to Support the Goal** 2

- Instruction from both the reading and writing coach will be available for teachers to increase their knowledge of Close and Careful reading strategies.

**Targeted Barriers to Achieving the Goal** 3

- Text Comprehension

**Plan to Monitor Progress Toward G7.** 8

Evaluate scores from the student standardized tests

**Person Responsible**

Mike Barwick

**Schedule**

Semiannually, from 8/18/2014 to 6/9/2015

**Evidence of Completion**

Reporting to Superintendent

**G8. 97% of students will score at level 4 or above on FAA math** 1a

G043436

**Targets Supported** 1b

Indicator	Annual Target
FAA Mathematics Proficiency	97.0

**Resources Available to Support the Goal** 2

- Textbooks, computer based program for student use, after-school tutoring

**Targeted Barriers to Achieving the Goal** 3

- Meeting the unique individualized needs of each student with a disability seeking a special diploma

**Plan to Monitor Progress Toward G8.** 8

Progress Monitoring

**Person Responsible**

Mike Barwick

**Schedule**

Annually, from 8/18/2014 to 6/9/2015

**Evidence of Completion**

Alternate Assessment scores

**G9.** 77% of Geometry students and 58% of Algebra students will score proficient on their specific math EOC. 1a

G043437

**Targets Supported** 1b

Indicator	Annual Target
Geometry EOC Pass Rate	77.0
Algebra I EOC Pass Rate	58.0

**Resources Available to Support the Goal** 2

- Textbooks, computer based program for student use, after-school tutoring

**Targeted Barriers to Achieving the Goal** 3

- Gaps in students understanding of the basics of Algebra

**Plan to Monitor Progress Toward G9.** 8

Number of students attending tutoring

**Person Responsible**

Mike Barwick

**Schedule**

Weekly, from 8/18/2014 to 6/9/2015

**Evidence of Completion**

EOC scores

**G10. 90% of students will score at level 4 or above on the science portion of the FAA** 1a

G043439

**Targets Supported** 1b

Indicator	Annual Target
FAA Science Proficiency	90.0

**Resources Available to Support the Goal** 2

- Textbooks, computer based program for student use, after-school tutoring

**Targeted Barriers to Achieving the Goal** 3

- Meeting the unique individualized needs of each student with a disability seeking a special diploma

**Plan to Monitor Progress Toward G10.** 8

Progress Monitoring

**Person Responsible**

Mike Barwick

**Schedule**

Annually, from 8/18/2014 to 6/9/2015

**Evidence of Completion**

Florida Alternate Assessment scores




## Action Plan for Improvement


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

### Problem Solving Key

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

**1** = Problem Solving Step       S123456 = Quick Key


**G1.** To increase the number of students participating in the STEM program by 10% **1**

 G043427

**G1.B1** Limited to number of sections available for instructor to teach **2**

 B106423

**G1.B1.S1** Work towards more training in STEM through Professional Development activities **4**

 S117704

#### Strategy Rationale

With additional instructors, WHS will be able to offer more sections of STEM classes.

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

Professional Development - Steaming into STEM

#### Person Responsible

Mike Barwick

#### Schedule

Annually, from 8/18/2014 to 6/9/2015

#### Evidence of Completion

Sign in

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

Attendance at training

**Person Responsible**

Mike Barwick

**Schedule**

Annually, from 8/18/2014 to 6/9/2015

***Evidence of Completion***

Sign in

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

Professional Development

**Person Responsible**

Mike Barwick

**Schedule**

Annually, from 8/18/2014 to 6/9/2015

***Evidence of Completion***

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

**G2. To increase the number of students enrolled in the CTE program by 10%** 1

G043428

**G2.B1 Limited to number of sections available for instructor to teach** 2

B106424

**G2.B1.S1 Work towards more training in CTE through Professional Development activities** 4

S117705

**Strategy Rationale**

Increasing the number of qualified instructors will allow WHS to add additional sections of courses.

**Action Step 1** 5

Obtain additional Professional Development opportunities for instructors; add additional instructors.

**Person Responsible**

Mike Barwick

**Schedule**

Annually, from 8/18/2014 to 6/9/2015

**Evidence of Completion**

Professional Development attendees as evidenced by the sign in/sign out sheet.

