

Hillsborough County Public Schools

Wharton High School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	14
Positive Culture & Environment	0
Budget to Support Goals	0

Wharton High School

20150 BRUCE B DOWNS BLVD, Tampa, FL 33647

[no web address on file]

Demographics

Principal: Michael Rowan

Start Date for this Principal: 8/2/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	83%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (49%) 2018-19: C (51%) 2017-18: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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 Hillsborough 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	14
Title I Requirements	0
Budget to Support Goals	0

Wharton High School

20150 BRUCE B DOWNS BLVD, Tampa, FL 33647

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	83%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	73%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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SIP Authority

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

Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To provide students with a meaningful education that develops creative, productive and responsible students.

Provide the school's vision statement.

All students will reach their maximum potential, graduate high school, and be prepared for lifelong success.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Rowan, Michael	Principal	Directs and coordinates educational, administrative, and counseling activities at Wharton High School. Also, serves as the instructional leader, and develops and evaluates educational programs to ensure conformance to state, national, and school board standards.
Lefebvre, Crystal	Assistant Principal	Helps directs and coordinates educational, administrative, and counseling activities at Wharton High School. Also, serves as the instructional leader, and develops and evaluates educational programs to ensure conformance to state, national, and school board standards.
Torres, Maria	SAC Member	Student and Parent Engagement Liaison

Demographic Information

Principal start date

Tuesday 8/2/2022, Michael Rowan

Number of teachers with a 2022 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 2022 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.*

19

Total number of teacher positions allocated to the school

295

Total number of students enrolled at the school

2,234

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

12

Identify the number of instructional staff who joined the school during the 2022-23 school year.

11

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	656	624	562	471	2313	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
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 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0		

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

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

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Monday 8/29/2022

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	602	573	504	514	2193
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	101	76	80	72	329
One or more suspensions	0	0	0	0	0	0	0	0	0	80	39	37	21	177
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 FSA ELA assessment	0	0	0	0	0	0	0	0	0	157	132	117	99	505
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	124	100	56	51	331
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	32	61	39	77	209

The number of students identified as retainees:

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

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	602	573	504	514	2193
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	101	76	80	72	329
One or more suspensions	0	0	0	0	0	0	0	0	0	80	39	37	21	177
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 FSA ELA assessment	0	0	0	0	0	0	0	0	0	157	132	117	99	505
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	124	100	56	51	331
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	32	61	39	77	209

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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	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	43%	52%	51%				52%	56%	56%
ELA Learning Gains	44%						48%	54%	51%
ELA Lowest 25th Percentile	30%						29%	41%	42%
Math Achievement	35%	39%	38%				42%	49%	51%
Math Learning Gains	41%						42%	48%	48%
Math Lowest 25th Percentile	28%						44%	45%	45%
Science Achievement	58%	46%	40%				59%	69%	68%
Social Studies Achievement	68%	49%	48%				76%	75%	73%

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

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

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	57%	66%	-9%	67%	-10%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	74%	73%	1%	70%	4%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	30%	63%	-33%	61%	-31%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	43%	57%	-14%	57%	-14%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	13	33	27	22	35	27	21	42		83	19
ELL	11	34	30	20	35	35	25	42		92	41
ASN	79	55		63	43		88	92		100	69
BLK	29	38	28	27	40	35	46	56		85	30
HSP	31	41	33	29	36	23	50	57		88	50
MUL	59	35		53	43		59	73		93	52
WHT	62	53	27	46	48	25	75	84		96	65
FRL	28	39	30	25	36	27	47	56		87	41
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	15	30	31	20	35	38	25	31		84	24
ELL	12	33	38	18	23	35	30	44		83	29
ASN	68	70		48	37		82	83		100	66
BLK	30	34	29	22	24	29	38	50		90	27
HSP	31	40	36	26	27	29	41	65		89	39
MUL	41	46		40	36		67	93		96	52
WHT	67	57	44	55	33	32	75	83		97	56
FRL	26	36	34	24	25	31	42	57		88	27
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	20	33	26	25	46	38	31	47		83	
ELL	19	42	38	22	44	48	28	44		71	18
ASN	66	64	55	50	39		63	85		90	62
BLK	35	38	18	28	43	48	41	64		85	19
HSP	43	44	35	38	44	48	47	73		84	28
MUL	67	61		48	37		71	90		88	39
WHT	72	57	37	59	43	39	85	90		91	51
FRL	36	40	27	30	40	44	44	61		81	18

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	48
Total Points Earned for the Federal Index	538
Total Components for the Federal Index	11
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	38
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	74
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	58
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	58
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Learning gains for bottom quartile in math achievement, social studies achievements, reading achievement and science achievement all decreased with the students with disabilities subgroup. Learning gains for the bottom quartile in math achievement all increased with the ELL students subgroup and reading achievement, and science achievement decreased with the students with the ELL subgroup.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The data component showing the greatest need for improvement is the ELA learning gains for the bottom quartile. The ELA learning gains for the lowest 25th percentile is 29.9%, compared to 41.4% in the district, which is an increase of 0.6% from the year prior. Ninth-grade students were placed into classes with students of all achievement levels, where teachers were encouraged to differentiate instruction to meet all learners' needs. However, this lessened opportunities for explicit reading instruction.

