

# Walton Middle School



School Improvement Plan (SIP)  
2012 - 2013

**2012-2013 SCHOOL IMPROVEMENT PLAN**

**PART I: SCHOOL INFORMATION**

School Name: Walton Middle School	District Name: Walton County School District
Principal: Tripp Hope	Superintendent: Carlene Anderson
SAC Chair: Dixie Burge	Date of School Board Approval: September 11, 2012

**Highly Qualified Administrators**

List your school’s highly effective administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and Ambitious but Achievable Annual Measurable Objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Tripp Hope	<p><b>Degrees:</b> BS in History from East Tennessee State University, Master’s in Educational Leadership from University of West Florida</p> <p><b>Certifications:</b> Educational Leadership, Principal Endorsement</p>	5	14	<p><b>2011 – 2012 Walton Middle School Principal</b> – School Grade C, 55% Reading Mastery, 55% Mathematics Mastery, 87% Writing Mastery, 43% Science Mastery</p> <p><b>2010 – 2011 Walton Middle School, Principal</b>– School Grade B, 67% Reading Mastery, 66% Mathematics Mastery, 89% Writing Mastery, 47% Science Mastery, AYP – 92%, White and Economically Disadvantaged subgroups did not meet AYP in Reading</p> <p><b>2009 – 2010 Walton Middle School, Principal</b> – School Grade A, 70% Reading Mastery, 62% Mathematics Mastery, 91% Writing Mastery, 47% Science Mastery, AYP – 87%, White subgroup did not make AYP in Reading; Economically Disadvantaged and White subgroups did not make AYP in Math.</p> <p><b>2008 – 2009 –Walton Middle School, Principal</b> – School Grade A, 68% Reading Mastery, 62% Mathematics Mastery, 97% Writing Mastery, 46% Science Mastery, AYP – 90%, Economically</p>

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					Disadvantaged subgroup did not make AYP in Reading; White and Economically Disadvantaged subgroups did not make AYP in Math.
Assistant Principal	Jason Campbell	<p><b>Degrees:</b> BS in History Education from University of West Florida, Master's in Educational Leadership from University of West Florida</p> <p><b>Certifications:</b> History (6-12), Educational Leadership (All levels)</p>	2	4	<p><b>2011 – 2012 Walton Middle School Assistant Principal</b> – School Grade C, 55% Reading Mastery, 55% Mathematics Mastery, 87% Writing Mastery, 43% Science Mastery</p> <p><b>2010 – 2011 Walton Middle School, Assistant Principal</b>– School Grade B, 67% Reading Mastery, 66% Mathematics Mastery, 89% Writing Mastery, 47% Science Mastery, AYP – 92%, White and Economically Disadvantaged subgroups did not meet AYP in Reading</p> <p><b>2009 – 2010 – West DeFuniak Springs Elementary School, Assistant Principal</b> – School Grade A, 78% Reading Mastery, 77% Mathematics Mastery, 92% Writing Mastery, 44% Science Mastery, AYP – 95%, Economically Disadvantaged and Black subgroups did not make AYP in Reading.</p> <p><b>2008 – 2009 – West DeFuniak Springs Elementary School, Assistant Principal</b> – School Grade A, 81% Reading Mastery, 69% Mathematics Mastery, 92% Writing Mastery, 44% Science Mastery, AYP – 92%, Economically Disadvantaged subgroup did not make AYP in Math.</p>

### Highly Qualified Instructional Coaches

List your school's highly effective instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading / Literacy Coach	Kristin Rhodes	English 6-12, Reading Endorsement, ESOL Endorsement	1	2	<b>2011 – 2012 Walton Middle School</b> – School Grade C, 55% Reading Mastery
Reading / Literacy	Nathan Smith	Educational Leadership,	1	3	<b>2011 – 2012 Walton Middle School</b> – School Grade C, 55% Reading Mastery

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Coach		Mathematics 6-12, Middle Grades Integrated Curriculum			
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**Highly Qualified Teachers**

Describe the school-based strategies that will be used to recruit and retain high quality, highly effective teachers to the school.

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Hiring and assignments of staff follow state and district policies to ensure that Walton Middle School hires highly qualified employees.	Principal	On-going	
2. New and transfer teachers are assigned mentors in his/her subject area to help acclimate new WMS staff to school procedures and curriculum.	Administration Mentors	On-going	
3. All teachers will meet with the principal to select goals for the Individual Professional Development Plan (IPDP) and monitor progress mid-year and end of year.	Principal Teachers	End of 2011 – 2012 school year.	
4. Teachers whose assignments change into a field previously unfamiliar to them will be assigned a mentor to provide subject area training to prepare them to teach their new curriculum and standards.	Administration Mentors	On-going	

***Non-Highly Qualified Instructors***

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly effective.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Effective
NA 100% Highly Qualified			

***Staff Demographics***

Please complete the following demographic information about the instructional staff in the school.

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\*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
49	4% (2)	22% (11)	36% (17)	38% (18)	29% (14)	100% (49)	27% (13)	0% (0)	29% (14)