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

Attendance at training

**Person Responsible**

Mike Barwick

**Schedule**

Annually, from 8/18/2014 to 6/9/2015

**Evidence of Completion**

Sign in

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

Professional Development

**Person Responsible**

Mike Barwick

**Schedule**

Annually, from 8/18/2014 to 6/9/2015


**Evidence of Completion**

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

**G3.** 73% of 9th, 10th and 11th grade students will score at or above grade level on the Florida State Assessment for English Language Arts. 1

 G043430

**G3.B1** Text Comprehension 2

 B106427

**G3.B1.S1** Close and Careful reading strategies and other critical reading strategies will be implemented in content areas. 4

 S117708

**Strategy Rationale**

This will assist students in improving reading comprehension.

**Action Step 1 5**

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

**Person Responsible**

Mike Barwick

**Schedule**

Annually, from 8/18/2014 to 6/9/2015

**Evidence of Completion**

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

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

One classroom assignment from each teacher indicating Close and Careful reading

**Person Responsible**

Sunny Chancy

**Schedule**

Quarterly, from 8/18/2014 to 6/9/2015

***Evidence of Completion***

Classroom assignment submitted for review

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

Standardized test scores

**Person Responsible**

Mike Barwick


**Schedule**

Annually, from 8/18/2014 to 6/9/2015

***Evidence of Completion***

Public reporting of scores

**G3.B2 Teacher Training** 2

 B106429

**G3.B2.S1 Teachers will continue to be trained through Professional Development workshops.** 4

 S117710

**Strategy Rationale**

Teachers who have had more training in this area will be better able to serve students.

**Action Step 1** 5

Teachers will be given Professional Development to increase their ability to assist students with Close and Careful reading strategies.

**Person Responsible**

Mike Barwick

**Schedule**

Annually, from 8/18/2014 to 6/9/2015

***Evidence of Completion***

Sign in to Professional Development

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

Teachers will be required to sign in during Professional Development to prove attendance.

**Person Responsible**

Mike Barwick

**Schedule**

Annually, from 8/18/2014 to 6/9/2015

***Evidence of Completion***

Sign in sheet

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

Teachers will be required to submit one class set of Close and Careful Reading essays each quarter.

**Person Responsible**

Sunny Chancy


**Schedule**

Quarterly, from 8/18/2014 to 6/9/2015

**Evidence of Completion**

Class set of essays from each teacher each quarter.

**G3.B3 Student Attendance 2**

 B106430

**G3.B3.S1 WHS will continue use of telephone system to inform parents of student absences. 4**

 S117711

**Strategy Rationale**

If parents are informed when students are absent, it may help prevent further absences.

**Action Step 1 5**

When a student is reported absent, the automatic telephone system will notify the parent of the student's absence.

**Person Responsible**

Mike Barwick

**Schedule**

Daily, from 8/18/2014 to 6/9/2015

**Evidence of Completion**

Automated telephone report generated at the end of each day.

**Plan to Monitor Fidelity of Implementation of G3.B3.S1** 6

The attendance clerk and Assistant Principal of Discipline meet daily to discuss absenteeism.

**Person Responsible**

Tolar Griffin

**Schedule**

Daily, from 8/18/2014 to 6/9/2015

***Evidence of Completion***

Attendance and skip list records are monitored daily, and reconciled with daily call report.

**Plan to Monitor Effectiveness of Implementation of G3.B3.S1** 7

Quarterly review of absenteeism

**Person Responsible**

Tolar Griffin

**Schedule**

Quarterly, from 8/18/2014 to 6/9/2015

***Evidence of Completion***

Attendance appeal committee notes and attendance data



**G3.B4 Student Writing** 2

B109019

**G3.B4.S1** Implement Write Score program to increase students' writing ability in the Close and Careful Reading area. 4

S120551

**Strategy Rationale**

When students exhibit better writing skills, reading comprehension will increase.

**Action Step 1** 5

WHS will purchase and implement 3 times a year the Write Score program for evaluating student essays.

**Person Responsible**

Mike Barwick

**Schedule**

Every 6 Weeks, from 8/18/2014 to 6/9/2015

**Evidence of Completion**

Essay evaluations/scores as received from Write Score.

**Plan to Monitor Fidelity of Implementation of G3.B4.S1** 6

Student essays will be submitted immediately, electronically, to the Write Score evaluators.

