Wakulla High School

2019-20 Schoolwide Improvement Plan

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Wakulla High School

3237 COASTAL HWY, Crawfordville, FL 32327

https://whs.wakullaschooldistrict.org/

Demographics

Principal: Sabrina Yeomans

Start Date for this Principal: 6/1/2014

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School PK, 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	57%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (63%) 2017-18: A (67%) 2016-17: A (65%) 2015-16: B (56%) 2014-15: A (67%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan was approved by the Wakulla County School Board on 10/21/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	A	A	A	B

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Purpose and Outline of the SIP

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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	Job Duties and Responsibilities
Rodgers, Eden	Other	ESE Coordinator
Barwick, Mike	Principal	Administration of the school
Tucker, Priscilla	Assistant Principal	Curriculum
Graham, Johnny	Assistant Principal	Discipline
Evans, Shari	SAC Member	SAC Chair/Teacher
Crouch, Logan	Assistant Principal	Student scheduling
Wheeler, Timothy	Dean	Discipline
Gentry, Angie	Instructional Coach	Work with teachers and students

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	395	372	372	328	1467
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	102	81	99	94	376
One or more suspensions	0	0	0	0	0	0	0	0	0	94	48	69	61	272
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	23	66	65	154
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	77	73	82	60	292

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	80	70	81	78	309

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	4	23	19	1	47
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	13	17	1	31

FTE units allocated to school (total number of teacher units)
77

Date this data was collected or last updated
Tuesday 9/24/2019

Prior Year - 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	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	

The number of students with two or more early warning indicators:

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

Prior Year - 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	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	

The number of students with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	59%	59%	56%	60%	60%	53%
ELA Learning Gains	50%	50%	51%	50%	50%	49%
ELA Lowest 25th Percentile	35%	35%	42%	40%	40%	41%
Math Achievement	52%	52%	51%	77%	77%	49%
Math Learning Gains	54%	54%	48%	62%	62%	44%
Math Lowest 25th Percentile	47%	47%	45%	44%	44%	39%
Science Achievement	82%	82%	68%	79%	79%	65%
Social Studies Achievement	84%	84%	73%	77%	77%	70%

EWS Indicators as Input Earlier in the Survey					
Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	395 (0)	372 (0)	372 (0)	328 (0)	1467 (0)
Attendance below 90 percent	102 (82)	81 (99)	99 (81)	94 (107)	376 (369)
One or more suspensions	94 (33)	48 (24)	69 (21)	61 (24)	272 (102)
Course failure in ELA or Math	0 (77)	23 (70)	66 (47)	65 (40)	154 (234)
Level 1 on statewide assessment	77 (79)	73 (73)	82 (55)	60 (50)	292 (257)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

	ELA					
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
09	2019	61%	60%	1%	55%	6%
	2018	53%	53%	0%	53%	0%
Same Grade Comparison		8%				
Cohort Comparison						
10	2019	53%	53%	0%	53%	0%
	2018	61%	59%	2%	53%	8%
Same Grade Comparison		-8%				
Cohort Comparison		0%				

	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**
2019	80%	80%	0%	67%	13%
2018	86%	85%	1%	65%	21%
Compare		-6%			

	CIVICS EOC				
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					

	HISTORY EOC				
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	83%	82%	1%	70%	13%
2018	89%	88%	1%	68%	21%
Compare		-6%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	35%	58%	-23%	61%	-26%
2018	46%	68%	-22%	62%	-16%
Compare		-11%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	67%	72%	-5%	57%	10%
2018	63%	68%	-5%	56%	7%
Compare		4%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	33	37	22	30	38	31	100	73		93	49
BLK	41	45	37	48	58	42	79	68		98	52
HSP	53	50	36	37			79			100	77
MUL	63	53		50	50		79	64		94	60
WHT	61	51	33	54	54	48	82	86		95	76
FRL	49	46	33	45	57	45	76	77		93	64
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

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	631
Total Components for the Federal Index	10
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	51
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	57
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	62

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	64
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	64
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	59
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

ELA Learning Gains Lowest 25% performed the lowest with 35% of students in the lowest quartile making gains. This is a decrease of 9% from the prior year. The reduction in the number of students attaining one year's growth can be attributed to weakness with the following literature skills: drawing inferences, analyze theme development, and analyze character development. The following informational text skill weakness also contributed: citing textual evidence to support analysis, determining a central idea and analyzing its development, and making connections between an author's ideas and events in a story.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that showed the greatest decline was the lowest quartile learning gains component for math. There was a 15% decline in school performance of the lowest quartile. The decline in lowest quartile performance is based in part on a shift in the method of scheduling students as it pertains to the sequence of math courses and the supports provided with those courses. Specifically, students proficient in math entering grade 9 are scheduled into Algebra 1 while those not proficient are scheduled into Algebra 1A. The change in scheduling resulted in a shift in the students who compose the lowest quartile. After observing the sharp decline of lower quartile students' learning gains WHS has expanded enrollment into intensive math courses specific to both algebra and geometry.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Performance on the Algebra 1 EOC represents the greatest gap as compared to the state average. WHS performance was 35% as compared to the state average of 62%.

