

Wildwood Middle/ High School



2017-18 Schoolwide Improvement Plan

Wildwood Middle/ High School

700 HUEY ST, Wildwood, FL 34785

www.sumter.k12.fl.us/schools/whs

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	Yes	83%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	57%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	D

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Wildwood Middle/ High School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Wildwood Middle High School will provide a positive educational environment that promotes maximum learning opportunities through academic training and life experiences cultivated by the efforts of students, parents, faculty, and business partners.

b. Provide the school's vision statement.

All Means All

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Wildwood Middle High School learns about students' cultures through review of student cumulative folders, student contact forms, and discussions with the community. Relationships between the staff and students are built through frequent communication, beginning of the year "Get to Know You" activities, personal conversations with students during non-instructional time such as lunch and break, Wildcat Connection and participation in extra-curricular activities to support student talented ability. Teachers are also encouraged to become familiar with the students' academic background by reviewing test scores, grades from previous school years, conversations with former teachers, and pertinent information linked with student background.

Also, many staff members live in or are from the Wildwood community and are therefore familiar with the background of the students.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

The priority of Wildwood Middle High School is to establish and maintain safety of all individuals who are involved on WMHS campus. To ensure that all members on campus are safe, safety policies and procedures have been established for all members to follow. At the beginning of the school year, students are provided with a copy of the Student Handbook and Student Code of Conduct that detail information about the school safety policies, procedures, expectations and discipline plan. The Student Handbook and Student Code of Conduct are reviewed in detail each period on the first day of school. The administrators also meet with students during the first week of school to review school wide expectations.

Wildwood Middle High School also creates an environment where students feel safe and respected by ensuring that there is always supervision. Teachers are stationed at varying posts around the school to supervise before school, during student transition time, lunch time and after school. Throughout the day, administrators and the School Resource Officer are visible and monitor the campus to ensure all students are safe. During after school, the faculty member in charge of the activity supervises participants. Administrators are also assigned to supervise sporting and other events held after school hours.

Students also have the opportunity to express their concerns to any staff member on campus whom they trust or utilize the voice box. The voice box allows students to share their concerns regarding

other students. Students can place a note with information of individuals who may "bother" them on campus in the voice box. The guidance counselor checks the box on a daily basis to address any issues students may be facing. Students are then provided the counseling needed to help address the issues presented.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Wildwood Middle High School utilize a schoolwide PBIS behavior system to establish and maintain consistent behavior policies, encourage students to behave, promote positive behaviors, and enforce acceptable behaviors on campus. The PBIS site consist of administrators, instructional and non instructional staff that meets throughout the school year to review and analyze discipline data, so that the necessary changes can be made to improve discipline. Through the PBIS behavior system, students have the opportunity to earn "5 Ps"- (Prompt, Prepared, Productive, Polite, and Positive) positive behavior referrals for going above and beyond and following expectations. Students who receive "5 Ps" referrals are recognized on the morning announcements and are placed into drawings for rewards.

In addition to the schoolwide PBIS behavior system, teachers have been trained to address misbehavior in the classroom using the behavior intervention form. The Behavior Intervention Form provides teachers with steps and suggested inventions to follow before completing a long form. According to WMHS faculty handbook, teachers must complete a Behavior Intervention form and interventions before writing a Level I long form. Interventions can include but not limited to teacher held conference, isolation of student, loss of privilege, writing assignment, etc. One of the required interventions before a long form is parent contact by the teacher. If the three interventions are unsuccessful, then a long form may be written.

It is crucial that all students follow the policies of the school. Students who do not comply with school rules will participate in the discipline program. This program is not designed for students who normally complete their work and follow the school rules. It is designed to give teachers disciplinary options for students who are habitually disregarding classroom learning expectations, inclusive of not completing assignments and not following classroom and school rules. The disciplinary actions will include: in-school suspension (ISS), and out of school suspension (OSS). Students who continue to struggle with following school rules may be referred to MTSS process for behavior.

Wildwood Middle High School has a behavior support personnel and administration who ensures that students abide by the school behavior policies. Our goal is for teachers to continually motivate students, practice good classroom management skills, and use the discipline program as a last resort. This program will give teachers an important tool in maintaining control of their classrooms and maintain a safe environment where students enjoy attending school and enhance their learning.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Wildwood Middle High School ensures the social-emotional needs of all students are met through counseling sessions by the school counselor when counseling is needed. Counselors are provided with the student information that needs to be addressed either by email, notes, and phone calls. In addition, students who may be ungovernable or truant may be referred to Youth and Family Services.

In addition, faculty and administration are advocates for the students and mentor students through the educational program. Each nine weeks, we have an advisory time called Wildcat Connection where

students meet with teachers to participate in a mentoring session to discuss behavior, attendance, and grades.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

The early warning system data includes attendance, behavior, course failures, and achievement on statewide assessment. The early warning system is used through the PS-RTI (Problem Solving-Response to Intervention) process. There are 3 tiers in the PS-RTI process. All students are placed in Tier 1. Students who struggle academically and/or behaviorally are placed at Tier 2 or Tier 3 dependent on the severity of the issues.

b. Provide the following data related to the school's early warning system

1. 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		
Attendance below 90 percent	0	0	0	0	0	0	22	45	39	46	21	28	26	227	
One or more suspensions	0	0	0	0	0	0	27	55	45	49	32	31	21	260	
Course failure in ELA or Math	0	0	0	0	0	0	22	72	54	72	46	41	29	336	
Level 1 on statewide assessment	0	0	0	0	0	0	32	50	24	44	12	28	16	206	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	24	68	52	62	34	41	26	307	

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Students who struggle academically are referred to the PS-RTI personnel. Students are provided with interventions to address their academic and/or behavior needs. Interventions for students in MTSS for behavior will include counseling services through the organization Life streams for tier 2 students and BIPS for tier 3 students. Interventions for students in MTSS for academics particularly for reading includes an intensive reading class with Learning Focused Strategies with an incorporation of Achieve 3000 reading articles and Read 180 for tier 2 students. For tier 3 students, there will be 1 on 1 instruction provided. Interventions for students in MTSS for academics particularly for math includes use of Khan Academy for tier 2 students and 1 on 1 instruction with the teacher for tier 3 students. The interventions are documented by teachers and submitted to the MTSS personnel to review for fidelity checks. Students who are successful with the PS-RTI may be referred out of the program. Students who continue to struggle even with the use of interventions may be referred to ESE.

In addition, during the school year, students receive mentoring through the Advisory period and during lunch. Teachers, administration, and counselors provide counseling services to help address the academics and behavior needs.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/447586>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Wildwood Middle High School builds a partnership with the local community for the purpose of securing and utilizing resources to support the school and student achievement by maintaining open communication and decision making with the School Advisory Committee (SAC). Information about the school is shared with the SAC members. The SAC provides input and also approves school information such as the details in the student handbook and the School Improvement Plan.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Crosby, Laticia	Assistant Principal
Christian, Jessica	Instructional Coach
Ellis, Dora	Teacher, K-12
Hampton, Richard	Principal
Hampton, Sherri	Teacher, K-12
Ragar, Dee	Instructional Coach
Squire, Deanna	Teacher, K-12
Lipham, Chelsea	Instructional Technology
Wood, Tanner	Administrative Support
Graybeal, Jerry	Administrative Support
Parker, Paula	Teacher, K-12
Dixon, Ronald	Teacher, K-12
Weber, Evelyn	Assistant Principal
Saslovsky, Clarissa	Teacher, K-12
Smith, Howard	Teacher, K-12
Strickland, Laura	Teacher, K-12
Ondriezek, Kylie	Teacher, K-12
Faulkner, Ellen	School Counselor
Commerford, Richard	Teacher, K-12
Underhill, Andrew	Teacher, K-12
Miranda, Iliana	Teacher, K-12

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The roles and responsibilities of the instructional leaders include effectively communicating with other teachers and providing support for teachers through discussions, meetings, mentoring services and professional development training. The leadership team is inclusive of grade level chairs, department level chairs, resource personnel, and administration. The leadership team meets on a weekly basis, Tuesday mornings. Varying issues are discussed and decided upon during these meetings. The leadership team is then responsible for sharing the information with teachers to keep teachers aware of any changes and all decisions made by the leadership team. The leadership team lead grade level meetings and/or department level meetings once a month. During these meetings, updates are discussed and PLCs are conducted to focus on the school's data piece, student academic needs, and school-related information.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The process in which the school leadership aligns all available resources to meet the needs of all students is through frequent collaboration and discussions to present student needs and discuss how to address those needs. Administration is frequently informed of the student needs. Moreover, the school leadership identifies and aligns all resources in order to meet the needs of all students and maximize desired student outcomes. Personnel resources at Wildwood Middle High School include: behavior specialist, middle school guidance counselor, high school counselor, curriculum coordinator, media specialist, MTSS personnel, reading coach, staffing specialist, and testing coordinator. These resources have been provided to meet the needs of the school as a whole.

The role of each resource is outlined as follows:

Behavior specialist-Identify and help address student behavior on campus.

Middle school guidance counselor-Counsel and guide students down the right academic, social, and emotional path focused for middle school students.

High school guidance counselor-Counsel and guide students down the right academic, social, and emotional path focused for high school students.

Curriculum coordinator-Support teachers with curriculum information and resources.

Media specialist-Assist with media and technology needs.