**Person Responsible**

Mike Barwick

**Schedule**

Every 6 Weeks, from 8/18/2014 to 6/9/2015

**Evidence of Completion**

Write Score will send an evaluation report on each student essay submitted.

**Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7**

Teachers and administrators will review overall Write Score reports for all student essays.

**Person Responsible**

Mike Barwick


**Schedule**

Every 6 Weeks, from 8/18/2014 to 6/9/2015

**Evidence of Completion**

Write Score evaluation reports.


**G4. 96% of all grade level students will score at level 4 or above reading on the FAA 1**

 G043431

**G4.B1 Text Comprehension 2**

 B106432

**G4.B1.S1** Close and Careful reading strategies and other critical reading strategies will be implemented in content areas. 4

 S117713

**Strategy Rationale**

Increased use of reading strategies will increase student performance.

**Action Step 1 5**

In addition to instruction from the Reading Coach and Writing Coach, teachers will use the following text:

Critical Reading: Deep Reading Strategies for Expository Texts.

**Person Responsible**

Mike Barwick

**Schedule**

Annually, from 8/18/2014 to 6/9/2015

**Evidence of Completion**

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

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

One classroom assignment from each teacher indicating Close and Careful reading

**Person Responsible**

Sunny Chancy

**Schedule**

Quarterly, from 8/18/2014 to 6/9/2015

***Evidence of Completion***

Classroom assignment submitted for review

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

Standardized test scores

**Person Responsible**

Mike Barwick

**Schedule**

Annually, from 8/18/2014 to 6/9/2015

***Evidence of Completion***

Public reporting of scores

**G5.** If learning gains are calculated by the state, 64% of students in the lowest 25% will make learning gains on Florida State Assessment for English Language Arts. 1

G043433

**G5.B1** Text Comprehension 2

B106442

**G5.B1.S1** Close and Careful reading strategies and other critical reading strategies will be implemented in content areas. 4

S117723

### Strategy Rationale

Students learning more strategies for reading comprehension will be more successful in standardized testing and classes overall.

### Action Step 1 5

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

#### Person Responsible

Mike Barwick

#### Schedule

Weekly, from 8/18/2014 to 6/9/2015

#### Evidence of Completion

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

### Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

One classroom assignment from each teacher indicating Close and Careful reading

#### Person Responsible

Sunny Chancy

#### Schedule

Quarterly, from 8/18/2014 to 6/9/2015

#### Evidence of Completion

Classroom assignment submitted for review

**Plan to Monitor Effectiveness of Implementation of G5.B1.S1** 7

Standardized test scores

**Person Responsible**

Mike Barwick


**Schedule**

Annually, from 8/18/2014 to 6/15/2015


**Evidence of Completion**

Public reporting of scores

**G5.B2 Teacher Training** 2

 B106444

**G5.B2.S1 Teachers will continue to be trained through Professional Development workshops.** 4

 S117725

**Strategy Rationale**

Teachers will gain additional knowledge through Professional Development, which in turn will enable them to further assist students.

**Action Step 1** 5

Professional Development workshops may be established for continuing education in Close and Careful Reading.

**Person Responsible**

Mike Barwick

**Schedule**

Annually, from 8/18/2014 to 6/9/2015

**Evidence of Completion**

Professional Development sign in/sign out sheet for attendees.

**Plan to Monitor Fidelity of Implementation of G5.B2.S1** 6

Teachers will submit Close and Careful Reading essays from one class each quarter.

**Person Responsible**

Sunny Chancy

**Schedule**

Quarterly, from 8/18/2014 to 6/9/2015

***Evidence of Completion***

Submission of a set of class Close and Careful Read essays submitted each quarter.

**Plan to Monitor Effectiveness of Implementation of G5.B2.S1** 7

Submitted essays will be reviewed to ensure each teacher is participating.

**Person Responsible**

Sunny Chancy

**Schedule**

Quarterly, from 8/18/2014 to 6/9/2015

***Evidence of Completion***

Submitted essays

**G5.B3 Student Attendance** 2

B106445

**G5.B3.S1** WHS will continue use of telephone system to inform parents of student absences. 4

S117726

**Strategy Rationale**

If parents are informed when students are absent, it may help prevent further absences.