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

Teachers are working in PLCs to collaborate and design lessons around standards-based instructions and utilizing assessments to drive student learning for all groups of students

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Learning gains for bottom quartile in math achievement, social studies achievements, reading achievement and science achievement all decreased with the students with disabilities subgroup. Learning gains for the bottom quartile in math achievement all increased with the ELL students subgroup and reading achievement, and science achievement decreased with the students with the ELL subgroup

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

Science and Math worked on lunch tutoring for students enrolled in FSA/ EOC classes focusing on standards that were on the FSA. We held an FSA/EOC parent information night to increase parent involvement

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

We will continue to offer homework help, math and science tutoring, 7 mindsets, and provide opportunities for student and parent voice by holding SAC meetings during school hours.

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.

1. Professional Development training will be provided bi-weekly to enhance instructional learning strategies. PLC's will meet bi-weekly to plan for standard based instructions, and review data to drive learning. Bi-weekly meeting attendance, and PLC logs/reports will be reported to leadership team.
2. Model classrooms will allow teachers inability to observe instructional and active learning strategies and apply them within their classrooms.
3. Teachers will have opportunities to participate in ghost walks, observing peers' classrooms when not instructing, to further develop their own practice and enhance student learning.

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

ILT, PLC's, TTD, CCEIS

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Professional Learning Communities**Area of Focus Description and Rationale:**

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

We will be strengthening our Professional Learning Communities' productiveness by focusing on best practices as we set up and adhere to group norms, we focused on student-centered discussions, inspecting and analyzing student work, and collaborating with one another to problem solve.

Measurable Outcome:

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

Schoolwide PLCs will meet to set up norms, roles, and expectations. PLCs are meeting biweekly with a focus on analyzing student work, collaborating with one another to problem solve, standards-based instruction, and daily and regular assessments.

Monitoring:

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

Instructional leadership and admin will be monitoring the PLCs. Each PLC establishes a leader who will focus on making an agenda, and determining if the PLC will be data-focused or planning-focused.

Person responsible for monitoring outcome:

Michael Rowan (michael.rowan@hcps.net)

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

In the PLCs, teachers will set up and adhere to norms, focus on student-centered discussions, analyze student work, take part in collaborative problem solving, construct lessons around standards based on instructions, and plan for the implementation of daily assessment strategies.

Rationale for Evidence-based Strategy:

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

Whilst pre-planning, teachers' feedback was gathered together that identified PLCs to be a schoolwide focus. Using these tools, teachers will be able to support not only the entire school but additionally focus on the bottom quartile through all content areas so that we would see overall improvement.

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.

PLCs will establish PLC Norms and PLC leads. The PLC Leaders are responsible for reminding the PLC of future PLC topics and materials, resources, and data to bring to the PLC. PLC leads also are responsible for posting the PLC logs on the WHS PLC Canvas page. PLC roles alternate each PLC. The instructional leadership team will create PLC logs for Data PLCs and Planning PLCs. To improve the effectiveness of the PLC, a schoolwide PD will be done on effective PLCs. The PLC PD will be created and presented by the instructional leadership team. Additional ongoing differentiated support will be provided to PLCs by the administrative team and the school teacher talent developer.

Person Responsible

Michael Rowan (michael.rowan@hcps.net)

Within PLCs, teachers will look at their students' data, specifically their SWD and ELL subgroups. PLCs will design plans for accommodations, modifications, differentiation containing enrichment, and remediation to guarantee that the needs of each student are met. Teachers will continue to monitor their student's progress by gathering information to review at PLCs and revising their plans and instruction.

Person Responsible

Michael Rowan (michael.rowan@hcps.net)

The school will prepare students to be college and career-ready by having specific PLCs that focus on increasing the number of students that receive industry certifications. PLCs and groups will be created for AP and dual enrollment teachers to allow them to collaborate and improve student learning.

Person Responsible

Michael Rowan (michael.rowan@hcps.net)

#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.

Teachers will intentionally construct lessons around standards-based instructions by backward design, unpacking the standard, and understanding the level of standard.

Measurable**Outcome:**

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

In PLC teachers will conform a biweekly PLC log with a focus on standard-based instruction. Also, ILT and department heads will gather information whilst walkthroughs on standard-based instruction.

