

Wakulla County Schools

Wakulla High School



2022-23 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

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School PK, 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)	58%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (61%) 2020-21: (55%) 2018-19: A (63%) 2017-18: A (67%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* 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 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.

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

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
Falk, Michele	Principal	
Murray, Breonne	Teacher, K-12	
Harvey, Frankie	Assistant Principal	
Whittle, Taylor	Teacher, ESE	
Hartsfield, Barbie	Instructional Coach	

Demographic Information

Principal start date

Monday 6/1/2020, Sabrina Yeomans

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.*

8

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.*

0

Total number of teacher positions allocated to the school

76

Total number of students enrolled at the school

1,409

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

9

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

6

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	376	344	323	311	1354
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	90	104	96	97	387
One or more suspensions	0	0	0	0	0	0	0	0	0	127	92	72	47	338
Course failure in ELA	0	0	0	0	0	0	0	0	0	46	65	76	39	226
Course failure in Math	0	0	0	0	0	0	0	0	0	53	62	47	48	210
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	90	97	69	49	305
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	64	46	30	19	159
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	1	0	2	2	5

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	113	121	103	79	416

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	10	6	12	6	34
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	5	4	6	17

Date this data was collected or last updated

Monday 9/12/2022

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	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

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	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

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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	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

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	51%	51%	52%	51%			59%	59%	56%
ELA Learning Gains	49%	49%	52%	44%			50%	50%	51%
ELA Lowest 25th Percentile	36%	36%	41%	35%			35%	35%	42%
Math Achievement	51%	51%	41%	42%			52%	52%	51%
Math Learning Gains	67%	67%	48%	34%			54%	54%	48%
Math Lowest 25th Percentile	56%	56%	49%	39%			47%	47%	45%
Science Achievement	66%	66%	61%	66%			82%	82%	68%
Social Studies Achievement	75%	75%	68%	72%			84%	84%	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	80%	80%	0%	67%	13%
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	83%	82%	1%	70%	13%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	35%	58%	-23%	61%	-26%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	67%	72%	-5%	57%	10%

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	29	40	23	34	62	50	50	50		94	37
BLK	34	39	37	36	60		37	62		100	27
HSP	41	42		47			64	55		100	39
MUL	32	38	36	44	73		55	67		100	62
WHT	55	51	37	53	66	61	70	77		95	67
FRL	39	43	34	43	63	48	58	73		94	47

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

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
WHT	53	45	32	45	34	40	69	75		96	78
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

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)	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	608
Total Components for the Federal Index	10
Percent Tested	95%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	47
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
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

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	48
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	55
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	56
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students 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
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	63
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	54
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?

Over the past 5 years there has been consistent growth for Accel and Graduation points, however the most recent year there has been a decline in accel points by 12.9%. The decline is possibly due to school closure in 2020.

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

Acceleration Success decreased from the 2020-21 SY to 2021-22 SY by 12.9% to 60.1%. Historically, acceleration points have been above 70%.

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 of students with an acceleration point can be attributed to lack of enrollment in courses that lead to an acceleration point and opportunity to test during the 2019-2020 school year. Students will need to be CTE program completers allowing the opportunity for multiple attempts of a certification across multiple years. Focus on industry certification for incoming freshman each year.

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

Math had the most improvement, moving from 56.6% to 59.6% -3% gain.

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

Early school closure during the 2019-20SY didn't allow all students an opportunity to test. We have scheduled students in semester courses with earlier testing windows.

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

Students will need to have a data check-in with guidance counselors about requirements for graduation which includes earning a passing score on ELA state testing.

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.

All teachers with new CTE courses will be provided summer professional development to support instruction in Knowledge Pillars. English and math teachers will have on-going PLC meetings to help assist with data-driven instruction. Teachers will meet with Dean of Curriculum and Instruction and Director of Instructional Data.

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

WHS leaders have analyze each student's historical math data to make recommendation for math courses to ensure student success. Additional math sections have been created to reduce the class load sizes.