**Action Step 1** 5

Student attendance will be monitored by the AP of Discipline and the attendance clerk.

**Person Responsible**

Tolar Griffin

**Schedule**

Daily, from 8/18/2014 to 6/9/2015

**Evidence of Completion**

FOCUS attendance report

**Plan to Monitor Fidelity of Implementation of G5.B3.S1** 6

AP of Discipline will oversee the inputting of attendance data by attendance clerk.

**Person Responsible**

Tolar Griffin

**Schedule**

Daily, from 8/18/2014 to 6/9/2015

**Evidence of Completion**

Daily attendance report

**Plan to Monitor Effectiveness of Implementation of G5.B3.S1 7**

Students with excessive absenteeism will be monitored with a probationary program.

**Person Responsible**

Tolar Griffin

**Schedule**

Quarterly, from 8/18/2014 to 6/9/2015

**Evidence of Completion**

FOCUS attendance report


**G6. 63% of on-time graduates taking the PERT will score at the college ready level 1**

 G043434

**G6.B1 Text Comprehension 2**

 B106447

**G6.B1.S1** Close and Careful reading strategies and other critical reading strategies will be implemented in content areas. 4

 S117728

**Strategy Rationale**

This will enable students to increase their proficiency on the PERT test.

**Action Step 1 5**

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

**Person Responsible**

Sunny Chancy

**Schedule**

Annually, from 8/18/2014 to 6/9/2015

**Evidence of Completion**

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



**Plan to Monitor Fidelity of Implementation of G6.B1.S1** 6

One classroom assignment from each teacher indicating Close and Careful reading

**Person Responsible**

Sunny Chancy

**Schedule**

Quarterly, from 8/18/2014 to 6/9/2015

***Evidence of Completion***

Classroom assignment submitted for review

**Plan to Monitor Effectiveness of Implementation of G6.B1.S1** 7

Standardized test scores

**Person Responsible**

Mike Barwick

**Schedule**

Semiannually, from 8/18/2014 to 6/9/2015

***Evidence of Completion***

Public reporting of scores

**G7. 80% of students will score at Level 3 or above on the Biology EOC** 1

G043435

**G7.B1 Text Comprehension** 2

B106452

**G7.B1.S1** Close and Careful reading strategies and other critical reading strategies will be implemented in content areas. 4

S117733

**Strategy Rationale**

Additional reading strategies will enable students to comprehend complex science texts.

**Action Step 1** 5

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

**Person Responsible**

Sunny Chancy

**Schedule**

Quarterly, from 8/18/2014 to 6/9/2015

**Evidence of Completion**

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

**Plan to Monitor Fidelity of Implementation of G7.B1.S1** 6

One classroom assignment from each teacher indicating Close and Careful reading

**Person Responsible**

Sunny Chancy

**Schedule**

Quarterly, from 8/18/2014 to 6/9/2015

**Evidence of Completion**

Classroom assignment submitted for review

**Plan to Monitor Effectiveness of Implementation of G7.B1.S1** 7

Standardized test scores

**Person Responsible**

Mike Barwick

**Schedule**

Semiannually, from 8/18/2014 to 6/9/2015

**Evidence of Completion**


Public reporting of scores

**G8. 97% of students will score at level 4 or above on FAA math** 1


 G043436

**G8.B4 Meeting the unique individualized needs of each student with a disability seeking a special diploma**

2

 B106458

**G8.B4.S1 As determined by IEP** 4

 S117741

**Strategy Rationale**

Each students' education is guided by their IEP.

**Action Step 1** 5

Creation of IEP

**Person Responsible**

Sunny Chancy

**Schedule**

Annually, from 8/18/2014 to 6/9/2015

**Evidence of Completion**

The IEP

**Plan to Monitor Fidelity of Implementation of G8.B4.S1** 6

The IEP

**Person Responsible**

Mike Barwick

**Schedule**

Annually, from 8/18/2014 to 6/9/2015

***Evidence of Completion***

Alternate Assessment

**Plan to Monitor Effectiveness of Implementation of G8.B4.S1** 7

The IEP

**Person Responsible**

Mike Barwick

**Schedule**

Annually, from 8/18/2014 to 6/9/2015

***Evidence of Completion***

Alternate Assessment

**G9.** 77% of Geometry students and 58% of Algebra students will score proficient on their specific math EOC.

1

G043437

**G9.B3** Gaps in students understanding of the basics of Algebra 2

B106461

**G9.B3.S1** After-school tutoring provided by Algebra teachers and National Honor Society members 4

S117742

**Strategy Rationale**

After school tutoring will increase student understanding of math.