MTSS personnel-multi-tiered support system-provide intervention services for students in Tier 1, 2, and 3.

Reading coach-Support the English Language Arts and reading standards and providing professional development for teachers to increase the reading and writing focus.

Staffing specialist-Support the ESE program on campus.

Testing coordinator-Coordinate and organize all testing needs on campus.

The roles and duties of these resources were assigned based on the student needs at Wildwood Middle High School. The problem-solving activities used to determine how to apply resources for the highest impact is conducted through open and frequent communication with administration.

Afterschool Programs

Sumter County School District has provided an after school programs inclusive of Remediation Program/Credit Recovery and a summer program for Credit Recovery/EOC Remediation for secondary students. Due to the implementation of a remediation requirement that is tied to promotion this school year, the program will need to expand in order to support a larger number of students for an extended amount of time. There are several components included in this program to meet the needs of the targeted students in each area. Students who have failed core courses, have an opportunity to engage in credit recovery through the Grad Point online credit recovery. During the Summer Program, middle school AVID students have the opportunity to participate in a summer camp that will prepare them for the rigorous requirements of their high school Algebra course. Also during the summer, high school students in need of remediation for the Algebra I End-of-Course (EOC) assessment have an opportunity to attend a camp to get intensive instruction followed by a chance to retake the EOC. Finally, for those students who need another opportunity to make up failed courses, the Grade Forgiveness Summer Camp will be offered for four weeks.

Summer Bridge Camps

Students in the Algebra I EOC and AVID Algebra Summer Bridge Camps will be provided lunch and transportation each day. Students will be instructed using Learning Focused Strategies following district developed curriculum maps. Instruction will follow the "Previewing" method adopted through Learning Focused Solutions. Students will be provided instruction on upcoming vocabulary and concepts prior to receiving instruction in the regular school day. Previewing will include development of word maps and graphic organizers to build background knowledge. Students will engage in other research based programs such as Khan Academy, Accelerated Reader, Achieve 3000, Study Island, AVID Summer Bridge Algebra Curriculum, and ACT/SAT Test Preparation. Each of these programs provide instruction and practice in the key content areas.

21st CCLC Afterschool Program

Wildwood Middle High School will participate in the 21st century afterschool program for the school year. The After School Program will target students in grades 6 - 8. During the course of the program, students will participate in project-based learning projects based on the standards for the ELA, mathematics, and science. Students in the afterschool programs will be provided a nutritional snack and transportation each day.

Title X- Homeless

Although we do not receive the Title X Homeless grant, we do follow the law by removing any barriers that enrolling homeless students may encounter. They have 30 days to get their required immunizations and/or physical, but they can attend school.

Title II

Title II is Staff Development and the school provides professional development for teachers and staff inclusive of effective instructional practices. Title III is ESOL, and schools work closely with your staffing specialist to provide needed accommodations, as per the student's individual ELL plan.

Nutrition Programs

Wildwood Middle High School participates in the Department of Agriculture National Lunch Program and receive food services for breakfast and lunch. Students who attend afterschool academic programs also receive free snacks.

Suncoast Schools Federal Credit Union

Suncoast Schools Federal Credit Union provides a Discretionary Fund that we use for needy students: eye exams and glasses, physicals, clothing, school supplies.

Career and Technical Education- (CTE)

Funds are coordinated and integrated in the school to provide students a career and technical education which in turn increases student achievement. The funds provide resources for offered courses, i.e, innovative curriculum, field trips, and industry certification exam fees. WMHS provides CTE and on the job training. In the health, digital design, and criminal justice academies, career teachers focus on incorporating life situations into the curriculum. Criminal Justice provide students with the hands-on learning of solving varying crime scenes. Bio-Tech academy provides students with real-world opportunities in the field of health occupations. Agriculture and Future Farmers of America also provide students with opportunities to see the relationship between coursework and how it

applies to their future. Content area teachers continually incorporate current topics, trends and technology use into daily lessons.

Title I

Wildwood Middle High School is a Title I school and receive federal funds to assist with teachers' salaries, professional development opportunities, instructional programs and parent involvement activities.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Richard Hampton	Principal
Anthony Garcia	Parent
Evelyn Weber	Principal
Richard Commerford	Teacher
Dora Ellis	Teacher
Amanda Fort	Parent
Nina Lynum	Parent
Carol Small	Parent
Laticia Crosby	Principal
Nicolas Sovercool	Education Support Employee
Julian Green	Business/Community
Jerica Tillie	Student
Paula Williams	Parent
Dwayne Carr	Parent
K'Tara Rawls	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

Wildwood Middle High School SAC members participated in a SIP work session in September of 2016 to assist in the process of updating the SIP. Once the document was updated, the 2016-2017 SIP was presented to the SAC for approval. Once approved, the SAC members were present for the formal Board Presentation of the 2016-2017 SIP.

b. Development of this school improvement plan

For the development of this school improvement plan, Wildwood Middle High School SAC members provided input on the data and evidence that was collected throughout the 2016- 2017 school year. The input and feedback from the 2016- 2017 school year was taken into consideration when developing the 2017-2018 School Improvement Plan. When the SIP was developed this school year,

the School Advisory Council met to review the plan and provided feedback and recommendations. Members of the SAC was also present when the SIP was presented to the School Board.

c. Preparation of the school's annual budget and plan

For the preparation of the school's annual budget and plan, SAC members will be provided with the budget for the school year. During the meetings throughout the year, SAC members will be given the opportunity to discuss ways to spend the funds for future expenses.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

A meeting was conducted in September 2016 and the SAC members agreed that the funds should be spent on professional development for teachers.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Crosby, Laticia	Assistant Principal
Christian, Jessica	Instructional Coach
Ragar, Dee	Instructional Coach
Wood, Tanner	Teacher, K-12
Ondriezek, Kylie	Teacher, K-12
Underhill, Andrew	Teacher, K-12
Ellis, Dora	Teacher, K-12
Miranda, Iliana	Teacher, K-12
Wagner, Chad	Teacher, K-12
Dixon, Ronald	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Literacy Leadership team will promote literacy within the school by implementing effective reading and writing strategies across the curriculum. The goal is to infuse reading and writing in all subject areas. The literacy coach provides one-on-one and collaborative training with the Reading, ELA, and content area teachers to increase rigorous instruction through planning and to assist with the implementation process. The literacy team meets to review the data (inclusive of Exact Path, District Benchmark Writing Samples, Achieve 3000, formative assessments, classroom assessments, Florida State Assessments, etc.) and to strategically plan effective reading and writing instruction. The team will meet once a month to discuss effective reading strategies, incentives for the different programs, and to implement strategies in an effort to increase reading comprehension skills within the

student body.

In addition, the major initiative for this school year is to revive the accelerated reader program and create innovative incentives to increase student participation.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Wildwood Middle High School's strategies to encourage positive working relationships between teachers is by sharing ideas and having open discussions during grade level and department meetings on a weekly basis. Teachers and staff members are provided with school events through the school website and school based faculty calendar. In addition, faculty meetings are held twice a month. During these meetings, concerns are addressed through collaboration and seeking other resources when needed. Teachers share ideas to increase student achievement by working together to deconstruct standards, complete lesson plans and incorporating effective strategies with the lesson plans. Teachers recognize other teachers through email, communication with the leadership team, submit a PBS for teachers and staff, and completion of the WMHS 5 P's (Prompt, Prepared, Productive, Polite and Positive) and Pro Lieve recognition form.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

The Human Resource recruitment team actively pursues certified and highly qualified applicants through college recruitment fairs, Teachers-Teachers recruiting service, and Sumter's online applicant tracking system available on the District's website.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Wildwood Middle High School's teacher mentoring program includes the mentee (new teacher) assigned to a mentor (experienced teacher). Mentor teachers are selected based on teacher experience and understanding of the state standards and district-wide curriculum. Teachers are paired based on knowledge of content area and grade level.

The planned mentoring activities include: Completion of the Sumter County School District New Teacher Program, mentor and mentee meeting with District New Teacher Program Coordinator quarterly, utilizing guided meetings, peer observations, and monthly checklists of teaching responsibilities.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

The instructional programs and materials are selected through collaboration from teachers and administrators within the district. Spring and summer meetings are conducted with a group of teachers throughout the district to study and learn the Florida standards. During these meetings,

Curriculum maps are developed and created based on the Florida Standards. Then instructional materials and programs are selected based on its alignment with the Florida Standards. The school follows the district curriculum maps and district adopted instructional materials. The Curriculum Coordinator and department chairs for each subject area meet frequently with teachers to discuss and deconstruct Florida standards. The Curriculum Coordinator also arranges and provide professional development training on instructional programs throughout the school year. Administrators conduct frequent walkthroughs in all classes to ensure that Florida standards are covered and lessons are aligned to the district curriculum map.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Wildwood Middle High School uses classroom, district, and state-wide assessments to differentiate instruction to meet the diverse needs of students. Student data and research based strategies are used to support and meet the diverse needs of students. In order to enhance our curriculum, make relevant learning connections and increase subject-matter comprehension, we strive to self-examine and address issues of accountability. We use Learning Focused Strategies (LFS) and Advancement Via Individual Determination (AVID) instructional strategies as a framework of effective methodologies that validate the culture of all students in the classroom and on the campus. Moreover, our school and classroom inventories includes a wide range of diverse texts that support each of the standards and meet the instructional needs of all students.

