Escambia County School District

Washington Senior High School

2022-23 Schoolwide Improvement Plan

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Washington Senior High School

6000 COLLEGE PKWY, Pensacola, FL 32504

www.ecsd-fl.schoolloop.com

Demographics

Principal: Richard Shackle L   Start Date for this Principal: 7/1/2021

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	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	75%
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 (50%) 2020-21: (44%) 2018-19: C (49%) 2017-18: C (47%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	[Rachel Heide](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* 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 Escambia 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 Booker T. Washington High School is to provide quality education in a safe, supportive environment so all students can achieve success.

Provide the school's vision statement.

Because learning is a valuable and lifelong process, the administration, faculty, staff and students of Booker T. Washington High School believe:
-Students should be provided a challenging, comprehensive curriculum and a variety of extracurricular activities.
-Students should be provided with competent and professional instructors who are committed to excellence.
-Students should be provide learning experiences that prepare them to be mature, responsible citizens who make positive contributions to society.
-Students, administrators, faculty, and staff are entitled to mutual respect.
-Family and community should be involved in the educational process.

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
Shackle, Richard	Principal	
Gordon, Amy	Assistant Principal	
Forney, Sherita	Assistant Principal	
Williams, Joseph	Assistant Principal	
Spears, Barbie	Teacher, K-12	
Washington-Thomas, Johnnie	Graduation Coach	
Harris, Christopher	Dean	

Demographic Information

Principal start date
Thursday 7/1/2021, Richard Shackle L

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.*
1

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.*
9

Total number of teacher positions allocated to the school
88

Total number of students enrolled at the school
1,742

Identify the number of instructional staff who left the school during the 2021-22 school year.
25

Identify the number of instructional staff who joined the school during the 2022-23 school year.
24

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	416	487	437	389	1729
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	134	92	80	61	367
One or more suspensions	0	0	0	0	0	0	0	0	0	109	82	45	27	263
Course failure in ELA	0	0	0	0	0	0	0	0	0	32	115	78	49	274
Course failure in Math	0	0	0	0	0	0	0	0	0	34	101	101	49	285
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	146	148	120	67	481
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	113	0	0	0	113
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	80	96	100	99	375
	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	32	124	173	90	419

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	37	55	36	128
Students retained two or more times	0	0	0	0	0	0	0	0	0	20	13	15	12	60

Date this data was collected or last updated

Tuesday 10/4/2022

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	580	444	436	323	1783
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	149	78	89	46	362
One or more suspensions	0	0	0	0	0	0	0	0	0	57	24	27	13	121
Course failure in ELA	0	0	0	0	0	0	0	0	0	74	104	93	51	322
Course failure in Math	0	0	0	0	0	0	0	0	0	66	86	87	76	315
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	200	129	94	37	460
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	187	11	7	2	207
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	90	151	106	347

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	61	54	69	45	229

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	76	39	41	6	162
Students retained two or more times	0	0	0	0	0	0	0	0	0	35	15	15	5	70

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	580	444	436	323	1783
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	149	78	89	46	362
One or more suspensions	0	0	0	0	0	0	0	0	0	57	24	27	13	121
Course failure in ELA	0	0	0	0	0	0	0	0	0	74	104	93	51	322
Course failure in Math	0	0	0	0	0	0	0	0	0	66	86	87	76	315
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	200	129	94	37	460
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	187	11	7	2	207
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	90	151	106	347

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	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	76	39	41	6	162
Students retained two or more times	0	0	0	0	0	0	0	0	0	35	15	15	5	70

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	42%	42%	52%	40%			50%	49%	56%
ELA Learning Gains	51%	46%	52%	37%			49%	47%	51%
ELA Lowest 25th Percentile	40%	38%	41%	35%			35%	33%	42%
Math Achievement	30%	33%	41%	25%			33%	42%	51%
Math Learning Gains	44%	46%	48%	22%			38%	48%	48%
Math Lowest 25th Percentile	38%	48%	49%	25%			40%	41%	45%
Science Achievement	66%	57%	61%	67%			58%	59%	68%
Social Studies Achievement	61%	58%	68%	54%			66%	62%	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	56%	58%	-2%	67%	-11%

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	65%	62%	3%	70%	-5%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	26%	52%	-26%	61%	-35%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	37%	47%	-10%	57%	-20%

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	19	40	38	12	33	31	24	29		81	3
ELL	17	58									
ASN	50	57		40	42			83		92	82
BLK	20	43	39	16	41	41	43	42		85	25
HSP	45	55	60	17	12	17	62	57		84	43
MUL	57	56		29	46		81	63		72	56
WHT	59	56	35	47	54	39	83	79		88	55
FRL	30	45	37	22	39	38	51	48		80	32