**Action Step 1** 5

After school tutoring will be scheduled by Algebra teachers.

**Person Responsible**

Mike Barwick

**Schedule**

Weekly, from 8/18/2014 to 6/9/2015

**Evidence of Completion**

Students attending after school tutoring will sign in.

**Action Step 2** 5

Provide one-on-one tutoring

**Person Responsible**

Mike Barwick

**Schedule**

Weekly, from 8/18/2014 to 6/9/2015

**Evidence of Completion**

EOC assessment

**Plan to Monitor Fidelity of Implementation of G9.B3.S1** 6

Receive data on attendance of students in tutoring

**Person Responsible**

Mike Barwick

**Schedule**

Weekly, from 8/18/2014 to 6/9/2015

***Evidence of Completion***

Number of students participating in tutoring

**Plan to Monitor Effectiveness of Implementation of G9.B3.S1** 7

Students reporting for tutoring

**Person Responsible**

Mike Barwick


**Schedule**

Weekly, from 8/18/2014 to 6/9/2015

***Evidence of Completion***

EOC scores

**G9.B3.S2** Summer school classes held in Algebra 1 and Geometry 4

 S117743

**Strategy Rationale**

Students will benefit from additional instruction provided during the summer.

**Action Step 1** 5

Summer classes will be held in math subjects to increase comprehension.

**Person Responsible**

Mike Barwick

**Schedule**

Annually, from 6/15/2015 to 7/23/2015

**Evidence of Completion**

Enrollment of summer school students.

**Plan to Monitor Fidelity of Implementation of G9.B3.S2** 6

Summer school attendance will be taken and administration will ensure the curriculum for the summer classes.

**Person Responsible**

Sunny Chancy

**Schedule**

Annually, from 6/15/2015 to 7/23/2015

**Evidence of Completion**

Summer school attendance will be monitored and the curriculum reviewed by lesson plans.

**Plan to Monitor Effectiveness of Implementation of G9.B3.S2 7**

Students will be placed in classes based on their previous grade or EOC score.

**Person Responsible**

Sunny Chancy

**Schedule**

Annually, from 6/15/2015 to 7/23/2015

**Evidence of Completion**


Review of students' subsequent EOC scores.

**G10. 90% of students will score at level 4 or above on the science portion of the FAA 1**


 G043439

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

2

 B106468

**G10.B4.S1 As determined by IEP 4**

 S117753

**Strategy Rationale**

Each IEP is individualized to meet the students needs.

**Action Step 1 5**

Creation of IEP

**Person Responsible**

Sunny Chancy

**Schedule**

Annually, from 8/18/2014 to 6/9/2015

**Evidence of Completion**

The IEP



**Plan to Monitor Fidelity of Implementation of G10.B4.S1 6**

The IEP

**Person Responsible**

Mike Barwick

**Schedule**

Annually, from 8/18/2014 to 6/9/2015

**Evidence of Completion**

Florida Alternate Assessment

**Plan to Monitor Effectiveness of Implementation of G10.B4.S1 7**

The IEP

**Person Responsible**

Mike Barwick

**Schedule**

Annually, from 8/18/2014 to 6/9/2015

**Evidence of Completion**

Florida Alternate Assessment

**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
G1.B1.S1.A1	Professional Development - Steaming into STEM	Barwick, Mike	8/18/2014	Sign in	6/9/2015 annually
G2.B1.S1.A1	Obtain additional Professional Development opportunities for instructors; add additional instructors.	Barwick, Mike	8/18/2014	Professional Development attendees as evidenced by the sign in/sign out sheet.	6/9/2015 annually
G3.B1.S1.A1	In addition to instruction from the Reading Coach, teachers will use the following text: Critical Reading: Deep Reading Strategies for Expository Texts.	Barwick, Mike	8/18/2014	In addition to the results of the standardized assessment, every teacher will be responsible for turning in to AP/Curriculum, one class assignment indicating close and careful reading.	6/9/2015 annually
G4.B1.S1.A1	In addition to instruction from the Reading Coach and Writing Coach, teachers will use the following text: Critical Reading: Deep Reading Strategies for Expository Texts.	Barwick, Mike	8/18/2014	In addition to the results of the standardized assessment, every teacher will be responsible for turning in to AP/Curriculum, one class assignment indicating close and careful reading. Additional resources to be	6/9/2015 annually

