# Wakulla Institute

2022-23 Ungraded Schoolwide
Improvement Plan

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# Wakulla Institute

## 126 HIGH DR, Crawfordville, FL 32327

## https://www.wakullaschooldistrict.org/pathways

## Demographics

### Principal: Susan Tillman

Start Date for this Principal: 7/1/2022

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

## School Board Approval

This plan was approved by the Wakulla County School Board on 11/14/2022.

## SIP Authority

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

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

CSI schools can be designated as such in 2 ways:

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

DJJ Unsatisfactory Ratings are based on percentages by program type:

• Prevention and Intervention: 0%-50%

• Nonsecure Programs: 0%-59%

• Secure Programs: 0%-53%

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

## Purpose and Outline of the SIP

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

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

## Part I: School Information

### School Mission and Vision

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

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

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

Wakulla Institute is committed to the success of all students, teachers, staff, and our school system. Students will succeed through rigorous and appropriate academic and social/behavioral interventions that are individualized and differentiated while focusing on the Florida's B.E.S.T. Standards.

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

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

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

IMPACT B is an intervention program to support mental wellness.

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

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

### School Leadership Team

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

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|----------------------------------|
| Griffin, Tolar | Principal | |
| Jarvis, Tyler | Other | Gather data to identify the academic and priority goals along with strategies for WI. Hold quarterly meetings with staff, students, and community members to review progress of the school goals. |
| Thaxton, Trey | Teacher, K-12 | |
| Lafferty, Danni | Teacher, ESE | |

**Is education provided through contract for educational services?**

No

**If yes, name of the contracted education provider.**

N/A

## Demographic Information

**Principal start date**
Friday 7/1/2022, Susan Tillman

**Total number of students enrolled at the school.**
69

**Total number of teacher positions allocated to the school.**
9

**Number of teachers with professional teaching certificates?**
9

**Number of teachers with temporary teaching certificates?**
0

**Number of teachers with ESE certification?**
7

**Identify the number of instructional staff who left the school during the 2021-22 school year.**
2

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**
1

**Demographic Data**

## Early Warning Systems

**2022-23**

**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 | 2 | 0 | 1 | 0 | 5 | 11 | 19 | 6 | 8 | 4 | 8 | 64 |
| Attendance below 90 percent | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 7 | 12 | 4 | 5 | 2 | 3 | 36 |
| One or more suspensions | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 2 | 5 | 1 | 1 | 1 | 0 | 12 |
| Course failure in ELA | 0 | 0 | 1 | 0 | 0 | 0 | 2 | 2 | 10 | 1 | 3 | 1 | 0 | 20 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 4 | 4 | 2 | 3 | 2 | 0 | 18 |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 4 | 16 | 2 | 7 | 2 | 1 | 33 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 7 | 12 | 5 | 4 | 1 | 1 | 33 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 2 |

**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 | 2 | 0 | 0 | 0 | 3 | 9 | 15 | 4 | 8 | 2 | 1 | 44 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 3 | 11 | 0 | 4 | 3 | 1 | 24 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 3 | 8 | 0 | 3 | 2 | 2 | 19 |

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

Monday 9/12/2022

**2021-22 - 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 | 1 | 0 | 1 | 3 | 7 | 19 | 6 | 9 | 6 | 8 | 60 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 4 | 9 | 4 | 4 | 4 | 5 | 32 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 1 | 1 | 0 | 4 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 3 | 12 | 1 | 4 | 1 | 2 | 24 |
| Course failure in Math | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 2 | 10 | 0 | 2 | 0 | 1 | 16 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 4 | 11 | 4 | 4 | 1 | 0 | 25 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 4 | 12 | 1 | 3 | 0 | 0 | 22 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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

| Indicator | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Grade Level | | | | | | | | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 4 | 14 | 2 | 4 | 2 | 3 | 31 |