The Wakulla County School system offers accelerated learning pathways for students in grades 6-12 that provides the opportunity for nearly half of its students to participate in the Algebra EOC prior to entering high school. As a result, the student performance on the Algebra EOC for WHS is not comparable to the state average for Algebra as that average excludes the highest performing students who were previously tested.

Which data component showed the most improvement? What new actions did your school take in this area?

The component that showed the highest increase was Acceleration Success at 69% during the 2017-18 to 73% for the 2018-19 - a gain of 4%. WHS has placed a focus on increasing student participation in career and industry certification courses. Additionally, student advisors encourage students to complete courses within a career course framework, providing students with multiple opportunities to earn industry certifications. Student advisors also encourage and continue to expand participation in dual enrollment and AP courses.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Two potential areas of concern for WHS would be 1) Attendance below 90% and 2) Level 1 on statewide assessments. The EWS data indicates that nearly a quarter of students at each grade level have attendance below 90%. An average of 20% of students at each grade level have scored a Level 1 on a statewide assessment.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Increase math learning gains
2. Increase ELA learning gains
3. Implement Youth Mental Health First Aid
4. Teachers to receive Kognito training
5. Representation for SWD on SAC

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increase student proficiency and learning gains on specific math EOC
Rationale	This goal is being retained from last year due to a decrease in proficiency from 56% to 52%; and a decrease in learning gains from 62% to 54%. Students identified through ongoing data review as not meeting grade-level mastery will receive targeted interventions according to the district's Response to Intervention process. This differentiated, targeted instruction will meet individualized student needs to maximize learning and growth.Teacher coaches will increase student achievement by providing teachers with the professional development and mentoring they need to become effective teachers. These coaches will provide support for teachers in data analysis, instructional planning, program implementation, and much more.

State the measurable outcome the school plans to achieve	57% of students will score proficient on their specific math EOC; and 59% of students will make learning gains on their specific math EOC,
Person responsible for monitoring outcome	Priscilla Tucker (priscilla.tucker@wcsb.us)
Evidence-based Strategy	WHS identifies students in need of tiered intervention through ongoing progress monitoring and provide supports as determined by the district's Response to Intervention process. WHS utilizes teacher coaches for instructional support. The following programs are used for progress monitoring and instructional support: STAR Math, Algebra Nation, Geometry Nation, Performance Matters, and Khan Academy.
Rationale for Evidence-based Strategy	In addition to gauging the progress of students through the school year, the STAR math assessment can be used to test a student's readiness for state tests. Algebra Nation and Geometry Nation help teachers differentiate and individualize instruction to meet students' unique needs, speeds, and preferences. Khan Academy is used as a tool for students to practice a year's worth of subject material at their own pace. Students identified through ongoing data review as not meeting grade-level mastery will receive targeted interventions according to the district's Response to Intervention process. This differentiated, targeted instruction will meet individualized student needs to maximize learning and growth. Teacher coaches will increase student achievement by providing teachers with the professional development and mentoring they need to become effective teachers. These coaches will provide support for teachers in data analysis, instructional planning, program implementation, and much more.

Action Step	
Description	1. Professional development is provided to teachers during pre-planning for STAR, Performance Matters, and the RTI process.
	2. Ongoing review of student data to identify needs (statewide assessments, STAR, Performance Matters standards-based assessments, etc.)
	3. Scheduling of student in appropriate classes based on need. Struggling math students are placed in a two year Algebra and/ or geometry course sequence. Students performing at proficiency level are provided additional intensive math support course.

4. Providing targeted interventions through MTSS.

5. Implementation of instructional programs or strategies (Algebra Nation, Geometry Nation) that are customizable to student needs.