**Wakulla - 0071 - Wakulla High School - 2014-15 SIP**  
*Wakulla High School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				purchased by SAC if deemed necessary and funds are available.	
G5.B1.S1.A1	In addition to instruction from the Reading Coach, teachers will use the following text: Critical Reading: Deep Reading Strategies for Expository Texts.	Barwick, Mike	8/18/2014	In addition to the results of the standardized assessment, every teacher will be responsible for turning in to AP/Curriculum, one class assignment indicating close and careful reading.	6/9/2015 weekly
G6.B1.S1.A1	In addition to instruction from the Reading Coach, teachers will use the following text: Critical Reading: Deep Reading Strategies for Expository Texts.	Chancy, Sunny	8/18/2014	In addition to the results of the standardized assessment, every teacher will be responsible for turning in to AP/Curriculum, one class assignment indicating close and careful reading.	6/9/2015 annually
G7.B1.S1.A1	In addition to instruction from the Reading Coach, teachers will use the following text: Critical Reading: Deep Reading Strategies for Expository Texts.	Chancy, Sunny	8/18/2014	In addition to the results of the standardized assessment, every teacher will be responsible for turning in to AP/Curriculum, one class assignment indicating close and careful reading.	6/9/2015 quarterly
G8.B4.S1.A1	Creation of IEP	Chancy, Sunny	8/18/2014	The IEP	6/9/2015 annually
G9.B3.S1.A1	After school tutoring will be scheduled by Algebra teachers.	Barwick, Mike	8/18/2014	Students attending after school tutoring will sign in.	6/9/2015 weekly
G10.B4.S1.A1	Creation of IEP	Chancy, Sunny	8/18/2014	The IEP	6/9/2015 annually
G3.B2.S1.A1	Teachers will be given Professional Development to increase their ability to assist students with Close and Careful reading strategies.	Barwick, Mike	8/18/2014	Sign in to Professional Development	6/9/2015 annually
G3.B3.S1.A1	When a student is reported absent, the automatic telephone system will notify the parent of the student's absence.	Barwick, Mike	8/18/2014	Automated telephone report generated at the end of each day.	6/9/2015 daily
G5.B2.S1.A1	Professional Development workshops may be established for continuing education in Close and Careful Reading.	Barwick, Mike	8/18/2014	Professional Development sign in/sign out sheet for attendees.	6/9/2015 annually
G5.B3.S1.A1	Student attendance will be monitored by the AP of Discipline and the attendance clerk.	Griffin, Tolar	8/18/2014	FOCUS attendance report	6/9/2015 daily
G3.B4.S1.A1	WHS will purchase and implement 3 times a year the Write Score program for evaluating student essays.	Barwick, Mike	8/18/2014	Essay evaluations/scores as received from Write Score.	6/9/2015 every-6-weeks
G9.B3.S2.A1	Summer classes will be held in math subjects to increase comprehension.	Barwick, Mike	6/15/2015	Enrollment of summer school students.	7/23/2015 annually
G9.B3.S1.A2	Provide one-on-one tutoring	Barwick, Mike	8/18/2014	EOC assessment	6/9/2015 weekly
G1.MA1	Increase in student enrollment in STEM courses	Barwick, Mike	8/18/2014	More STEM classes can be added	6/9/2015 annually
G1.B1.S1.MA1	Professional Development	Barwick, Mike	8/18/2014	Increase in student enrollment in the program due to increased class availability.	6/9/2015 annually
G1.B1.S1.MA1	Attendance at training	Barwick, Mike	8/18/2014	Sign in	6/9/2015 annually
G2.MA1	Increase in student enrollment in CTE courses	Barwick, Mike	8/18/2014	More CTE courses can be added	6/9/2015 annually
G2.B1.S1.MA1	Professional Development	Barwick, Mike	8/18/2014	Increase in student enrollment in the program due to increased class availability.	6/9/2015 annually