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

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

## 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% | 55% | | | | | 41% | 61% |
| ELA Learning Gains | | | | | | | | 41% | 59% |
| ELA Lowest 25th Percentile | | | | | | | | 43% | 54% |
| Math Achievement | | 41% | 42% | | | | | 25% | 62% |
| Math Learning Gains | | | | | | | | 20% | 59% |
| Math Lowest 25th Percentile | | | | | | | | 21% | 52% |
| Science Achievement | | 32% | 54% | | | | | 38% | 56% |
| Social Studies Achievement | | 38% | 59% | | | | | | 78% |

### 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 |
| 01 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | | | | | |
| 02 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 03 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |

| ELA | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Grade** | **Year** | **School** | **District** | **School-District Comparison** | **State** | **School-State Comparison** |
| | 2019 | 0% | 66% | -66% | 58% | -58% |
| Cohort Comparison | | 0% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 0% | 61% | -61% | 56% | -56% |
| Cohort Comparison | | 0% | | | | |
| 06 | 2022 | | | | | |
| | 2019 | 0% | 53% | -53% | 54% | -54% |
| Cohort Comparison | | 0% | | | | |
| 07 | 2022 | | | | | |
| | 2019 | 0% | 56% | -56% | 52% | -52% |
| Cohort Comparison | | 0% | | | | |
| 08 | 2022 | | | | | |
| | 2019 | 0% | 64% | -64% | 56% | -56% |
| Cohort Comparison | | 0% | | | | |

| MATH | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Grade** | **Year** | **School** | **District** | **School-District Comparison** | **State** | **School-State Comparison** |
| 01 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | | | | | |
| 02 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 03 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 0% | 71% | -71% | 64% | -64% |
| Cohort Comparison | | 0% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 0% | 60% | -60% | 60% | -60% |
| Cohort Comparison | | 0% | | | | |
| 06 | 2022 | | | | | |
| | 2019 | 0% | 63% | -63% | 55% | -55% |
| Cohort Comparison | | 0% | | | | |
| 07 | 2022 | | | | | |
| | 2019 | 0% | 59% | -59% | 54% | -54% |
| Cohort Comparison | | 0% | | | | |
| 08 | 2022 | | | | | |
| | 2019 | 0% | 48% | -48% | 46% | -46% |
| Cohort Comparison | | 0% | | | | |

| | | | | SCIENCE | | | |
|---|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2022 | | | | | |
| | 2019 | 0% | 53% | -53% | 53% | -53% |
| Cohort Comparison | | | | | | |
| 06 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 07 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 08 | 2022 | | | | | |
| | 2019 | 0% | 58% | -58% | 48% | -48% |
| Cohort Comparison | | 0% | | | | |

| | | BIOLOGY EOC | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 0% | 80% | -80% | 67% | -67% |
| | | CIVICS EOC | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 0% | 78% | -78% | 71% | -71% |
| | | HISTORY EOC | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 0% | 82% | -82% | 70% | -70% |
| | | ALGEBRA EOC | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 0% | 58% | -58% | 61% | -61% |
| | | GEOMETRY EOC | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 0% | 72% | -72% | 57% | -57% |

## 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 |
| WHT | | | | | | | | | | 100 | 30 |
| 2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2019-20 | C & C Accel 2019-20 |
| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2017-18 | C & C Accel 2017-18 |
| WHT | | | | | | | | | | 22 | |
| FRL | | | | | | | | | | 31 | |

## ESSA Data Review

This data has been updated for the 2018-19 school year as of 7/16/2019.

| ESSA Federal Index | |
|---|---|
| ESSA Category (TS&I or CS&I) | N/A |
| OVERALL Federal Index – All Students | 61 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 0 |
| Progress of English Language Learners in Achieving English Language Proficiency | |
| Total Points Earned for the Federal Index | 121 |
| Total Components for the Federal Index | 2 |
| Percent Tested | |
| **Subgroup Data** | |
| **Students With Disabilities** | |
| Federal Index - Students With Disabilities | |
| Students With Disabilities Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 0 |
| **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% | 0 |
| **Native American Students** | |
| Federal Index - Native American Students | |

| 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 | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | 0 |
| **Black/African American Students** | |
| Federal Index - Black/African American Students | |
| Black/African American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 0 |
| **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% | 0 |
| **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% | 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 | 65 |
| 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 | |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | N/A |
| 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.

**Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place related to the Areas of Focus?**

1. Instructional Practice specifically related to Standards-Aligned Instruction - WI used STAR Reading Assessments, Achieve 3000 reports, and teacher created assessments to progress monitor students. WI's goal was at least 75% of Wakulla Institute's assessed students will show at least a 5% learning gain in FSA ELA in the 2021-22 school year
2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups - WI used STAR, daily peer counseling class, Five Star Life Social Curriculum reports, RtI data and remedial courses with PM built into the courses. WI will increase the Federal Percentage of Points Index for Wakulla Institute students, specifically for white and socioeconomically disadvantaged students, to 41% or higher.
3. Graduation rate - WI did a 9-week review of all student data and revised student plans based on data. Wakulla Institute's graduation rate will show positive growth of at least 10% or higher to raise our graduation rate to the Federal Percentage Point Index of 67% or higher from the current 50%.

**Which data component showed the most improvement? What new actions did your school take in this area?**

Graduation rate grew from 50% to 91%.
WI did a 9-week review of all student data and revised student plans based on data. Students were also not enrolled until they have attended one day of school.

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

ELA is still the area in the greatest need of improvement with 0% passing the FSA assessment. Six middle school students took the assessment and none passed with a level 3 or higher. However, four out of the six scored higher than the previous year. The component with the lowest score was Key Ideas and Details with a 0% proficiency for the students. This data was from 2021-22 FSA scores.

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

The trend that has emerged from the FSA data and the STAR data is that students from all subgroups scored slightly higher in the 2021-22 school year in all the tested area and in all grade levels.

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

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

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

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

**Areas of Focus:**

## #1. Instructional Practice specifically relating to ELA

**Area of Focus Description and Rationale:**
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our fluid, transient student population is often in the lowest quartile on state assessments and have often failed or are failing in at least one academic subject. Additionally, they are living with one parent/relative, are more than likely involved in the legal system and are living with significant socioeconomic disadvantages when they are placed with Wakulla Institute (WI). For the reasons stated above WI is targeting proficiency on the new FAST Reading Assessment for our student population.

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

At least 50% of Wakulla Institute's assessed students will show proficiency on the FAST- PM3 Reading Assessment in the 2022-23 school year.

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

Using progress monitoring tools that include, but are not limited to, STAR assessments, Achieve 3000 reports, the FAST PM 1, 2 and 3 Assessments, and teacher made assessments the students will be monitored on at least a monthly basis.

**Person responsible for monitoring outcome:**

Chad Linville (chad.linville@wcsb.us)

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

When a student is enrolled in WI, all the available data is reviewed by the administration. An individualized schedule is written, if needed a Response to Intervention plan is written and reviewed based on the students area(s) of need. IEP's or 504 plans are reviewed and scheduled for an amendment, and meeting with the parent/guardian to address the needs of the student. Almost every student that attends WI is scheduled in a Peer Counseling course, with a small group setting and a caring, dedicated staff member as a mentor. All students enrolled with a level one or two are enrolled in Intensive courses for the subject area. Individualized remediation is set up for each student and tracked over the course of the nine weeks.

**Rationale for Evidence-based Strategy:**
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Every student is an individual and is treated as such. All student data (academic, behavioral, legal, economic and social) is reviewed to create the best possible successful situation at Wakulla Institute for the individual student. Because of the unique situations our students come to us from, a static formula for success is not possible. Finding an in-depth, tailored plan for each student has the potential for a much more positive educational outcome, in the long term. Based on productivity in our credit recovery program and the return rate data as part of our exiting criteria, this strategy has shown to be much more successful than a one size fits all approach.

