

Wakulla County Schools

Wakulla Institute



2021-22 Ungraded 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: 7/1/2015

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	Alternative
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	Alternative Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Improvement Rating History	2021-22: Maintaining 2020-21: No Rating 2018-19: No Rating 2017-18: No Rating 2016-17: No Rating
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

This plan is pending approval by the Wakulla County School Board.

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools

receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

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 rigorous and appropriate academic and social/behavioral interventions that are individualized and differentiated while focusing on the Florida Standards.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

Wakulla Institute has a fluid population that changes constantly and is made up of three different programs: IMPACT, Pathways, and the Graduation Deferment Program.

IMPACT is a voluntary program developed to help students master skills required to receive course credit(s) Teachers provide computer-based and direct instruction through individual or small group instruction.

Pathways is a disciplinary program and serves as an alternative to suspension and/or expulsion (Grades K-12) for students who demonstrate problems with discipline which includes gross insubordination, disruptive, assaultive or violent behavior, substance abuse, weapons on campus, behaviors which persistently interfere with the learning of self or others, or other serious offenses in or out of school, including those which result in involvement with the Juvenile Justice system.

The Graduation Deferment Program is a program developed for qualified students with Individualized Educational Plans that have meet graduation requirements but need continued support until the age of 22.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Chancy, Sunny	Principal	
Lewis, Wanda	Teacher, ESE	
Tillman, Susan	Dean	

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

Demographic Information

Principal start date

Wednesday 7/1/2015, Susan Tillman

Number of teachers with professional teaching certificates?

8

Number of teachers with temporary teaching certificates?

1

Total number of teacher positions allocated to the school.

9

Total number of students enrolled at the school.

72

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

0

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

0

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	1	0	1	3	7	19	6	9	6	8	60
Attendance below 90 percent	0	0	0	0	0	0	2	4	9	4	4	4	5	32
One or more suspensions	0	0	0	0	0	0	0	0	2	0	1	1	0	4
Course failure in ELA	0	0	0	0	0	0	1	3	12	1	4	1	2	24
Course failure in Math	0	0	0	1	0	0	0	2	10	0	2	0	1	16
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	1	4	11	4	4	1	0	25
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	1	1	4	12	1	3	0	0	22
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	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	0	0	0	2	4	14	2	4	2	3	31

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	2	2	7	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	2	1	5	0	0	0	1	9

Date this data was collected or last updated

Friday 8/27/2021

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	1	0	2	0	7	15	11	10	9	5	14	74
Attendance below 90 percent	0	0	1	0	2	0	7	15	11	10	9	5	14	74
One or more suspensions	0	0	1	0	1	0	5	12	7	10	3	4	9	52
Course failure in ELA	0	0	0	0	1	0	0	8	0	4	4	0	1	18
Course failure in Math	0	0	1	0	1	0	0	5	2	2	0	2	0	13
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	3	5	4	3	2	2	2	21
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	2	7	4	3	3	1	1	21

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	1	0	1	0	3	5	2	4	2	2	2	22

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	1	0	0	0	0	1	0	0	0	0	1	3
Students retained two or more times	0	0	0	0	0	0	2	1	0	0	0	0	1	4

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					41%	61%		52%	60%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Learning Gains					41%	59%		71%	57%
ELA Lowest 25th Percentile					43%	54%		93%	52%
Math Achievement					25%	62%		48%	61%
Math Learning Gains					20%	59%		55%	58%
Math Lowest 25th Percentile					21%	52%		43%	52%
Science Achievement					38%	56%		35%	57%
Social Studies Achievement						78%		43%	77%

