

Wakulla County Schools

# Wakulla High School



## 2021-22 Schoolwide Improvement Plan

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# Wakulla High School

3237 COASTAL HWY, Crawfordville, FL 32327

<https://whs.wakullaschooldistrict.org/>

## Demographics

**Principal: Sabrina Yeomans**

Start Date for this Principal: 6/1/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School PK, 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	57%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (63%) 2017-18: A (67%) 2016-17: A (65%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northwest
<b>Regional Executive Director</b>	<a href="#">Rachel Heide</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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<b>Budget to Support Goals</b>	<b>0</b>

# Wakulla High School

3237 COASTAL HWY, Crawfordville, FL 32327

<https://whs.wakullaschooldistrict.org/>

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">High School PK, 9-12</p>	<p><b>2020-21 Title I School</b></p> <p style="font-size: 24px;">No</p>	<p><b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="font-size: 24px;">58%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p><b>Charter School</b></p> <p style="font-size: 24px;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="font-size: 24px;">20%</p>

## School Grades History

<b>Year</b>	<b>2020-21</b>	<b>2019-20</b>	<b>2018-19</b>	<b>2017-18</b>
<b>Grade</b>	A	A	A	A

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<https://www.floridacims.org>.

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

The mission of Wakulla High School is to provide an educational program in a safe environment that contributes to the development of each student emotionally, academically, and physically in order for him or her to successfully function in our continually changing, diverse society.

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

The vision is that the majority of the students will graduate from Wakulla High School with not just a diploma, but also with the technical knowledge, the academic skills, and the personal qualities needed for future success.

### School Leadership Team

**Membership**

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

Name	Position Title	Job Duties and Responsibilities
Falk, Michele	Principal	
Murray, Breonne	Teacher, K-12	
Harvey, Frankie	Assistant Principal	
Prosser, Kerry	Teacher, ESE	
Hofheinz, Amanda	Instructional Coach	

### Demographic Information

**Principal start date**

Monday 6/1/2020, Sabrina Yeomans

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

1

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

8

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

98

**Total number of students enrolled at the school**

1,429

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

5

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

13

**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	388	395	331	308	1422
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	61	63	49	49	222
One or more suspensions	0	0	0	0	0	0	0	0	0	4	6	2	6	18
Course failure in ELA	0	0	0	0	0	0	0	0	0	60	100	88	39	287
Course failure in Math	0	0	0	0	0	0	0	0	0	72	94	56	45	267
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	84	97	67	50	298
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	72	52	35	20	179
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	73	75	60	63	271

**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	82	107	79	48	316

**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	13	25	17	3	58
Students retained two or more times	0	0	0	0	0	0	0	0	0	6	9	4	6	25

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

Tuesday 8/31/2021

**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	392	376	343	342	1453
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	83	73	71	77	304
One or more suspensions	0	0	0	0	0	0	0	0	0	4	4	6	4	18
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	60	50	49	51	210
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	60	48	29	32	169

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	46	35	32	33	146

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	1	6	13	1	21
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	10	9	5	26

**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	392	376	343	342	1453
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	83	73	71	77	304
One or more suspensions	0	0	0	0	0	0	0	0	0	4	4	6	4	18
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	60	50	49	51	210
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	60	48	29	32	169

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Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	1	6	13	1	21
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	10	9	5	26

## 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				59%	59%	56%	58%	58%	56%
ELA Learning Gains				50%	50%	51%	51%	51%	53%
ELA Lowest 25th Percentile				35%	35%	42%	44%	44%	44%
Math Achievement				52%	52%	51%	56%	56%	51%
Math Learning Gains				54%	54%	48%	62%	62%	48%
Math Lowest 25th Percentile				47%	47%	45%	62%	62%	45%
Science Achievement				82%	82%	68%	87%	87%	67%
Social Studies Achievement				84%	84%	73%	90%	90%	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	61%	60%	1%	55%	6%
Cohort Comparison						
10	2021					
	2019	53%	53%	0%	53%	0%
Cohort Comparison		-61%				

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

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	80%	80%	0%	67%	13%
<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019					
<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	83%	82%	1%	70%	13%
<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	35%	58%	-23%	61%	-26%
<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	67%	72%	-5%	57%	10%

**Grade Level Data Review - Progress Monitoring Assessments**

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

- ELA Grades 9 - 12: STAR Reading
- Math Grades 9 - 12: STAR Math
- Biology: NA
- US History: NA