**Wakulla - 0071 - Wakulla High School - 2014-15 SIP**  
*Wakulla High School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.MA1	Attendance at training	Barwick, Mike	8/18/2014	Sign in	6/9/2015 annually
G3.MA1	Evaluate scores from the student standardized tests	Barwick, Mike	8/18/2014	Reporting to Superintendent	6/9/2015 annually
G3.B1.S1.MA1	Standardized test scores	Barwick, Mike	8/18/2014	Public reporting of scores	6/9/2015 annually
G3.B1.S1.MA1	One classroom assignment from each teacher indicating Close and Careful reading	Chancy, Sunny	8/18/2014	Classroom assignment submitted for review	6/9/2015 quarterly
G3.B2.S1.MA1	Teachers will be required to submit one class set of Close and Careful Reading essays each quarter.	Chancy, Sunny	8/18/2014	Class set of essays from each teacher each quarter.	6/9/2015 quarterly
G3.B2.S1.MA1	Teachers will be required to sign in during Professional Development to prove attendance.	Barwick, Mike	8/18/2014	Sign in sheet	6/9/2015 annually
G3.B3.S1.MA1	Quarterly review of absenteeism	Griffin, Tolar	8/18/2014	Attendance appeal committee notes and attendance data	6/9/2015 quarterly
G3.B3.S1.MA1	The attendance clerk and Assistant Principal of Discipline meet daily to discuss absenteeism.	Griffin, Tolar	8/18/2014	Attendance and skip list records are monitored daily, and reconciled with daily call report.	6/9/2015 daily
G3.B4.S1.MA1	Teachers and administrators will review overall Write Score reports for all student essays.	Barwick, Mike	8/18/2014	Write Score evaluation reports.	6/9/2015 every-6-weeks
G3.B4.S1.MA1	Student essays will be submitted immediately, electronically, to the Write Score evaluators.	Barwick, Mike	8/18/2014	Write Score will send an evaluation report on each student essay submitted.	6/9/2015 every-6-weeks
G4.MA1	Evaluate scores from the student standardized tests	Barwick, Mike	8/18/2014	Reporting to Superintendent	6/9/2015 annually
G4.B1.S1.MA1	Standardized test scores	Barwick, Mike	8/18/2014	Public reporting of scores	6/9/2015 annually
G4.B1.S1.MA1	One classroom assignment from each teacher indicating Close and Careful reading	Chancy, Sunny	8/18/2014	Classroom assignment submitted for review	6/9/2015 quarterly
G5.MA1	Evaluate scores from the student standardized tests	Barwick, Mike	8/18/2014	Reporting to Superintendent	6/9/2015 annually
G5.B1.S1.MA1	Standardized test scores	Barwick, Mike	8/18/2014	Public reporting of scores	6/15/2015 annually
G5.B1.S1.MA1	One classroom assignment from each teacher indicating Close and Careful reading	Chancy, Sunny	8/18/2014	Classroom assignment submitted for review	6/9/2015 quarterly
G5.B2.S1.MA1	Submitted essays will be reviewed to ensure each teacher is participating.	Chancy, Sunny	8/18/2014	Submitted essays	6/9/2015 quarterly
G5.B2.S1.MA1	Teachers will submit Close and Careful Reading essays from one class each quarter.	Chancy, Sunny	8/18/2014	Submission of a set of class Close and Careful Read essays submitted each quarter.	6/9/2015 quarterly
G5.B3.S1.MA1	Students with excessive absenteeism will be monitored with a probationary program.	Griffin, Tolar	8/18/2014	FOCUS attendance report	6/9/2015 quarterly
G5.B3.S1.MA1	AP of Discipline will oversee the inputting of attendance data by attendance clerk.	Griffin, Tolar	8/18/2014	Daily attendance report	6/9/2015 daily
G6.MA1	Evaluate scores from the student standardized tests	Barwick, Mike	8/18/2014	Reporting to Superintendent	6/9/2015 semiannually
G6.B1.S1.MA1	Standardized test scores	Barwick, Mike	8/18/2014	Public reporting of scores	6/9/2015 semiannually
G6.B1.S1.MA1	One classroom assignment from each teacher indicating Close and Careful reading	Chancy, Sunny	8/18/2014	Classroom assignment submitted for review	6/9/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G7.MA1	Evaluate scores from the student standardized tests	Barwick, Mike	8/18/2014	Reporting to Superintendent	6/9/2015 semiannually
G7.B1.S1.MA1	Standardized test scores	Barwick, Mike	8/18/2014	Public reporting of scores	6/9/2015 semiannually
G7.B1.S1.MA1	One classroom assignment from each teacher indicating Close and Careful reading	Chancy, Sunny	8/18/2014	Classroom assignment submitted for review	6/9/2015 quarterly
G8.MA1	Progress Monitoring	Barwick, Mike	8/18/2014	Alternate Assessment scores	6/9/2015 annually
G8.B4.S1.MA1	The IEP	Barwick, Mike	8/18/2014	Alternate Assessment	6/9/2015 annually
G8.B4.S1.MA1	The IEP	Barwick, Mike	8/18/2014	Alternate Assessment	6/9/2015 annually
G9.MA1	Number of students attending tutoring	Barwick, Mike	8/18/2014	EOC scores	6/9/2015 weekly
G9.B3.S1.MA1	Students reporting for tutoring	Barwick, Mike	8/18/2014	EOC scores	6/9/2015 weekly
G9.B3.S1.MA1	Receive data on attendance of students in tutoring	Barwick, Mike	8/18/2014	Number of students participating in tutoring	6/9/2015 weekly
G9.B3.S2.MA1	Students will be placed in classes based on their previous grade or EOC score.	Chancy, Sunny	6/15/2015	Review of students' subsequent EOC scores.	7/23/2015 annually
G9.B3.S2.MA1	Summer school attendance will be taken and administration will ensure the curriculum for the summer classes.	Chancy, Sunny	6/15/2015	Summer school attendance will be monitored and the curriculum reviewed by lesson plans.	7/23/2015 annually
G10.MA1	Progress Monitoring	Barwick, Mike	8/18/2014	Florida Alternate Assessment scores	6/9/2015 annually
G10.B4.S1.MA1	The IEP	Barwick, Mike	8/18/2014	Florida Alternate Assessment	6/9/2015 annually
G10.B4.S1.MA1	The IEP	Barwick, Mike	8/18/2014	Florida Alternate Assessment	6/9/2015 annually

