

Wakulla County Schools

Wakulla Middle School



2018-19 Schoolwide Improvement Plan

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Wakulla Middle School

22 JEAN DR, Crawfordville, FL 32327

<https://wms.wakullaschooldistrict.org/>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	48%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	18%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	B	B	B*

School Board Approval

This plan was approved by the Wakulla County School Board on 11/13/2018.

SIP Authority

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>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

At the heart of Wakulla Middle School is the belief that the focus of all educational programs and school practices should be centered on the student in order to meet the unique needs of this age. Wakulla Middle School strives to meet the physical, social, emotional, and intellectual needs of students in grades six through eight utilizing instructional practices and learning activities which take into account differences in learning styles. With the understanding that developmentally appropriate activities enhance learning at all levels, we believe that all the programs and practices of WMS should be based on a thorough knowledge of the developmental characteristics of middle school students and focused on meeting their needs.

Provide the school's vision statement.

While congruent with the educational philosophy of all the Wakulla Country schools, K-12, this school is unique in that it provides a learning environment where middle school students are actively engaged in the learning process. This school is neither an elementary school nor a mini-high school, but possesses the components that will provide a smooth transition from the elementary to the high school level.

Wakulla Middle School is student-centered rather than subject-centered and provides a safe, structured, and physically comfortable environment to promote student learning. Recognizing the critical role of a middle school in the development of a student's self-concept, we attempt to enhance student self-esteem by creating an atmosphere of positive relationships and mutual respect among and between students and staff.

Curriculum and instruction appeals to the exploratory nature of middle school students, and provides the challenging expectations needed to increase individual student performance. We believe that mastery of basic communication, mathematics, and technology skills is of primary importance in the middle school so that students will have the life skills needed to be successful in future studies and job-related experiences. We realize that exceptional education students will require special services and resources to facilitate learning. Given a supportive and challenging learning environment, all students will, hopefully, utilize appropriate decision-making processes.

Believing that successful educational endeavors must include the home as an integral part, we encourage the community to be involved in all aspects of the school program in an advisory and/or operational role. We strongly believe that a successful school is one in which teachers, parents, and community members share the responsibility for student education through the support of the school's mission.

School Leadership Team

Membership

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

Name	Title
Griffin, Tolar	Principal
Bryan, Amy	Assistant Principal
Hillmon, Leon	Dean
Graverholt, Jessica	Dean
Davis, Deana	Instructional Coach

Duties

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

Principal and Assistant Principal: Provide a common vision for the use of data-based decision-making, ensures that the school-based team is implementing the Multi-tiered System of Support (MTSS), conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

Teacher Requesting Meeting: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Instructional Coach, Dean of Student Services and Dean of Discipline: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Early Warning Systems

Year 2017-18

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	43	45	54	0	0	0	0	142	
One or more suspensions	0	0	0	0	0	0	6	10	13	0	0	0	0	29	
Course failure in ELA or Math	0	0	0	0	0	0	11	14	9	0	0	0	0	34	
Level 1 on statewide assessment	0	0	0	0	0	0	33	32	45	0	0	0	0	110	
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		

The number of students 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	18	21	31	0	0	0	0	70	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	3	0	0	0	0	0	0	3
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	2	2	0	0	0	0	4

Date this data was collected

Wednesday 9/19/2018

Year 2016-17 - As Reported

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	99	107	118	0	0	0	0	324
One or more suspensions	0	0	0	0	0	0	7	7	10	0	0	0	0	24
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	37	45	52	0	0	0	0	134
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	27	31	38	0	0	0	0	96

Year 2016-17 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	99	107	118	0	0	0	0	324
One or more suspensions	0	0	0	0	0	0	7	7	10	0	0	0	0	24
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	37	45	52	0	0	0	0	134
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	27	31	38	0	0	0	0	96

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The data component that performed the lowest is the ELA Lowest 25th Percentile. This is a trend among the district and state as well. Our performance is 54%, whereas the district is 50% and state is 47%.

