

Wakulla County Schools

# Wakulla Institute



2020-21 Schoolwide Improvement Plan

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# Wakulla Institute

126 HIGH DR, Crawfordville, FL 32327

<https://www.wakullaschooldistrict.org/pathways>

## Demographics

**Principal: Susan Tillman**

Start Date for this Principal: 6/1/2015

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School KG-12
<b>Primary Service Type</b> (per MSID File)	Alternative Education
<b>2019-20 Title I School</b>	No
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
<b>School Grades History</b>	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northwest
<b>Regional Executive Director</b>	<a href="#">Rachel Heide</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan was approved by the Wakulla County School Board on 11/16/2020.

## 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](http://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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<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Wakulla Institute

126 HIGH DR, Crawfordville, FL 32327

<https://www.wakullaschooldistrict.org/pathways>

## School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-12	No	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	%

## School Grades History

Year  
Grade

## School Board Approval

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## SIP Authority

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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.

Wakulla Institute's faculty and staff will foster a nontraditional learning environment that meets the needs of each individual student while upholding academic integrity and promoting instructional innovation.

#### Provide the school's vision statement.

Wakulla Institute is committed to the success of all students, teachers, staff, and our school system. Students will succeed through academic and behavioral interventions and individualized, differentiated focusing on the Florida Standards.

### 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
Vernon, James	Assistant Principal	
Chancy, Sunny	Principal	
Tillman, Susan	Dean	
Lewis, Wanda	Teacher, ESE	

### Demographic Information

#### Principal start date

Monday 6/1/2015, Susan Tillman

**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.*

0

**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.*

1

**Total number of teacher positions allocated to the school**

8

#### Demographic Data

<b>2020-21 Status</b> (per MSID File)	Active
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<b>School Type and Grades Served</b> (per MSID File)	Combination School KG-12
<b>Primary Service Type</b> (per MSID File)	Alternative Education
<b>2019-20 Title I School</b>	No
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
<b>School Grades History</b>	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northwest
<b>Regional Executive Director</b>	<a href="#">Rachel Heide</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

**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	1	0	1	7	9	0	7	3	5	11	44
Attendance below 90 percent	0	0	0	1	0	1	7	8	0	3	2	4	7	33
One or more suspensions	0	0	0	1	0	1	7	8	0	3	3	4	2	29
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	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	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	1	0	1	7	8	0	3	2	4	2	28

**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	1	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	2	0	0	0	0	0	2

**Date this data was collected or last updated**

Thursday 6/25/2020

**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	1	0	1	4	5	8	2	3	3	2	29
Attendance below 90 percent	0	0	0	1	0	0	2	2	1	0	1	1	2	10
One or more suspensions	0	0	0	1	0	1	1	4	2	1	1	1	1	13
Course failure in ELA or Math	0	0	0	0	0	0	4	1	1	0	0	0	0	6
Level 1 on statewide assessment	0	0	0	0	0	0	2	5	1	2	1	2	1	14

**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	1	0	0	2	4	1	1	1	1	1	12

**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	3	1	3	0	2	1	0	10
Students retained two or more times	0	0	0	0	0	0	3	2	1	0	0	2	0	8

**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	1	0	1	4	5	8	2	3	3	2	29
Attendance below 90 percent	0	0	0	1	0	0	2	2	1	0	1	1	2	10
One or more suspensions	0	0	0	1	0	1	1	4	2	1	1	1	1	13
Course failure in ELA or Math	0	0	0	0	0	0	4	1	1	0	0	0	0	6
Level 1 on statewide assessment	0	0	0	0	0	0	2	5	1	2	1	2	1	14

**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	1	0	0	2	4	1	1	1	1	1	12

**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	3	1	3	0	2	1	0	10
Students retained two or more times	0	0	0	0	0	0	3	2	1	0	0	2	0	8

**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	0%	41%	61%	0%	49%	57%
ELA Learning Gains	0%	41%	59%	0%	50%	57%
ELA Lowest 25th Percentile	0%	43%	54%	0%	0%	51%
Math Achievement	0%	25%	62%	0%	37%	58%
Math Learning Gains	0%	20%	59%	0%	49%	56%
Math Lowest 25th Percentile	0%	21%	52%	0%	33%	50%
Science Achievement	0%	38%	56%	0%	47%	53%
Social Studies Achievement	0%	0%	78%	0%	73%	75%