Students who struggle with a particular content is given additional instruction to provide the student multiple opportunities to master the content. Students are provided a varied amount of tasks and assignments based on their level to ultimately meet or surpass grade level expectations.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 18,360

The 21st Century afterschool program is used to increase the amount and quality of learning time beyond the school day. For the next 3 years, the program will run from Mondays to Thursdays after school. The program targets students in grades 6-8.

During the course of the program, students will participate in project-based learning activities in the areas of reading, mathematics, and science integrating art and technology. Students will be instructed using Learning Focused Strategies following district developed curriculum maps. Students will be provided instruction on upcoming vocabulary and concepts prior to receiving instruction in the regular school day. In addition, students will participate in research and projects, linked to Florida State Standards. Students may also engage in technological programs inclusive of Khan Academy, Exact Path, Accelerated Reader, Achieve 3000, and Study Island. Each of these programs provide instruction and practice in the key content areas. Students in the afterschool programs will be provided a nutritional snack and transportation each day.

Strategy Rationale

Support core subject instruction and enforce the new state standards

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Commerford, Richard, richard.commerford@sumter.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The After School Program will be assessed based on the ability to reach the following goals. Our goal is to improve student performance on FSA for both reading and mathematics and Science FCAT 2.0.

Objectives:

*70% of regularly participating students will demonstrate reading proficiency on the Florida Standards Assessment.

*70% of regularly participating students will demonstrate math proficiency on the Florida Standards Assessment.

Strategy: Extended School Day

Minutes added to school year:

AVID Algebra Readiness and Algebra 1 Remediation-acceleration and remediation Algebra courses to teach mastery of Algebra 1 content

Strategy Rationale

Reinforce and strengthen Algebra 1 skills and content

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Ragar, Dee, dee.ragar@sumter.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Proficient scores on Algebra 1 EOC and Algebra 1 assignments

Strategy: Summer Program

Minutes added to school year: 9,600

The 21st Century summer program is used to increase the amount and quality of learning time beyond the school year. For the next 3 years, the program will run from Mondays to Thursdays during the summer. The program targets students in grades 6-8.

During the course of the program, students will participate in project-based learning activities in the areas of reading, mathematics, and science integrating art and technology. Students will be instructed using Learning Focused Strategies following district developed curriculum maps. Students will be provided instruction on upcoming vocabulary and concepts prior to receiving instruction in the regular school day. In addition, students will participate in research and projects, linked to Florida State Standards. Students may also engage in technological programs inclusive of Khan Academy, Exact Path, Accelerated Reader, Achieve 3000, and Study Island. Each of these programs provide instruction and practice in the key content areas. Students in the afterschool programs will be provided a nutritional snack and transportation each day.

Strategy Rationale

Support core subject instruction and enforce the new state standards during the summer

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Commerford, Richard, richard.commerford@sumter.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The summer school program will be assessed based on the ability to reach the following goals. Our goal is to improve student performance on FSA for both reading and mathematics and Science FCAT 2.0.

Objectives:

*70% of regularly participating students will demonstrate reading proficiency on the Florida Standards Assessment.

*70% of regularly participating students will demonstrate math proficiency on the Florida Standards Assessment.

Strategy: Summer Program

Minutes added to school year:

Students who need to recover credits or a grade have the opportunity to correct through the Grad Point program.

Strategy Rationale

Engage student learning beyond the classroom and motivate students to improve academic behavior

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Christian, Jessica, jessica.christian@sumter.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student grades will be collected and recorded into the grading system.

*Note: The number of minutes cannot be calculated accurately due to students not attending the program on a consistent basis. In addition, students will attend based on completion of the course. Once the course is completed, students are no longer obligated to attend.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

For incoming cohorts, the school coordinates a time for 5th grade teachers to met with 6th grade teachers for vertical articulation. During the vertical articulation, teachers discuss students expectations and learning goals. Curriculum information is also reviewed by counselors for incoming students to be placed in classes that will meet their academic needs. Student grades and prior curriculum history is a determining factor for students to be placed in honor courses and/or other elective courses.

For outgoing students, the current curriculum plan is sent to the other school once a release of records has been obtained. Information is shared with other schools to allow other schools to become familiar with the curriculum background data on the student(s).

Within the school, teachers collaborate and discuss with each other the strengths and struggles of students to focus on the student's needs.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

The strategies that Wildwood Middle High School uses to advance college and career awareness includes the use of AVID strategies, use of Cornell notes, incorporation of WICOR, and exposure to rigorous content. WMHS is an AVID school and therefore AVID is infused into 6th-12th grade and will provide further individualized instruction, and remediation to selected students. All classroom instruction must be infused with AVID strategies as part of the instruction. Students with AVID as an elective course are required to complete college applications prior to graduating.

Exposure to scholarships has also been a push for motivating students to think about their life beyond the high school time period. The counselor has been instrumental in providing FAFSA and scholarship training. Moreover, the school has a mentoring program with the New Covenant church where students are given a mentor to discuss academics and behavior. The students who complete the mentoring program throughout their high school career will earn a scholarship to a higher education institution.

Eighth grade students are given the opportunity to take the "Readi Steps" assessment that is a predictor for success on the SAT. Information from the results is forwarded to the ninth grade team where teachers can design a challenging course of study for students. Ninth through tenth grade students take advanced placement readiness courses to support the coming years with learning strategies specifically geared to the advanced course work. Furthermore, upper-level high school students are given the opportunity to enroll in advanced course study (i.e. advanced placement courses, dual enrollment). The CTE department tracks all students who enroll in a CTE course as a freshman or sophomore to ensure opportunities are presented to complete the course and gain certification prior to graduation.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

The career and technical education programs available to students at Wildwood Middle High School includes health, business, digital design, and criminal justice academies. Career teachers focus on incorporating life situations into the curriculum. Content area teachers continually incorporate current topics, trends and technology use into daily lessons. The Bio-Tech academy provides students with real-world opportunities in the field of health occupations. Agriculture and Future Farmers of America also provide students with opportunities to see the relationship between coursework and how it applies to their future. Criminal Justice academy provides hands-on investigative activities for solving crime scenes.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

Wildwood Middle High School's efforts of integrating career and technical education with academic courses has been to offer students choices of AP and Dual enrollment which provide rigorous and enriching content. Spring Board classes are offered to select 9th grade reading students. Spring Board classes are academically challenging and prepare students for success in college. All senior students are placed in English IV-Reading for College Success or Literature Honors. We also offer ACT and SAT testing and vouchers are available to students who qualify. Guidance periodically schedules on-campus college representative visits. WMHS is focused on preparing students to be responsible citizens when they graduate thus increasing the focus on college and career readiness.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

The strategies for improving student readiness for the public postsecondary level has been usage of LFS and AVID strategies. These strategies are infused in the core courses at WMHS. "AVID's mission is to close the achievement gap by preparing all students for college readiness and success

in a global society" (<http://www.avid.org/>). WMHS's school-wide focus is to incorporate WICOR strategies in all courses on campus and increase academic vocabulary. Utilization of Cornell notes allow students to practice effective note-taking skills while critically thinking about the content at hand. The skills students learn from AVID provides the students with the tools necessary to be successful at the post secondary level.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Students will show an increase in achievement in English Language Arts.
- G2.** Students will show an increase in achievement in Mathematics.
- G3.** Students will show an increase in achievement in Science.
- G4.** Students will show an increase in achievement in Social Studies.
- G5.** There will be an increase in student attendance.
- G6.** There will be a decrease in the number of student discipline referrals.
- G7.** There will be an increase in student and teacher use of technology.
- G8.** There will be an increase in parent involvement.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Students will show an increase in achievement in English Language Arts. 1a

G099256

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	46.0
ELA/Reading Gains	54.0
ELA/Reading Lowest 25% Gains	43.0

Targeted Barriers to Achieving the Goal 3

- Students lack vocabulary knowledge and/ or oral language development
- Lack of reading comprehension.
- Lack of elaborating skills in writing.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Intensive reading courses that provide additional reading instruction for students who scored a Level 1 on the FSA.
- Utilization of Achieve 3000 for differentiated support.
- Implementation/ Instruction of 12 Powerful Words.
- Implementation of Edmentum (ExactPath, Test Pack)
- SpringBoard Curriculum from College Board.
- School wide AVID Strategies - Cornell Notes, learning logs, and interactive notebooks.
- Implementation of Core Connections for writing instruction.
- Implementation of "Literacy Matters" team to navigate writing instruction.
- Read 180 for instructional support.
- Learning Focused Strategies- Focuses on increase vocabulary development and increase writing in the classroom and across content areas.
- Use of Renaissance Place/ Accelerated Reading
- Utilization of Teengagment
- Reading Coach available to plan and help teachers implement effective reading instruction and provide small group support to students

Plan to Monitor Progress Toward G1. 8

ExactPath, Test Pack, Achieve 3000 and reading assessments will be used to monitor the progress of the goal. Lesson plans and walkthrough forms will also be reviewed throughout the year.

Person Responsible

Laticia Crosby

Schedule

Weekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Student achievement scores on state assessments, ExactPath, Test Pack, Achieve 3000 and reading assessments will be used for evidence.

