Pasco County Schools

Wendell Krinn Technical High School

2021-22 Schoolwide Improvement Plan

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Wendell Krinn Technical High School

7650 ORCHID LAKE RD, New Port Richey, FL 34653

wkths@pasco.k12.fl.us

Demographics

Principal: Christopher Dunning

Start Date for this Principal: 7/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	55%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (63%) 2017-18: No Grade 2016-17: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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 Pasco 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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Wendell Krinn Technical High School

7650 ORCHID LAKE RD, New Port Richey, FL 34653

wkths@pasco.k12.fl.us

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	58%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	26%

School Grades History

Year	2020-21	2019-20	2018-19
Grade		A	A

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SIP Authority

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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.

We build a better tomorrow by cultivating the academic and technical skills that prepare our students for success in their chosen pathways.

Provide the school's vision statement.

Countless Possibilities, Limitless Potential

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Dunning, Chris	Principal	Instructional leadership
Williams, Eric	Assistant Principal	Instructional leadership, SIP implementation
Painter, Deborah	Assistant Principal	Instructional leadership
D'Avanzo, Jayme	Instructional Coach	Learning design, state assessment coordinator
Khodian, Gayle	Teacher, K-12	ELA PLC facilitator
Sturdivant, Michael	Teacher, K-12	Math PLC facilitator
Zetzsche, Brian	Teacher, K-12	Science PLC facilitator
Johnson, Eric	Teacher, K-12	Social studies PLC facilitator
Kumar, Sarah	Teacher, K-12	CTE PLC facilitator
Yocum, Alllison	Teacher, ESE	TEP PLC facilitator
Martindale, David	Graduation Coach	Tier III MTSS interventions
Ludington, Jennifer	School Counselor	School counseling supports
Williams, Denise	Teacher, K-12	World Languages Teacher

Demographic Information

Principal start date

Sunday 7/1/2018, Christopher Dunning

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.*

8

Total number of teacher positions allocated to the school

38

Total number of students enrolled at the school
645

Identify the number of instructional staff who left the school during the 2020-21 school year.
6

Identify the number of instructional staff who joined the school during the 2021-22 school year.
6

Demographic Data

Early Warning Systems

2021-22

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	174	177	121	120	592
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	15	3	5	23
One or more suspensions	0	0	0	0	0	0	0	0	0	0	14	7	3	24
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	73	27	18	118
Course failure in Math	0	0	0	0	0	0	0	0	0	0	14	4	10	28
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	41	17	32	90
Level 1 on 2019 statewide FSA ELA or Math assessment	0	0	0	0	0	0	0	0	0	0	12	9	16	37

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	3	4	3	10

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated
Monday 7/19/2021

2020-21 - 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	186	108	131	138	563
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	14	4	7	17	42
One or more suspensions	0	0	0	0	0	0	0	0	0	7	7	4	3	21
Course failure in ELA	0	0	0	0	0	0	0	0	0	2	9	10	11	32
Course failure in Math	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	14	4	19	17	54
Level 1 on 2019 statewide Math assessment	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	0	3	6	5	14

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - 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	186	108	131	138	563
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	14	4	7	17	42
One or more suspensions	0	0	0	0	0	0	0	0	0	7	7	4	3	21
Course failure in ELA	0	0	0	0	0	0	0	0	0	2	9	10	11	32
Course failure in Math	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	14	4	19	17	54
Level 1 on 2019 statewide Math assessment	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	0	3	6	5	14

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				69%	57%	56%		58%	56%
ELA Learning Gains				61%	53%	51%		54%	53%
ELA Lowest 25th Percentile				48%	41%	42%		43%	44%
Math Achievement				60%	56%	51%		57%	51%
Math Learning Gains				47%	49%	48%		52%	48%
Math Lowest 25th Percentile				49%	42%	45%		41%	45%
Science Achievement				79%	70%	68%		68%	67%
Social Studies Achievement				92%	73%	73%		71%	71%