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	14	31	33	16	25	33	45	32		74	8
ELL	8	18								91	30
ASN	47	39		40	45		76			95	58
BLK	23	31	29	11	20	31	47	33		85	27
HSP	43	41	43	30	12	9	65	55		94	58
MUL	45	29		26	16		62	60		84	31
WHT	56	45	49	39	26	17	83	72		84	68
FRL	27	31	29	15	19	23	53	34		80	37

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	21	33	25	30	44		33	49		57	4
ASN	69	62		45			76	73		100	71
BLK	29	35	27	21	31	34	33	45		76	30
HSP	49	56	42	41	31		60	78		61	43
MUL	55	42		38	32		70	68		78	38
WHT	68	62	52	43	45	50	78	83		80	48
FRL	36	39	32	26	36	44	43	53		72	34

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)	TS&I
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	

ESSA Federal Index	
Total Points Earned for the Federal Index	501
Total Components for the Federal Index	10
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
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
Asian Students	
Federal Index - Asian Students	64
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	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	45
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
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
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	60
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	42
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?

Trends that emerge across the school are depicted as meeting or exceeding district averages in 2 of 4 content areas (refer to school data review). The school's math achievement and learning gain levels continue to be an area of improvement.

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

The data components which show the greatest need for improvement are the achievement levels of mathematics. Algebra and Geometry End of Course examinations are far below district and state achievement levels.

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

There are many factors that could contribute to the performance of students. First, is a lack of experience for students and staff learning and teaching in a blended learning setting. Also, our school has seen a large turnover in staff in the mathematics department due to a number of factors. The students with disabilities subgroup, mathematics achievement levels, and learning gains are an area of focus as well. Because there are varying abilities in the classroom, teachers can be challenged to

address individual academic needs based on ability, the need for more training, and the incorporation of individualized lesson plans. Due to our staffing and student body, it is necessary to provide our staff with adequate and applicable professional development to close the gap.

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

Even though mathematics data shows the greatest need for improvement it has also proven to be the area that has shown the most improvement. Achievement levels for 2021 were 25 percent and increased to 30 percent in 2022 showing a 5% gain. Student learning gains also showed a dramatic increase during the school year from 22 percent to an astounding 44 percent. Finally, we also saw an increase in our lowest quartile from 2021's 25 percent to 2022's 38 percent.

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

Factors contributing to this improvement were placing a focus on instructional practices relating to math. Using organizational instruction and studying to improve student learning. PLCs were used to analyze data from semester area exams, early warning signs, and quarterly assessments to help drive instruction.

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

A proven strategy that will need to continue in order to accelerate learning is the use of PLCs and teaching cross-curricula. PLCs, also known as Professional Learning Communities are a group of educators who come together to learn with and from each other on the needs of their students. As stated above the use of the EWS system allows educators to make data-driven decisions toward students' success across curricula.

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. Continued use and development of PLCs and their effectiveness.
2. Mental-Health training and support for students and staff
3. Test-taking strategies
4. Content-area professional development at the request of the departments
5. EWS (Early Warning Signs)
6. RtIB (Response to Intervention (Academic and Behavior)
7. Classroom Management
8. Monthly New Teacher Orientation

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

1. Continue working on improving our math learning gains and achievement levels.
-Working in peer groups
-Teach test-taking strategies
-Analyze data with the use of the EWS system
-Make time for remediation
2. On-Site Graduation Coach
-Monitor the progress of all students, and proactively intervene when students show early signs of attendance, behavior, or academic problems.
-Provide intensive, individualized support to students who have fallen off track and face significant challenges to success.

-Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school
3. Improving ELA learning gains as a whole
-Motivate students
-Raise the level of expectations
-Teach test-taking strategies
-Analyze data
-Remediate
5. Make improvements in the learning gains of our lowest 25% in ELA
-Motivate students
-Raise the level of expectations
-Teach test-taking strategies
-Analyze data
-Remediate

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 Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The targeted area of focus is to increase math learning gains and the overall improvement of the student body in the subject area towards the 41% specified by the state. This was identified as a critical need due to current data that displays scores at our school behind the curve for the district as well as the state. Once again it is our plan to increase these scores to competitive levels compared to the district and state.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The school plans to meet or exceed the district's average in learning gains and achievement levels in math. During the 2021-2022 school year we were able to increase learning gains by 22%, the lowest quartile by 7%, and achievement levels by 5%. Continued progress would ensure that we achieve the goal of exceeding or meeting district and state standards.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	1. Semester Area Exams (SAE) 2. Early Warning Signs (EWS) 3. ACT/SAT NCR 4. Quarterly Assessments in SchoolNet
Person responsible for monitoring outcome:	Amy Gordon (agordon3@ecsdfl.us)
Evidence-based Strategy: Describe the evidence-based strategy being	The targeted evidence-based strategy of Organizing Instruction and Study to Improve Student Learning will impact student learning across curricula. "This study includes a set of concrete actions relating to the use of instructional and study time that is applicable to subjects that demand a great deal of content learning, including social studies, science, and mathematics", as stated in the Organizing instruction and study to improve student learning research. PLCs will be used to instill the following components of the study: space learning over time, Interleave worked example solutions with problem-solving exercises, Combine graphics with verbal descriptions, connect and integrate abstract and concrete