G2. Students will show an increase in achievement in Mathematics. 1a

G099257

Targets Supported 1b

Indicator	Annual Target
FSA Math Achievement	40.0
Math Gains	44.0
Math Lowest 25% Gains	40.0

Targeted Barriers to Achieving the Goal 3

- Students lack foundational math skills.
- Students lack skills needed to engage in problem solving and reasoning of content.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Implementation of Edmentum Software Products (i.e. Exact Path, Test Pack, Baseline/ Midyear Assessments)
- Utilization of IXL
- Community and Student tutors for students
- Assistance from District and School Curriculum Resource Personnel
- AVID school wide strategies (WICOR, Interactive Notebooks)
- Before school remediation
- After school program for selected students

Plan to Monitor Progress Toward G2. 8

Walkthroughs and participation in grade level and department meetings will ensure that articulation and collaboration is occurring weekly and aimed towards improving student achievement and mastery. Mid-year and end of the year data will be reviewed.

Person Responsible

Evelyn Weber

Schedule

Weekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Math lesson plans with AVID strategies and walkthroughs will serve as evidence. Beginning, Mid year and end of the year data will be compared to determine if progress is being made towards the math goal.

G3. Students will show an increase in achievement in Science. 1a

G099258

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	43.0

Targeted Barriers to Achieving the Goal 3

- Students have difficulty understanding content area vocabulary and content area reading comprehension
- Limited experience and exposure to hands on science activities

Resources Available to Help Reduce or Eliminate the Barriers 2

- Hands- On Science labs Instruct with hands-on experiments with a high emphasis on science vocabulary
- Study Island
- School wide AVID Strategies (WICOR, Interactive Notebooks)
- 21st CCLC after school STEM Program
- School wide Science Fair
- Sumter Environmental Educational Center (SEEC)
- Hands- On Labs

Plan to Monitor Progress Toward G3. 8

Progress toward the goal will be monitored by analyzing mid-year and end of year science assessments. Student improvement in science scores as evidenced by student writing samples and walk-thrus will also demonstrate progress towards meeting the goal to improve science scores.

Person Responsible

Evelyn Weber

Schedule

Quarterly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Mid-year and end of year test data will compared and analyzed.

G4. Students will show an increase in achievement in Social Studies. 1a

G099259

Targets Supported 1b

Indicator	Annual Target
U.S. History EOC Pass	75.0
Civics EOC Pass	62.0

Targeted Barriers to Achieving the Goal 3

- History and Civic EOC Exams are written at a high complexity level.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Document Based Questions (DBQs)
- School wide AVID Strategies (Interactive Notebooks, Cornell Notes, Costa's Level of Thinking)
- Achieve 3000 Articles
- Learning Focused Solution Strategies (Higher Order Thinking, Reading and Writing and Collaborative Pairs)

Plan to Monitor Progress Toward G4. 8

Classroom walkthrough forms, lesson plans and Students' social studies grades will be collected and reviewed throughout the year to determine progress.

Person Responsible

Jerry Graybeal

Schedule

Biweekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Social Studies assessments with high order questions and students' social studies grade reports will be used as evidence.

G5. There will be an increase in student attendance. 1a

G099260

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	30.0

Targeted Barriers to Achieving the Goal 3

- Students and Parents do not understand the importance of attending school regularly.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Written and verbal communication with parents and students.
- Case Study Team meetings to develop plans to improve attendance.
- Notifications (Handouts, Brochures) to parents regarding attendance and the importance of students attending school.
- Parent Nights to inform parents of their child's attendance and discuss issues that could arise from not adhering to attendance policy.
- Skyward Computer System to provide students, parents and school staff with attendance information.
- Mass callout system for attendance reminders.
- Youth and Family Alternatives

Plan to Monitor Progress Toward G5. 8

Skyward attendance reports will be collected and reviewed throughout the year.

Person Responsible

Laticia Crosby

Schedule

Monthly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Skyward attendance reports will be used as evidence.

G6. There will be a decrease in the number of student discipline referrals. 1a

G099261

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	1500.0

Targeted Barriers to Achieving the Goal 3

- Inconsistency with implementing behavior procedures
- Students lack the necessary skills to deal with certain situations

Resources Available to Help Reduce or Eliminate the Barriers 2

- Positive Behavior Support System to reward good behavior.
- The SRO provides classroom presentation to students about behavior and making good choices
- "5 Ps" (Prompt, Prepared, Productive, Polite, Positive) positive behavior referrals.
- Counseling Services for selected students.
- One-on-One Mentoring
- Implementation of Behavior Intervention Logs
- Implementation of the Discipline Matrix
- Wildcat Connection Program

Plan to Monitor Progress Toward G6. 8

The number of discipline referrals will be monitored through out the school year.

Person Responsible

Jerry Graybeal

Schedule

Monthly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Skyward discipline reports

G7. There will be an increase in student and teacher use of technology. 1a

G099262

Targets Supported 1b

Indicator	Annual Target
School Grade - Percentage of Points Earned	10.0

Targeted Barriers to Achieving the Goal 3

- Students and Teachers are not trained to use new technology in the classroom

Resources Available to Help Reduce or Eliminate the Barriers 2

- District Assistance
- Laptops
- One- to-One Implementation
- Edmentum
- School Technology Resource

Plan to Monitor Progress Toward G7. 8

Lessons plans that include technology and classroom walkthrough forms will be reviewed throughout the year.

Person Responsible

Richard Hampton

Schedule

Weekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Lesson Plans and classroom walkthrough forms will be used to monitor an increase in technology use.

G8. There will be an increase in parent involvement. 1a

 G099263

Targets Supported 1b

Indicator	Annual Target
District Parent Survey	20.0

Targeted Barriers to Achieving the Goal 3

- Time conflicts of scheduled school events and work

Resources Available to Help Reduce or Eliminate the Barriers 2

- Use of the marquee and website to advertise activities and encourage parent involvement
- Involvement of the Community
- Mass Calling System
- Parent Feedback Forms

Plan to Monitor Progress Toward G8. 8

Parent sign in sheets from parent events will be collected throughout the school year and the number of parents attending parent events will be tracked to see if parent involvement is increasing.

Person Responsible

Laticia Crosby

Schedule

Monthly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Parent sign in sheets from parent events will be collected throughout the school year to determine if progress is being made toward the selected target.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Students will show an increase in achievement in English Language Arts. **1**

 G099256

G1.B1 Students lack vocabulary knowledge and/ or oral language development **2**

 B267318

G1.B1.S1 Teachers will use Learning Focused and AVID strategies that include frontloading essential background knowledge and visuals to present new vocabulary to students. **4**

 S283172

Strategy Rationale

By providing students with background knowledge, visuals and strategies to new vocabulary, students will be able to figure out unfamiliar words and improve comprehension.

Action Step 1 **5**

Teachers will use Learning Focused Solution and AVID strategies to build background knowledge and assist students in defining key vocabulary.

Person Responsible

Jessica Christian

Schedule

Daily, from 8/10/2017 to 5/30/2018

Evidence of Completion

ELA teachers will work with the Reading Coach to plan lessons that include key vocabulary and vocabulary strategies.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Administrators will conduct walkthroughs of the ELA classrooms to monitor fidelity.

Person Responsible

Laticia Crosby

Schedule

Weekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

The classroom walkthrough form will be collected as evidence.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

ExactPath, Test Pack, Achieve 3000 and reading assessments will be used to monitor the effectiveness of implementation.

Person Responsible

Jessica Christian

Schedule

Monthly, from 8/10/2017 to 5/30/2018

Evidence of Completion

ExactPath, Test Pack, Achieve 3000 , reading and vocabulary assessments will be used to monitor the effectiveness of implementation. Data will be collected and compared monthly.

G1.B2 Lack of reading comprehension. 2

 B267319

G1.B2.S1 Teachers will provide instruction on AVID Critical Reading Strategies (Marking the Text, Charting the Text, Writing in the Margins and Summarizing) to increase students' reading comprehension. 4

 S283173

Strategy Rationale

If students can close read and use AVID Critical Reading Strategies, they will be able to answer higher order comprehension questions.

Action Step 1 5

Teachers will give explicit instruction on AVID Critical Reading Strategies to improve students' reading comprehension.

Person Responsible

Jessica Christian

Schedule

Daily, from 8/10/2017 to 5/30/2018

Evidence of Completion

AVID Critical Reading strategies will be documented on ELA lesson plans.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

The administrative team will monitor lesson plans and implementation of AVID Critical Reading strategies.

Person Responsible

Laticia Crosby

Schedule

Weekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Lesson plans will be reviewed and feedback will be provided.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

ExactPath, Test Pack, Achieve 3000 and reading assessments will be used to monitor the progress of the goal. Lesson plans and walkthrough forms will also be reviewed throughout the year.

Person Responsible

Laticia Crosby

Schedule

Biweekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Student's data from ExactPath, Achieve 3000 and reading assessments will be used to monitor the effectiveness.

G1.B3 Lack of elaborating skills in writing. 2

 B267320

G1.B3.S1 Teachers will receive writing training through Core Connections and provide students with explicit instruction from the Core Connections writing training. 4

 S283174

Strategy Rationale

Implementing Core Connection strategies will ensure that students have the basic structure to write an evidence based response with elaboration.

Action Step 1 5

Teachers will use the Core Connection writing program as an instructional tool to help students write an evidence based response with elaboration.