### ***Teacher Mentoring Program***

Please describe the school's teacher mentoring program by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Jennifer Barrow	Gabrielle Brown – 1 <sup>st</sup> year teacher, 6 <sup>th</sup> grade Mathematics	Mentee is assigned a mentor who is a veteran teacher at WMS and is knowledgeable of the grade level, curriculum, and standards of assigned teaching assignment.	Full implementation of district mentoring program. Example activities include: monthly meetings, lesson observations, detailed mentor/mentee checklists by month, and other administrative support assigned.
Tara Manson	Emily Kent – 1 <sup>st</sup> year teacher, 6 <sup>th</sup> grade Reading	Mentee is assigned a mentor who is a veteran teacher at WMS and is knowledgeable of the grade level, curriculum, and standards of assigned teaching assignment.	Full implementation of district mentoring program. Example activities include: monthly meetings, lesson observations, detailed mentor/mentee checklists by month, and other administrative support assigned.
Sandy Love	Nina Patel – 1 <sup>st</sup> year teacher, 8 <sup>th</sup> grade Mathematics	Mentee is assigned a mentor who is a veteran teacher at WMS and is knowledgeable of the grade level, curriculum, and standards of assigned teaching assignment.	Full implementation of district mentoring program. Example activities include: monthly meetings, lesson observations, detailed mentor/mentee checklists by month, and other administrative support assigned.
Jennifer Bell	Jennifer Gibson – new to Walton County, 7 <sup>th</sup> grade Language Arts teacher	Mentee is assigned a mentor who is a veteran teacher at WMS and is knowledgeable of the grade level, curriculum, and standards of assigned teaching assignment.	Full implementation of district mentoring program. Example activities include: monthly meetings, lesson observations, detailed mentor/mentee checklists by month, and other administrative support assigned.
Joe Proffitt	Bobby Bennett – new to Walton Middle School and 7 <sup>th</sup> /8 <sup>th</sup> grade Social Studies	Mentee is assigned a mentor who is a veteran teacher at WMS and is knowledgeable of the grade level, curriculum, and standards of assigned teaching assignment.	Full implementation of district mentoring program. Example activities include: monthly meetings, lesson observations, detailed mentor/mentee checklists by month, and other administrative support assigned.
Teresa Deal	Amanda McArdle – new to Walton Middle School, 7 <sup>th</sup> grade ESE consult teacher	Mentee is assigned a mentor who is a veteran teacher at WMS and is knowledgeable of the grade level, curriculum, and standards of assigned teaching	Full implementation of district mentoring program. Example activities include: monthly meetings, lesson observations, detailed mentor/mentee checklists by month,

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		assignment.	and other administrative support assigned.
Melissa Susenbach	Judy McFarland – new to 7 <sup>th</sup> /8 <sup>th</sup> grade Science position	Mentee is assigned a mentor who is a veteran teacher at WMS and is knowledgeable of the grade level, curriculum, and standards of assigned teaching assignment.	Full implementation of district mentoring program. Example activities include: monthly meetings, lesson observations, detailed mentor/mentee checklists by month, and other administrative support assigned.

### DAC Utilization

As allowed by statute (F.S. 1001.452), the Walton County School District maintains a District Advisory Council (DAC) to assume the responsibilities required of School Advisory Councils. The 63 member DAC is made up of administrators, teachers, staff, parents, students and community representatives from all schools chosen to reflect the District demographic profile. The majority of the DAC members are not employed by the Walton School District.

The DAC meets monthly for updates and training on the school improvement process and annually evaluates the school improvement plans from all schools for clarity, completeness and attainability; meets with school officials to make necessary revisions; recommends adoption to the School Board; receives updates on progress and monitors expenditures. The DAC also serves as a parent/community advisory group to meet other district needs upon request. Each school organizes its own, smaller, School Advisory Committee to create the School Improvement Plan and then carry out and monitor specific school improvement strategies.

### PAEC UTILIZATION

Walton Middle School participates in services and activities provided by the Panhandle Area Educational Consortium, our regional service agency (F.S. 1001.451 F.S.). Our school selects services and activities based on goals, objectives and strategies set forth in the School Improvement Plan which allows us to maximize resources, enhance support services and expand communication with other schools.

### *Multi-Tiered System of Supports (MTSS)*

#### School-Based MTSS

##### **Identify the school-based MTSS Team.**

**Administrators – Tripp Hope, Jason Campbell:** Provides a vision for the use of data-based decision making; ensures the school-based team is correctly implementing MTSS; ensures implementation of intervention and documentation; ensures that school professionals receive adequate professional development and guidance to support MTSS implementation.

**Select General Education Teachers - Nina Patel, Donna Davis, Katie Williams:** Provide information about core instruction; participates in data collection; delivers

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Tier 1 instruction and intervention; works with other teachers to assist with Tier 2/3 implementation.

**Guidance Counselor – Jodi Howell:** Assists with school programs to screen intervention services for students ‘at risk,’ provides support for school assessment; provides support for RtI monitoring.

**Exceptional Student Education (ESE) Teacher Consult – Amanda McArdle:** Assists with data collection, provides support and assistance for integration of Tier 2/3 activities.

**Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?**

The MTSS team will meet bi-weekly to review data, review progress monitoring at grade level and classroom level, determine the instructional needs of students identified not meeting benchmarks, at moderate risk, or at high risk for not meeting benchmarks. Team members will present hypotheses, problem solve, and share research based strategies and practices, and assist evaluation of implementation.

**Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the MTSS Problem-solving process is used in developing and implementing the SIP?**

The MTSS team will use the previous year’s FCAT data along with school-wide progress monitoring data reviewed during bi-weekly MTSS meetings to develop strategies for students in classrooms still in Tier I level instruction. This information will be taken to the School Improvement Team, where goals/strategies will be developed to address those specific concerns.

### MTSS Implementation

**Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.**

Baseline data: FCAT data, DEA pre-assessment, behavioral analysis

Progress Monitoring: DEA probes, FOCUS (FCAT explorer), weekly behavior updates

Mid-year: DEA mid-year assessment

End of Year: FCAT, Algebra I EOC

**Describe the plan to train staff on MTSS.**

During pre-planning, teachers will review expectations of MTSS implementation regarding assessment data, progress monitoring, and supplemental instruction for Tier II students. The MTSS team will provide further training for the school staff throughout the school year.

## *Literacy Leadership Team (LLT)*

### School-Based Literacy Leadership Team

**Identify the school-based Literacy Leadership Team (LLT).**

- **Media Specialist – Kip Baker** - Provides reports and data to assist with goal setting and monitoring achievement of goals; serves as chair-person and leads the meetings and activities.
- **Assistant Principal – Jason Campbell** - Conducts meetings if chair-person is not available; helps facilitate incentive distribution; provides administrative guidance and feedback.

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- **Select Reading and Language Arts teachers – Emily Kent, Rachel Jones**– Provide research based reading strategies and activities; assist with development of rubrics or other grading criteria for student project submissions; assist with student reading programs and implementation of strategies.

### **Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).**

The Literacy Leadership Team meets monthly (more often if needed). The team is lead by the Media Specialist and supported by the Assistant Principal. A recorder is selected at the beginning of each school year to take minutes and help develop checklists or other support for activity planning. Other responsibilities are assigned as needed for reading incentive challenges and rewards. All team activities and meetings are centered on a theme of promoting and trying to instill a love of reading in middle school students.