implemented for this Area of Focus.	representations of concepts, use quizzing to promote learning. Use pre-questions to introduce a new topic, Help students allocate study time efficiently. Teach students how to use delayed judgments of learning to identify content that needs further study, and Ask deep explanatory questions.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Once again it is our plan to increase these scores to competitive levels compared to the district and state. The targeted evidence-based strategy of Organizing Instruction and Study to Improve Student Learning will impact learning across curricula. Research conducted on this strategy states that it's applicable to subjects that demand a great deal of content learning including social studies, science, and ELA. The strategy also focuses on helping students allocate study time efficiently and teaching students how to study.

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.

No action steps were entered for this area of focus

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	An area of FOCUS analyzed from the subgroup data would be SWD and Black/ African American Students making progress towards meeting and/or exceeding the 41% set forth by the state cross-curricula. The data displays that the SWD and African American subgroups are below the state achievement levels. In analyzing the data it clearly displays that the two groups rank as the lowest-performing across curricula. Urban African American students are forced to deal with obstacles to success. Researchers from the College at Brockport have concluded that "there are many barriers that urban students must overcome in order to achieve their educational and career goals. Some of these barriers that can be attributed to the lack of success of the African American student include low socioeconomic status and lack of support." Our SWD also experiences some of the same barriers as the above subgroup. The lack of support is not purposeful but it comes from not knowing. Educators should continue to receive training in learning how to support SWD and students who come from families with low socio-economic backgrounds. By focusing on the subgroups and increasing their percentages it could have a positive impact on the school as a whole
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Increase the percentage of students in these subgroups towards 41% or better achievement on state standardized tests. The data displays that the SWD and African American subgroups are below the state achievement levels. In analyzing the data it clearly displays that the two groups rank as the lowest-performing across curricula. Focusing on the subgroups and increasing their percentages it could have a positive impact on the school as a whole.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	1. Guidance counselors 2. Early Warning Signs (EWS) 3. RtiB (Response to Intervention) 4, Graduation Coach
Person responsible for monitoring outcome:	Amy Gordon (agordon3@ecsdfl.us)
Evidence-based Strategy: Describe the evidence-based strategy	Analyzing the current data displays a vivid need to focus on improving the SWD and Black/African-American subgroups across the board. In accordance with Assisting Students Struggling with Reading, the goal should be to cover how to screen students for reading problems, design a multi-tier intervention program, adjust instruction to help struggling readers, and monitor student progress. Even though the article gives a basis for reading, the strategy can be instilled in each discipline for each subgroup. The success of

being implemented for this Area of Focus.	this group of students begins with targeting the problem/issue and creating a plan to monitor and increase their success.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.**	Bringing together all aspects of the school's team to help increase student achievement and learning gains. The school's EWS team will help identify students who would benefit from extra resources to help achieve. The full-time instructional coach will also provide resources to help instructors drive instruction for this student demographic. Finally, the use of the ACT/SAT NCR assessment to practice real-time assessment.

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. Use of the EWS system to make data-driven decisions for the targeted group of students.
2. PLCs to process formative assessment data that will also help drive instruction, remediation, and decision-making for the subgroups.
3. Use of scores/data from the ACT/SAT NCR exams
4. RtI Coordinator working directly with staff and students to help bridge the gap across curricula of the subgroups.

Person Responsible	Amy Gordon (agordon3@ecsdfl.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.

DISCIPLINE/PBS:
The RTI Coordinator will share the PBS Model and subsequent data updates with parents through Open House and PTSA meetings. Students will be kept up-to-date on referral status through class referral contest updates on the morning announcements. Parents will be updated through the school newsletter and announcements on the school website.

Academics:
The administration will work with the SAC committee, PTSA, and Leadership Committee to develop activities that keep parents and other stakeholders informed concerning academic changes including graduation requirements, Florida Standards, and changes to assessments. The Assistant Principal for Curriculum works to arrange for 9th-grade students and parents to have an introduction to the school and classes prior to school starting. The Curriculum AP also coordinates events that provide prospective students and parents the opportunity to visit the school to see examples of the curriculum and offerings of Washington High School.

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

All individuals who are vested in the welfare and success of the school, staff, and students. In creating the School Improvement Plan stakeholders have become active members of the working community who are looking into involvement in making the school conducive to learning and creating future leaders and stakeholders in the community. They are also responsible for the achievement of the learning outcomes through their active participation in school activities, programs, and projects such as faculty and staff. We look to continue to build harmonious relationships because the stakeholders are now an integral part of the school system. The looks forward to continuing to improve the development of relationships among the surrounding community by displaying the changes and improvements in our school.