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		
	(0)	(0)	(0)	(0)	(0)	(0)	(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
03	2019					
	2018					
Cohort Comparison						
04	2019	0%	66%	-66%	58%	-58%
	2018					
Cohort Comparison		0%				
05	2019	0%	61%	-61%	56%	-56%
	2018					
Cohort Comparison		0%				
06	2019	0%	53%	-53%	54%	-54%
	2018	0%	56%	-56%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
07	2019	0%	56%	-56%	52%	-52%
	2018	15%	66%	-51%	51%	-36%
Same Grade Comparison		-15%				
Cohort Comparison		0%				
08	2019	0%	64%	-64%	56%	-56%
	2018	55%	74%	-19%	58%	-3%
Same Grade Comparison		-55%				
Cohort Comparison		-15%				
09	2019	0%	60%	-60%	55%	-55%
	2018	27%	53%	-26%	53%	-26%
Same Grade Comparison		-27%				
Cohort Comparison		-55%				
10	2019	0%	53%	-53%	53%	-53%
	2018	0%	59%	-59%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		-27%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019					

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
	2018					
Cohort Comparison						
04	2019	0%	71%	-71%	64%	-64%
	2018					
Cohort Comparison		0%				
05	2019	0%	60%	-60%	60%	-60%
	2018					
Cohort Comparison		0%				
06	2019	0%	63%	-63%	55%	-55%
	2018	0%	63%	-63%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
07	2019	0%	59%	-59%	54%	-54%
	2018	19%	58%	-39%	54%	-35%
Same Grade Comparison		-19%				
Cohort Comparison		0%				
08	2019	0%	48%	-48%	46%	-46%
	2018	40%	57%	-17%	45%	-5%
Same Grade Comparison		-40%				
Cohort Comparison		-19%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
05	2019	0%	53%	-53%	53%	-53%
	2018					
Cohort Comparison						
08	2019	0%	58%	-58%	48%	-48%
	2018	20%	56%	-36%	50%	-30%
Same Grade Comparison		-20%				
Cohort Comparison		0%				

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	0%	80%	-80%	67%	-67%
2018	0%	85%	-85%	65%	-65%
Compare		0%			

  

<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	0%	78%	-78%	71%	-71%
2018	42%	79%	-37%	71%	-29%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		-42%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	82%	-82%	70%	-70%
2018	0%	88%	-88%	68%	-68%
Compare		0%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	58%	-58%	61%	-61%
2018	0%	68%	-68%	62%	-62%
Compare		0%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	72%	-72%	57%	-57%
2018	0%	68%	-68%	56%	-56%
Compare		0%			

**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
WHT										22	
FRL										31	
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

**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)	CS&I

<b>ESSA Federal Index</b>	
OVERALL Federal Index – All Students	25
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	25
Total Components for the Federal Index	1
Percent Tested	
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
<b>English Language Learners</b>	
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
<b>Native American Students</b>	
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
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	22
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	2
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	31
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	1

## 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.**

Data component(s) taken from 2018-19 due to COVID-19 in March 2020:

\* The lowest performance component was on FSA ELA at 23%. However, this is a 23% increase from the previous year when 0 students scored proficient.

Contributing factors:

Wakulla Institute is an alternate school with a fluid student population and several programs. Students can be returned to their home schools in as little as 9-weeks after their initial placement. There is high staff turnover, with at least 3 of the 8 teachers being new each year for the past three years. Only 2 educators have been with the school more than 2 years.

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

Data taken from 18-19 school year as COVID-19, no data for 2019-20.

Data decline :

\* Geometry showed the greatest decline with 33% proficient (3 students) in 18-19 and 100% proficient (2 students) in 17-18. No students took Geometry retakes or EOC in 2019-20.

Contributing factors:

Wakulla Institute, is an alternate school, with a fluid student population and several programs. Students can be returned to their home schools in as little as 9-weeks after their initial placement. There is high staff turn over at the school, with at least 3 of the 8 teachers being new each year, for the past three years. The staff member teaching Math was a returning teacher, out of the classroom for over 7 years, and also new to the school in the 18-19 school year.

**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.**

Data taken from 2018-19 due to COVID-19, no new statewide data for 2019-20.

Greatest Gap:

\* FCAT Science (grades 5 & 8, with a total of nine students) showed the largest gap, with 0% proficient, as compared to the state's 51%.