### **What will be the major initiatives of the LLT this year?**

Based on the declining achievement scores from the 2012 FCAT Reading results, the Literacy Leadership Team will brainstorm and develop strategies to help support the instruction and infusion of reading strategies into WMS classrooms.

### ***Public School Choice***

- **Supplemental Educational Services (SES) Notification**

*Upload a copy of the SES Notification to Parents in the designated upload link on the “Upload” page.*

### **\*Grades 6-12 Only** Sec. 1003.413 (b) F.S

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

#### ***MIDDLE AND HIGH SCHOOLS MUST ADDRESS.***

- All WMS teachers are required to incorporate reading strategies into their weekly lessons. These strategies must be documented into the lesson plans, which will be submitted weekly (before instruction takes place) to the principal, who will review the plans to ensure that students are receiving necessary support in reading to learn. School administrators will be carefully monitoring classrooms during walkthroughs for reading strategies in action during instruction.
- All WMS teachers have either received (returning teachers) or will receive (new teachers) the content reading professional development required for their subject area in order to ensure that all teachers have the tools and knowledge necessary to effectively incorporate reading strategies into their instructional plans.

### **District Strategies in Support of School Goals**

- District staff, school staff and educational consultants will be utilized to determine effective strategies for improving performance within the African-American, Hispanic and Students with Disabilities subgroups.
- The District will continue to employ outside consultants to assist in curriculum alignment strategies (as funding allows).
- The District will recruit and retain employees who are highly qualified.
- The District will assist schools in determining appropriate and effective interventions to assist students in meeting academic and behavioral goals,

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including professional development and the implementation of the Problem Solving/Positive Behavioral Support/Response to Intervention Model.

- The District will use its resources and personnel to develop a continuum of learning which enables all students to make annual learning gains.
- The District will continue to develop more uniform and timely data collection strategies to assist schools in making data-based instructional decisions.
- The District will continue to offer and expand quality professional development to provide appropriate strategies and activities to support common curricular initiatives.
- The District will continue to assist schools in the establishment of effective credit recovery systems.
- The District will utilize a curriculum review team to monitor fidelity of instruction to focus upon rigor and relevance.
- The District will support school efforts to identify and meet parent and community expectations and work to develop a unified district approach.
- The District will develop an accountability procedure to ensure fidelity to the Student Progression Plan.
- The District will work to expand the teacher orientation and mentoring programs.

## PART II: EXPECTED IMPROVEMENTS

**Reading Goals** \* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1a. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</b>			1a.1. Students do not get ample exposure to rigorous, higher-order questions from current resources like DEA has a limited question bank.	1a.1. WMS will incorporate FCAT Testmaker to expose students to rigorous questions and have more benchmark exposure. This exposure allows teachers to model how to read, comprehend, and respond to rigorous curriculum material.	1a.1. School Administrator Subject Area Chairperson	1a.1. DEA assessment results Classroom Assessment results	1a.1. DEA results Classroom Assessment averages
<b>Reading Goal #1a:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
Overall school proficiency in reading will meet the requirements of the Race to the Top.	55% (334) of WMS students achieved at least a level 3 in FCAT 2.0 Reading	At least 65% (396) students proficient in reading or demonstrate 3 in FCAT 2.0 improved performance.					

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			1a.2. WMS teachers will incorporate Florida Achieves into classroom instruction	1a.2. Subject-Area Chairperson	1a.2. DEA assessment results Classroom Assessment results	1a.2. DEA results Classroom Assessment averages
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading.</b>		2a.1.	2a.1. WMS language arts teachers will incorporate Springboard curriculum for its advanced language arts students in seventh and eighth grades.	2a.1. Classroom teachers Language Area Chairperson	2a.1 DEA assessment results Classroom Assessment results	2a.1. DEA results Classroom Assessment averages
Reading Goal #2a: The school will provide enrichment and extension opportunities to promote continued growth among students performing at high levels	2012 Current Level of Performance: e.*	2013 Expected Level of Performance: *				
	25% (152) of all WMS students scored at levels 4 and 5 on FCAT 2.0 Reading.	35% (213) of WMS students will score at levels 4 and 5 on FCAT 2.0 Reading.				
		2a.2.	2a.2. In advanced language arts classes, students will develop higher-order questions through the use of Marzano or Bloom's Taxonomy leveled questions	2a.2. Classroom teachers	2a.2. Classrooms Assessments and lesson plans	2a.2. Classroom Assessments and Lesson Plans
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3a. FCAT 2.0: Percentage of students making Learning Gains in reading.</b>		3a.1.	3a.1. WMS Literacy Leadership team will conduct several reading challenges to	3a.1. Literacy Leadership Team and Language Arts Teachers	3a.1. AR Test rosters and contest entries	3a.1. Contest Entry Submissions
Reading Goal #3a:	2012 Current Level of Performance:	2013 Expected Level of Performance:*				

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The school will provide quality instruction, remediation and enrichment opportunities so that all students make continuous progress towards performing at high levels.	*				encourage self-motivated reading		
	58%(353) of WMS students made Learning Gains in Reading.	At least 68% (414) will make Learning Gains in Reading					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.</b>			4a.1. WMS needs to increase achievement in its lowest 25% subgroup.	4a.1. WMS utilizes the Scholastic Read180 Program for students scoring at a level 1 on FCAT Reading.	4a.1. Guidance and Reading Instructors	4a.1. DEA Assessments as well as Read180 Assessments and classroom formative assessment results.	4a.1. DEA Assessments as well as Read180 Assessments and classroom formative assessment results
<b>Reading Goal #4a:</b>	<u>2012 Current Level of Performance.*</u>	<u>2013 Expected Level of Performance.*</u>					
The school will take specific actions that target its struggling students and assist them in showing a year's worth of growth from the previous year.	55% (334) of the lowest 25% made learning gains of FCAT 2.0	At least 65% (396) of the lowest 25% will make learning gains on FCAT 2.0					
			4a.2.	4a.2. WMS will utilize the support of a reading professional to present workshops centered on reading strategies to all core curriculum staff during a professional development day.	4a.2. TBA	4a.2. Lesson plans and DEA Assessments	4a.2. Classroom and DEA Assessment