Person Responsible

Jessica Christian

Schedule

Daily, from 8/10/2017 to 5/30/2018

Evidence of Completion

Implementation of Core Connections will be evident through teacher' lesson plans and students' writing samples.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Fidelity will be monitored by administration and the Reading Coach through lesson plans and walkthroughs. Teachers will bring students' writing samples to Department Meetings.

Person Responsible

Laticia Crosby

Schedule

Biweekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Lesson plans and students' writing samples will be used as evidence of implementation.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Students' writing samples will be reviewed to monitor effectiveness of Core Connection writing program.

Person Responsible

Laticia Crosby

Schedule

Monthly, from 8/10/2017 to 5/30/2018


Evidence of Completion

Students' writing samples, sample benchmark essays and the District's beginning, mid and end of the year calibration writing samples along with classroom walkthrough data will be used to monitor effectiveness.

G2. Students will show an increase in achievement in Mathematics. 1

 G099257

G2.B1 Students lack foundational mathematic skills. 2

 B267321

G2.B1.S1 Implementation of daily bell ringers that reinforce foundational mathematic skills. 4

 S283175

Strategy Rationale

By providing students with a daily spiral review, students will build the foundational skills necessary to engage in grade level mathematics.

Action Step 1 5

Math and Elective teachers will implement daily bell ringers that provide students with spiral review and reinforce basic math facts, skills and concepts, so that they will be able to solve more complex math problems.

Person Responsible

Dee Ragar

Schedule

Daily, from 8/10/2017 to 5/30/2018

Evidence of Completion

Math and CTE lesson plans that include daily review will be used to demonstrate completion of the activity.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Administration will conduct walkthroughs to ensure that daily review is included in math instruction.

Person Responsible

Evelyn Weber

Schedule

Weekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Walkthrough forms and student samples will be used as evidence of implementation.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Frequent monitoring by administration and sharing of ideas will be used to monitor its effectiveness.

Person Responsible

Evelyn Weber

Schedule

Weekly, from 8/10/2017 to 5/30/2018


Evidence of Completion

Students' math grades, IXL and Edmentum data will be used as evidence of effectiveness.

G2.B2 Students lack skills needed to engage in problem solving and reasoning of content. 2

 B267322

G2.B2.S1 Implementation of AVID strategies (Such as Interactive Notebooks and Cornell Notes) during math instruction. 4

 S283176

Strategy Rationale

Implementing AVID strategies during mathematic instruction will allow students to break apart math problem and explain their reasoning.

Action Step 1 5

Math teachers will utilize AVID strategies to assist students with breaking down math problems and explaining their reasoning.

Person Responsible

Evelyn Weber

Schedule

Daily, from 8/10/2017 to 5/30/2018

Evidence of Completion

Students' math interactive notebooks and binders will be used as evidence.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Administration will complete classroom walkthroughs to check for implementation of AVID strategies during the math classes.

Person Responsible

Evelyn Weber

Schedule

Weekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Classroom Walkthrough forms will be used as evidence for fidelity of implementation.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

The math department and curriculum coordinator will meet biweekly to discuss students' progress in math.

Person Responsible

Dee Ragar

Schedule

Biweekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Data from Edmentum and student assessments will be collected as evidence.

G3. Students will show an increase in achievement in Science. 1

 G099258

G3.B1 Students have difficulty understanding content area vocabulary and content area reading comprehension 2

 B267323

G3.B1.S1 Teachers will utilize AVID strategies such as Cornell notes, learning logs and interactive notebooks in science classes, and integrate Achieve 3000 articles. Core Connections writing in journals. Use learning map as a teaching tool and Achieve 3000 for articles as reading assignments. 4

 S283177

Strategy Rationale

Incorporating AVID reading and writing strategies will help students understand the science content.

Action Step 1 5

Science teachers will incorporate Achieve 3000 science articles and AVID strategies such as taking Cornell notes, learning logs and interactive notebooks.

Person Responsible

Evelyn Weber

Schedule

Daily, from 8/10/2017 to 5/30/2018

Evidence of Completion

Evidence of implementation will be documented through lesson plans.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Administrators will conduct walkthroughs and review lesson plans.

Person Responsible

Evelyn Weber

Schedule

Weekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Lesson plans and walkthrough forms completed by administration will be used as evidence for fidelity of implementation.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Teachers and administration will monitor the effectiveness through student grades and assessment results.

Person Responsible

Evelyn Weber

Schedule

Biweekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Student work samples, science interactive notebooks and data from science assessments will be collected as evidence to monitor effectiveness.

G3.B2 Limited experience and exposure to hands on science activities 2

 B267324

G3.B2.S1 Students will participate in hands-on science experiments, Science Fair, Integrate Science Inquiry & Performance-Based Activities, and STEM investigation. 4

 S283178

Strategy Rationale

Students have difficulty understanding science content through lectures. Hands-on activities will allow students to experience real- world application and better understand the scientific method.

Action Step 1 5

Science teachers will implement, hands-on science experiments encourage Science Fair participation, Integrate Science Inquiry & Performance-Based Activities.

Person Responsible

Evelyn Weber

Schedule

Weekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Lesson plans will be used to demonstrate completion of the activity.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Administrators will review lesson plans and conduct walkthroughs to monitor the completion of the activity.

Person Responsible

Evelyn Weber

Schedule

Weekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Classroom walkthrough forms will be collected as evidence

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Science beginning of the year, mid year and end of the year data will be used to monitor the effectiveness of implementation.

Person Responsible

Evelyn Weber

Schedule

On 5/30/2018

Evidence of Completion

Science beginning of the year, mid year and end of the year data along with walkthrough forms will be used to monitor the effectiveness of implementation.

G3.B2.S2 Selected students in grades 6-8 will participate in additional STEM investigation activities through 21st CCLC afterschool STEAM program. 4

S283179

Strategy Rationale

Additional Hands-on science activities will allow students to experience real- world application and better understand the scientific method.

Action Step 1 5

Afterschool teachers will implement STEM investigations.

Person Responsible

Richard Commerford

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Afterschool lesson plans will used to demonstrate completion.

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

Afterschool Coordinator will meet and plan STEM activities with afterschool teachers.

Person Responsible

Richard Commerford

Schedule

Biweekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Lesson plans and meeting notes will serve as evidence in the implementation of STEM activities in the afterschool program.

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

The Afterschool Coordinator and science teachers will monitor afterschool students' science data (classroom assessments, beginning, mid and end of the year data).

Person Responsible

Richard Commerford

Schedule

Monthly, from 8/14/2017 to 5/24/2018


Evidence of Completion

Study Island and classroom assessment data will be used as evidence for effectiveness.

G4. Students will show an increase in achievement in Social Studies. 1

 G099259

G4.B1 History and Civic EOC Exams are written at a high complexity level. 2

 B267325

G4.B1.S1 Teachers will utilize Learning Focused and AVID Inquiry strategies to assist students with analyzing and answering higher order (level two and three) questions. 4

 S283180

Strategy Rationale

By providing students with strategies LFS and AVID Inquiry strategies, students will an opportunity to practice and answer higher level questions through out the year and become comfortable with level two and three questions before EOC.

Action Step 1 5

Social Studies will utilize DBQs, LFS and AVID strategies to expose and enhance students' ability to answer higher order questions.

Person Responsible

Jerry Graybeal

Schedule

Daily, from 8/10/2017 to 5/30/2018

Evidence of Completion

Lessons that include DBQs, LFS and AVID strategies will be used to demonstrate completion.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Administrators will conduct walkthroughs of the Social Studies classrooms. During walkthroughs, administration will look for evidence of LFS and AVID Inquiry strategies.

Person Responsible

Jerry Graybeal

Schedule

Weekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

The walkthrough form, lesson plans and assignments with higher order level of questions will be used to provide fidelity of implementation.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Social Studies assessments will be used to monitor the effectiveness of implementation.

Person Responsible

Jerry Graybeal

Schedule

Weekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Students' Social Studies data will be used and compared biweekly to monitor for effectiveness.

G5. There will be an increase in student attendance. 1

G099260

G5.B1 Students and Parents do not understand the importance of attending school regularly. 2

B267326

G5.B1.S1 Notifications (Handouts, Brochures) regarding attendance and the importance of attending school will be shared with students and parents throughout the school year. 4

S283181

Strategy Rationale

By providing students and parents with information regarding attendance, they will gain knowledge on the importance and benefits on attending school regularly. Providing parents with attendance information will also inform parents of the attendance policy.

Action Step 1 5

Students and Parents will receive information regarding the attendance policy and the importance of attending school throughout the school year.

Person Responsible

Laticia Crosby

Schedule

Quarterly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Attendance Notices

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Dates that attendance information was sent home will be documented. Also, attendance reports will be monitored monthly and at-risk students will be monitored by administration.

Person Responsible

Laticia Crosby

Schedule

Monthly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Copies of attendance notices will serve as evidence of fidelity.

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Effectiveness will be monitored by using monthly attendance reports from Skyward.

Person Responsible

Laticia Crosby

Schedule

Monthly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Skyward attendance reports will be used to monitor effectiveness.

G5.B1.S2 Wildwood Middle High School will host Parent Nights to inform parents of their child's progress, attendance and discuss issues that could arise from not adhering to attendance policy. 4

 S283182

Strategy Rationale

Parent Nights will provide an opportunity for parents and students to discuss attendance and the impact it has on the student's progress.