Grade Level Data Review - State Assessments
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	2021					
	2019	70%	57%	13%	55%	15%
Cohort Comparison						
10	2021					
	2019	68%	53%	15%	53%	15%
Cohort Comparison		-70%				

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
2021					
2019	79%	68%	11%	67%	12%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	94%	69%	25%	70%	24%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	59%	60%	-1%	61%	-2%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	62%	62%	0%	57%	5%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	43	46	27	31	25	20	61			100	54
HSP	81	68		62	19		61	85		100	53
MUL	82	45		50	20						
WHT	68	50	35	51	30	41	81	91		95	51
FRL	66	49	32	55	28	31	77	90		96	46

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	20	39	33	14	31		42	80			
HSP	85	61		59	63		85	100			
WHT	65	60	47	61	45	43	76	88			

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
FRL	70	63	51	57	49	50	77	98			

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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	59
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	594
Total Components for the Federal Index	10
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	45
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	
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	66
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	49
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	59
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	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

WKTHS' annual comprehensive needs assessment and SIP data indicate our students (including student subgroups) continue to exceed district and state averages in all areas, except in math learning gains, bottom quartile proficiency, and Algebra I EOC pass rates. SWD remain as our lowest performing subgroup by a wide margin and are the reason WKTHS is TS&I. Additionally, student failure rates in core academic courses is a significant concern because students must maintain a 2.0 GPA to remain at WKTHS and graduate from high school, and approximately one-third of WKTHS are "at-risk" in terms of course failures and GPA.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The data components that demonstrate the greatest need for improvement are math learning gains (state assessment), math bottom 25% proficiency rates (state assessment), SWD proficiency rates (state assessments), and course failures/low-GPA (local progress monitoring).

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors for the need for improvement include low student engagement levels in math lessons (based on observed lessons), math teacher turnover/attrition, low levels of differentiation (scaffolding) for SWD school-wide, and staff turnover in VE support facilitation and district compliance, which negatively impacts SWD supports. These concerns are best addressed through increased support and training for math teachers and ESE support facilitators, and school-wide implementation of evidence-based engagement strategies such as technology-integration, project-based learning (PBL), and differentiation strategies such as Universal Design for Learning (UDL).

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Our proficiency rates on science and social studies assessments are outstanding. Additionally, our represented subgroup performance (including FRL) continues to exceed White student achievement.

What were the contributing factors to this improvement? What new actions did your school take in this area?

WKTHS science and social studies teachers facilitate more hands-on, project-based activities, which has increased student engagement in these courses. WKTHS has also emphasized inclusion and bolstering students' socio-emotional well being through various professional learning opportunities and school-wide initiatives.

What strategies will need to be implemented in order to accelerate learning?

Based on our annual comprehensive needs assessment, WKTHS (in cooperation with district administrators) decided to continue to focus on implementing the same strategies outlined in our 2020 SIP, which included technology integration, project-based learning, Universal Design for Learning, MTSS, and community engagement.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

WKTHS hosted a two-day summer retreat on PBL/UDL and will continue to provide professional development during early release days, after school, and planning days on technology integration, project-based learning, and Universal Design for Learning. Additionally, WKTHS will use Title I funds to send teachers to district/state conferences/workshops on these areas of emphasis.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

WKTHS' comprehensive needs assessment data have consistently indicated concerns regarding low student engagement and differentiation (scaffolding) in mainstream classroom environments; therefore, we have maintained emphasis on the selected strategies to ensure sustainability moving forward. As a result, WKTHS teachers have a solid grasp on the basic principles and fundamental practices of PBL/UDL and are ready to move to the next phase of implementation, which requires additional efforts to develop their competencies.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Career & Technical Education	
Area of Focus Description and Rationale:	Blended use of technologies school-wide, coupled with implementation of project-based learning school-wide, are evidence-based approaches to improving student engagement, in that these methods provide multiple means of representation, engagement, and action and expression for ALL students as they grapple with complex concepts and skills as part of rigorous course standards.
Measurable Outcome:	Increased engagement as evidenced by less students earning D or F course grades and student engagement survey data.
Monitoring:	School leaders (including our Learning Design Coach) will monitor technology integration and project-based learning activities/units via walkthrough observations, student engagement surveys, quarterly grade distribution data, and focus group discussions.
Person responsible for monitoring outcome:	Jayme D'Avanzo (jdavanzo@pasco.k12.fl.us)
Evidence-based Strategy:	Technology Integration & Project-Based Learning
Rationale for Evidence-based Strategy:	WKTHS completed a comprehensive needs assessment (CNA) including analysis of quantitative state assessment, interim assessment, course grade, walkthrough, attendance, and discipline data, and qualitative workgroup, student climate, student focus group, Gallup, and parent survey feedback, as part of working to identify appropriate evidence-based strategies to implement and associated school improvement goals and plan.