6. Ongoing support through teacher coaches, instructional coaches, tutoring, etc.

Person Responsible   Priscilla Tucker (priscilla.tucker@wcsb.us)

#2	
Title	Increase student proficiency and learning gains on FSA/ELA
Rationale	This goal is being retained from last year due to insufficient progress. Proficiency increased by 1% from 58% to 59. Learning gains dropped 1% from 51% to 50%. Students identified through ongoing data review as not meeting grade-level mastery will receive targeted interventions according to the district's Response to Intervention process. This differentiated, targeted instruction will meet individualized student needs to maximize learning and growth. Teacher coaches will increase student achievement by providing teachers with the professional development and mentoring they need to become effective teachers. These coaches will provide support for teachers in data analysis, instructional planning, program implementation, and much more.
State the measurable outcome the school plans to achieve	64% of students will score proficient on the FSA/ELA and 55% of students will make learning gains,
Person responsible for monitoring outcome	Priscilla Tucker (priscilla.tucker@wcsb.us)
Evidence-based Strategy	WHS identifies students in need of tiered intervention through ongoing progress monitoring and provide supports as determined by the district's Response to Intervention process. WHS utilizes teacher coaches for instructional support. The following programs are used for progress monitoring and instructional support: STAR reading, CommonLit, Wakulla Writes, and Achieve 3000.
Rationale for Evidence-based Strategy	Common Lit has rigorous standards-based lessons and interim assessments aligned by grade level to the FSA standards. The Common Lit data is used by teachers to monitor student learning and tailor instruction to the students needs. Wakulla Writes is used to establish a baseline and monitor student growth toward FSA writing success. STAR reading is used for progress monitoring of all 9th and 10th grade students three times per year, monthly for all students in RtI. Achieve 3000 is utilized within the intensive reading courses to progress monitor weekly student growth on FSA standards.
Action Step	
Description	1. Provide professional development during the summer for teachers assigned Achieve 3000 classes. 2. Enroll all grade 9 and 10 level 1 and 2 students in Achieve 3000. 3. Identify students in need of tiered intervention through ongoing progress monitoring and provide supports as determined by the district's Response to Intervention process. 4. Schedule all Tier 2 and 3 RTI students into appropriate Freshman Seminar and Intensive Reading courses. 5. Monitor progress of students using STAR, Common Lit assessments, Wakulla Writes, and Achieve 3000 data through quarterly data meetings (Instructional Coach).

6. Model reading lessons/interventions as needed (Instructional Coach/Teacher Coach).

7. Use AVID strategies, such Close and Careful Reading, and other reading strategies in all ELA classrooms.

Person Responsible	Priscilla Tucker (priscilla.tucker@wcsb.us)

#3	
Title	All teachers will receive Kognito training in Youth Mental Health First Aid (YMHFA) during the 2019/2020 school year.
Rationale	In order to increase awareness of mental health disorders and identify students at risk of having or developing mental illness, Wakulla County School District is offering training to all faculty and staff. The positive impacts of this training will be: creates a safer school environment, reduces the stigma of mental illness, allows teachers and staff to get students to the right resources that will help them mentally so they can perform better academically, and increase graduation rate because more than 37% of students with mental illness drop out of school.
State the measurable outcome the school plans to achieve	100% of teachers will receive Kognito training in YMHFA during the 2019/2020 school year.
Person responsible for monitoring outcome	Mike Barwick (michael.barwick@wcsb.us)
Evidence-based Strategy	WCSD has implemented Kognito training.
Rationale for Evidence-based Strategy	Kognito has extensive data regarding the positive impact on teachers and students with use of their program.

Action Step	
Description	1. Complete training provided May 31, 2019 2. Training part 1 provided on September 18, 2019 3. Training part 2 provided on September 25, 2019 4. Documentation of teacher completion is recorded in EPDC. 5. Work with the district to develop a plan to monitor mental health related contacts with students and referrals to outside agencies similar to that of RTI.
Person Responsible	Mike Barwick (michael.barwick@wcsb.us)

#4	
Title	Improve representation of ESE students on the WHS School Advisory Council.
Rationale	This goal is being established to complete the WHS BPIE #29 component under Communication and Collaboration regarding representation of SWD family members in decision making groups.
State the measurable outcome the school plans to achieve	To include one family member and one representative of the school's ESE community on the WHS School Advisory Council
Person responsible for monitoring outcome	Shari Evans (shari.evans@wcsb.us)
Evidence-based Strategy	WHS will have the ESE coordinator and one parent of an ESE student on the WHS School Advisory Council. Inclusion of parents of students with disabilities and staff who work with students with disabilities on the WHS School Advisory Council.
Rationale for Evidence-based Strategy	This goal will positively impact the representation of WHS's ESE population and also satisfy BPIE #29 component under Communication and Collaboration regarding representation of family members in decision making groups. Representation of this subgroup on the SAC aligns with Best Practices in Inclusive Education (BPIE) and is encouraged by the Florida Department of Education.
Action Step	
Description	1. Include ESE Coordinator on the WHS SAC 2. Recruit one parent of an ESE student. 3. Review Quarterly SAC sign-in sheets to verify attendance.
Person Responsible	Shari Evans (shari.evans@wcsb.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

One additional schoolwide improvement which is a priority is to increase the WHS Industry Certifications due to a decrease in enrollment in those programs last year. Enrollment should increase through the addition of the new drone program.