
Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	6
Planning for Improvement	9
Title I Requirements	13
Budget to Support Goals	13

Wakulla High School

3237 COASTAL HWY, Crawfordville, FL 32327

<https://whs.wakullaschooldistrict.org/>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School PK, 9-12	No	50%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	20%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	A	B	A*

School Board Approval

This plan was approved by the Wakulla County School Board on 11/13/2018.

SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

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. 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: School Information

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 Leadership Team

Membership

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

Name	Title
Lohmeyer, Sherry	Assistant Principal
Barwick, Mike	Principal
Tucker, Priscilla	Assistant Principal
Graham, Johnny	Assistant Principal
Evans, Shari	SAC Member
Crouch, Logan	Assistant Principal
Wheeler, Timothy	Dean

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.

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	82	99	81	107	369
One or more suspensions	0	0	0	0	0	0	0	0	0	33	24	21	24	102
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	77	70	47	40	234
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	79	73	55	50	257
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	73	72	46	48	239

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	5	19	18	0	42
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	5	20	26	0	51

Date this data was collected

Wednesday 9/19/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	79	85	77	134	375
One or more suspensions	0	0	0	0	0	0	0	0	0	30	29	26	13	98
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	18	38	39	44	139
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	72	95	113	0	280

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	49	62	61	62	234

Year 2016-17 - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	79	85	77	134	375
One or more suspensions	0	0	0	0	0	0	0	0	0	30	29	26	13	98
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	18	38	39	44	139
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	72	95	113	0	280

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	49	62	61	62	234

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

ELA Lowest 25th Percentile performed the lowest with 44% of students making gains. Yes, this is a trend as it was also the lowest for SY 2016-17.

Which data component showed the greatest decline from prior year?

Math Achievement showed the greatest decline from 77% to 56%.

Which data component had the biggest gap when compared to the state average?

On the positive side, Science Achievement was at 87% - 20% over the state average of 67%. ELA Learning Gains, at 51%, was 2% lower than the state average of 53%. Algebra I EOC was 16% below state average.

Which data component showed the most improvement? Is this a trend?

The component that showed the highest increase was Math Lowest 25th Percentile which improved from 44% during 2016-17 to 62% for 2017-18 - a gain of 18%.

Describe the actions or changes that led to the improvement in this area.

Increased after school tutoring, during school tutoring, more math Problem Solving classes, use of Khan Academy, and USA Test Prep.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	58%	58%	56%	57%	57%	52%
ELA Learning Gains	51%	51%	53%	48%	48%	46%
ELA Lowest 25th Percentile	44%	44%	44%	32%	32%	38%
Math Achievement	56%	56%	51%	49%	49%	43%
Math Learning Gains	62%	62%	48%	44%	44%	39%
Math Lowest 25th Percentile	62%	62%	45%	34%	34%	38%
Science Achievement	87%	87%	67%	79%	79%	65%
Social Studies Achievement	90%	90%	71%	79%	79%	69%

EWS Indicators as Input Earlier in the Survey					
Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	82 (79)	99 (85)	81 (77)	107 (134)	369 (375)
One or more suspensions	33 (30)	24 (29)	21 (26)	24 (13)	102 (98)
Course failure in ELA or Math	77 (18)	70 (38)	47 (39)	40 (44)	234 (139)
Level 1 on statewide assessment	79 (72)	73 (95)	55 (113)	50 (0)	257 (280)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2018	53%	53%	0%	53%	0%
	2017	63%	62%	1%	52%	11%
Same Grade Comparison		-10%				
Cohort Comparison						
10	2018	61%	59%	2%	53%	8%
	2017	57%	56%	1%	50%	7%
Same Grade Comparison		4%				
Cohort Comparison		-2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	86%	85%	1%	65%	21%
2017	79%	79%	0%	63%	16%
Compare		7%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	89%	88%	1%	68%	21%
2017	76%	76%	0%	67%	9%
Compare		13%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	46%	68%	-22%	62%	-16%
2017	69%	78%	-9%	60%	9%
Compare		-23%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	63%	68%	-5%	56%	7%
2017	70%	74%	-4%	53%	17%
Compare		-7%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	34	50	36	40	47		91	76		80	50
BLK	31	41	33	36	48		74	84		97	44
HSP	57	43					80				
MUL	46	47	40	43	50		82	79		100	73
WHT	62	53	47	60	66	67	89	92		91	73
FRL	47	50	45	51	56	64	84	89		89	57

