

Sumter District Schools

# Wildwood Middle/ High School



## 2018-19 Schoolwide Improvement Plan

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## Wildwood Middle/ High School

700 HUEY ST, Wildwood, FL 34785

[www.sumter.k12.fl.us/schools/whs](http://www.sumter.k12.fl.us/schools/whs)

### 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)
High School 6-12	Yes	100%
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	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	C*

### School Board Approval

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

### 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.

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.

#### Provide the school's vision 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.

### School Leadership Team

#### Membership

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

Name	Title
Crosby, Laticia	Assistant Principal
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
Graybeal, Jerry	Assistant Principal
Parker, Paula	Teacher, K-12
Dixon, Ronald	Teacher, K-12
Weber, Evelyn	Assistant Principal
Saslovsky, Clarissa	School Counselor
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
Ugur, Aysegul	Assistant Principal

#### Duties

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 also lead grade level and/or department meetings once a month. During these meetings, updates are discussed and PLCs are conducted to focus on the school's latest data and student academic needs.

## 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	56	49	64	71	49	55	55	399
One or more suspensions	0	0	0	0	0	0	36	26	39	51	31	29	25	237
Course failure in ELA or Math	0	0	0	0	0	0	23	29	51	65	46	44	32	290
Level 1 on statewide assessment	0	0	0	0	0	0	33	17	33	53	29	25	19	209

#### 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	43	36	56	82	48	47	40	352

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	4	2	2	12	2	6	0	28

#### Date this data was collected

Friday 8/31/2018

### 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	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

### 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	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

## 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?**

Students performed the lowest on the 2018 FSA Science and Math. 39% scored a level 3 or higher on the 2018 FSA Science and Math. Based on past data, this is a trend in Science and Math. While the percentage proficient, increased in both Science and Math in 2018, both showed the lowest number of students proficient.

**Which data component showed the greatest decline from prior year?**

Social Studies was the only area that showed a decline from 2017 to 2018. There was a 2% decline from 2017 to 2018.

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

The percentage of students proficient in Science (39%) had the biggest gap when compared to the state average of 67% proficient.

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

The number of students proficient in the bottom quartile (50%) along with the percentage of students showing learning gains in math (54%) showed the most improvement on the 2018 FSA data components. Based on FSA Math data from 2016, 2017 and 2018, this is not a trend. There was a decrease in the percentage of students making learning gains in math and the percentage of students in the bottom quartile that were proficient from 2016 to 2017.

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

Utilizing AVID strategies such as interactive notebooks and Cornell Notes, implementation of IXL to reinforce foundational mathematic skills, assistance in math classrooms from the School Curriculum Specialists and utilization of volunteers to assist in math classrooms led to improvement in the area of math.

**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	43%	59%	56%	30%	51%	52%
ELA Learning Gains	53%	56%	53%	42%	40%	46%
ELA Lowest 25th Percentile	51%	41%	44%	38%	33%	38%
Math Achievement	39%	44%	51%	25%	47%	43%
Math Learning Gains	54%	41%	48%	35%	48%	39%
Math Lowest 25th Percentile	50%	38%	45%	41%	40%	38%
Science Achievement	39%	70%	67%	40%	63%	65%
Social Studies Achievement	56%	77%	71%	51%	66%	69%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Attendance below 90 percent	56 (22)	49 (45)	64 (39)	71 (46)	49 (21)	55 (28)	55 (26)	399 (227)
One or more suspensions	36 (27)	26 (55)	39 (45)	51 (49)	31 (32)	29 (31)	25 (21)	237 (260)
Course failure in ELA or Math	23 (22)	29 (72)	51 (54)	65 (72)	46 (46)	44 (41)	32 (29)	290 (336)
Level 1 on statewide assessment	33 (32)	17 (50)	33 (24)	53 (44)	29 (12)	25 (28)	19 (16)	209 (206)

**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	48%	60%	-12%	52%	-4%
	2017	29%	59%	-30%	52%	-23%
Same Grade Comparison		19%				
Cohort Comparison						
07	2018	36%	55%	-19%	51%	-15%
	2017	39%	58%	-19%	52%	-13%
Same Grade Comparison		-3%				
Cohort Comparison		7%				
08	2018	59%	66%	-7%	58%	1%
	2017	33%	64%	-31%	55%	-22%
Same Grade Comparison		26%				
Cohort Comparison		20%				
09	2018	34%	63%	-29%	53%	-19%
	2017	31%	54%	-23%	52%	-21%
Same Grade Comparison		3%				
Cohort Comparison		1%				
10	2018	39%	59%	-20%	53%	-14%
	2017	36%	52%	-16%	50%	-14%
Same Grade Comparison		3%				
Cohort Comparison		8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	43%	65%	-22%	52%	-9%
	2017	20%	58%	-38%	51%	-31%
Same Grade Comparison		23%				
Cohort Comparison						
07	2018	27%	57%	-30%	54%	-27%
	2017	28%	56%	-28%	53%	-25%
Same Grade Comparison		-1%				
Cohort Comparison		7%				
08	2018	30%	49%	-19%	45%	-15%
	2017	8%	52%	-44%	46%	-38%
Same Grade Comparison		22%				
Cohort Comparison		2%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	40%	57%	-17%	50%	-10%
	2017					
Cohort Comparison						



BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	43%	70%	-27%	65%	-22%
2017	40%	54%	-14%	63%	-23%
Compare		3%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	50%	70%	-20%	71%	-21%
2017	48%	72%	-24%	69%	-21%
Compare		2%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	68%	74%	-6%	68%	0%
2017	63%	68%	-5%	67%	-4%
Compare		5%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	44%	62%	-18%	62%	-18%
2017	40%	62%	-22%	60%	-20%
Compare		4%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	45%	63%	-18%	56%	-11%
2017	34%	58%	-24%	53%	-19%
Compare		11%			

### 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	21	39	40	22	36	39	32	33		55	
ELL	8	36	40		67						
BLK	35	51	56	30	50	51	29	44	65	87	10
HSP	40	54	60	43	55	58	26	65	50	70	
MUL	57	59		35	65						
WHT	51	55	41	47	55	41	53	65	81	81	48
FRL	40	52	51	36	52	51	37	52	69	86	20

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	9	26	22	8	24	22	13	38		75	
ELL		36			40						
BLK	25	39	32	18	30	26	24	50	40	83	47
HSP	36	47	39	36	37	25	39	56	64		
MUL	36	45		35	45						
WHT	45	48	32	36	36	32	40	63	64	77	48
FRL	31	42	32	25	32	27	31	56	52	82	33

### 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	
<b>Title</b>	English Language Arts
<b>Rationale</b>	Based on the 2018 FSA ELA data, 43% of students in grades 6-10 scored a level 3 or higher. This indicates that 57% of students scored below proficiency. This is below the district and state averages. This impacts student performance across all content areas because the basis of learning content is embedded in reading comprehension ability.
<b>Intended Outcome</b>	To increase student proficiency on the 2019 FSA ELA assessment to at least 53% scoring a level 3 or higher.
<b>Point Person</b>	Aysegul Ugur (aysegul.ugur@sumter.k12.fl.us)
<b>Action Step</b>	
<b>Description</b>	<p>Wildwood Middle High School will implement the following action steps to increase student performance in ELA.</p> <ul style="list-style-type: none"> <li>-Implementation of AVID WICOR strategies including focused note- taking, marking the text, and Socratic Seminars</li> <li>- Implementation of Learning Focused Strategies (LFS) with an emphasis on standard-based lesson planning.</li> <li>-Implementation of iReady curriculum and online instructional tool.</li> <li>-Middle School Weekly Instructional tool with a pacing guide for teachers.</li> <li>- Regular focused classroom walkthroughs with specific feedback</li> <li>-ELA/ Reading non-negotiables for classroom environment and instruction</li> <li>-Teacher needs inventory for support tailored to the department's needs</li> <li>- Utilization of Renaissance Place Accelerated Reader Program that includes quarterly goals set and communicated, weekly progress checks, one non-fiction book a week, quarterly incentives and monthly principal's challenge.</li> <li>-Building better classroom libraries and increasing book selection in the media center.</li> <li>-Bi-Weekly department meetings that include unpacking the standards, reviewing data and sharing classroom strategies and student evidence</li> <li>- Working with community partners to implement incentives (i.e. field trips)</li> </ul>
<b>Person Responsible</b>	Kylie Ondriezek (kylie.ondriezek@sumter.k12.fl.us)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	Lesson plans and fidelity classroom walkthrough forms will be reviewed throughout the school year. Also, Achieve 3000, iReady and reading assessments will be used to monitor students' progress.
<b>Person Responsible</b>	Aysegul Ugur (aysegul.ugur@sumter.k12.fl.us)

Activity #2	
<b>Title</b>	Math
<b>Rationale</b>	Based on the 2018 FSA Math data, 39% scored a level 3 or higher. This indicates that 61% of students scored below proficiency. This is below the district and state averages.
<b>Intended Outcome</b>	To increase student proficiency on the 2019 FSA Math assessment to at least 49% scoring a level 3 or higher.
<b>Point Person</b>	Dee Ragar (dee.ragar@sumter.k12.fl.us)
<b>Action Step</b>	
Wildwood Middle High School will implement the following action steps to increase students' performance in math.	
<b>Description</b>	<ul style="list-style-type: none"> <li>- Implementation of AVID WICOR strategies including interactive notebooks, marking the text, focused note- taking and one pagers to highlight key concepts</li> <li>- Implementation of Learning Focused Strategies with emphasis on standard based lesson planning.</li> <li>- Utilization of Math Nation in Algebra I, Geometry and Algebra II courses</li> <li>- Utilization of IXL program to reinforce math skills and assist with mastery of mathematic standards</li> <li>- Saturday Math Camps prior to FSA and EOC's to review skills and provide students with remediation</li> <li>- 21st Century afterschool program with an emphasis on math and to assist students with math homework</li> </ul>
<b>Person Responsible</b>	Sherri Hampton (sherri.hampton@sumter.k12.fl.us)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	iReady, IXL and math assessments including semester exams will be used to monitor students' progress and the effectiveness of implementation. Also, administrators will review lesson plans and conduct walkthroughs throughout the year.
<b>Person Responsible</b>	Laticia Crosby (laticia.crosby@sumter.k12.fl.us)