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

1. Collect all data on potential students, specifically academic, behavioral, and attendance data.
2. Develop an individualized and needs-specific plan for that student through the RtI/MTSS, ESE, or 504 processes.
3. Implement standards-aligned curriculum
4. Progress monitor and track data of student growth

5. Re-evaluate and/or amend student plan when needed

6. Provide long term success monitoring for students who exit the program and return to their home school.

**Person Responsible**   Tolar Griffin (tolar.griffin@wcsb.us)

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

| #2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups | |
|---|---|
| **Area of Focus Description and Rationale:**<br>Include a rationale that explains how it was identified as a critical need from the data reviewed. | Wakulla Institute (WI) will foster a positive student learning environment for white and socioeconomic disadvantaged students attending our school. Wakulla Institute is an alternate school. The majority of the student population is placed here for disciplinary or academic interventions. The fluid, transient student population is in the lowest quartile in one or more assessment areas. These students have failed<br>or are failing in at least one academic subject. They often are living with only one parent/relative, are more than likely involved in the legal system and they experience significant socioeconomic disadvantages due to these overwhelming circumstances. |
| **Measurable Outcome:**<br>State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. | WI will increase the Federal Percentage of Points Index for Wakulla Institute students, specifically for white and socioeconomically disadvantaged students, to 70% or higher. |
| **Monitoring:**<br>Describe how this Area of Focus will be monitored for the desired outcome. | This goal will be monitored using:<br>*Progress monitoring using STAR<br>*Daily Peer Counseling class<br>*Access to certified social worker based at WI<br>*Five Star Life Social Curriculum<br>*RtI/ESE/504 programs and processes<br>*Intensive or remedial course(s)<br>* FSU Psychology Intern for counseling services |
| **Person responsible for monitoring outcome:** | Tolar Griffin (tolar.griffin@wcsb.us) |
| **Evidence-based Strategy:**<br>Describe the evidence-based strategy being implemented for this Area of Focus. | Weekly students will meet with an assigned mentor and progress monitor their own success and create weekly goals that will help them stay on track based on each students' individual needs, so the student can return to their home school at the earliest opportunity. |
| **Rationale for Evidence-based Strategy:**<br>Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy. | Students' success is part of the re-entry process. A long-term educationally proficient school career is one of the most important aspects of our program. Sending students back to their zoned school on grade level with no educational gaps has been statistically proven to increase their potential for high school graduation with their same age peers. Teaching students to self-monitor by creating goals and succeeding in mastering the goals provides higher self-esteem and create a happier and healthier person. |

### Action Steps to Implement:

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

1. Initial data collection to assess educational needs: STAR, FSA, FAST, EOCs, discipline records, attendance.
2. Providing an individualized plan to meet the needs of each student.
3. Four to six week progress monitoring using STAR, Achieve 3000, and 5 STAR.
4.. Implementation of standards-based curriculum.
5. Weekly mentor meeting to set individualized goals
6. Weekly student driven progress monitoring
7. Use completion data as part of required exit criteria for return to the mainstream school

system with a long term plan for success in place.
8. Monthly check-ins by mentors when students have returned to their home schools

**Person Responsible**            Tolar Griffin (tolar.griffin@wcsb.us)

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

## #3. Other specifically relating to Graduation rate

| | |
|---|---|
| **Area of Focus Description and Rationale:**<br>Include a rationale that explains how it was identified as a critical need from the data reviewed. | Wakulla Institute needs to increase the rate of graduation. Institute is an alternate school whose student population comes from disciplinary and academic placement from the district. This fluid, transient student population is in the lowest quartile in one or more assessment areas. These students have failed or are failing in at least one academic subject. They often are living with only one parent/relative, are more than likely<br>involved in the legal system, and they experience significant socioeconomic disadvantages due to these overwhelming circumstances. Several of the middle and high school students, age 16 or older, who are recommended or placed at Wakulla Institute sometimes choose to withdraw and pursue a Graduation Equivalency Degree (GED) instead of pursuing a high school diploma.<br>In 2021-22 the graduation rate was reported at 91%, however this was based on less than 5 students. |

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

Wakulla Institute will maintain a high graduation rate of 80% or higher.

