

Gulf County Schools

Wewahitchka High School



2021-22 Schoolwide Improvement Plan

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Wewahitchka High School

1 GATOR CIR, Wewahitchka, FL 32465

[no web address on file]

Demographics

Principal: Jay Bidwel

Start Date for this Principal: 6/3/2014

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 7-12
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)	91%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: B (54%) 2017-18: B (57%) 2016-17: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
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 Gulf 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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Wewahitchka High School

1 GATOR CIR, Wewahitchka, FL 32465

[no web address on file]

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 7-12	No	84%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	18%

School Grades History

	2020-21	2019-20	2018-19	2017-18
Year Grade		B	B	B

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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.

Preparing students today for the needs of tomorrow.

Provide the school's vision statement.

Our vision is to inspire and empower our students to reach the highest levels of personal growth by providing a wide variety of extraordinary educational, cultural, social and athletic experiences in a safe, caring, nurturing environment.

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
Bidwell, Jay	Principal	To lead the school in all facets including areas related to the academic, social, extra-curricular, facilities, safety, etc. of school operation.

Demographic Information

Principal start date

Tuesday 6/3/2014, Jay Bidwel

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.*

Total number of teacher positions allocated to the school

27

Total number of students enrolled at the school

364

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

8

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

8

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	58	75	60	70	51	50	364
Attendance below 90 percent	0	0	0	0	0	0	0	0	16	25	27	37	14	18	137
One or more suspensions	0	0	0	0	0	0	0	0	1	5	6	4	1	2	19
Course failure in ELA	0	0	0	0	0	0	0	0	5	5	11	19	7	4	51
Course failure in Math	0	0	0	0	0	0	0	0	4	9	9	3	4	6	35
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	16	31	19	16	10	10	102
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	17	33	11	12	6	6	85
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	24	38	22	22	8	8	122

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	11	21	18	23	9	9	91

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	1	2	3	3	0	1	10
Students retained two or more times	0	0	0	0	0	0	0	0	1	2	3	5	0	0	11

Date this data was collected or last updated

Tuesday 9/21/2021

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	76	56	73	58	50	47	360
Attendance below 90 percent	0	0	0	0	0	0	0	3	8	10	7	6	3	37
One or more suspensions	0	0	0	0	0	0	0	20	15	14	10	14	8	81
Course failure in ELA	0	0	0	0	0	0	0	0	3	3	6	3	2	17
Course failure in Math	0	0	0	0	0	0	0	0	2	3	1	5	3	14
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	18	12	12	16	10	10	78
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	26	6	13	10	8	2	65

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	21	14	13	16	14	8	86

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	2	2	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	1	2	2	0	0	1	6

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	76	56	73	58	50	47	360
Attendance below 90 percent	0	0	0	0	0	0	0	3	8	10	7	6	3	37
One or more suspensions	0	0	0	0	0	0	0	20	15	14	10	14	8	81
Course failure in ELA	0	0	0	0	0	0	0	0	3	3	6	3	2	17
Course failure in Math	0	0	0	0	0	0	0	0	2	3	1	5	3	14
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	18	12	12	16	10	10	78
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	26	6	13	10	8	2	65

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	21	14	13	16	14	8	86

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	2	2	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	1	2	2	0	0	1	6

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				51%		56%	51%		56%
ELA Learning Gains				47%		51%	54%		53%
ELA Lowest 25th Percentile				40%		42%	41%		44%
Math Achievement				51%		51%	56%		51%
Math Learning Gains				34%		48%	44%		48%
Math Lowest 25th Percentile				24%		45%	51%		45%
Science Achievement				59%		68%	53%		67%
Social Studies Achievement				65%		73%	56%		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
07	2021					
	2019	47%	45%	2%	52%	-5%
Cohort Comparison						
08	2021					
	2019	47%	49%	-2%	56%	-9%
Cohort Comparison		-47%				
09	2021					
	2019	48%	56%	-8%	55%	-7%
Cohort Comparison		-47%				
10	2021					
	2019	50%	52%	-2%	53%	-3%
Cohort Comparison		-48%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019					
Cohort Comparison						
08	2021					
	2019	44%	54%	-10%	46%	-2%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	50%	47%	3%	48%	2%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	58%	50%	8%	67%	-9%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	71%	67%	4%	71%	0%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	54%	55%	-1%	70%	-16%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	54%	56%	-2%	61%	-7%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	51%	67%	-16%	57%	-6%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