**Reading Professional Development**

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<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading Strategy Training	TBD	TBD	TBD	TBD – PD ½ Days	Lesson Plans & DEA Assessments	Classroom teacher participants from training

**Reading Budget** (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Springboard Language Arts Curriculum	Pre-AP Language Arts Workbooks	School Improvement Fund	\$300.00
			<b>Subtotal: \$300.00</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
1a.1. WMS will incorporate FCAT Test Maker PRO to expose students to rigorous questions and have more benchmark	FCAT TEST MAKER PRO Middle Edition - Includes Grades 6, 7, 8 Reading, Math, Grade 8 Science, Grade 7 Writing and Civics	School Improvement Finds	2000.00

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exposure				
				<b>Subtotal: \$2000.00</b>
<b>Professional Development</b>				
Strategy	Description of Resources	Funding Source	Amount	
				<b>Subtotal:</b>
<b>Other</b>				
Strategy	Description of Resources	Funding Source	Amount	
				<b>Subtotal:</b>
				<b>Total: \$2300.00</b>

*End of Reading Goals*

**Middle School Mathematics Goals** \* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

<b>Middle School Mathematics Goals</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b>			1a.1. Students do not get ample exposure to FCAT style questions	1a.1. WMS will incorporate FCAT Testmaker to expose students to rigorous questions and have more benchmark exposure. This exposure allows teachers to model how to read, comprehend, and respond	1a.1. School Administrator Subject Area Chairperson	1a.1. DEA assessment results Classroom Assessment results	1a.1. DEA results Classroom Assessment averages
<u>Mathematics Goal #1a:</u>	<u>2012 Current Level of Performance.*</u>	<u>2013 Expected Level of Performance.*</u>					
Overall school proficiency in mathematics will	55% (334) of WMS students achieved at	65%(396) of WMS students will achieve proficiency on					

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meet the requirements of the Race to the Top.	<i>Least Level 3 on FCAT 2.0 Mathematics</i>	<i>FCAT 2.0 Mathematics.</i>		to rigorous curriculum material.			
			1a.2. Students do not get ample exposure to FCAT style questions	1a.2. WMS math teachers will incorporate Florida Achieves into classroom instruction	1a.2. Math Chairperson	1a.2. DEA assessment results Classroom Assessment results	1a.2. DEA results Classroom Assessment averages
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</b>			2a.1.	2a.1. WMS math teachers will implement Springboard curriculum into its sixth, seventh, and eighth grade classes.	2a.1. Classroom teachers Math Chairperson	2a.1. DEA assessment results Classroom Assessment results	2a.1. DEA results Classroom Assessment averages
<u>Mathematics Goal #2a:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The school will provide enrichment and extension opportunities to promote continued growth among students performing at high levels	23% (140) of WMS students achieved at least a level 4 or 5 on FCAT2.0 Math.	At least 33% (201) of students will achieve Levels 4 or 5 on FCAT 2.0 Math.					
				2a.2. WMS math teachers will implement 2 PBL projects (1 per semester)	2a.2. Classroom teachers Math Chairperson	2a.2. DEA assessment results Classroom Assessment results	2a.2. DEA results Classroom Assessment averages
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.</b>			3a.1.	3a.1. WMS will incorporate the AVID learning curriculum strategies into instruction.	3a.1. Classroom teacher Subject Area Chairperson	3a.1. DEA assessment Classroom assessment	3a.1. DEA Assessment Results and Classroom Assessment Results
<u>Mathematics Goal #3a:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
			Students who achieve learning gains often require motivation and strategies help				

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The school will provide quality instruction, remediation and enrichment opportunities so that all students make continuous progress towards performing at high levels.	58% (353) of WMS students achieved learning gains on FCAT 2.0 Mathematics	At least 68% (414) of WMS students will make learning gains on FCAT 2.0 Mathematics	them increase their full achievement potential				
			3a.2. Math concepts that are more abstract in nature can be difficult for students to grasp.	3a.2. WMS math teachers will incorporate inquiry based strategies or hands-on learning exercises at least once per chapter to give students the opportunity to obtain a more solid understanding of abstract math concepts.	3a.2. Classroom teacher Subject Area Chairperson	3a.2. Lesson Plans DEA assessments Classroom Assessments	3a.2. Lesson Plans DEA assessments Classroom Assessments
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.</b>			4a.1.	4a.1.	4a.1.	4a.1.	4a.1.
<u>Mathematics Goal #4a:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The school will take specific actions that target its struggling students and assist them in showing a year’s worth of growth from the previous year.	65%(395) of WMS lowest 25% made learning gains on the FCAT Mathematics test	At least 75% (453) of the lowest 25% will make learning gains on FCAT Math test	4a.1. 6 <sup>th</sup> Grades students performing at a level of 1 will have a two-period block of math instruction.  7 <sup>th</sup> – 8 <sup>th</sup> Grades students performing at a level 1 will have a homeroom math block of instruction.	4a.1. Administration and Guidance Counselor	4a.1. DEA and Classroom Assessments	4a.1. DEA and Classroom Assessment Results	
			4a.2.	4a.2.	4a.2.	4a.2.	4a.2.
			WMS Math Teachers will continue to utilize the Basic Skills Review Handbook	Classroom Teachers & Subject-Area Chairperson	Lesson Plans and Classroom Assessments	Lesson Plans and Classroom Assessments	

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*End of Middle School Mathematics Goals*

**Mathematics Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Pre-AP Math Workshop	6 <sup>th</sup> – 8 <sup>th</sup> Math	Brian Barnes, Collegeboard	Sandy Love, Diana Edwards, & Jennifer Barrow	July 23 – 26, 2012 / 8-3PM	Follow-up on PAEC	PAEC
FCAT Testmaker	6 <sup>th</sup> – 8 <sup>th</sup> Math, Science, & Language Arts Content Areas	Diana Edwards	6 <sup>th</sup> – 8 <sup>th</sup> Math, Science, & Language Arts Content Areas	October 25, 2012 / Teacher ½ Day	Teacher lesson plans and monthly subject-area meetings	Subject-area Chairperson