Which data component showed the greatest decline from prior year?

Wakulla Middle School did maintain 63% in Math learning gains between the two years. Also, our suspensions increased from 24 in the 16-17 school year, to 29 in the 17-18 school year.

Which data component had the biggest gap when compared to the state average?

The data component with the largest gap when compared to the state average is Math Achievement overall. Our average is 74% whereas the states is 58%.

Which data component showed the most improvement? Is this a trend?

The components that showed the most improvement are ELA Lowest 25th Percentile and Math Achievement with 11% increase from 2017 to 2018. This does not reflect a trend as the district or the state score improvements are higher in other components.

Describe the actions or changes that led to the improvement in this area.

Wakulla Middle School implemented intensive reading (Read180) for our lowest quartile students in the 2017-2018 school year, as well as more support for math students, and an intensive math class for those scoring level 1. These two strategies assisted in raising scores for the 2017-2018 school year.

School Data

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	68%	67%	53%	59%	61%	52%
ELA Learning Gains	64%	63%	54%	53%	57%	53%
ELA Lowest 25th Percentile	54%	50%	47%	39%	45%	45%
Math Achievement	74%	69%	58%	57%	62%	55%
Math Learning Gains	63%	59%	57%	54%	58%	55%
Math Lowest 25th Percentile	58%	56%	51%	47%	50%	47%
Science Achievement	57%	59%	52%	53%	56%	50%
Social Studies Achievement	87%	82%	72%	79%	75%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	43 (99)	45 (107)	54 (118)	142 (324)
One or more suspensions	6 (7)	10 (7)	13 (10)	29 (24)
Course failure in ELA or Math	11 (0)	14 (0)	9 (0)	34 (0)
Level 1 on statewide assessment	33 (37)	32 (45)	45 (52)	110 (134)
	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	56%	56%	0%	52%	4%
	2017	59%	58%	1%	52%	7%
Same Grade Comparison		-3%				
Cohort Comparison						
07	2018	70%	66%	4%	51%	19%
	2017	63%	60%	3%	52%	11%
Same Grade Comparison		7%				
Cohort Comparison		11%				
08	2018	77%	74%	3%	58%	19%
	2017	52%	55%	-3%	55%	-3%
Same Grade Comparison		25%				
Cohort Comparison		14%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	63%	63%	0%	52%	11%
	2017	65%	63%	2%	51%	14%
Same Grade Comparison		-2%				
Cohort Comparison						
07	2018	69%	58%	11%	54%	15%
	2017	62%	61%	1%	53%	9%
Same Grade Comparison		7%				
Cohort Comparison		4%				
08	2018	69%	57%	12%	45%	24%
	2017	38%	35%	3%	46%	-8%
Same Grade Comparison		31%				
Cohort Comparison		7%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	56%	56%	0%	50%	6%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	87%	79%	8%	71%	16%
2017	83%	76%	7%	69%	14%
Compare		4%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	99%	68%	31%	62%	37%
2017	82%	78%	4%	60%	22%
Compare		17%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	100%	68%	32%	56%	44%
2017	87%	74%	13%	53%	34%
Compare		13%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	36	46	33	43	53	41	30	60			
BLK	59	65	58	56	54	33	44	92	69		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
HSP	70	61		75	58						
MUL	57	65		70	77						
WHT	69	64	52	76	63	62	60	86	76		
FRL	63	63	57	63	57	52	44	79	61		

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	24	41	36	28	49	50	27	57			
BLK	37	36	17	46	64	52	6	77			
HSP	59	68		64	55			90			
MUL	61	54		70	67		50				
WHT	60	60	48	65	63	55	53	82	73		
FRL	47	51	41	53	61	54	37	78	60		