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	45%	0	0
	Economically Disadvantaged		0	0
	Students With Disabilities	47%	0	0
	English Language Learners		0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	52%	0	0
	Economically Disadvantaged		0	0
	Students With Disabilities	61%	0	0
	English Language Learners		0	0
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	41%		
	Economically Disadvantaged Students With Disabilities English Language Learners	20%		
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	41%		
	Economically Disadvantaged Students With Disabilities English Language Learners	0%		
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	20%		
	Economically Disadvantaged Students With Disabilities English Language Learners	16%		
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	26%		
	Economically Disadvantaged Students With Disabilities English Language Learners	22%		
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				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	19%		
	Economically Disadvantaged Students With Disabilities English Language Learners	13%		
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	13%		
	Economically Disadvantaged Students With Disabilities English Language Learners	7%		
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			

**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	33	29	22	36	37	32	38		96	57
BLK	43	49	52	19	31	33	52	56		97	39
HSP	38	33		33	30		33	79			
MUL	47	45	40	29	30	33	56	64		100	64
WHT	53	45	32	45	34	40	69	75		96	78

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
FRL	42	42	38	36	32	30	63	56		97	60
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	33	37	22	30	38	31	100	73		93	49
BLK	41	45	37	48	58	42	79	68		98	52
HSP	53	50	36	37			79			100	77
MUL	63	53		50	50		79	64		94	60
WHT	61	51	33	54	54	48	82	86		95	76
FRL	49	46	33	45	57	45	76	77		93	64
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	34	50	36	40	47		91	76		80	50
BLK	31	41	33	36	48		74	84		97	44
HSP	57	43					80				
MUL	46	47	40	43	50		82	79		100	73
WHT	62	53	47	60	66	67	89	92		91	73
FRL	47	50	45	51	56	64	84	89		89	57

**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	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	552
Total Components for the Federal Index	10
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
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	47
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	41
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	51
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	57
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	50
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?

Over the past 4 years there has been consistent growth for Accel and Graduation points. For the 2018 & 2019 SY the following areas out performed the state average: Science Achievement, Social Studies Achievement, Math Lowest 25th Percentile, and Math Achievement.

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

ELA Learning Gains Lowest 25 % performed with 35% of students in the lowest quartile making gains. Over time since 2016 there has been a decline in student performance for this group of the students.

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

The reduction in the number of students attaining one year's growth can be attributed to weakness with the following literature skills: drawing inferences, analyze theme development, and analyze character development. The following informational text skill weakness all contributed: citing textual evidence to support analysis, determining a central idea and analyzing its development, and making connections between an author's ideas and events in a story.

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

College and Career Acceleration had the most improvement, moving from 69% to 73% - 4% gain.

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

WHS has placed a focus on increasing student participation in career and industry certification courses. Additionally, student advisors encourage student to complete courses within a career course framework, providing students with multiple opportunities to earn industry certifications. Student advisors also encourage and continue to expand participation in dual enrollment and AP courses. Additionally, contribution included: more Career and Technical Educational (CTE) students testing first semester with fewer retakes in the second semester, an increase of students passing CTE courses, incentivizing students for achievement, adding an additional Industry Certification.

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

Use of common boards to guide student learning and target specific standards. Use of weekly and/or daily higher order questioning.

**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.**

Teachers and leaders are provided with professional development on developing and implementing the use of higher order questioning and thinking.

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

Teachers and school leaders will continue to focus on increasing student participation in career and industry certification courses and AP courses and expand dual enrollment participation. Students without a proficient FSA ELA and/or EOC score from the previous school year (or without a con-coordinate score) receive intensive interventions through courses such as Learning Strategies, Intensive Reading, Intensive Math for Geometry, and/or Intensive Math for Algebra.

### Part III: Planning for Improvement

#### Areas of Focus:

**#1. Instructional Practice specifically relating to Math**

**Area of Focus Description and Rationale:** Increase student proficiency and learning gains on specific math EOC. Retained again this year as there was a decrease in proficiency from 52% to 42% from 2018-19 to 2020-21; and a decrease in learning gains from 54% to 34% those same school year. Students identified through ongoing data review as not meeting grade-level mastery will receive targeted interventions according to district's Response to Intervention (RTI) process. The differentiated, targeted instruction will meet individualized student needs to maximize learning and growth. Teacher coaches will increase student achievement by providing teachers with professional development and mentoring they need to become effective teachers. These coaches will provide support for teachers in data analysis, instructional planning, program implementation, and much more.