**Mathematics Budget** (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Springboard Math Curriculum	Pre-AP Math Workbooks		\$300.00
			<b>Subtotal: \$300.00</b>
Technology			



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Strategy	Description of Resources	Funding Source	Amount
1a.1. WMS will incorporate FCAT Testmaker to expose students to rigorous questions and have more benchmark exposure.	Computer Software	School Improvement Fund	Amount included under Reading Budget
			<b>Subtotal:</b>
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total: \$300.00</b>

## *End of Mathematics Goals*

**Middle School Science Goals** \* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Elementary and Middle Science Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1a. FCAT 2.0: Students scoring at Achievement Level 3 in science.</b>	1a.1. Students do not get ample exposure to	1a.1. WMS will incorporate FCAT Testmaker to expose	1a.1. School Administrator	1a.1. DEA assessment results Classroom Assessment	1a.1. DEA results Classroom Assessment

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<p><b>Science Goal #1a:</b> Overall school proficiency in science will meet the requirements of the Race to the Top.</p>	<p>2012 Current Level of Performance:*</p> <p>43% (69) of WMS students scored at least a level 3 on FCAT 2.0 Science.</p>	<p>2013 Expected Level of Performance:*</p> <p>At least 53% (85) of WMS students will score at least a level 3 on FCAT Science.</p>	FCAT style questions		Subject Area Chairperson students to rigorous questions and have more benchmark exposure. This exposure allows teachers to model how to read, comprehend, and respond to rigorous curriculum material.	results	averages
			1a.2. Middle school students often show a disinterest in the subject of science.	1a.2. WMS will offer a science club offering hands-on inquiry-based activities.	1a.2. Science club sponsors	1a.2. Monthly meetings	1a.2. DEA scores of science club members
				1a.3. WMS will include students into hands-on inquiry based real world activities during the school day. Examples: Biophilia, Science Inventions.	1a.3. Science teachers Subject Area Chairperson	1a.3. Classroom Assessments DEA Assessments	1a.3. Classroom Assessments DEA Assessments
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p><b>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</b></p>			2a.1	2a.1. Students will be given the opportunity to present concepts learned in a creative model. Examples will be: Teaching the lesson or acting out the concepts for lesson review.	2a.1. Subject-Area Chairperson and Science Teachers	2a.1. Lesson Plans & DEA Assessments	2a.1. Lesson Plans & DEA Assessments
<p><b>Science Goal #2a:</b> The school will provide enrichment and extension opportunities to promote continued growth among students performing at high</p>	<p>2012 Current Level of Performance:*</p> <p>13% (21) of students scored at Level 4 or Level 5 on FCAT science.</p>	<p>2013 Expected Level of Performance:*</p> <p>At least 23% (37) of students will score a Level 5 or 5</p>					

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levels		2a.2.	2a.2. Students will use the Frayer Model and other vocabulary strategies to frontload academic language.	2a.2. Subject-Area Chairperson and Science Teachers	2a.2. Lesson Plans & DEA Assessments	2a.2. Lesson Plans & DEA Assessment
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**Science Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Pre-AP Science Workshop	6 <sup>th</sup> – 8 <sup>th</sup> Grades	Collegeboard	Shaquanna Scott, Kari-Ann Kinkey, Chris Cashman	July 23 - 26, 2012	PAEC	PAEC

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### Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
1a.1. WMS will incorporate FCAT Testmaker to expose students to rigorous questions and have more benchmark exposure.	Computer Software Program	School Improvement Fund	Amount listed under Reading Budget
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
1a.2. WMS will offer a science club offering hands-on inquiry-based activities.	Materials and supplies needed for hands on experimentation and scientific inquiry	School Improvement Fund	250.00
1a.3 WMS will include students into hands-on inquiry based real world activities during the school day. Examples: Biophilia, Science Inventions, Coastal	Materials and supplies needed for hands on experimentation and scientific inquiry	School Improvement Fund	250.00
			<b>Subtotal: \$500.00</b>
			<b>Total: \$500.00</b>

## *End of Science Goals*

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### Writing Goals

\* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</b>			1a.1.	1a.1. From November 2012-February 2013, students in need of remediation will attend intensive writing workshops to target areas of weakness. Students in need of remediation will be identified through pre- and mid- test given by their language arts teacher.	1a.1. Subject-Area Chairperson and Language Arts Instructors	1a.1. Writing Prompt Results and Formative Assessments	1a.1. Writing Prompt Results and Formative Assessments
Writing Goal #1a:  Overall school proficiency in writing will meet the requirements of the Race to the Top.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	87% (137) of WMS students achieved at least a level 3.0 of FCAT writing.	At least 90% (141) of students will achieve a level 4.0 on FCAT writing ***4.0 will be the minimum proficiency level for FCAT writing for 2013.					
			1a.2.	1a.2. Review exemplars of various leveled papers to evaluate areas of weakness as well as areas demonstrating writing success	1a.2. Subject-Area Chairperson and Language Arts Instructors	1a.2. Lesson Plans and Timed Writing Prompt	1a.2. Lesson Plans and Timed Writing Prompt

### Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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NA						
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**Writing Budget** (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total: \$0.00</b>

*End of Writing Goals*

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**Attendance Goal(s)** \* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Attendance Goal(s)		Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Attendance</b>		1.1 .A small percent of school population (about 5%) either do not attend classes on a consistent basis or arrive to school on time.	1.1 The PBS team will implement strategies and programs and incentives to provide student to encourage student attendance and promptness (Strategies and incentives to be developed during pre-planning. Possible incentives include: “No Tardy Party” and other recognition programs.	1.1 Individual Teachers, PBS team, Guidance, and Administration	1.1 The PBS team, guidance, and Assistant Principal, and classroom teachers will closely analyze attendance data and compare to previous attendance data. This data will be used to modify and perfect our Attendance strategies.	1.1 Attendance reports
Attendance Goal #1: Student performance will improve as a result of a decrease in the number of students missing a significant portion of the school year.	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*				
	90%	Maintain 90% or higher.				
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)				
	127 students (21%) had 10 or more absences.	98 students (16%) will have 10 or more absences				
	2012 Current Number of	2013 Expected Number of				