Action Steps to Implement	
Plan ongoing PD opportunities on technology integration and PBL throughout the school year, including voluntary lunch/after-school, observe an educator, and planning day half-day training programs.	
Person Responsible	Jayme D'Avanzo (jdavanzo@pasco.k12.fl.us)
Adapt classroom walkthrough instrument to include tech-integration and PBL look-fors.	
Person Responsible	Jayme D'Avanzo (jdavanzo@pasco.k12.fl.us)
Progress monitor strategy implementation via walkthrough observation instrument and PLC feedback	
Person Responsible	Jayme D'Avanzo (jdavanzo@pasco.k12.fl.us)
Analyze progress monitoring data and develop/implement corrective action(s) as needed.	
Person Responsible	Jayme D'Avanzo (jdavanzo@pasco.k12.fl.us)

#2. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	Implementation of Universal Design for Learning (UDL), which is a research based approach, to provide multiple means of representation, engagement, and action and expression for all students as they grapple with complex concepts and skills as part of rigorous course standards.
Measurable Outcome:	Decreased course failures
Monitoring:	
Person responsible for monitoring outcome:	Eric Williams (ecwillia@pasco.k12.fl.us)
Evidence-based Strategy:	There is a wealth of peer-reviewed research on the influence of Universal Design for Learning (UDL) in improving student achievement.
Rationale for Evidence-based Strategy:	WKTHS completed a comprehensive needs assessment (CNA) including analysis of quantitative state assessment, interim assessment, course grade, walkthrough, attendance, and discipline data, and qualitative workgroup, student climate, student focus group, Gallup, and parent survey feedback, as part of working to identify appropriate evidence-based strategies to implement and associated school improvement goals and plan.

Action Steps to Implement	
Provide summer PD on UDL.	
Person Responsible	Eric Williams (ecwillia@pasco.k12.fl.us)
Plan ongoing PD opportunities on UDL throughout the school year, including voluntary lunch/after-school, observe an educator, and planning day half-day training programs.	
Person Responsible	Eric Williams (ecwillia@pasco.k12.fl.us)
Adapt classroom walkthrough instrument to include UDL look-fors.	
Person Responsible	Eric Williams (ecwillia@pasco.k12.fl.us)
Progress monitor strategy implementation via walkthrough observation instrument and PLC feedback.	
Person Responsible	Eric Williams (ecwillia@pasco.k12.fl.us)
Analyze progress monitoring data and develop/implement corrective action(s) as needed.	
Person Responsible	Eric Williams (ecwillia@pasco.k12.fl.us)

#3. Culture & Environment specifically relating to Community Involvement	
Area of Focus Description and Rationale:	Improving communications is a common goal of organizations. Highly effective communications, however, are especially important for a school with selective admission criteria, that must recruit new students and forge alliances with local industry experts to ensure that CTE programs are innovative, meet employers' needs, provide students with real-world experiences such as internships, and solicit financial support from sponsors essential for program sustainability and growth.
Measurable Outcome:	Improved dissemination of relevant information, responsiveness to stakeholders' expressed concerns, and community/business partnerships through implementation of enhanced forums for collaboration and communications systems, processes, and procedures, as measured by internal and external stakeholder survey feedback.
Monitoring:	
Person responsible for monitoring outcome:	Eric Williams (ecwillia@pasco.k12.fl.us)
Evidence-based Strategy:	Timely two-way communications with stakeholders, coupled with meaningful efforts to ensure that feedback informs decisions moving forward, is widely viewed as best practice in organizational and systems improvements.
Rationale for Evidence-based Strategy:	WKTHS completed a comprehensive needs assessment (CNA) including analysis of quantitative state assessment, interim assessment, course grade, walkthrough, attendance, and discipline data, and qualitative workgroup, student climate, student focus group, Gallup, and parent survey feedback, as part of working to identify appropriate evidence-based strategies to implement and associated school improvement goals and plan.