Contributing factors:

Wakulla Institute is an alternate school with a fluid student population and several programs. Students can be returned to their home schools in as little as 9-weeks after their initial placement. There is high staff turnover at the school, with at least three of the eight teachers being new each year for the past two years. There were three new teachers in Science (one in 5th and two in 8th) last year. The 8th grade science position was turned over twice during the school year.

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

Data - most improved from 2018-19. Due to COVID-19 no new statewide data for 2019-20. Math scores grades 3-8 showed the largest improvement with 62% proficient, 6% above the state and 42% above the previous year.

Actions:

There were several new actions put into place during the 2018-19 school year, including but not limited to a new instructor in that area. The following were used by the teacher:

\*iReady math materials were utilized in grades 3-8.

\*FSA assessment practice materials were used with students.

\*KAGAN strategies and groups were used with all students.

\*Student whiteboards and other "hands-on" materials and resources were used at least three times a week.

\*Progress monitoring using STAR math assessments and teacher-made assessments.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

According to the EWS data, there are currently 14 students enrolled that scored a level 1 on the FSA. Of the 14, nine scored a level 1 in ELA and 5 in math, enrolled in grades 4-12, last year.

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

1. Increase the percentage of students showing learning gains on the FSA ELA assessment.
2. Increase the percentage of students achieving learning gains on the math FSA and EOC's.
3. Increase the graduation rate to meet the Federal Percentage of Points Index of at least

67%.

4. Increase the Federal Percentage of Points Index of students in the two identified areas (White and Economically Disadvantaged) to 41% or higher.

## Part III: Planning for Improvement

### Areas of Focus:



**#1. Instructional Practice specifically relating to Standards-aligned Instruction**

**Area of Focus:** Increase learning gains for students through targeted, individualized instruction.

**Area of Focus Description and Rationale:** Rationale: Our fluid, transient student population is often in the lowest quartile on state assessments and have often failed or are failing in at least one academic subject. Additionally, they are living with one parent/relative, are more than likely involved in the legal system, and are living with significant socioeconomic disadvantages when they are placed with Wakulla Institute (WI). For the reasons stated above WI is targeting learning gains for our student population.

**Measurable Outcome:** At least 70% of Wakulla Institute's assessed students will show at least a 5% learning gain in all the FSA ELA, math and science assessments, including the math and science EOC's.

**Person responsible for monitoring outcome:** Sunny Chancy (sunny.chancy@wcsb.us)

**Evidence-based Strategy:** When a student is considered for enrollment in WI, all the available data is reviewed by the administration. An individualized schedule is then written, a Response to Intervention plan is written and reviewed based on the students area(s) of need. Every student is scheduled in an intensive instruction course. IEP's or 504 plan those program/plan are reviewed and scheduled for an amendment, and meeting with the parent/guardian to address the needs of the student. Every student that attends WI is scheduled in a Peer Counseling course, with a small group setting and a caring, dedicated staff member as a mentor. All students enrolled with a level one or two are enrolled in Intensive courses for the subject area. Individualized remediation is set up for each student and tracked over the course of the nine week.

**Rationale for Evidence-based Strategy:** Every student is an individual and should be treated as such. All student data (academic, behavioral, legal, economic and social) is reviewed to create the best possible successful situation at Wakulla Institute. Because of the unique situations of our students come to us from, a static formula for success is not possible. Finding an in depth specific plan, tailored to the student has the potential for a much more positive educational outcome, long term. Based on productivity in our credit recovery program and the return rate data as part of our exiting criteria, this strategy has shown to be much more successful that of a one size fits all approach.

**Action Steps to Implement**

1. Collect all data on potential students, specifically academic, behavioral, and attendance data.
2. Develop an individualized and needs-specific plan for that student through the Rtl, ESE, or 504 processes.
3. Implement standards-aligned curriculum in ELA, math, and science.
3. Progress monitor and track data of student growth using STAR.
4. Re-evaluate if the plan needs to be amended.
5. Provide long term success monitoring for students who exit the program into their home school.

**Person Responsible:** Sunny Chancy (sunny.chancy@wcsb.us)

**#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**

Area of Focus: Foster a positive student learning environment for white and socioeconomic disadvantaged students.

**Area of Focus Description and Rationale:**

Rationale: Wakulla Institute is an alternate school. The majority of the student population is placed here for disciplinary or academic interventions. The fluid, transient student population is in the lowest quartile in one or more assessment areas. These students have failed or are failing in at least one academic subject. They often are living with only one parent/relative, are more than likely involved in the legal system and they experience significant socioeconomic disadvantages due to these overwhelming circumstances.