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	To support Reading and Writing achievement target goal of 70% of students scoring Proficient on the Florida Standards Assessment (FSA) - ELA
Rationale	Wakulla Middle School scored 68% proficient on the 2018 FSA ELA. Students who are not considered proficient on the FSA ELA need extra support to gain mastery.
Intended Outcome	The intended outcome is to achieve 70% of students mastering FSA ELA standards school-wide.
Point Person	Tolar Griffin (tolar.griffin@wcsb.us)
Action Step	
Description	AVID Summer Institute Training, Achieve3000 Training, SATL Training, Renaissance Training, Teengagement Training, Targeted skills instruction in ELA and Critical Thinking Classes (Key Ideas and Details and Integration of Knowledge and Ideas), Targeted Interventions (Tier 2/3) READ180 classes for all level 1 students and Achieve3000 classes for all level 2 students.
	Wakulla Middle School will utilize teacher coaches to assist in building a collaborative community to create more engaging lesson plans with Kagan structures entwined. Teacher coaches will also provide coaching sessions with teachers across the school to assist in areas of need. We will also use common planning time between grade level content areas to assist with collaborative efforts.
	The use of common board configurations in each classroom as a teaching tool will allow students to know exactly what they are learning and can self-assess their level of understanding of the focused reading standards by using a learning target scale.
	Wakulla Middle School will utilize specific AVID strategies such as focused note-taking, quick writes using academic language, word walls, learning logs, Socratic seminars, philosophical chairs, binder checks, critical reading strategies, developing higher order thinking questions.
	Plan for targeted interventions for students not responding to core curriculum plus supplemental instruction using problem-solving processes. Interventions will be matched to individual student needs, be evidence based, and provided in addition to core curriculum. Students will participate in READ180 or Achieve3000 in an Intensive Reading classroom. Targeted interventions in reading comprehension skills/strategies such as determining main idea, citing evidence, phonics, decoding, self-monitoring, making connections, generating questions, summarizing and clarifying text.
Person Responsible	Tolar Griffin (tolar.griffin@wcsb.us)
Plan to Monitor Effectiveness	
Description	Assessment results and classroom grades, progress monitoring via District Standards Based Assessments in Critical Thinking classes, Teengagement scores in Language Arts classes, STAR reading results, teacher checklists and calendars, professional development sign-in sheets, classroom observations, lesson plans, and teacher coaches
Person Responsible	Deana Davis (deana.davis@wcsb.us)

Activity #2	
Title	To support Math achievement target goal of 76% of students scoring at Proficient on the Florida Standards Assessment (FSA) - Math
Rationale	Wakulla Middle School scored 74% proficient on the 2018 FSA Math. Students who are not considered proficient on the FSA Math need extra support to gain mastery.
Intended Outcome	The intended outcome is to achieve 76% of students mastering FSA Math standards school-wide.
Point Person	Tolar Griffin (tolar.griffin@wcsb.us)
Action Step	
Description	Specific targeted interventions (Tier 2/3), Implement AM Math school-wide, Renaissance Training, SATL Math Training, AVID Summer Institute Training, Intensive Math class for level 1s on FSA Math, Ready Math workbooks for all math classes. All students will receive targeted instruction for all Math subject strands with emphasis on "Geometry", "Expressions and Equations", "Ratio and Proportional Relationships", and "Functions".
	Wakulla Middle School will utilize teacher coaches to assist in building a collaborative community to create more engaging lesson plans with Kagan structures (rally robin, quiz-quiz trade, show-down, numbered heads together, and fan-n-pick) entwined. Teacher coaches will also provide coaching sessions with teachers across the school to assist in areas of need. We will also use common planning time between grade level content areas to assist with collaborative efforts.
	The use of common board configurations in each classroom as a teaching tool will allow students to know exactly what they are learning and can self-assess their level of understanding of the focused math standards by using a learning target scale.
	Wakulla Middle School will utilize specific AVID strategies such as focused note-taking, learning logs, word walls, binder checks, developing higher order thinking questions.
	Plan for supplemental instruction/intervention for students not responding to core instruction is to focus on skills/strategies determined by STAR Math data and will include explicit instruction, modeled instruction, guided practice, and independent practice. Ready Math workbooks will provide visual representations, peer-assisted learning activities, think-aloud modeling, multiple examples, and giving students the opportunity to verbalize decisions and solutions to math problems. Students will participate in an Intensive Math classroom if scored level 1 on FSA Math 2018 and are considered proficient in Reading.
	Providing a supply closet for economically disadvantaged students, where they can retrieve math manipulatives and materials needed for classroom instruction.
Person Responsible	Tolar Griffin (tolar.griffin@wcsb.us)
Plan to Monitor Effectiveness	
Description	FSA Math Assessment results and classroom grades, Accelerated Math scores, STAR Math results, progress monitoring via District Based Standards Assessments in all Math classes, teacher created checklists and calendars, Moby Max growth reports, professional development sign-in sheets, lesson plans, classroom observations, and teacher coaches
Person Responsible	Amy Bryan (amy.bryan@wcsb.us)

