

Wakulla County Schools

Wakulla High School



2020-21 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: 6/1/2020

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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	57%
2019-20 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%)
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 is pending approval by the Wakulla County School Board.

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

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School PK, 9-12</p>	<p>2019-20 Title I School</p> <p style="text-align: center;">No</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">51%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">20%</p>

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

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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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Pope, Victoria	Instructional Media	
Weber, Janet	Teacher, K-12	SAC Chair
McWilliams, Spurgeon	School Counselor	
Falk, Michele	Principal	
Murray, Breonne	Teacher, K-12	
Prosser, Kerry	Teacher, ESE	
Harvey, Kenneth	SAC Member	

Demographic Information

Principal start date

Monday 6/1/2020, Sabrina Yeomans

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

11

Total number of teacher positions allocated to the school

90

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School PK, 9-12
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Support Tier	
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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	0	392	376	343	342	1453
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	83	73	71	77	304
One or more suspensions	0	0	0	0	0	0	0	0	0	0	4	4	6	4	18
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	60	50	49	51	210
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	60	48	29	32	169

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	0	46	35	32	33	146

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	1	6	13	1	21
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	2	10	9	5	26

Date this data was collected or last updated

Friday 9/11/2020

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		
Number of students enrolled	0	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	0	102	81	99	94	376
One or more suspensions	0	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	0	23	66	65	154
Level 1 on statewide assessment	0	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	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

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
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	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

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	
	(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	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				

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
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%	0
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%	0
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%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	0
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%	0
Hispanic Students	
Federal Index - Hispanic Students	62
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
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%	0
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%	0

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 all 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. This 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 9th grade are scheduled into Algebra I while those not proficient are scheduled into Algebra IA. 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 I 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 I EOC prior to entering high school. As a result, the student performance on the Algebra I EOC for WHS is not comparable to the state average 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 school year to 73% for 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?

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 Training
4. Teachers to receive Canvas training for Distance Learning Priorities
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Increase student proficiency and learning gains on specific math EOC. Retained again this year as there was a decrease in proficiency from 56% to 52% from 2017-18 to 2018-19; and a decrease in learning gains from 62% to 54% those same school years. Students identified through ongoing data review as not meeting grade-level mastery will receive targeted interventions according to district's Response to Intervention (RtI) process. The 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.

Measurable Outcome:

57% of students will score proficient on their specific math EOC; 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 district's RtI process. WHS utilizes instructional coaches and teacher coaches for instructional support. The following programs are used for progress monitoring and instructional support: STAR Math, Algebra Nation, Geometry Nation, Schoolzilla, and Khan Academy.

Rationale for Evidence-based Strategy:

In addition to gauging the process 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 RtI process. This differentiated, targeted instruction will meet individualized student needs to maximize learning and growth.

Instructional coach and teacher coaches will increase student achievement by providing teachers with 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 Steps to Implement

1. Professional development is provided to teachers during pre-planning for STAR and the RtI process.
2. Ongoing review of student data to identify needs (statewide assessments, STAR, Schoolzilla, standards-based assessments, etc). Teacher professional development for Schoolzilla, the district's new data analytic platform, will be January 27th.
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 not performing at proficiency level are provided additional intensive math support course.
4. Provide regular 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. Instructional Practice specifically relating to ELA

Increase student proficiency and learning gains on FSA ELA.

Area of Focus Description and Rationale:

Goal added due to insufficient progress. Proficiency increased by 1% from 58% in 2017-18 to 59% in 2018-19, and learning gains dropped 1% from 51% to 50% in that same period. Students identified through ongoing data review as not meeting grade-level mastery will receive targeted interventions according to the RtI process. This differentiated, targeted instruction will meet individualized students needs to maximize learning and growth. Instructional coach and 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.

Measurable Outcome: 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 district's RtI process. WHS utilizes teacher coaches for instructional support. The following programs are used for progress monitoring and instructional support: STAR Reading, CommonLit, Wakulla Writes, Achieve 3000, and DSBAs.

Rationale for Evidence-based Strategy: CommonLit has rigorous standards-based lessons and interim assessments aligned by grade level to the FSA standards. The CommonLit 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 and monthly for all students in the RtI process. Achieve 3000 is utilized within the intensive reading courses to progress monitor weekly student growth on FSA standards.