**Measurable Outcome:**

Increase the Federal Percentage of Points Index for Wakulla Institute students, specifically for white and socioeconomically disadvantaged students, from 22% and 31%, respectfully, to 41% or higher.

**Person responsible for monitoring outcome:**

James Vernon (james.vernon@wcsb.us)

**Evidence-based Strategy:**

- \*Progress monitoring using STAR
- \*Daily Peer Counseling class
- \*Five Star Life Social Curriculum
- \*Rtl/ESE/504 programs and processes
- \*Remedial courses

**Rationale for Evidence-based Strategy:**

Students' academic success is part of the re-entry process and matches their behavior modification needs. A long-term educationally proficient school career is one of the most important aspects of our program. Sending students back to their zoned school on grade level with no educational gaps has been statistically proven to increase their potential for high school graduation with their same age peers.

**Action Steps to Implement**

1. Data collection to assess educational needs: STAR, FSA, FCAT, EOCs, discipline records, attendance.
2. Five Star Life social/emotional curriculum.
3. Providing an individualized plan to meet the needs of each student.
4. Four to six week progress monitoring using STAR, Achieve 3000, and 5 STAR.
5. Implementation of standards-based curriculum.
6. Use completion data as part of required exit criteria for return to the mainstream school system with a long term plan for success in place.

**Person Responsible**

James Vernon (james.vernon@wcsb.us)

### #3. Other specifically relating to Graduation rate

Area of Focus: Increase graduation rate for students in the program.

**Area of Focus Description and Rationale:**

Rationale: Wakulla Institute is an alternate school whose student population comes from disciplinary and academic placement from the district. This fluid, transient student population is in the lowest quartile in one or more assessment areas. These students have failed or are failing in at least one academic subject. They often are living with only one parent/relative, are more than likely involved in the legal system, and they experience significant socioeconomic disadvantages due to these overwhelming circumstances. Several of the middle and high school students, age 16 or older, who are recommended or placed at Wakulla Institute sometimes choose to withdraw and pursue a Graduation Equivalency Degree (GED) instead of pursuing a high school diploma.

**Measurable Outcome:** Wakulla Institute's graduation rate will show positive growth of at least 20% or higher to raise our graduation rate to the Federal Percentage Point Index of 67% or higher.

**Person responsible for monitoring outcome:** Sunny Chancy (sunny.chancy@wcsb.us)

**Evidence-based Strategy:** Students receive individualized goal setting, career mapping and long term success monitoring while in our program. Mentors visit them and track social, emotional and academic needs through weekly check-in visits for their entire first nine weeks of return to the mainstream school system. Student data will be used to determine the best program fit for success when they enroll at Wakulla Institute.

**Rationale for Evidence-based Strategy:** Students who have a long-term educationally goal-oriented plan show much more proclivity to overcome adversity compared to those who simply attend school because they are required. Understanding the outcome of graduation and skill development to increase career opportunities is built into the curriculum at WI. Research has shown that long and short term goal setting helps students reach milestones of success that they previously were not aware of as an option for them.

#### Action Steps to Implement

1. Intake meeting with an individualized plan to exit the program with long term goals established.
2. Exit criteria for academics, behavior, and attendance that requires students to meet minimal goal-oriented benchmarks before return to the mainstream school system.
3. College and vocational career mapping for each student as part of the educational curriculum and exiting strategy.
4. Long term success monitoring at home school site by mentors who visit students weekly.
5. Advocating by mentors, once they return, meetings with guidance at their new school site if students are struggling in any area.

**Person Responsible** Susan Tillman (susan.tillman@wcsb.us)

#### Additional Schoolwide Improvement Priorities

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

N/A

## 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.

Once assigned to Wakulla Insititue (WI), all students, with their parent/guardian, have an initial orientation meeting with an administrator in which an individualized plan to exit the program with long and short term academics, behavioral and attendance goals is discussed and established, along with the rules and expectations for the student while attending WI.

WI has a Positive Behavior system in place campus-wide that includes rewards and incentives. The tokens (Benjamin's) are given daily by each teacher (when earned). There are weekly, 9-weeks, and semester PBS celebrations, where students can earn rewards via drawings from their earned "Benjamins".

### **Parent Family and Engagement Plan (PFEP) Link**

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