7-10 Write Score, Reading Plus
 7-12 teacher created pre and post test

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring

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	22	40	33	20	39	44	36	37			
BLK	30	52	50	5	25	36		43		67	
WHT	51	46	35	48	39	44	64	66	69	78	74
FRL	39	40	31	31	33	42	58	59	58	66	68

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	30	45	52	26	27	20	25	42		92	27
BLK	50	42		36	24		27	71			
WHT	52	48	35	53	35	26	65	64	79	86	60
FRL	40	42	40	43	31	23	51	57	80	74	57
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	7	34	38	23	42	41	17	26			
BLK	33	59		43	40		50	20			
WHT	54	54	39	58	45	50	54	60	84	80	53
FRL	39	52	42	46	42	48	50	47	75	74	60

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	54
OVERALL Federal Index Below 41% All Students	NO
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	593
Total Components for the Federal Index	11
Percent Tested	93%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
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	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
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	56
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	48
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?

7th and 8th grade ELA scores have declined over the past few years and 9th grade ELA scores show improvement.

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

Middle grades ELA

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 - recent school closures and staff turnover. Additional instruction using IReady and REWARDS and implementation of more structured progress monitoring.

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

9th grade ELA

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

Change in personnel - veteran educator using highly structured instructional approach

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

Incorporate Iready at middle grade level and implement REWARDS with all intensive reading students.

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.

Training on and implementation of the new curricula.

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

Thorough disaggregation of data (drilling deeper to find specific missing skills); lesson plan review; observation and structured feedback by literacy coach to be sure curriculum is implemented with fidelity.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: ELA scores on the FSA
 On the 2022 ELA portion of the FSA:
 30% of students in grade 7 demonstrated proficiency
 46% of students in grade 8 demonstrated proficiency
 59% of students in grade 9 demonstrated proficiency
 57% of students in grade 10 demonstrated proficiency
 Overall, 48% of students at WHS demonstrated proficiency
 ELA scores need to increase to at least a "B" level scores (54%) for this school year.

Measurable Outcome: As measured by the 2022 FSA, 54% of all students will demonstrate proficiency in ELA

Monitoring: WHS will continue to use Reading plus and Write Score for progress monitoring. We will also utilize I-Ready in grades 7 and 8. The REWARDS program will be used in all intensive reading classes 7-12.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy: Reading Plus, I-Ready and REWARDS will be used continuously throughout the school year for progress monitoring. Write Score will be used in the fall and early spring. Students grades 7-12 who scored in the lowest 2 levels of the FSA last school year will have an intensive reading class. All other students grades 7-10 will have a reading class designed to create a love of reading and foster life-long readers as well as promoting literacy and an exposure to various literary genres.

Rationale for Evidence-based Strategy: Due to Hurricane Michael, the COVID pandemic, the resulting school closures and distance learning much in-person instruction time has been lost over the past 3 years. As such, many of our students have learning gaps. The fairly comprehensive progress monitoring we are utilizing this year will help our teachers to quickly target learning deficiencies and to take corrective steps early in the year. The corrective measures will be continued until students are on grade level in respect to their reading skills.

Action Steps to Implement

1. Re-purchased Reading Plus and Write Score
2. Purchased REWARDS and I-Ready
3. Scheduled days for school-wide writing diagnostics
4. District reading coach will provide in-service to all reading and ELA teacher on the REWARDS program

