Wakulla Institute

2018-19 Schoolwide Improvement Plan

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Wakulla Institute

126 HIGH DR, Crawfordville, FL 32327

https://www.wakullaschooldistrict.org/pathways

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)
Combination School KG-12	No	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
Alternative Education	No	29%

School Grades History

Year

Grade

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.

To provide the opportunity and support for students to successfully transition to other district programs, or graduate.

Provide the school's vision statement.

The academic and behavioral needs of all students are met through individualized, differentiated instruction that correlates to the Florida Standards.

School Leadership Team

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

Name	Title
Vernon, James	Assistant Principal
Lilly, Daniel	Dean
Chancy, Sunny	Principal
Tillman, Susan	Dean

Duties

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

The Principal acts as the guiding policy and decision maker for the school, principal duties include monitoring compliance with state and local policy, setting and monitoring school priorities, and acting in the final supervisory role for other school leaders. The principal acts as mediator and arbiter within the collaborative leadership team.

Assistant Principal manages the day to day operations of Wakulla Institute. Assistant Principal duties include coordinating student orientation in cases of alternative placement, acting as administrator of disciplinary and restorative practice, managing faculty meetings, and conducting evaluation of both instructional and non-instructional school staff. The assistant principal convenes the leadership team and utilizes the strengths of all members to inform school progress.

Deans serve as school level leaders for instruction. The duties of the two academic deans include providing ongoing professional development and support to other teachers, academic tracking and curricular guidance for students, and implementation of the multi-tiered system of supports for instruction, mental health, behavior, and other areas of need. The Deans are able to bring the substantial matters of pedagogy and student learning to the collaborative leadership team, helping to give context to issues and make decisions.

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	1	3	5	5	2	3	3	22
One or more suspensions	0	0	0	0	0	0	0	2	4	2	0	1	0	9
Course failure in ELA or Math	0	0	0	0	0	0	0	1	0	2	0	0	0	3
Level 1 on statewide assessment	0	0	0	0	0	0	1	2	5	3	2	0	0	13

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	3	5	5	2	1	0	16

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	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	1	0	0	0	0	0	0	1

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	2	2	11	7	6	2	7	37
One or more suspensions	0	0	0	0	0	0	1	2	11	9	4	2	1	30
Course failure in ELA or Math	0	0	0	0	0	0	1	0	5	1	4	1	1	13
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	10	6	3	1	0	20

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	2	2	12	9	6	2	1	34

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	2	2	11	7	6	2	7	37
One or more suspensions	0	0	0	0	0	0	1	2	11	9	4	2	1	30
Course failure in ELA or Math	0	0	0	0	0	0	1	0	5	1	4	1	1	13
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	10	6	3	1	0	20

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	2	2	12	9	6	2	1	34

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?

Our individual school data did not populate due to the status of our school as an alternative to expulsion, however looking at our own data can inform our SIP. The Subject Area strand 'Key Ideas and Details' in FSA ELA was our lowest state measured area of performance for the 17-18 school year with 92% of students not yet proficient. 47 of 51 students taking the test last year had issues in this area. This might be an unstable trend as in 14-15 our percentage not proficient in this area was 79%, it rose to 85% in 15-16, and was slightly mitigated the subsequent year dropping back down to 82% for the 16-17 school year.

Which data component showed the greatest decline from prior year?

The Subject Area strand 'Key Ideas and Details' in FSA ELA saw the percentage proficient decrease from 18% in 16-17 to 8% in 17-18.

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

Attendance Rate <90% is our most prominent gap. Our campus has 14 students with significant attendance issues making up nearly a third (29.1%) of the district's total 47 students meeting this criteria.

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

The Subject Area strand 'Craft and Structure' in FSA ELA was our state measured area of performance with the greatest improvement. We moved from 18% proficient in 16-17 to 24% proficient in school year 17-18. This signifies a trend over the last three years, the 15-16 school year only 13% were proficient, this represents a low point from which we have seen a steady increase.