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	27	39	33	71	60		50	52		84	38
BLK	42	36	23	50	44	33	56	58		91	43
HSP	71	82		75	57		92				
MUL	39	50	33	74	68		65	71			
WHT	64	51	45	80	64	47	82	79		90	74
FRL	48	42	30	69	57	43	69	67		85	63

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title Increase student proficiency on specific math EOC

Rationale This goal is being retained from last year due to a decrease from 64% proficiency to 55%.

Intended Outcome 57% of students will score proficient on their specific math EOC.

Point Person Mike Barwick (michael.barwick@wcsb.us)

Action Step

1. Implementation of Algebra Nation and Geometry Nation.
2. Math Problem Solving Classes
3. After school tutoring will be scheduled by math teachers and National Honor Society members.
4. Provide one-on-one tutoring during school hours through the Learning Center.
5. Joint assessments will be given through Performance Matters
6. Teacher coaches will assist with both teachers and students

Person Responsible Mike Barwick (michael.barwick@wcsb.us)

Plan to Monitor Effectiveness

Description Monthly data review meetings will be held regarding Performance Matters data. Teacher coaches will keep student logs. Tutoring sign-in sheets will be used and computer usage reports monitored quarterly to see if teachers are utilizing the program.

Person Responsible Mike Barwick (michael.barwick@wcsb.us)

Activity #2	
Title	Increase the percentage of students making learning gains on their specific math EOC
Rationale	This goal is being retained from last year due to no change in learning gains achievement.
Intended Outcome	64% of students will make learning gains on their specific math EOC.
Point Person	Mike Barwick (michael.barwick@wcsb.us)
Action Step	
Description	<ol style="list-style-type: none"> 1. After school tutoring provided by math teachers and National Honor Society members. 2. Summer classes will be held in math subjects to increase comprehension. 3. Math teachers will use Khan Academy, USA Test Prep and problem solving classes to fill gaps in student knowledge.
Person Responsible	Sherry Lohmeyer (sherry.lohmeyer@wcsb.us)
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none"> 1. Review of student scores and grades from Khan Academy, USA Test Prep and problem solving classes. 2. Students will be placed in summer school classes based on their previous grade or EOC scores. 3. Tutoring sign-in sheets 4. Computer usage reports
Person Responsible	Priscilla Tucker (priscilla.tucker@wcsb.us)
Activity #3	
Title	Increase student proficiency on 9th grade FSA/ELA
Rationale	There was a decrease in 9th grade student proficiency on the FSA/ELA from 64% to 53%.
Intended Outcome	55% of 9th grade students will score proficient on the FSA/ELA.
Point Person	Mike Barwick (michael.barwick@wcsb.us)
Action Step	
Description	<ol style="list-style-type: none"> 1. In addition to individualized teacher instruction from the Instructional Coach, a revised curriculum in Freshman seminar classes will include use of Common Lit. 2. AVID Close and Careful reading strategies and other critical reading strategies will be implemented in content areas. 3. Individual teachers will provide remediation as determined by score areas of each individual class. Reassessments will be on a quarterly basis possibly using NRI, Achieve 3000 or Common Lit Instructional Resources.
Person Responsible	Sherry Lohmeyer (sherry.lohmeyer@wcsb.us)
Plan to Monitor Effectiveness	
Description	Quarterly meetings will be held to review Common Lit assessment results.
Person Responsible	Sherry Lohmeyer (sherry.lohmeyer@wcsb.us)