Action Steps to Implement	
Design/implement improved policies, procedures, and systems in response to stakeholder feedback collected from various surveys conducted in 2020-21.	
Person Responsible	Eric Williams (ecwillia@pasco.k12.fl.us)
Reform a volunteer workgroup to improve/enhance communications with students, families, and staff and to forge, solidify, and/or enhance partnerships with local industry experts and sponsors.	
Person Responsible	Eric Johnson (ejjohnso@pasco.k12.fl.us)
Implement improved communications and expand relationships with local industry experts, including an opportunity for a career fair or teach-in.	
Person Responsible	Eric Johnson (ejjohnso@pasco.k12.fl.us)
Solicit stakeholder feedback on efforts to improve communications/partnerships (i.e. surveys or focus group discussions).	
Person Responsible	Eric Williams (ecwillia@pasco.k12.fl.us)
Develop and implement corrective action(s), as needed.	
Person Responsible	Eric Williams (ecwillia@pasco.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

WKTHS student discipline data are significantly lower than all district high schools and most high schools statewide per capita; therefore, WKTHS will continue to support the proactive measures currently implemented, including PBIS, see something/say something, and our emphasis on deterring use of drugs, tobacco, and vaping devices.

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.

Wendell Krinn Technical High School believes parents and families are critical supports for student success. We regard parents and families as valuable resources in developing the most effective educational plan for each student. As a school, we strive to be a part of the community and provide a welcoming environment for parents, families, and community stakeholders. We appreciate opportunities to work with parents and families to accomplish our goals of academic achievement and personal growth for each student. We believe positive relationships are fostered through effective communication, including feedback loops that provide opportunities for parents, families, and other community stakeholders to provide input that legitimately informs school improvement efforts.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

WKTHS Stakeholders:

Students (Including Student Council, Ambassadors & Student SAC Members)
Students are our primary stakeholders and, as such, should have sufficient opportunities to provide input on how to improve the positive culture and environment at WKTHS.

Parents (Including Volunteers, Focus Group Participants & Parent SAC Members)
Parents provide critical supports for student success and highly-value the positive culture and environment at WKTHS, as evidenced by the extra efforts to send their children to a choice school. Additionally, all parents want their children to be successful and have high expectations for teachers/staff. Sharing decision-

making with parents is critical to maintaining a positive culture and environment.

Community (Including Volunteers, Business Partners & CTE Advisory Council Members)
As a career-oriented choice school, it is critical to involve members of our local business and nonprofit community, in part, to ensure WKTHS students are prepared for workforce demands and address industry needs . Additionally, community stakeholders enhance student learning by sharing their practical knowledge and experiences.

Teachers/Support Staff
Teachers and support staff function as leaders in promoting a positive culture and environment. As part of supporting the district's and school's mission/vision, they are often the first point of contact to address other stakeholder concerns. Therefore, their expertise/professionalism must be valued, and they must maintain a service-orientation to ensure other stakeholders' needs are met in a timely manner.

Board Members/District Administrators
Although these stakeholders serve a much broader spectrum of needs/interests, they are ultimately accountable for WKTHS' performance and public perception. Additionally, these stakeholders work to ensure all schools within the system support the district's mission, vision, and strategic goals. As such, they promote a positive culture and environment by providing the material and human resources needed to enhance educational supports for all WKTHS students and by holding WKTHS' teachers, staff, and administrators accountable for providing a world-class education.