**Measurable Outcome:** 45% of students will score proficient on their specific math EOC; 37% of students will make learning gains on their specific math EOC.

**Monitoring:** We will utilize the districts progress monitoring calendar to ensure that each student is tested in the appropriate monitoring window. Data will be reviewed to tracks students growth and likelihood of FSA achievement.

**Person responsible for monitoring outcome:** Jessica Mapes (jessica.mapes@wcsb.us)

**Evidence-based Strategy:** WHS identifies students in need of tiered intervention through ongoing progress monitoring and provide supports as determined by district's RTI process. WHS utilizes instructional coaches and teacher coaches for instructional support. The following programs are used for progress monitoring and instructional support: STAR Math, Algebra Nation, Geometry Nation, and Khan Academy.

**Rationale for Evidence-based Strategy:** In additional to gauging the process of students through the school year, the STAR Math Assessment can be used to test a student's readiness for state tests. Algebra Nation and Geometry Nation help teachers differentiate and individualize instruction to meet student' needs, speeds, and preferences. Khan Academy is used as a tool for students to practice a year's worth of subject material at their own pace. Students identified through ongoing date review as not meeting grade-level mastery will receive targeted interventions according to the district's RTI process. This differentiated, targeted instruction will meet individualized student needs to maximize learning and growth.

**Action Steps to Implement**

Professional development is provided to teachers during pre-planning for STAR and the RTI process.

**Person Responsible** Jessica Mapes (jessica.mapes@wcsb.us)

Ongoing review of student data to identify needs (statewide assessments, STAR, standards-based assessments, etc)

**Person Responsible** Jessica Mapes (jessica.mapes@wcsb.us)

Scheduling of students in appropriate classes based on need. Struggling math students are places in a two year algebra and/or geometry course sequence. Students not performing at proficiency level are provided additional intensive math support course.

**Person Responsible** Logan Crouch (logan.crouch@wcsb.us)

Provided regular targeted interventions through MTSS.

**Person Responsible** Jessica Mapes (jessica.mapes@wcsb.us)

Implementation of instructional programs or strategies (Algebra Nation, Geometry Nation) that are customizable to student needs.

**Person Responsible** Jessica Mapes (jessica.mapes@wcsb.us)

Ongoing support through teacher coaches, instructional coaches, tutoring, etc.

**Person Responsible** Timothy Wheeler (timothy.wheeler@wcsb.us)

**#2. Instructional Practice specifically relating to ELA**

Increase student proficiency and learning gains on FSA ELA.

**Area of Focus Description and Rationale:** Goal retained this year as there was a decrease in proficiency from 59% in 2018-19 to 51% in 2020-21, and learning gains dropped from 50% to 44% in that same period. Students identified through ongoing data review as not meeting grade-level mastery will receive targeted interventions according to the Rtl process. This differentiated, targeted instruction will meet individualized students needs to maximize learning and growth. Instructional coach and teacher coaches will increase student achievement by providing teachers with the professional development and mentoring they need to become effective teachers. These coaches will provide support for teachers in data analysis, instructional planning, program implementation, and much more.

**Measurable Outcome:** 55% of students will score proficient on the FSA ELA and 50% of students will make learning gains.

**Monitoring:** We will utilize the district's progress monitoring calendar to ensure that each student is tested in the appropriate monitoring window. Data will be reviewed to track students growth and likelihood of FSA achievement.

**Person responsible for monitoring outcome:** Amanda Hofheinz (amanda.hofheinz@wcsb.us)

**Evidence-based Strategy:** WHS identifies students in need of tiered intervention through ongoing progress monitoring and provide supports as determined by district's Rtl process. WHS utilizes teacher coaches for instructional support. The following programs are used for progress monitoring and instructional support: STAR Reading, Wakulla Writes, Achieve 3000, and DSBA's.

**Evidence-based Strategy:** Wakulla Writes is used to establish a baseline and monitor student growth toward FSA writing success. STAR reading is used for progress monitoring of all 9th and 10th grade students three times per year and monthly for all students in the Rtl process. Achieve 3000 is utilized within the intensive reading courses to progress monitor weekly student growth on FSA standards.

**Rationale for Evidence-based Strategy:** In additional to gauging the process of students through the school year, the STAR Reading Assessment, Wakulla Writes and DSBA's can be used to test a student's readiness for state tests. Achieve 3000 helps teachers differentiate and individualize instruction to meet student' needs, speeds, and preferences. Students identified through ongoing date review as not meeting grade-level mastery will receive targeted interventions according to the district's RTI process. This differentiate, targeted instruction will meet individualized student needs to maximize learning and growth.