Action Steps to Implement

1. Provide professional development during the summer for teaches assigned Achieve 3000 classes.
2. Enroll all grade 9 and 10 level 1 & 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 RtI 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, CommonLit assessments, Wakulla Writes, and Achieve 3000 data through quarterly data meetings (Instructional Coach).
6. Model reading lessons/interventions as needed (Instructional & Teacher Coach).
7. Use AVID strategies, such as Close and Careful Reading, and other strategies in all ELA classrooms.
8. Schedule DSBAs five times during the school year to monitor for progress.

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

#3. Culture & Environment specifically relating to Social Emotional Learning

All teachers will be Youth Mental Health First Aid (YMHFA) certified during the school year.

Area of Focus Description and 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 will offer training to all faculty and staff. The positive impacts of this training will be: Create a safer school environment, reduces the stigma of mental illness, allows teachers and staff to get students 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.

Measurable Outcome: 100% of teachers will be YMHFA certified by the end of the school year.

Person responsible for monitoring outcome: Michele Falk (sabrina.falk@wcsb.us)

Evidence-based Strategy: WCSB has implemented Kognito training.

Rationale for Evidence-based Strategy: Kognito has extensive data regarding the positive impact on teachers and students with the use of their program.

Action Steps to Implement

Complete training by May 2020 as evidenced by completion recorded through EPDC.

Person Responsible Michele Falk (sabrina.falk@wcsb.us)

#4. Culture & Environment specifically relating to Equity & Diversity

All teachers will receive Canvas during the school year.

Area of Focus Description and Rationale:

In order to increase knowledge and confidence in the Canvas software and provide the same quality education to our Distance Learners as we provide to our Brick and Mortar students, the Wakulla County School District will offer training to all faculty and staff on how to navigate and implement this learning management platform. The positive impacts of this training will be to create a comfortable, quality academic environment conducive to achieving optimal academic success for all students.

Measurable Outcome:

Canvas training will be completed by 100% of instructional positions by October 1, 2020, and by all remaining faculty and staff by December 2020. Evidence of completion will be recorded in EPDC.

Person responsible for monitoring outcome:

Michele Falk (sabrina.falk@wcsb.us)

Evidence-based Strategy:

WCSB has implemented Canvas as our learning management system and will provide professional development to teachers on how to utilize the platform.

Rationale for Evidence-based Strategy:

Due to the ongoing pandemic and increased number of virtual students in the district, this a necessary goal so that all students, regardless of school choice, receive a quality education. In education, research has shown that teaching quality and school leadership are the most important factors in raising student achievement. Professional development is the only strategy school systems have to strengthen educators' performance levels. Professional development is also the only way educators can learn so that they are able to better their performance and raise student achievement.

Action Steps to Implement

1. Establish Canvas as the district's learning management platform and upload course content for all subject areas. (District)
2. Assign teachers to courses in Canvas based on master schedule. (District)
3. Produce and disseminate professional development on Canvas platform. (District)
4. Monitor staff enrollment and completion of course through ePDC completion reports. (Michele Yeomans)

Person Responsible

Michele Falk (sabrina.falk@wcsb.us)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

From 2. E.: 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.

The leadership team has addressed these two issues throughout the SIP and will continue to; 1) monitor attendance and provide incentives for perfect and/or near perfect attendance; and 2) continue to monitor assessments (including DSBAs) for Level 1 students' specific areas that fall below grade level, and provide additional supports in those areas in the effort to improve success in statewide assessments.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

1. School Advisory Council includes members from school personnel, students, parents, and business/community partners.
2. Positive Behavior System is a proactive technique used in an effort to improve behavioral success by offering incentives and positive reinforcements, in place of punitive consequences.
3. Social Emotional Learning (SEL) Curriculum designed to teach critical social competencies necessary for academic, as well as life success. This includes teaching resiliency, self-advocating, and responsible decision-making skills.
4. Freshman Seminar Curriculum includes specific SEL curriculum facilitated by freshman advisors that include mental health awareness, self-advocating, and being responsible for their academic successes, as well as their personal and team/family successes.

Parent Family and Engagement Plan (PFEP) Link

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