Monitoring:

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

Instructional leadership, including the administration, will use PLC logs to gather information to monitor that teachers are planning standards-based lessons. ILT and department heads will utilize walkthrough forms to gather information to monitor that teachers are implementing standard-based lessons.

Person

responsible for monitoring outcome:

Michael Rowan (michael.rowan@hcps.net)

Evidence-based Strategy:

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

Teachers will unpack the standard and utilize backward design lesson planning to create and implement lessons that have results aligned with the standards. Teachers will be given multiple opportunities to make better instructional pedagogy by acquiring techniques over biweekly professional development. Teachers will additionally get collaborative support over exemplar classrooms which will enable teachers to view techniques applied straight away and implement within their own classes.

Rationale for Evidence-based Strategy:

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

Creating lessons around standards was chosen based on teachers' feedback and information gathered in the course of pre-planning. New Techniques are teacher-centered, teacher-selected, and guided by teacher choice. This permits "best practices" to be shared collectively amongst the instructional staff to make it better for all learners and give all students' the same opportunities.

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.

Effective ILT, competent PLCs, growing school climate, culture, and perception, professional Development participations like Teach ME Tuesdays, Demonstration classrooms, and book study. Guidance support team visible in cafeteria, halls, and classrooms, wildcat connection. to accomplish this focus. These will be monitored by instructional leadership, administrators, department coaches, and department heads.

Person Responsible Michael Rowan (michael.rowan@hcps.net)

#3. Instructional Practice specifically relating to Student Engagement**Area of Focus****Description and Rationale:**

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

Daily assessments will be used throughout lessons/units to monitor and modify instruction in real-time, as well as to provide immediate feedback through formative assessments and in-class assessments. Daily assessments were decided as a focus due to teacher evaluation data and classroom walkthrough data.

Measurable**Outcome:**

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

ILT, and department heads, will perform walk-throughs and collect data on assessments used during daily lessons with a goal of at least three assessments per class period.

In the 2021-2022 school year, the FSA ELA percentage of students with a level 3 or higher decreased by 0.5%, from 43.2% in 2021 to 42.7%. Algebra 1 FSA EOC percent of students with a level 3 or higher will increase by 0.7%, from 34% in 2021 to 34.7%. FSA ELA learning gains from the lowest quartile decreased by 5.3%, from 35.2% in 2021 to 29.9%. Math FSA EOC learning gains from the lowest quartile decreased by 2.4%, from 30.3% in 2021 to 27.9%.

Monitoring:

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

ILT, and department heads, will perform walkthroughs and collect data on assessments used during daily lessons.

Person responsible for monitoring outcome:

Michael Rowan (michael.rowan@hcps.net)

Evidence-based**Strategy:**

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

Professional development will be given to teachers over Teach Me Tuesdays with a focus on daily assessments whilst lessons. Particular techniques will be selected as said on information gathered from coaching cycles, and classroom walkthroughs.

Rationale for Evidence-based**Strategy:**

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

Using daily assessments, teachers will be adept to enhance student learning by utilizing daily assessments to guide instruction.

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.

Within PLCs, teachers will scheme assessments to be utilized all over a lesson to gauge the understanding of learners and adjust their lesson accordingly. Support will be given to teachers by Teach

Me Tuesdays, site-based PD, demonstration classrooms, instructional coaches, department heads, and teacher talent developers.

Person Responsible Michael Rowan (michael.rowan@hcps.net)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Ongoing communication and collaboration are foundational to creating and enhancing positive relationships with students, parents, families, and stakeholders. This communication includes access to the school's website, Parent Link, Canvas, as well as social media platforms. The school also encourages parent involvement through the SAC, voluntarism, PTSA, Booster Club, and parent-teacher conference nights. Conference nights are scheduled throughout the school year so that parents and families can have face-to-face or virtual interaction with teachers to discuss progress and see work samples of their child's mastery. In addition, students and faculty will have access to a wellness curriculum and supports through district-supported programs: 7-Mindsets, Wharton High School has also implemented "Action Teams" for all staff members to be involved. One of these action teams is all about the school culture and climate of the school as a whole.

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

Michael Rowan - Principal: Directs and coordinates educational, administrative, and counseling activities at Wharton High School. Also, serves as the instructional leader, and develops and evaluates educational programs to ensure conformance to state, national, and school board standards. PTSA and the School Culture and Climate Committee support the positive culture and environment of the school by recognizing the teacher and support staff of the month, as well as providing incentives for teachers, students, and schoolwide initiatives. Students promote a positive culture and environment by having over 40 student-led clubs and participating in sports and arts that perform at district, regional and state-level competitions. Clubs promote integrity, equity, and inclusivity. Teachers promote a positive culture and environment by providing SEL through 7mindsets in their homeroom classes. Community partners promote a positive culture and school environment by providing appreciation gifts to teachers and incentives to students.