Activity #3	
Title	To support Science achievement target goal of 70% of students scoring at Proficient on the FCAT2.0 - Science
Rationale	Wakulla Middle School scored 57% proficient on the 2018 FCAT 2.0 Science. All scientific domains are tested so students need to be knowledgeable of the General Science curriculum.
Intended Outcome	The intended outcome is to achieve 70% of students mastering FCAT 2.0 Science standards school-wide.
Point Person	Tolar Griffin (tolar.griffin@wcsb.us)
Action Step	
Description	Science teachers will utilize curriculum that encompasses all scientific domains, and selected a new science textbook adoption this year.
	Wakulla Middle School will utilize teacher coaches to assist in building a collaborative community to create more engaging lesson plans with Kagan structures (rally robin, quiz-quiz trade, show-down, numbered heads together, and fan-n-pick) entwined. Teacher coaches will also provide coaching sessions with teachers across the school to assist in areas of need. We will also use common planning time between grade level content areas to assist with collaborative efforts.
	The use of common board configurations in each classroom as a teaching tool will allow students to know exactly what they are learning and can self-assess their level of understanding of the focused science standards by using a learning target scale.
	Wakulla Middle School will utilize specific AVID strategies such as focused note-taking, quick writes, learning logs, Socratic seminars, philosophical chairs, binder checks, marking the text strategies, developing higher order thinking questions.
Person Responsible	Tolar Griffin (tolar.griffin@wcsb.us)
Plan to Monitor Effectiveness	
Description	Student achievement on classroom assessments and science statewide assessment, professional development sign-in sheets, and classroom observations
Person Responsible	Tolar Griffin (tolar.griffin@wcsb.us)

Activity #4	
Title	To provide an educational environment that ensures a safe, drug free, healthy school climate both physically and emotionally for all students
Rationale	Wakulla Middle School is located in a rural district of Florida. Rural communities are often lacking in resources of mental health services, and social services in general. Our students need access to social skills instruction by well-trained teachers and staff. Mental health issues have become more prevalent in society and Wakulla needs to be proactive on learning strategies to best serve our students with those needs.
Intended Outcome	The intended outcome is to have a physically and emotionally safe environment for students to learn - suspensions will decrease from 29 to 23. Increased attendance rate will also be an outcome of creating a physically and emotionally safe environment.
Point Person	Leon Hillmon (leon.hillmon@wcsb.us)
Action Step	
Description	Provide bullying prevention awareness and mental health training to teachers and staff, create a bank of resources and activities from which schools can draw, create a threat assessment team on site, employ a full-time SRO on campus, hang bullying awareness posters on school campus, additional social worker days, and hold individual class meetings. Our mentors on campus could provide a check-in with specific students, especially for those students on a behavior RTI plan.
Person Responsible	Leon Hillmon (leon.hillmon@wcsb.us)
Plan to Monitor Effectiveness	
Description	Evaluate the implementation of the mental health training, calendars and agendas from meetings, professional development sign-in sheets, monitor referral and guidance records for discipline issues related to bullying and/or mental health
Person Responsible	Leon Hillmon (leon.hillmon@wcsb.us)

Part V: Budget

Total:	\$13,200.00
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