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

Our school has seen nearly a full staff and faculty turnover since school year 14-15. Our school is a non-graded school that serves as an alternative to expulsion and drop-out prevention. As a result our student

population is much more fluid than many other school sites. We also have relatively high rates of disciplinary incidents with students having one or more suspensions totaling 30 for the school year 17-18. We have new content area teachers and have implemented a systemic progress monitoring plan that serves to inform Multi-tiered system of supports in our content areas, attendance, and behavior. We have started a positive behavior incentive program and moved toward standards based instruction as well. Because education must address each student in their individual context we believe that all of these measures are reflecting the progress in the above goal. However each group of students is different and our population is ever changing as a result we must continue to pursue these practices.

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	0%	52%	60%	0%	44%	55%
ELA Learning Gains	0%	71%	57%	0%	60%	54%
ELA Lowest 25th Percentile	0%	93%	52%	0%	45%	49%
Math Achievement	0%	48%	61%	0%	30%	56%
Math Learning Gains	0%	55%	58%	0%	34%	54%
Math Lowest 25th Percentile	0%	43%	52%	0%	27%	48%
Science Achievement	0%	35%	57%	0%	36%	52%
Social Studies Achievement	0%	43%	77%	0%	0%	72%

EWS Indicators as Input Earlier in the Survey													
Indicator	Grade Level (prior year reported)												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 (0)	0 (0)	1 (2)	3 (2)	5 (11)	5 (7)	2 (6)	3 (2)	3 (7)	22 (37)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (1)	2 (2)	4 (11)	2 (9)	0 (4)	1 (2)	0 (1)	9 (30)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (1)	1 (0)	0 (5)	2 (1)	0 (4)	0 (1)	0 (1)	3 (13)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	1 (0)	2 (0)	5 (10)	3 (6)	2 (3)	0 (1)	0 (0)	13 (20)

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
03	2018					
	2017					
Cohort Comparison						
04	2018					
	2017					
Cohort Comparison		0%				
05	2018					

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2017					
Cohort Comparison		0%				
06	2018	0%	56%	-56%	52%	-52%
	2017	0%	58%	-58%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
07	2018	15%	66%	-51%	51%	-36%
	2017	0%	60%	-60%	52%	-52%
Same Grade Comparison		15%				
Cohort Comparison		15%				
08	2018	55%	74%	-19%	58%	-3%
	2017	0%	55%	-55%	55%	-55%
Same Grade Comparison		55%				
Cohort Comparison		55%				
09	2018	27%	53%	-26%	53%	-26%
	2017	0%	62%	-62%	52%	-52%
Same Grade Comparison		27%				
Cohort Comparison		27%				
10	2018	0%	59%	-59%	53%	-53%
	2017	0%	56%	-56%	50%	-50%
Same Grade Comparison		0%				
Cohort Comparison		0%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2018					
	2017					
Cohort Comparison						
04	2018					
	2017					
Cohort Comparison		0%				
05	2018					
	2017					
Cohort Comparison		0%				
06	2018	0%	63%	-63%	52%	-52%
	2017	0%	63%	-63%	51%	-51%
Same Grade Comparison		0%				
Cohort Comparison		0%				
07	2018	19%	58%	-39%	54%	-35%
	2017	0%	61%	-61%	53%	-53%
Same Grade Comparison		19%				
Cohort Comparison		19%				
08	2018	40%	57%	-17%	45%	-5%
	2017	0%	35%	-35%	46%	-46%

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
Same Grade Comparison		40%				
Cohort Comparison		40%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2018					
	2017					
Cohort Comparison						
08	2018	20%	56%	-36%	50%	-30%
	2017					
Cohort Comparison		20%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018	0%	85%	-85%	65%	-65%
2017					

CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018	42%	79%	-37%	71%	-29%
2017	0%	76%	-76%	69%	-69%
Compare	42%				

HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018	0%	88%	-88%	68%	-68%
2017	0%	76%	-76%	67%	-67%
Compare	0%				

ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018	0%	68%	-68%	62%	-62%
2017					

GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018	0%	68%	-68%	56%	-56%
2017	0%	74%	-74%	53%	-53%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		0%			

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
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