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	Students with Excessive Tardies (10 or more)	Students with Excessive Tardies (10 or more)					
	65 students (11%)	50 students with 10 or more tardies.					
			1.2.	1.2. Attendance of WMS students will be tracked by period rather than day.	1.2. Guidance Counselor and District Attendance Officer	1.2. Attendance reports	1.2. Attendance reports

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

**Attendance Budget (Insert rows as needed)**

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount



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<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total: \$0.00</b>			

*End of Attendance Goals*

**Suspension Goal(s)** \* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Suspension</b>			1.1	1.1	1.1	1.1	1.1
Suspension Goal #1:	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions	For student consequences to be meaningful, they need to be administered and served soon after the infraction occurs.	Walton Middle School will implement Saturday School twice per month to discourage students from inappropriate behaviors.	School Administration and School Resource Officers	SWIS data will be compared from the previous year to current year to evaluate effectiveness of new strategy implementation.	SWIS data reports
Student performance will improve as a result of a decrease in the amount of instructional time lost due to students being suspended	<i>163 In-School suspensions for 2012 school year</i>	<i>157 In-School suspensions</i>					
	2012 Total Number of Students in In-School Suspension	2013 Expected Number of Students in In-School Suspension					
	<i>130 Students (21%) were assigned In-School Suspension</i>	<i>124 Students assigned to In-School Suspension</i>					

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	<i>for 2012</i>						
	<u>2012 Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	<i>96 Out of School suspensions for 2012 school year.</i>	<i>90 Out of School Suspensions</i>					
	<u>2012 Total Number of Students Suspended Out- of- School</u>	<u>2013 Expected Number of Students Suspended Out- of-School</u>					
	<i>79 Students (13%) were assigned Out of School Suspensions for 2012.</i>	<i>73 students assigned to Out of School Suspensions</i>					
			1.2.	1.2. WMS will continue to implement PBS strategies in hopes of decreasing the number of disciplinary referrals.	1.2. Classroom Instructors and PBS Team	1.2. Disciplinary Reports	1.2. Disciplinary Reports

**Suspension Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

**Suspension Budget (Insert rows as needed)**

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
1.2. WMS will continue to implement PBS	PBS Incentives	School Improvement Fund	\$1000.00

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strategies in hopes of decreasing the number disciplinary referrals.				
				<b>Subtotal: \$1000.00</b>
<b>Technology</b>				
Strategy	Description of Resources	Funding Source	Amount	
				<b>Subtotal:</b>
<b>Professional Development</b>				
Strategy	Description of Resources	Funding Source	Amount	
				<b>Subtotal:</b>
<b>Other</b>				
Strategy	Description of Resources	Funding Source	Amount	
1.1 Walton Middle School will implement Saturday School twice per month to discourage students from inappropriate behaviors.	Salary for School Resource Officer	School Improvement Fund	\$2,400.00	
				<b>Subtotal:\$2400.00</b>
				<b>Total: \$3400.00</b>

*End of Suspension Goals*

**Parent Involvement Goal(s)\*** When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Parent Involvement</b> Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activity, duplicated or unduplicated.</i>			1.1. Many WMS parents do not have Internet access which can limit parent communication with teachers.	1.1. <ul style="list-style-type: none"> <li>Walton Middle School will continue to use its Facebook page to keep parents informed about upcoming events.</li> <li>Walton Middle</li> </ul>	1.1. SIT, Administration, and Grade Level Chairpersons	1.1. To determine effectiveness, parent climate surveys will be analyzed to determining success of strategy implementations.	1.1. Parent climate surveys
Schools will improve the	<u>2012 Current level of Parent Involvement:*</u>	<u>2013 Expected level of Parent Involvement:*</u>					

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performance of their students by strengthening the partnership between the school and its parents	<i>568 volunteer hours logged</i>	<i>575 volunteer hours logged</i>					
	<i>22% of Parents surveyed are dissatisfied with the level of communication between parents and teachers.</i>	<i>Less than 20% dissatisfied with the level of communication between parents and teachers.</i>				School will establish a parent email group by grade level to inform parents about important news and activities.	
			1.2.	1.2. WMS students will receive a pridebook which contains policies and procedures, daily and interim grading reports, as well as communication tools where parents and teachers can discuss academic and behavioral concerns.	1.2. Classroom teachers	1.2. Evidence of pridebook used for interim and behavior recording	1.2. Evidence of pridebook used and interim and behavior recording

**Parent Involvement Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

**Parent Involvement Budget**

Include only school-based funded activities/materials and exclude district funded activities /materials.
Evidence-based Program(s)/Materials(s)

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Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Amount
1.2 WMS students will receive a pridebook which contains policies and procedures, daily and interim grading reports, as well as communication tools where parents and teachers can discuss academic and behavioral concerns.	Student Pridebook	School Improvement Fund	\$3,200
			<b>Subtotal:\$3200.00</b>
			<b>Total:\$3200.00</b>

*End of Parent Involvement Goal(s)*

**Additional Goal(s)**

<b>ADDITIONAL GOALS</b>					
<b>PROJECT-BASED LEARNING</b>	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Additional Goal</b> <u>Additional Goal #1:</u>	1.1. Current model inhibits next steps to implementation.	1.1.1 Implement an online PBL system which allows for instructors to easily select	1.1.1 School Principal School PBL Facilitators	1.1.1 Faculty usage of new online system.	1.11 Products created using online system

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			Contributing factors are the initial District Template and Rubric. These tools have become counter-productive to the flow of the design and thinking process for PBL units.	resources and plan units with an electronic format.			
Year 4 Implementation 2012-2013 School Year	<u>2012 Current Level</u> :*	<u>2013 Expected Level</u> :*					
	NA	NA					
	<b>Objective 1. 100% of the instructional staff will be trained in the new online PBL system.</b>			1.1.2 Two PBL facilitators from each school will be trained in the electronic model to redeliver at their school sites.	1.1.2. School Principal School PBL Facilitators	1.1.2. Training Agendas	1.1.2. Sign-in sheets from faculty training
				1.1.3 School administrators will provide professional learning opportunities for their staff. PBL Facilitators will provide training for their staff in the electronic online system.	1.1.3. School Principal School PBL Facilitators	1.1.3. Faculty submitted PBL using electronic resources.	1.1.3. District guidelines for successful PBL template.
			1.2 Lack of unified knowledge base pertaining to the new electronic online system.	1.2.1 Principals will participate in a District overview of the online electronic tool for PBL and methods for using information to drive instruction.	1.2.1 Training provided by Consultants.	1.2.1 Attendance Rosters Implementation Statistics provided by online management system. Feedback from School Trainers	1.2.1 District training personnel
			1.2.2 Principals will be supported by the PBL facilitators.	1.2.2 School Principal	1.2.2 Meetings between principals and PBL facilitators	1.2.2 Feedback from principal and PBL facilitator	