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
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019	0%	66%	-66%	58%	-58%
Cohort Comparison		0%				
05	2021					
	2019	0%	61%	-61%	56%	-56%
Cohort Comparison		0%				
06	2021					
	2019	0%	53%	-53%	54%	-54%
Cohort Comparison		0%				
07	2021					
	2019	0%	56%	-56%	52%	-52%
Cohort Comparison		0%				
08	2021					
	2019	0%	64%	-64%	56%	-56%
Cohort Comparison		0%				
09	2021					
	2019	0%	60%	-60%	55%	-55%
Cohort Comparison		0%				
10	2021					
	2019	0%	53%	-53%	53%	-53%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019					
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2021					
	2019	0%	71%	-71%	64%	-64%
Cohort Comparison		0%				
05	2021					
	2019	0%	60%	-60%	60%	-60%
Cohort Comparison		0%				
06	2021					
	2019	0%	63%	-63%	55%	-55%
Cohort Comparison		0%				
07	2021					
	2019	0%	59%	-59%	54%	-54%
Cohort Comparison		0%				
08	2021					
	2019	0%	48%	-48%	46%	-46%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	0%	53%	-53%	53%	-53%
Cohort Comparison						
08	2021					
	2019	0%	58%	-58%	48%	-48%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	80%	-80%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	78%	-78%	71%	-71%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	82%	-82%	70%	-70%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	58%	-58%	61%	-61%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	72%	-72%	57%	-57%

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
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

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	50
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	50
Total Components for the Federal Index	1
Percent Tested	

Subgroup Data

Students With Disabilities	
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%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
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	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
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%	
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	N/A
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.

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place for low performing ESSA subgroups related to the Areas of Focus?

Area of Focus:

#1 - Instructional Practice specifically related to Standards-Aligned Instruction - WI used STAR Reading and Math assessments, Achieve 3000 reports, and teacher created assessments to progress monitor students in the low ESSA subgroups.

#2 -ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups - WI used STAR, daily peer counseling class, Five Star Life Social Curriculum reports, Rtl data and remedial courses with PM built into the courses.

#3 - Graduation rate - WI did a 9-week review of all student data and revised student plans based on data.

Based on ESSA subgroup progress monitoring, which data component showed the most improvement? What new actions did your school take in this area?

Due to at least 88% of WI's students being white and 90% qualifying as economically disadvantaged, the majority of the school population falls in one or more of the ESSA subgroups listed. Algebra I showed the largest improvement with 100% passing the EOC that were tested and at WI for the entire school year, but this was just one student.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

ELA is the area in the greatest need of improvement with 0% passing the EOC. Four 10th grade students took the EOC and none passed with a level 3 or higher. The component with the lowest score was Craft and Structure with a 30% average proficiency for the students. This data was from FSA scores.

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

The trend that has emerged from the FSA data and the STAR data is that students from all subgroups scored lower in the 2019-20 school year in all the tested area and in all grade levels.

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

1. Continue to develop an individualized and needs-specific plan for every student through the RtI, ESE, or 504 processes.
2. Develop a weekly student-driven goal setting and progress monitoring program.
3. Continue to implement standards-aligned curriculum in ELA, math, and science.
4. Progress monitor and track data of student growth and re-evaluate the plan based on the student data.
5. Improve students' social and emotional skills to increase self-esteem.
6. Provide long term success monitoring for students who exit the program into their home school.

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.

ESE, 504 and RtI trainings
 SMART goal setting program training and implementation
 BEST standards training
 CANVAS training and review
 Rufus Lott, III -Restorative Circles in Schools and Restorative practices

Part III: Planning for Improvement

Areas of Focus:

#1. -- Select below -- specifically relating to

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

#2. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

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:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

At least 75% of Wakulla Institute's assessed students will show at least a 5% learning gain in FSA ELA in the 2021-22 school year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Using progress monitoring tools that include, but are not limited to, STAR assessments, Wakulla Writes, Achieve 3000 reports and teacher made assessments the students will be monitored on at least a monthly basis.

Person responsible for monitoring outcome:

Sunny Chancy (sunny.chancy@wcsb.us)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

When a student is enrolled in WI, all the available data is reviewed by the administration. An individualized schedule is written, if needed a Response to Intervention plan is written and reviewed based on the students area(s) of need. IEP's or 504 plans are reviewed and scheduled for an amendment, and meeting with the parent/guardian to address the needs of the student. Almost 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 weeks.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Every student is an individual and is treated as such. All student data (academic, behavioral, legal, economic and social) is reviewed to create the best possible successful situation at Wakulla Institute for the individual student. Because of the unique situations our students come to us from, a static formula for success is not possible. Finding an in-depth, tailored plan for each student has the potential for a much more positive educational outcome, in the 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 than a one size fits all approach.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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 RtI/MTSS, ESE, or 504 processes.
3. Implement standards-aligned curriculum
3. Progress monitor and track data of student growth

4. Re-evaluate and/or amend student plan when needed
5. Provide long term success monitoring for students who exit the program and return to their home school.