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	Improving attendance among the students with severe truancy issues.
Rationale	Time attending school is directly linked to the amount of instruction and support students receive. Increased attendance is a prerequisite to academic success, including increasing proficiency, learning gains, and remediation of specific skills.
Intended Outcome	Number of students with <90 Attendance over the course of the school year will decrease by at least 3% from 17-18, to 18-19 bringing down Wakulla Institute's portion of students in this category for our district
Point Person	James Vernon (james.vernon@wcsb.us)

Action Step	
Description	Improve student attendance by using a reward program, "All About the Benjamin's". Students obtain reward tokens for being in school and doing positive things. Weekly prize drawings are held as incentives.

Create an attendance watch-list which targets students with consistently poor attendance.

Notify parents at regular intervals to update them about student attendance.

Pull student data and monitor for relative increase in student attendance.

Send home truancy notification letters as a preliminary notification.

Conduct home visits to ensure student wellness and transportation to school. |
| **Person Responsible** | James Vernon (james.vernon@wcsb.us) |

Plan to Monitor Effectiveness	
Description	Monitor and track student attendance records weekly. Review targeted students for changes in attendance. Document parent contact under "Communication" in FOCUS.
Person Responsible	James Vernon (james.vernon@wcsb.us)

Activity #2	
Title	Ensuring behavior is consistent with a safe and healthy student learning environment.
Rationale	An understanding of appropriate social interaction allows access to the curriculum and continued development of essential social and transition skills.
Intended Outcome	Students will learn how to interact in an appropriate manner through the use of self-regulation, coping, and peer mediation strategies. Resulting in a 5% decrease in the number of students with one or more suspensions relative to student population.
Point Person	Daniel Lilly (daniel.lilly@wcsb.us)

Action Step	
Description	Appropriate behavior in terms of violation of student conduct will be modeled and reinforced by educators. Students will have the opportunity to build and establish appropriate relationships with staff and others via implementation of restorative discipline practices. Move more toward a re-directive and conduct driven classroom environment through the use of social contracts in the classroom rather than rigid rules. Provide incentives and rewards for positive interactions with tangible and consistent feedback.
Person Responsible	[no one identified]

Plan to Monitor Effectiveness	
Description	Students will log self-reported behavior and attendance in order to keep track of their own goals. These will be monitored by teachers who in turn will submit them to the Dean for verification and review. Disciplinary reports from FOCUS will track instances of referrals to track progress throughout the year.
Person Responsible	James Vernon (james.vernon@wcsb.us)

Activity #3	
Title	Targeting instruction to student weaknesses to foster learning gains.
Rationale	Increased learning gains leads to continued success at the student's home schools. Our transient student population is often in the lowest quartile of academic achievement and faces significant socioeconomic disadvantages, learning gains rather than proficiency is a good target area.
Intended Outcome	Students with deficits make learning gains on state standardized tests by focusing on an area of weakness. Evidenced by a 3% decrease in the number of students not proficient in each of the content area strands of FSA ELA for the 18-19 school year.
Point Person	Susan Tillman (susan.tillman@wcsb.us)

Action Step	
Description	Schedule each student for a class period that provides intensive instruction. Teachers will work together to provide direct instruction in a differentiated manner. Create and monitor a tier plan for students based on their area of need and consistently add and revise data as intervention is targeted and modulated to meet student need. focuses on student collaboration to reinforce high interest among students and to enable student engagement. Teachers and Dean will monitor use of high interest materials by classroom observations and teacher input. Small group instruction, one on one instruction using high interest materials.
Person Responsible	Susan Tillman (susan.tillman@wcsb.us)

Plan to Monitor Effectiveness	
Description	Teacher documentation through assessment and standards based lesson plans. Multi-tiered system of supports progress monitoring through pulling grade and standards based assessment data. Using programs such as Achieve 3000 and Renaissance STAR test data to provide data about the effectiveness of interventions in the classroom for teachers working on the academic core.
Person Responsible	Susan Tillman (susan.tillman@wcsb.us)

Part V: Budget

Total:	**$2,400.00**