Person Responsible Jay Bidwell (jbidwell@gulf.k12.fl.us)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Math score trends from the 2019 FSA to the 2021 FSA: 46% to 26% of pre-algebra students demonstrated proficiency. 53% to 60% of algebra 1 students demonstrated proficiency. 52% to 60% of geometry students demonstrated proficiency. Although we improved math scores in 2 out of 3 areas, our overall math scores dropped from 51% to 43% due to the drop in our pre-algebra scores.
Measurable Outcome:	As measured by the 2022 FSA, our middle grades math scores will rise to 50%. Overall our math scores will rise to 54%.
Monitoring:	1. Math assessment portion of I-Ready 2. Teacher created pre and post test for each standard.
Person responsible for monitoring outcome:	Jay Bidwell (jbidwell@gulf.k12.fl.us)
Evidence-based Strategy:	1. Adding the progress monitoring in math. 2. Enrolling appropriate students in 7th grade math instead of mandating all 7th graders take pre-algebra 3. District math coach position created by the school board. She will meet with all math teachers for training and data analysis - unpacking the standards, creating pacing guides, creating pre and post tests, etc.
Rationale for Evidence-based Strategy:	1. Progress monitoring has been proven effective in targeting interventions and improving instructional practices. 2. The 7th grade math test is designed for that grade group and using it instead of funneling all 7th graders to pre-algebra should increase scores.

Action Steps to Implement

1. Based on FSA scores, appropriate 7th grade students will take 7th grade math.
2. Implement progress monitoring in math classes.
3. Purchase I-Ready assessment piece for math.
4. Utilize Delta Math and Khan Academy in math classes.

Person Responsible Jay Bidwell (jbidwell@gulf.k12.fl.us)

#3. Culture & Environment specifically relating to Early Warning Systems

Area of Focus Description and Rationale: In the 2020-21 school year WHS had 304 suspension days (ISS and OSS combined). Suspension is a key indicator on the dropout early warning system, so we will reduce the number of suspensions this year.

Measurable Outcome: WHS will reduce the number of suspensions by 33%.

Monitoring: We will look at hard suspension data at the end of the 2021-22 school year.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:
 1. Add alternate discipline options
 2. When possible, administration will strive to utilize discipline measures that do not remove students from the instructional environment.

Rationale for Evidence-based Strategy: DEWS informs us that suspensions are a key precursor in a student's proclivity to drop out of school.

Action Steps to Implement

1. Write a grant to provide salaries for after school detention and Saturday school.
2. Re-fashion lunch detention to be more effective (i.e. - move students from the stage to a secluded area, schedule a para professional to closely monitor lunch detention, deliver lunches to students instead of allowing them to go through the line and collect cell phones when students enter the lunch detention area).
3. Move ISS back to campus, so that administration has the option of removing students from certain classes instead of removing them for the whole day.
4. Through meetings with administrative team, work to devise methods of discipline that do not include removing students from the instructional environment.
5. Principal will constantly strive to push the designees to share a vision of alternate discipline.
- 4.

Person Responsible Jay Bidwell (jbidwell@gulf.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.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.

Although we were ranked #1 in the state (#1 being the best) in property destruction incidents, we have seen a massive increase due to the "devious lick" Tik Tok challenges. This impacts our culture negatively, because a clean, well maintained school has a positive impact on school culture. This trend has been particularly disturbing and we will keep a close watch on our discipline numbers in this area.

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.

1. Principal pushes a welcoming environment starting with teachers being at their doors and saying hello to every student.
2. Added several fine arts and vocational programs to engage more students.
3. Began a pep rally incentive program to raise school spirit.
4. Implemented 2 major fine arts shows per year.
5. Rewards day with awards and fun activities for the whole day.
6. Built an outdoor basketball court for use at lunch.
7. Added picnic tables to outdoor play area.
8. Added an outside lunch area with picnic tables and umbrellas.
9. Planning a sand volleyball court for the outdoor area.
10. Movie trip with food for academic and attendance rewards.

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

Jay Bidwell, Principal - devises the vision for a positive school culture and environment
 April Bostwick and Chevon Johns, Principal designees - supports the principal in the implementation of a positive school culture
 Teachers and para professionals - make first contacts with students each day
 Karen Shiver, guidance counselor - strong advocate for students in all facets of their school life
 Ashley Forehand, school secretary - meets and greets all students and visitors in a pleasant, welcoming way

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Early Warning Systems	\$0.00
Total:			\$0.00