Person Responsible

Sunny Chancy (sunny.chancy@wcsb.us)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

White students make up 88% of the student population and economically disadvantaged students make up 90% of the population resulting in the majority of the students at WI being impacted in one or both of the ESSA subgroups denoted on the Federal Index report from 2019-20.

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Wakulla Institute (WI) will foster a positive student learning environment for white and socioeconomic disadvantaged students attending our school. 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:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

WI will increase the Federal Percentage of Points Index for Wakulla Institute students, specifically for white and socioeconomically disadvantaged students, to 41% or higher.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This goal will be monitored using:

- *Progress monitoring using STAR
- *Daily Peer Counseling class
- *Weekly small group with DISC Village counselor
- *Five Star Life Social Curriculum
- *RtI/ESE/504 programs and processes
- *Intensive or remedial course(s)

Person responsible for monitoring outcome:

Tolar Griffin (tolar.griffin@wcsb.us)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Weekly students will meet with an assigned mentor and progress monitor their own success and create weekly goals that will help them stay on track based on each students individual needs.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Students' success is part of the re-entry process. 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. Teaching students to self monitor by creating goals and succeeding in mastering the goals provides higher self-esteem and create a happier and healthier person.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Initial 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. Weekly mentor meeting to set individualized goals
7. Weekly student driven progress monitoring

8. 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.
9. Monthly check-ins by mentors when students have returned to their home schools

Person Responsible

Tolar Griffin (tolar.griffin@wcsb.us)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

#4. Other specifically relating to Graduation rate

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Wakulla Institute needs to increase the rate of graduation. 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:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Wakulla Institute's graduation rate will show positive growth of at least 10% or higher to raise our graduation rate to the Federal Percentage Point Index of 67% or higher from the current 50%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

WI will :

- *have students meet with a mentor weekly to help students have a connection at the schools
- *have students weekly progress monitor their selves
- *staff meets at least weekly to discuss student progress and needs
- *Monthly Rtl team meetings to discuss students
- *follow student designed individualized curriculum programs to help student stay on track

Person responsible for monitoring outcome:

Sunny Chancy (sunny.chancy@wcsb.us)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Students receive individualized goal setting, career mapping and short and long term success monitoring while in our program. Mentors meet with students on the WI campus weekly and 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 is used to determine the best program fit for success when they enroll at Wakulla Institute.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Students who have a long-term educationally goal-oriented plans show higher proclivity to overcome adversity compared to those who simply attend school because they are required. Understanding the outcome of graduation from high school 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:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Intake meeting with students and parents with an individualized plan created 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. Weekly meeting with mentors at WI to create short term goals
5. Weekly student driven personal progress monitoring
6. Long term success monitoring at home school site by mentors who visit students weekly.
7. Advocating by mentors, once students return to their home schools, and meetings with guidance, teachers, or administrators at their new school site if students are struggling in any area

Person Responsible

Susan Tillman (susan.tillman@wcsb.us)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

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.

Once a student is assigned to W.I. they will receive:

- * Individualized orientation with each student and parent/guardian
- * Small group setting with focus on student social and academic growth
- * Weekly "student of the week" phone calls to parents/guardians by all teachers
- *PBS program with weekly, 9-weeks., and semester drawings
- * Responsibility Center Discipline practices
- *Use of Social Contracts in every classroom created by the students and faculty in that class
- * Weekly goal setting and personal progress monitoring
- *Access to a DISC village counselor

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

*All secondary Wakulla County students, parents, and staff members have a stake in the creation of a positive school culture at WI, as placement is meant to be an intervention to help a student regain their "on grade level" academic career and return to their "home" school not a permanent removal.

*DISC Village has a full-time counselor on the WI campus that provides for the students social and emotional needs

* W.I. has a School Advisory Council made up of administrators, parents, teachers, students and community members. The SAC is the driving force behind school improvement. At quarterly meetings, this council reviews the SIP, analyzes data and makes recommendations for moving forward.