Action Step 1 5

Wildwood Middle High School will host Parent Nights to inform parents of their child's progress, attendance and discuss issues that could arise from not adhering to attendance policy.

Person Responsible

Laticia Crosby

Schedule

Quarterly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Parent- Sign In Sheets and Agendas from Parent Nights

Plan to Monitor Fidelity of Implementation of G5.B1.S2 6

Fidelity of implementation will be monitored through Parent Night sign in sheets and agendas.

Person Responsible

Laticia Crosby

Schedule

Quarterly, from 8/10/2017 to 5/30/2018

Evidence of Completion

The agendas, notices, sign-in sheets and all attendance documentation will serve as evidence of fidelity.

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 7

Effectiveness will be monitored using attendance reports from Skyward.

Person Responsible

Laticia Crosby

Schedule

Monthly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Monthly attendance reports will be used as evidence to monitor effectiveness.

G6. There will be a decrease in the number of student discipline referrals. 1

 G099261

G6.B1 Inconsistency with implementing behavior procedures 2

 B267327

G6.B1.S1 Implementation of Behavior Intervention Form 4

 S283183

Strategy Rationale

Behavior Intervention Forms provide teachers with a specific four step plan and interventions, so that discipline procedures can be consistent school wide.

Action Step 1 5

All teachers will utilize the Behavior Intervention form.

Person Responsible

Jerry Graybeal

Schedule

Weekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Completed Behavior Intervention Forms will be used as evidence of implementation.

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Administration will monitor fidelity by viewing completed Behavior Intervention Forms.

Person Responsible

Jerry Graybeal

Schedule

Daily, from 8/10/2017 to 5/30/2018

Evidence of Completion

Completed Behavior Intervention Forms will be collected and filed.

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Administrators will monitor effectiveness by tracking discipline data monthly.

Person Responsible

Jerry Graybeal

Schedule

Monthly, from 8/10/2017 to 5/30/2018

Evidence of Completion

The number of discipline incidents monthly will be used as evidence for effectiveness.

G6.B1.S2 Implementation of the Positive Behavior Reward System (PBS) which includes "The 5Ps" positive referrals to recognize appropriate behavior 4

 S283184

Strategy Rationale

Recognizing students for appropriate behavior will encourage students to follow school expectations and procedures.

Action Step 1 5

Positive Behavior Reward System (PBS) will be implemented school wide.

Person Responsible

Evelyn Weber

Schedule

Daily, from 8/10/2017 to 5/30/2018

Evidence of Completion

School wide PBS plan and "The 5 Ps" referrals will serve as evidence of implementation.

Plan to Monitor Fidelity of Implementation of G6.B1.S2 6

Administration will monitor fidelity through classroom walkthroughs and the number of positive referrals submitted.

Person Responsible

Evelyn Weber

Schedule

Daily, from 8/10/2017 to 5/30/2018

Evidence of Completion

"The 5Ps" of Success referrals will be used as evidence of fidelity.

Plan to Monitor Effectiveness of Implementation of G6.B1.S2 7

Administrators will monitor effectiveness monthly through Skyward discipline reports.

Person Responsible

Jerry Graybeal


Schedule

Monthly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Monthly Skyward Discipline reports will be used as evidence.

G6.B2 Students lack the necessary skills to deal with certain situations **2**

 B267328

G6.B2.S1 Students will receive character development through counseling, one-on- one mentoring, School Resource Officer presentations and Wildcat Connection Program. **4**

 S283185

Strategy Rationale

If students receive character development through various programs, they learn ways to deal with certain situations and discipline incidents can decrease.

Action Step 1 **5**

Students will receive character development through counseling, one-on- one mentoring, School Resource Officer presentations and Wildcat Connection Program.

Person Responsible

Jerry Graybeal

Schedule

Daily, from 8/10/2017 to 5/30/2018

Evidence of Completion

Mentoring, Counseling Logs and Wildcat Connection schedule will be used as evidence.

Plan to Monitor Fidelity of Implementation of G6.B2.S1 **6**

Administration will schedule Wildcat Connection days and review topics for Wildcat Connection Days. Administration will view counseling logs throughout the year.

Person Responsible

Evelyn Weber

Schedule

Monthly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Wildcat Connection Schedule and attendance rosters and counseling logs will be used to monitor fidelity.

Plan to Monitor Effectiveness of Implementation of G6.B2.S1 7

Discipline data will be reviewed and shared throughout the school year.

Person Responsible

Jerry Graybeal

Schedule

Monthly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Discipline reports from Skyward will be used to monitor effectiveness.

G7. There will be an increase in student and teacher use of technology. 1

 G099262

G7.B1 Students and Teachers are not trained to use new technology in the classroom 2

 B267329

G7.B1.S1 Teachers will work the District and School Technology Resource to implement technology in the classroom. 4

 S283186

Strategy Rationale

Scheduling times and providing opportunities for the Technology Specialist to work with teachers will allow teachers to become comfort with new technology and increase usage in the classroom.

Action Step 1 5

Teachers will work with the District and School Resource to implement technology in the classroom.

Person Responsible

Aaron Martin

Schedule

Monthly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Lesson plans that include technology and District Technology Specialist schedule will serve as evidence.

Plan to Monitor Fidelity of Implementation of G7.B1.S1 6

Curriculum Coordinator will work with the District Technology Specialist to schedule technology trainings, classroom visits from the technology Specialist and individual appointments for classroom teachers.

Person Responsible

Dee Ragar

Schedule

Every 3 Weeks, from 8/10/2017 to 5/30/2018

Evidence of Completion

Sign-In Rosters from meeting with the District Technology Specialist will be used as evidence.

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7

Administrators will focus on technology use during walk-throughs.

Person Responsible

Richard Hampton

Schedule

Weekly, from 8/10/2017 to 5/30/2018


Evidence of Completion

Classroom walkthrough forms will be used to document the use of technology.

G8. There will be an increase in parent involvement. 1

 G099263

G8.B1 Time conflicts of scheduled school events and work 2

 B267330

G8.B1.S1 Parent activities will be offered at various times of the day to accommodate parents work schedules. 4

 S283187

Strategy Rationale

Many parents work and if parent activities are scheduled at various times, then parents will be more likely to attend parent involvement events.

Action Step 1 5

Parent activities will be offered at various times (morning, during the day, and evening), so that working parents will can attend family activities and school events.

Person Responsible

Laticia Crosby

Schedule

Monthly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Parent Sign In Sheets from parent activities and events and schedule of parent involvement events.

Plan to Monitor Fidelity of Implementation of G8.B1.S1 6

Fidelity of implementation will be monitored through parent sign in sheets and schedule of parent events.

Person Responsible

Laticia Crosby

Schedule

Monthly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Schedule of parent events and parent sign in sheets form parent activities.

Plan to Monitor Effectiveness of Implementation of G8.B1.S1 7

Parents will sign in when attending parent activities and events.

Person Responsible

Laticia Crosby

Schedule

Quarterly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Parent sign in sheets from parent events on campus will serve as evidence for effectiveness.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G3.B2.S2.MA1 M415687	The Afterschool Coordinator and science teachers will monitor afterschool students' science data...	Commerford, Richard	8/14/2017	Study Island and classroom assessment data will be used as evidence for effectiveness.	5/24/2018 monthly
G3.B2.S2.MA1 M415688	Afterschool Coordinator will meet and plan STEM activities with afterschool teachers.	Commerford, Richard	8/14/2017	Lesson plans and meeting notes will serve as evidence in the implementation of STEM activities in the afterschool program.	5/24/2018 biweekly
G3.B2.S2.A1 A382279	Afterschool teachers will implement STEM investigations.	Commerford, Richard	8/14/2017	Afterschool lesson plans will be used to demonstrate completion.	5/24/2018 weekly
G1.MA1 M415677	ExactPath, Test Pack, Achieve 3000 and reading assessments will be used to monitor the progress of...	Crosby, Laticia	8/10/2017	Student achievement scores on state assessments, ExactPath, Test Pack, Achieve 3000 and reading assessments will be used for evidence.	5/30/2018 weekly
G2.MA1 M415682	Walkthroughs and participation in grade level and department meetings will ensure that articulation...	Weber, Evelyn	8/10/2017	Math lesson plans with AVID strategies and walkthroughs will serve as evidence. Beginning, Mid year and end of the year data will be compared to determine if progress is being made towards the mathematic goal.	5/30/2018 weekly
G3.MA1 M415689	Progress toward the goal will be monitored by analyzing mid-year and end of year science...	Weber, Evelyn	8/10/2017	Mid-year and end of year test data will be compared and analyzed.	5/30/2018 quarterly
G4.MA1 M415692	Classroom walkthrough forms, lesson plans and Students' social studies grades will be collected and...	Graybeal, Jerry	8/10/2017	Social Studies assessments with high order questions and students' social studies grade reports will be used as evidence.	5/30/2018 biweekly
G5.MA1 M415697	Skyward attendance reports will be collected and reviewed throughout the year.	Crosby, Laticia	8/10/2017	Skyward attendance reports will be used as evidence.	5/30/2018 monthly
G6.MA1 M415704	The number of discipline referrals will be monitored through out the school year.	Graybeal, Jerry	8/10/2017	Skyward discipline reports	5/30/2018 monthly
G7.MA1 M415707	Lessons plans that include technology and classroom walkthrough forms will be reviewed throughout...	Hampton, Richard	8/10/2017	Lesson Plans and classroom walkthrough forms will be used to monitor an increase in technology use.	5/30/2018 weekly
G8.MA1 M415710	Parent sign in sheets from parent events will be collected throughout the school year and the...	Crosby, Laticia	8/10/2017	Parent sign in sheets from parent events will be collected throughout the school year to determine if progress is being made toward the selected target.	5/30/2018 monthly
G1.B1.S1.MA1 M415671	ExactPath, Test Pack, Achieve 3000 and reading assessments will be used to monitor the...	Christian, Jessica	8/10/2017	ExactPath, Test Pack, Achieve 3000 , reading and vocabulary assessments will be used to monitor the effectiveness of implementation. Data will be collected and compared monthly.	5/30/2018 monthly
G1.B1.S1.MA1 M415672	Administrators will conduct walkthroughs of the ELA classrooms to monitor fidelity.	Crosby, Laticia	8/10/2017	The classroom walkthrough form will be collected as evidence.	5/30/2018 weekly
G1.B1.S1.A1 A382272	Teachers will use Learning Focused Solution and AVID strategies to build background knowledge and...	Christian, Jessica	8/10/2017	ELA teachers will work with the Reading Coach to plan lessons that include key vocabulary and vocabulary strategies.	5/30/2018 daily
G1.B2.S1.MA1 M415673	ExactPath, Test Pack, Achieve 3000 and reading assessments will be used to monitor the progress of...	Crosby, Laticia	8/10/2017	Student's data from ExactPath, Achieve 3000 and reading assessments will be used to monitor the effectiveness.	5/30/2018 biweekly





Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.MA1 M415674	The administrative team will monitor lesson plans and implementation of AVID Critical Reading...	Crosby, Laticia	8/10/2017	Lesson plans will be reviewed and feedback will be provided.	5/30/2018 weekly
G1.B2.S1.A1 A382273	Teachers will give explicit instruction on AVID Critical Reading Strategies to improve students'...	Christian, Jessica	8/10/2017	AVID Critical Reading strategies will be documented on ELA lesson plans.	5/30/2018 daily
G1.B3.S1.MA1 M415675	Students' writing samples will be reviewed to monitor effectiveness of Core Connection writing...	Crosby, Laticia	8/10/2017	Students' writing samples, sample benchmark essays and the District's beginning, mid and end of the year calibration writing samples along with classroom walkthrough data will be used to monitor effectiveness.	5/30/2018 monthly
G1.B3.S1.MA1 M415676	Fidelity will be monitored by administration and the Reading Coach through lesson plans and...	Crosby, Laticia	8/10/2017	Lesson plans and students' writing samples will be used as evidence of implementation.	5/30/2018 biweekly
G1.B3.S1.A1 A382274	Teachers will use the Core Connection writing program as an instructional tool to help students...	Christian, Jessica	8/10/2017	Implementation of Core Connections will be evident through teacher' lesson plans and students' writing samples.	5/30/2018 daily
G2.B1.S1.MA1 M415678	Frequent monitoring by administration and sharing of ideas will be used to monitor its...	Weber, Evelyn	8/10/2017	Students' math grades, IXL and Edmentum data will be used as evidence of effectiveness.	5/30/2018 weekly
G2.B1.S1.MA1 M415679	Administration will conduct walkthroughs to ensure that daily review is included in math...	Weber, Evelyn	8/10/2017	Walkthrough forms and student samples will be used as evidence of implementation.	5/30/2018 weekly
G2.B1.S1.A1 A382275	Math and Elective teachers will implement daily bell ringers that provide students with spiral...	Ragar, Dee	8/10/2017	Math and CTE lesson plans that include daily review will be used to demonstrate completion of the activity.	5/30/2018 daily
G2.B2.S1.MA1 M415680	The math department and curriculum coordinator will meet biweekly to discuss students' progress in...	Ragar, Dee	8/10/2017	Data from Edmentum and student assessments will be collected as evidence.	5/30/2018 biweekly
G2.B2.S1.MA1 M415681	Administration will complete classroom walkthroughs to check for implementation of AVID strategies...	Weber, Evelyn	8/10/2017	Classroom Walkthrough forms will be used as evidence for fidelity of implementation.	5/30/2018 weekly
G2.B2.S1.A1 A382276	Math teachers will utilize AVID strategies to assist students with breaking down math problems and...	Weber, Evelyn	8/10/2017	Students' math interactive notebooks and binders will be used as evidence.	5/30/2018 daily
G3.B1.S1.MA1 M415683	Teachers and administration will monitor the effectiveness through student grades and assessment...	Weber, Evelyn	8/10/2017	Student work samples, science interactive notebooks and data from science assessments will be collected as evidence to monitor effectiveness.	5/30/2018 biweekly
G3.B1.S1.MA1 M415684	Administrators will conduct walkthroughs and review lesson plans.	Weber, Evelyn	8/10/2017	Lesson plans and walkthrough forms completed by administration will be used as evidence for fidelity of implementation.	5/30/2018 weekly
G3.B1.S1.A1 A382277	Science teachers will incorporate Achieve 3000 science articles and AVID strategies such as...	Weber, Evelyn	8/10/2017	Evidence of implementation will be documented through lesson plans.	5/30/2018 daily
G3.B2.S1.MA1 M415685	Science beginning of the year, mid year and end of the year data will be used to monitor the...	Weber, Evelyn	8/10/2017	Science beginning of the year, mid year and end of the year data along with walkthrough forms will be used to monitor the effectiveness of implementation.	5/30/2018 one-time
G3.B2.S1.MA1 M415686	Administrators will review lesson plans and conduct walkthroughs to monitor the completion of the...	Weber, Evelyn	8/10/2017	Classroom walkthrough forms will be collected as evidence	5/30/2018 weekly
G3.B2.S1.A1 A382278	Science teachers will implement, hands-on science experiments encourage Science Fair...	Weber, Evelyn	8/10/2017	Lesson plans will be used to demonstrate completion of the activity.	5/30/2018 weekly

Sumter - 0161 - Wildwood Middle/High School - 2017-18 SIP
Wildwood Middle/ High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B1.S1.MA1 M415690	Social Studies assessments will be used to monitor the effectiveness of implementation.	Graybeal, Jerry	8/10/2017	Students' Social Studies data will be used and compared biweekly to monitor for effectiveness.	5/30/2018 weekly
G4.B1.S1.MA1 M415691	Administrators will conduct walkthroughs of the Social Studies classrooms. During walkthroughs,...	Graybeal, Jerry	8/10/2017	The walkthrough form, lesson plans and assignments with higher order level of questions will be used to provide fidelity of implementation.	5/30/2018 weekly
G4.B1.S1.A1 A382280	Social Studies will utilize DBQs, LFS and AVID strategies to expose and enhance students' ability...	Graybeal, Jerry	8/10/2017	Lessons that include DBQs, LFS and AVID strategies will be used to demonstrate completion.	5/30/2018 daily
G5.B1.S1.MA1 M415693	Effectiveness will be monitored by using monthly attendance reports from Skyward.	Crosby, Laticia	8/10/2017	Skyward attendance reports will be used to monitor effectiveness.	5/30/2018 monthly
G5.B1.S1.MA1 M415694	Dates that attendance information was sent home will be documented. Also, attendance reports will...	Crosby, Laticia	8/10/2017	Copies of attendance notices will serve as evidence of fidelity.	5/30/2018 monthly
G5.B1.S1.A1 A382281	Students and Parents will receive information regarding the attendance policy and the importance of...	Crosby, Laticia	8/10/2017	Attendance Notices	5/30/2018 quarterly
G6.B1.S1.MA1 M415698	Administrators will monitor effectiveness by tracking discipline data monthly.	Graybeal, Jerry	8/10/2017	The number of discipline incidents monthly will be used as evidence for effectiveness.	5/30/2018 monthly
G6.B1.S1.MA1 M415699	Administration will monitor fidelity by viewing completed Behavior Intervention Forms.	Graybeal, Jerry	8/10/2017	Completed Behavior Intervention Forms will be collected and filed.	5/30/2018 daily
G6.B1.S1.A1 A382283	All teachers will utilize the Behavior Intervention form.	Graybeal, Jerry	8/10/2017	Completed Behavior Intervention Forms will be used as evidence of implementation.	5/30/2018 weekly
G6.B2.S1.MA1 M415702	Discipline data will be reviewed and shared throughout the school year.	Graybeal, Jerry	8/10/2017	Discipline reports from Skyward will be used to monitor effectiveness.	5/30/2018 monthly
G6.B2.S1.MA1 M415703	Administration will schedule Wildcat Connection days and review topics for Wildcat Connection Days....	Weber, Evelyn	8/10/2017	Wildcat Connection Schedule and attendance rosters and counseling logs will be used to monitor fidelity.	5/30/2018 monthly
G6.B2.S1.A1 A382285	Students will receive character development through counseling, one-on-one mentoring, School...	Graybeal, Jerry	8/10/2017	Mentoring, Counseling Logs and Wildcat Connection schedule will be used as evidence.	5/30/2018 daily
G7.B1.S1.MA1 M415705	Administrators will focus on technology use during walk-throughs.	Hampton, Richard	8/10/2017	Classroom walkthrough forms will be used to document the use of technology.	5/30/2018 weekly
G7.B1.S1.MA1 M415706	Curriculum Coordinator will work with the District Technology Specialist to schedule technology...	Ragar, Dee	8/10/2017	Sign-In Rosters from meeting with the District Technology Specialist will be used as evidence.	5/30/2018 every-3-weeks
G7.B1.S1.A1 A382286	Teachers will work with the District and School Resource to implement technology in the classroom.	Martin, Aaron	8/10/2017	Lesson plans that include technology and District Technology Specialist schedule will serve as evidence.	5/30/2018 monthly
G8.B1.S1.MA1 M415708	Parents will sign in when attending parent activities and events.	Crosby, Laticia	8/10/2017	Parent sign in sheets from parent events on campus will serve as evidence for effectiveness.	5/30/2018 quarterly
G8.B1.S1.MA1 M415709	Fidelity of implementation will be monitored through parent sign in sheets and schedule of parent...	Crosby, Laticia	8/10/2017	Schedule of parent events and parent sign in sheets form parent activities.	5/30/2018 monthly
G8.B1.S1.A1 A382287	Parent activities will be offered at various times (morning, during the day, and evening), so that...	Crosby, Laticia	8/10/2017	Parent Sign In Sheets from parent activities and events and schedule of parent involvement events.	5/30/2018 monthly
G5.B1.S2.MA1 M415695	Effectiveness will be monitored using attendance reports from Skyward.	Crosby, Laticia	8/10/2017	Monthly attendance reports will be used as evidence to monitor effectiveness.	5/30/2018 monthly
G5.B1.S2.MA1 M415696	Fidelity of implementation will be monitored through Parent Night sign in sheets and agendas.	Crosby, Laticia	8/10/2017	The agendas, notices, sign-in sheets and all attendance documentation will serve as evidence of fidelity.	5/30/2018 quarterly