## 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 Opportunities

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

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

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

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

### PD Opportunity 1

Professional Development - Steaming into STEM

#### Facilitator

Chief Academic Officer

#### Participants

Arts Coalition

#### Schedule

Annually, from 8/18/2014 to 6/9/2015

**G3.** 73% of 9th, 10th and 11th grade students will score at or above grade level on the Florida State Assessment for English Language Arts.

**G3.B2** Teacher Training

**G3.B2.S1** Teachers will continue to be trained through Professional Development workshops.

### PD Opportunity 1

Teachers will be given Professional Development to increase their ability to assist students with Close and Careful reading strategies.

#### Facilitator

Writing/Reading Coaches

#### Participants

School team members and additional teachers.

#### Schedule

Annually, from 8/18/2014 to 6/9/2015

**G4.** 96% of all grade level students will score at level 4 or above reading on the FAA

**G4.B1** Text Comprehension

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

**PD Opportunity 1**

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

**Facilitator**

Head of ESE department

**Participants**

All ESE teachers

**Schedule**

Annually, from 8/18/2014 to 6/9/2015

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
<b>Goal 3:</b> 73% of 9th, 10th and 11th grade students will score at or above grade level on the Florida State Assessment for English Language Arts.	36,000
<b>Goal 5:</b> If learning gains are calculated by the state, 64% of students in the lowest 25% will make learning gains on Florida State Assessment for English Language Arts.	50,000
<b>Grand Total</b>	<b>86,000</b>

### Goal 3: 73% of 9th, 10th and 11th grade students will score at or above grade level on the Florida State Assessment for English Language Arts.

Description	Source	Total
<b>B1.S1.A1</b> - Writing Coach Salary	Title II	36,000
<b>Total Goal 3</b>		<b>36,000</b>

### Goal 5: If learning gains are calculated by the state, 64% of students in the lowest 25% will make learning gains on Florida State Assessment for English Language Arts.

Description	Source	Total
<b>B1.S1.A1</b> - Reading Coach Salary	Title II	50,000
<b>Total Goal 5</b>		<b>50,000</b>