Activity #4	
Title	Increase the percentage of 9th grade students making learning gains on the FSA/ELA
Rationale	This goal is being retained from last year due to a decrease from 49% to 46%.
Intended Outcome	48% of 9th grade students will make learning gains on the FSA/ELA.
Point Person	Mike Barwick (michael.barwick@wcsb.us)

Action Step	
Description	<ol style="list-style-type: none"> 1. In addition to instruction from the Instructional Coach, teachers may use the following text: Critical Reading: Deep Reading Strategies for Expository Texts. 2. Continue use of Achieve 3000. 3. Quarterly meetings to review Common Lit assessment results. 4. Individual teachers will provide remediation as determined by score areas of each individual class. Reassessments will be on a quarterly basis possibly using NRI, Achieve 3000 or Common Lit Instructional Sources.
Person Responsible	Sherry Lohmeyer (sherry.lohmeyer@wcsb.us)

Plan to Monitor Effectiveness	
Description	Student scores from supplemental programs will be reviewed (Achieve 3000 and NoRedInk). Ultimately, standardized test scores will be used to monitor effectiveness of Action Steps.
Person Responsible	Mike Barwick (michael.barwick@wcsb.us)

Activity #5	
Title	Improve student and school campus safety
Rationale	To create an environment in which students feel safe on a secure campus
Intended Outcome	To improve student safety through the Wakulla High School Threat Assessment Team, by reducing number of referrals regarding student safety by the installation of security cameras in current blind spots.
Point Person	Mike Barwick (michael.barwick@wcsb.us)

Action Step	
Description	<ol style="list-style-type: none"> 1. Creation of Threat Assessment Team. 2. Purchase of additional radios to be distributed to teachers in outlying areas 3. Purchase of back-up batteries to be held on site. 4. Purchase of additional cameras for key locations
Person Responsible	Mike Barwick (michael.barwick@wcsb.us)

Plan to Monitor Effectiveness	
Description	Radios, cameras and DVRs will be operational at all times and equipment checks will be done every grading period and recorded on a log.
Person Responsible	Mike Barwick (michael.barwick@wcsb.us)

Activity #6

Title Increase the WHS Acceleration Component of the school grade

Rationale Increasing the number of students participating in programs because these programs prepare students for advanced course work, provide industry certifications and skills for employment.

Intended Outcome The WHS Acceleration Component will increase by 2% from 69% to 71%.

Point Person Mike Barwick (michael.barwick@wcsb.us)

Action Step

Description Increase: student information on courses, parent nights for information, and public announcements of courses. In addition, implement curriculum from American Education Services to support CTE instruction. Use of software, Learn Key, to augment direct instruction.

Person Responsible Sherry Lohmeyer (sherry.lohmeyer@wcsb.us)

Plan to Monitor Effectiveness

Description Number of students showing interest in signing up for one of these classes the following year. Notes from Guidance Counselors indicating students showing interest; sign-in sheets for parent nights, and Focus scheduling reports. In addition, the number of students passing industry certification exams.

Person Responsible Sherry Lohmeyer (sherry.lohmeyer@wcsb.us)

Activity #7

Title Increase student proficiency in reading on FSAA

Rationale

Intended Outcome Increase student proficiency in reading on FSAA from 34% to 36%.

Point Person Mike Barwick (michael.barwick@wcsb.us)

Action Step

Description The WHS Instructional Coach will provide assistance to teachers through various means to increase overall performance on FSAA reading. In addition, Kagan strategies and I-pads, as well as Brain Pop, Mobey Max and STAR will be used.

Person Responsible Mike Barwick (michael.barwick@wcsb.us)

Plan to Monitor Effectiveness

Description Evaluation of scores from the students' standardized tests. Prior to release of standardized test score reports, students will be monitored throughout the year for effectiveness by a review of their weekly scores.

Person Responsible Mike Barwick (michael.barwick@wcsb.us)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

N/A

PFEP Link

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

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.

N/A

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

N/A

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.

N/A

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

N/A

Part V: Budget

Total:	\$10,000.00
---------------	--------------------