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		1.3 Lack of comprehensive understanding of Common Core transition.	1.3.1 Educators create Common Core Standards-aligned integrated units to promote student mastery of content, integrating curriculum across content areas.	1.3.1 School PBL facilitators	1.3.1 Teacher created Common Core PBLs	1.3.1 Teacher created Common Core PBLs
		1.4 Time for planning and collaboration	1.4.1 Common planning time for grade levels and departments	1.4.1 Administration and Guidance	1.4.1 WMS Master Schedule	1.4.1 WMS Class Rosters
		1.5 Lack of technology accessibility	1.5.1 Adequate technology added and updated to Technology Plan	1.5.1 Administration and Technology Coordinator	1.5.1 Purchase and maintenance of technology equipment	1.5.1 Purchase orders and maintenance requests
			1.5.2 Implement Technology Plan	1.5.2 Administration and Technology Coordinator	1.5.2 Purchase and maintenance of technology equipment	1.5.2 Purchase orders and maintenance requests
		1.6 Lack of parent understanding of new instructional model provided by PBL.	1.6.1 Half day workshops to introduce parents to the idea of integrated instruction, and provide an opportunity for hands-on practice.	1.6.1 School PBL Facilitators	1.6.2 Agenda from parent meetings	1.6.2 Agenda from parent meetings

**Additional Goal(s) Budget (Insert rows as needed)**

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Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total: \$0.00</b>

*End of Project Based Learning Goal*

<b>ADDITIONAL GOAL(S)</b>	
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<b>Professional Learning Community Utilization</b>			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Additional Goal</b> Additional Goal #1:			1.1. Principals may be unclear about the need for Lesson Study, Lesson Study as a practice of Professional Learning, focus and impact on student learning.	1.1.1 Principals will attend Lesson Study workshops	1.1.1 District Lesson Study Consultants	1.1.1 Attendance Rosters Documentation of school level planning	1.1.1 Attendance Rosters
District-wide PLC Implementation	2012 Current Level :*	2013 Expected Level :*					
	NA	NA					
	<b>Objective #1.</b> <b>100% of the Schools will have a minimum of 1 PLC for Lesson Study implementation</b>		1.2. Instructional staff needs on site coaching in Lesson Study.	1.2.1 Two Lesson Study facilitators from each school will be trained in the process, tools and facilitation of the Lesson Study model.	1.2.1 District Lesson Study Consultants	1.2.1 Meeting Agendas	1.2.1 Meeting Agendas
			1.3. Teachers may be unclear about the need for Lesson Study, Lesson Study as a practice of Professional Learning, focus and impact on student learning and the district plan for implementing Lesson Study in schools	1.3.1 Principals to clarify the district and school plan for implementation of Lesson Study	1.3.1 Principal	1.3.1 Faculty Meetings	1.3.1 Faculty Meeting Sign In Sheets
			1.3.2 A minimum of 1 curriculum team will participate in a minimum	1.3.2 School Lesson Study Facilitators	1.3.2 Lesson Study Reflections	1.3.2 Lesson Study Reflections	

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			of 3 hour training segment on process and tools.			
			1.3.3 A minimum of one curriculum team will conduct and participate in 2 cycles of Lesson Study.	1.3.3 School Lesson Study Facilitators	1.3.3 Lesson Study Reflections	1.3.3 Lesson Study Reflections

<b>Professional Development (PD) aligned with Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Lesson Study Summer Training for Facilitators	7 <sup>th</sup> Grade	Debbie Kerr & Andy Howard	Jennifer Bell & Lisa Jones	June 4, 2012, June 18 – 19, 2012, and July 23 – 25, 2012	Feedback between trainers and facilitators	District Trainers
Lesson Study Training for Instructional staff during school year	All WMS Teachers	Jennifer Bell & Lisa Jones	WMS Teachers	TBD	Feedback between facilitators and faculty	WMS Facilitators

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**Additional Goal(s) Budget** (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
1.3.2 A minimum of 1 curriculum team will participate in a minimum of 3 hour training segment on process and tools.	Office Supplies – Paper for printing training materials	School Improvement Funds	\$100.00
1.3.3 A minimum of one curriculum team will conduct and participate in 2 cycles of Lesson Study.	Cost of substitutes for planning, implementation of observations and wrap up of the lesson being evaluated.	School Improvement Funds	\$800.00
			<b>Subtotal: \$900.00</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total: \$900.00</b>

## *End of Professional Learning Community Utilization Goals*

**Final Budget** (Insert rows as needed)

Please provide the total budget from each section.	
<b>Reading Budget</b>	<b>Total: \$2300.00</b>
<b>Mathematics Budget</b>	<b>Total: \$300.00</b>
<b>Science Budget</b>	<b>Total:\$500.00</b>
<b>Writing Budget</b>	<b>Total:\$0.00</b>
<b>Attendance Budget</b>	<b>Total: \$0.00</b>
<b>Suspension Budget</b>	<b>Total: \$3400.00</b>
<b>Parent Involvement Budget</b>	<b>Total:\$3200.00</b>
<b>Project Based Learning</b>	<b>Total:\$0.00</b>
<b>Professional Learning Community Utilization</b>	<b>Total:\$900.00</b>
	<b>Total: \$10,600.00</b>

**Differentiated Accountability**

**School-level Differentiated Accountability (DA) Compliance**

Please choose the school's DA Status. (To activate the checkbox: 1. double click the desired box; 2.when the menu pops up, select "checked" under "Default Value" header; 3. Select "OK", this will place an "x" in the box.)