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 ELA

Area of Focus Increase student proficiency on ELA State Testing.

Description and Rationale: Goal retained this year as proficiency increase by 0.1% during the 2021-22SY to 57%. Students identified through ongoing data review as not meeting grade-level mastery will receive targeted interventions according to the RTI process. This differentiated, targeted instruction will meet individualized students needs to maximize learning.

Include a rationale that explains how it was identified as a critical need from the data reviewed. 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:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

62% of students will score proficient on FAST ELA.

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

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 FAST achievement.

Person responsible for monitoring outcome:

Barbie Hartsfield (barbie.hartsfield@wcsb.us)

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

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

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

In additional to gauging the process of students through the school year, the STAR Reading Assessment 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 data 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.

selecting this strategy.

Action Steps to Implement

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

Monitor progress of students using STAR and Achieve 3000 data through quarterly data meetings with instructional coach.

Person Responsible Barbie Hartsfield (barbie.hartsfield@wcsb.us)

Schedule DSBAs four times during the school year to monitor for progress.

Person Responsible Barbie Hartsfield (barbie.hartsfield@wcsb.us)

- Using AVID strategies: Close and Careful Reading, Focused Note Taking, and WICOR Strategies in all ELA classrooms.

- Teacher coaches will model and provide guidance for ELA teachers as needed during PLC.

Person Responsible Erin Daughtry (erin.daughtry@wcsb.us)

#2. Instructional Practice specifically relating to Career & Technical Education

Area of Focus
Description and Rationale: During the 2020-21SY the percentage of seniors who graduated with an acceleration point was 60.1% a decline of 12.3% from the previous school year of 72.4%. Acceleration points are earned through: AP examination, dual enrollment, and CAPE industry certification. Enrolling students in CAPE industry certification courses allow access to a variety of students with different learning abilities.
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. 95% of seniors will have an acceleration point upon graduation.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome. Teacher Coaches will monitor testing dates and data to provide instructional support and feedback to ensure students are successful on the three attempts for testing.

Person responsible for monitoring outcome: Kerry Prosser (kerry.prosser@wcsb.us)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus. WHS utilizes instructional coaches and teacher coaches for instructional and instructional planning support. Knowledge Pillars is used to progress monitor and indicate when students are ready to test.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy. In addition to gauging the progress of students through the course, Knowledge Pillars is also the platform in which testing is administered.

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.

All seniors without an acceleration point will be scheduled in Foundations of Web Design with Word Press Certification.

Person Responsible Kerry Prosser (kerry.prosser@wcsb.us)

Ongoing review of student data to identify needs (Knowledge Pillars).

Person Responsible Kerry Prosser (kerry.prosser@wcsb.us)

Scheduling of Industry Certification testing to ensure students are given 3 opportunities to test prior to semester end.

Person Responsible Kerry Prosser (kerry.prosser@wcsb.us)

#3. Instructional Practice specifically relating to Math

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

Increase student proficiency on specific math EOC. Although we have seen an increase of 3% from the 2020-21SY to the 2021-22% with an achievement at 59.9%. The 2022-23SY school performance score will be based on student proficiency only. 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:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

63% of our students will score proficient on their specific math EOC.

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

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

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

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.

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

Person Responsible Kerry Prosser (kerry.prosser@wcsb.us)

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

Person Responsible Kerry Prosser (kerry.prosser@wcsb.us)

Scheduling of students in appropriate classes based on need. Struggling math students are placed 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 Kerry Prosser (kerry.prosser@wcsb.us)

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

Person Responsible Kerry Prosser (kerry.prosser@wcsb.us)

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

Person Responsible Kerry Prosser (kerry.prosser@wcsb.us)

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.

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. Positive Behavior Support (PBS) is a proactive technique used in an effort to promote and improve behavioral success by offering incentives and positive reinforcements in place of punitive consequences.
3. 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.
4. Social Emotional Learning (SEL) curriculum is designed to teach critical social competencies necessary for academic and life success.

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

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.