**Action Steps to Implement**

Provide professional development during the summer for teachers assigned Achieve 3000 classes.

**Person Responsible** Amanda Hofheinz (amanda.hofheinz@wcsb.us)

Enroll all grade 9 and 10 level 1 & 2 students in Achieve 3000.

**Person Responsible** Amanda Hofheinz (amanda.hofheinz@wcsb.us)

Identify students in need of tiered intervention through ongoing progress monitoring and provide supports as determined by the districts Rtl process.

**Person Responsible** Amanda Hofheinz (amanda.hofheinz@wcsb.us)

Schedule all Tier 2 and 3 Rtl students in appropriate Freshman Seminar and Intensive Reading courses.

**Person Responsible** Logan Crouch (logan.crouch@wcsb.us)

Monitor progress of students using STAR, Wakulla Writes, and Achieve 3000 data through quarterly data meetings (Instructional Coach)

**Person Responsible** Amanda Hofheinz (amanda.hofheinz@wcsb.us)

Model reading lessons/interventions as needed.

**Person Responsible** Amanda Hofheinz (amanda.hofheinz@wcsb.us)

Using AVID strategies, such as Close and Careful Reading, and other strategies in all ELA classrooms.

**Person Responsible** Amanda Hofheinz (amanda.hofheinz@wcsb.us)

Schedule DSBA's five times during the school year to monitor for progress.

**Person Responsible** Amanda Hofheinz (amanda.hofheinz@wcsb.us)

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

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

**Area of Focus Description and Rationale:** In order to increase awareness of mental health disorders and identify students at risk of having or developing mental illness, Wakulla County School District will offer training to all faculty and staff. The positive impacts of this training will be: Create a safer school environment, reduces the stigma of mental illness, allows teachers and staff to get students the right resources that will help them mentally so they can perform better academically, and increase graduation rate because more than 37% of students with mental illness dropout of school.

**Measurable Outcome:** 100% of faculty and staff will be YMHFA certified by the end of the school year.

**Monitoring:** Training will be tracked through EPDC.

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

**Evidence-based Strategy:** WCSB has implemented Kognito training.

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

**Action Steps to Implement**

Complete training by May 2022 as evidence by completion recorded through EPDC.

**Person Responsible** Michele Falk (sabrina.falk@wcsb.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.

**115 behavior incidents (7.9 incidents per 100 students) were reported during the 2019-2020 school year. When compared to all high schools in the state of Florida, WHS is ranked 488 out of 505. Incidents are organized into three categories: violent incidents, property incidents, and drug/public order incidents. 102 of the incidents reported fell into the Drug/Public Order category.**

**Positive Behavior Support (PBS) is a proactive technique used in an effort to improve behavioral success by offering incentives and positive reinforcements, in place of punitive consequences. Students receiving a referral for possession of a tobacco product will be given the opportunity to complete a tobacco prevention program. Administration is currently researching vape detection devices to enable a more efficient mode of monitoring student vaping in locations throughout the school.**

### **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. The School Advisory Council (SAC) includes members from school personnel, students, parents, and business / community partners. SAC meetings are the forum for continuous improvement of school operations, programs, events, and meetings and provides opportunities for stakeholders to participate in the decision making process.
2. Social Emotional Learning (SEL) curriculum is designed to teach critical social competencies necessary for academic and life success.
3. Positive Behavior Support (PBS) is a proactive technique used in an effort to improve behavioral success by offering incentives and positive reinforcements, in place of punitive consequences.
4. Freshman Seminar curriculum is facilitated by freshman advisors and includes specific SEL curriculum that focuses on mental health awareness, self-advocacy, and accountability for personal academic success.

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

Our stakeholders, which refers to anyone who is invested in the welfare and success of a school and its students, includes administrators, teachers, staff members, students, parents, families, community

members, local business leaders, and elected officials such as school board members, city councilors, and state representatives. Stakeholders may also be collective entities, such as local businesses, organizations, advocacy groups, committees, media outlets, and cultural institutions, in addition to organizations that represent specific groups, such as teachers unions, parent-teacher organizations, and associations representing superintendents, principals, school boards, or teachers in specific academic disciplines. In a word, stakeholders have a “stake” in the school and its students, meaning that they have personal, professional, civic, or financial interest or concern.