School Differentiated Accountability Status		
<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent

## 2012-2013 School Improvement Plan (SIP)-Form SIP-1

- *Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the “Upload” page*

### School Improvement Acronym List

**AA** – Associate in Arts  
**AA** – Alternative Assessment  
**ACT** – American College Testing (Assessment)  
**ADA** – Americans with Disabilities Act  
**AP** – Advanced Placement  
**AVID** – Advancement Via Individual Determination  
**AYP** – Adequate Yearly Progress

**B**  
**BA** – Bachelor of Arts  
**BS** – Bachelor of Science

**C**  
**CAR-PD** – Content Area Reading Professional Development  
**CBT** – Computer-Based Testing  
**CCD** – Course Code Directory  
**CCRP** – Comprehensive Core Reading Program  
**CELLA** – Comprehensive English Language Learning Assessment  
**CFO** – Chief Financial Officer

**CLAST** – College Level Academic Skills Test  
**C of C** – Code of Conduct  
**COE** – Council on Occupational Education  
**CPT** – College Placement Test  
**CRP** – Comprehensive, research-based, Reading Plan

**D**  
**DAC** – District Advisory Council  
**DAIP** – District improvement, Assistance and Intervention Plan  
**DAR** – Diagnostic Assessment of Reading  
**DART** – Disaggregate, Assess, Review and Target  
**DCT** – Diversified Cooperative Training  
**DE** – Dual Enrollment  
**DIBELS** – Dynamic Indicator of Basic Early Literacy Skills  
**DJJ** – Division of Juvenile Justice  
**DOC** – Department of Corrections  
**DOE** – Department of Education  
**DSS** – Developmental Scale Score

**E**  
**ED** – Educationally Disadvantaged  
**EEO** – Equal Employment Opportunity  
**ELL** – English Language Learners  
**ePDC** – Electronic Professional Development Center  
**ePEP** – Electronic Personal Education Planner  
**ERDA** – Early Reading Diagnostic Assessment  
**ERSI** – Early Reading Screening Instrument  
**ESE** – Exceptional Student Education  
**ESL** – English as a Second Language  
**ESOL** – English Speakers of Other Languages

**F**  
**FACTS** – Florida Academic Counseling and Tracking for Students  
**FCAT** – Florida Comprehensive Assessment Test  
**FCIM** – Florida Continuous Improvement Model  
**FCPT** – Florida College Placement Test

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**FCRR** – Florida Center for Reading Research  
**FEFP** – Florida Education Finance Program  
**FLaRE** – Florida Literacy And Reading Excellence  
**FLKRS** – FLorida Kindergarten Readiness Screener  
**FLVS** – FLorida Virtual School  
**FORF** – Florida Oral Reading Fluency  
**FOR-PD** – Florida Online Reading Professional Development  
**FRL** – Free and Reduced Lunch  
**FTE** – Full Time Equivalency  
**FY** – Fiscal Year

**G**  
**GED** – General Education Development test  
**GLE** – Grade Level Expectations  
**GMRT** – Gates-Macginitie Reading Test  
**GPA** – Grade Point Average

**H**  
**HLS** – Home Language Survey  
**HSCT** – High School Competency Test  
**HQT** – Highly Qualified Teacher

**I**  
**IB** – International Baccalaureate  
**IEP** – Individual Education Plan  
**IPDP** – Individual Professional Development Plan  
**IST** – Instructional Support Team  
**IT** – Information Technology

**L**  
**LEA** – Local Education Agency  
**LEP** – Limited English Proficient

**M**  
**MAI** – Major Area of Interest  
**MIS** – Management Information System  
**MOU** – Memorandum of Understanding  
**MTSS** – Multi-Tiered System of Supports

**N**  
**NAEP** – National Assessment of Education Performance  
**NCLB** – No Child Left Behind  
**NCTM** – National Council of the Teachers of Mathematics  
**NCWE** – National Council for Workforce Education  
**NEFEC** – North East Florida Educational Cooperative  
**NRT** – Norm Referenced Test  
**NSDC** – National Staff Development council

**O**  
**OCP** – Occupational Completion Point  
**OJT** – On the Job Training  
**OPPAGA** – Office of Program Policy Analysis and Government Accountability  
**OSHA** – Occupational Safety and Health Administration

**P**  
**PAEC** – Panhandle Area Educational Cooperative  
**PBL** – Project Based Learning

**PECO** – Public Education Capital Outlay  
**PIC** – Private Industry Council  
**PMP** – Progress Monitoring Plan  
**PMRN** – Progress Management and Reporting Network  
**PSAT** – Preliminary American College Testing (Assessment)  
**PSAV** – Post Secondary Adult Vocational

**R**  
**READ** – Reading Enhancement and Acceleration Development  
**RLT** – Reading Leadership Team  
**ROI** – Return On Investment  
**RTW** – Ready To Work

**S**  
**SAC** – School Advisory Council  
**SACS** – Southern Association of Colleges and Schools  
**SAT** – Scholastic Aptitude Test  
**SBIT** – School-Based Intervention Team  
**SBRR** – Scientifically-Based Reading Research  
**SCiii** – Science collaboration, Immersion, Inquiry, Innovation  
**SDMT** – Stanford Diagnostic Mathematics Test  
**SES** – Supplemental Educational Services  
**SINI** – School In Need of Improvement  
**SIP** – School Improvement Plan  
**SIT** – School Improvement Team  
**SIRP** – Supplemental Intervention Reading Program

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**SMART** – Specific, Measurable, Attainable, Realistic and Time-Bound

**SMS** – Student Management System

**SOAR** – Science, Optimizing Academic Returns

**SPAR** – School Public Accountability Report

**SPP** – Student Progression Plan

**SREB** – Southern Regional Educational Board

**SSI** – Supplemental Security Income

**SSS** – Sunshine State Standards

**STW** – School To Work

**SUS** – State University System

**SWD** – Students With Disabilities

**T**

**TA** – Technical Assistance

**TABE** – Test of Adult Basic Education

**TLC** – Teaching and Learning Contacts

**W**

**WDB** – Workforce Development Board