Sumter - 0161 - Wildwood Middle/High School - 2017-18 SIP

Wildwood Middle/ High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G5.B1.S2.A1  A382282	Wildwood Middle High School will host Parent Nights to inform parents of their child's progress,...	Crosby, Laticia	8/10/2017	Parent- Sign In Sheets and Agendas from Parent Nights	5/30/2018 quarterly
G6.B1.S2.MA1  M415700	Administrators will monitor effectiveness monthly through Skyward discipline reports.	Graybeal, Jerry	8/10/2017	Monthly Skyward Discipline reports will be used as evidence.	5/30/2018 monthly
G6.B1.S2.MA1  M415701	Administration will monitor fidelity through classroom walkthroughs and the number of positive...	Weber, Evelyn	8/10/2017	"The 5Ps" of Success referrals will be used as evidence of fidelity.	5/30/2018 daily
G6.B1.S2.A1  A382284	Positive Behavior Reward System (PBS) will be implemented school wide.	Weber, Evelyn	8/10/2017	School wide PBS plan and "The 5 Ps" referrals will serve as evidence of implementation.	5/30/2018 daily

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Students will show an increase in achievement in English Language Arts.

G1.B1 Students lack vocabulary knowledge and/ or oral language development

G1.B1.S1 Teachers will use Learning Focused and AVID strategies that include frontloading essential background knowledge and visuals to present new vocabulary to students.

PD Opportunity 1

Teachers will use Learning Focused Solution and AVID strategies to build background knowledge and assist students in defining key vocabulary.

Facilitator

Jessica Christian

Participants

ELA Teachers

Schedule

Daily, from 8/10/2017 to 5/30/2018

G1.B2 Lack of reading comprehension.

G1.B2.S1 Teachers will provide instruction on AVID Critical Reading Strategies (Marking the Text, Charting the Text, Writing in the Margins and Summarizing) to increase students' reading comprehension.

PD Opportunity 1

Teachers will give explicit instruction on AVID Critical Reading Strategies to improve students' reading comprehension.

Facilitator

Jessica Christian and Dora Ellis

Participants

ELA Teachers

Schedule

Daily, from 8/10/2017 to 5/30/2018

G1.B3 Lack of elaborating skills in writing.

G1.B3.S1 Teachers will receive writing training through Core Connections and provide students with explicit instruction from the Core Connections writing training.

PD Opportunity 1

Teachers will use the Core Connection writing program as an instructional tool to help students write an evidence based response with elaboration.

Facilitator

Chris Lewis from Core Connections

Participants

ELA Teachers

Schedule

Daily, from 8/10/2017 to 5/30/2018

G2. Students will show an increase in achievement in Mathematics.

G2.B2 Students lack skills needed to engage in problem solving and reasoning of content.

G2.B2.S1 Implementation of AVID strategies (Such as Interactive Notebooks and Cornell Notes) during math instruction.

PD Opportunity 1

Math teachers will utilize AVID strategies to assist students with breaking down math problems and explaining their reasoning.

Facilitator

Dee Ragar/ Dora Ellis

Participants

Math Teachers

Schedule

Daily, from 8/10/2017 to 5/30/2018

G3. Students will show an increase in achievement in Science.

G3.B2 Limited experience and exposure to hands on science activities

G3.B2.S1 Students will participate in hands-on science experiments, Science Fair, Integrate Science Inquiry & Performance-Based Activities, and STEM investigation.

PD Opportunity 1

Science teachers will implement, hands-on science experiments encourage Science Fair participation, Integrate Science Inquiry & Performance-Based Activities.

Facilitator

Colleen Strickland

Participants

Science Teachers

Schedule

Weekly, from 8/10/2017 to 5/30/2018

G3.B2.S2 Selected students in grades 6-8 will participate in additional STEM investigation activities through 21st CCLC afterschool STEAM program.

PD Opportunity 1

Afterschool teachers will implement STEM investigations.

Facilitator

Colleen Strickland

Participants

21stCCLC afterschool teachers

Schedule

Weekly, from 8/14/2017 to 5/24/2018

G4. Students will show an increase in achievement in Social Studies.

G4.B1 History and Civic EOC Exams are written at a high complexity level.

G4.B1.S1 Teachers will utilize Learning Focused and AVID Inquiry strategies to assist students with analyzing and answering higher order (level two and three) questions.

PD Opportunity 1

Social Studies will utilize DBQs, LFS and AVID strategies to expose and enhance students' ability to answer higher order questions.

Facilitator

Gina Merritt

Participants

ELA and Social Studies Teachers

Schedule

Daily, from 8/10/2017 to 5/30/2018

G7. There will be an increase in student and teacher use of technology.

G7.B1 Students and Teachers are not trained to use new technology in the classroom

G7.B1.S1 Teachers will work the District and School Technology Resource to implement technology in the classroom.

PD Opportunity 1

Teachers will work with the District and School Resource to implement technology in the classroom.

Facilitator

Chris McKinney

Participants

All instructional staff

Schedule

Monthly, from 8/10/2017 to 5/30/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Teachers will use Learning Focused Solution and AVID strategies to build background knowledge and assist students in defining key vocabulary.				\$0.00
2	G1.B2.S1.A1	Teachers will give explicit instruction on AVID Critical Reading Strategies to improve students' reading comprehension.				\$0.00
3	G1.B3.S1.A1	Teachers will use the Core Connection writing program as an instructional tool to help students write an evidence based response with elaboration.				\$0.00
4	G2.B1.S1.A1	Math and Elective teachers will implement daily bell ringers that provide students with spiral review and reinforce basic math facts, skills and concepts, so that they will be able to solve more complex math problems.				\$0.00
5	G2.B2.S1.A1	Math teachers will utilize AVID strategies to assist students with breaking down math problems and explaining their reasoning.				\$0.00
6	G3.B1.S1.A1	Science teachers will incorporate Achieve 3000 science articles and AVID strategies such as taking Cornell notes, learning logs and interactive notebooks.				\$0.00
7	G3.B2.S1.A1	Science teachers will implement, hands-on science experiments encourage Science Fair participation, Integrate Science Inquiry & Performance-Based Activities.				\$0.00
8	G3.B2.S2.A1	Afterschool teachers will implement STEM investigations.				\$0.00
9	G4.B1.S1.A1	Social Studies will utilize DBQs, LFS and AVID strategies to expose and enhance students' ability to answer higher order questions.				\$0.00
10	G5.B1.S1.A1	Students and Parents will receive information regarding the attendance policy and the importance of attending school throughout the school year.				\$0.00
11	G5.B1.S2.A1	Wildwood Middle High School will host Parent Nights to inform parents of their child's progress, attendance and discuss issues that could arise from not adhering to attendance policy.				\$0.00
12	G6.B1.S1.A1	All teachers will utilize the Behavior Intervention form.				\$0.00
13	G6.B1.S2.A1	Positive Behavior Reward System (PBS) will be implemented school wide.				\$0.00
14	G6.B2.S1.A1	Students will receive character development through counseling, one-on- one mentoring, School Resource Officer presentations and Wildcat Connection Program.				\$0.00
15	G7.B1.S1.A1	Teachers will work with the District and School Resource to implement technology in the classroom.				\$0.00
16	G8.B1.S1.A1	Parent activities will be offered at various times (morning, during the day, and evening), so that working parents will can attend family activities and school events.				\$2,423.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

Sumter - 0161 - Wildwood Middle/High School - 2017-18 SIP
Wildwood Middle/ High School

			0161 - Wildwood Middle/ High School	Title, I Part A		\$2,423.00
			<i>Notes: Parent Involvement Funds</i>			
Total:						\$2,423.00