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

WI will :
*Have students meet with a mentor weekly to help students have a connection at the schools
*Have students progress monitor themselves weekly
*Staff meets weekly to discuss student progress and needs
*Monthly RtI team meetings to discuss students
*Follow student-designed individualized curriculum programs to help students stay on track

**Person responsible for monitoring outcome:**

Tolar Griffin (tolar.griffin@wcsb.us)

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

Students receive individualized goal setting, career mapping and short- and long-term success monitoring while in our program. Mentors meet with students on the WI campus weekly and visit them and track social, emotional and academic needs through weekly check-in visits for their entire first nine weeks of return to the mainstream school system. Student data is used to determine the best program fit for success when they enroll at Wakulla Institute.

**Rationale for Evidence-based Strategy:**
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Students who have a long-term educationally goal-oriented plans show higher proclivity to overcome adversity compared to those who simply attend school because they are required. Understanding the outcome of graduation from high school and skill development to increase career opportunities is built into the curriculum at WI. Research has shown that long- and short-term goal setting helps students reach milestones of success that they previously were not aware of as an option for them.

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

1. Intake meeting with students and parents with an individualized plan created to exit the program with long term goals established.
2. Exit criteria for academics, behavior, and attendance that requires students to meet minimal goal-oriented benchmarks before return to the mainstream school system.
3. College and vocational career mapping for each student as part of the educational curriculum and exiting strategy.
4. Weekly meeting with mentors at WI to create short term goals
5. Weekly student driven personal progress monitoring
6. Long term success monitoring at home school site by mentors who visit students weekly.
7. Advocating by mentors, once students return to their home schools, and meetings with guidance, teachers, or administrators at their new school site if students are struggling in any area.

**Person Responsible**        Tolar Griffin (tolar.griffin@wcsb.us)

| | |
|---|---|
| **Monitoring ESSA Impact:** If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index. | N/A |

## Positive Culture & Environment

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

**Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.**

PBIS linked to classroom management strategies

**Describe how data will be collected and analyzed to guide decision making related to the selected target.**

Data is collected in FOCUS (communication tab, referral data), collection of the Benjamins and on the weekly student individualized SMART goals filled out by the students.

**Describe how the target area, related data and resulting action steps will be communicated to stakeholders.**

Parents can access student data and files through the FOCUS system at any time. Parents can receive phone calls from teachers. The quarterly SIP meetings will relate the collected data and goals progress during their meetings. A copy of the School Improvement Plan is available on the school website and in the front office.

**Describe how implementation will be progress monitored.**

At WI we will
*have students will meet with a mentor weekly to help build a connection to an adult

*have students weekly progress monitor themselves
*have staff meets at least weekly to discuss student progress and needs
*follow student designed individualized curriculum programs to help student stay on track
*staff meet quarterly with administration to discuss students eligibility to return to their homeschool

**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.

| Action Step | Person Responsible for Monitoring |
|---|---|
| * Weekly "student of the week" phone calls to parents/guardians by all teachers<br>*PBS program, "All About the Benjamin's" with weekly, 9-weeks., and semester drawings<br>* Responsibility Center Discipline practices<br>*Use of Social Contracts in every classroom created by the students and faculty in that class<br>* Weekly goal setting and personal progress monitoring<br>*Access to a certified Social worker, based at the school | Griffin, Tolar, tolar.griffin@wcsb.us |