Activity #3	
<b>Title</b>	Science
<b>Rationale</b>	Based on the 2018 Science data, 39% of students in grades 6, 8 and 10 scored a level 3 or higher. This indicates that 61% of students scored below proficiency. This is below the district and state averages.
<b>Intended Outcome</b>	To increase student proficiency on the 2019 Science assessments to at least 49% scoring a level 3 or higher.
<b>Point Person</b>	Deanna Squire (deanna.squire@sumter.k12.fl.us)
<b>Action Step</b>	
<b>Description</b>	<p>Wildwood Middle High School will implement the following action steps to increase students' performance in Science.</p> <ul style="list-style-type: none"> <li>- Implementation of new Pearson Science Textbook and Online Resources for middle school student.</li> <li>- Utilization of Mc- Graw- Hill in High School Physical Science.</li> <li>-High School students will have access to online material. Teachers will also be provided with professional development on resources throughout the school year.</li> <li>- Textbooks online for High School Students</li> <li>-Utilization of AVID WICOR strategies that include focused note- taking, interactive notebooks and marking the text during science courses</li> <li>- Continuation of the 21st CCLC afterschool program that focus on project based STEM challenges and includes the Robotic Club</li> <li>- Utilization of Explore Learning Gizmo in Science</li> <li>-Provide students with opportunities to participate in hands- on science experiences and STEM activities.</li> <li>- Implementation of Maker Space Lab that allows students to explore various science concepts through self selected learning.</li> <li>- Offering new courses in Middle and High School (M/J Coding Principles and AP Computer Science Principles)</li> <li>- Schedule STEM Parent Night that will provide families to work together to complete Science challenges</li> <li>-Science Fair (and other science competitions)- Envirothon</li> <li>- Middle School students will have the opportunity to visit SEEC to experience hands on science activities and</li> <li>-Hour of Code where students will be able to create their own program.</li> </ul>
<b>Person Responsible</b>	Deanna Squire (deanna.squire@sumter.k12.fl.us)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	The Science department will meet biweekly to discuss students' progress. Science assessments will also be monitored throughout the year. Administration will also complete frequent walkthroughs to monitor the effectiveness of the action steps implemented.
<b>Person Responsible</b>	Evelyn Weber (evelyn.weber@sumter.k12.fl.us)

Activity #4	
<b>Title</b>	Social Studies
<b>Rationale</b>	Based on the 2018 school grade component, 56% of Wildwood Middle High School students were proficient in Social Studies. Social Studies is the only data component that showed a decrease from 2017 to 2018. Social Studies achievement was also below the district and state average.
<b>Intended Outcome</b>	To increase student proficiency in Social Studies to at least 66%.
<b>Point Person</b>	Jerry Graybeal (jerry.graybeal@sumter.k12.fl.us)
<b>Action Step</b>	
<b>Description</b>	Wildwood Middle High School will implement the following action steps to increase students' performance in Social Studies.
	-Implementation of AVID WICOR strategies including focused note- taking, one- pagers and Philosophical Chairs.
	- Implementation of Learning Focused Strategies (LFS) with an emphasis on standard-based lesson planning that include higher order thinking, collaborative pairs and graphic organizers.
	- Utilization of Achieve 3000 for reinforcement of reading skills and review of Social Studies content.
	- Continuation of Document Based Question (DBQs) to include the integration of rigor and writing.
<b>Person Responsible</b>	Ronald Dixon (ronald.dixon@sumter.k12.fl.us)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	Lesson plans and classroom walkthrough forms will be reviewed throughout the school year to monitor effectiveness. Social Studies assessments and mid year data will also be used to monitor the effectiveness of the action steps.
<b>Person Responsible</b>	Jerry Graybeal (jerry.graybeal@sumter.k12.fl.us)

Activity #5	
<b>Title</b>	Attendance
<b>Rationale</b>	Based on 2017-2018 attendance data, 9 students missed 20% or more of school and 61 students missed 10-19% of school. Research shows that missing 10% or more school days negatively impacts students' performance. If students attend school, regularly they are more likely to be successful in academics,
<b>Intended Outcome</b>	To decrease the number of students missing 10% or more of school by at least 20% (56 students).
<b>Point Person</b>	Laticia Crosby (laticia.crosby@sumter.k12.fl.us)
<b>Action Step</b>	
<b>Description</b>	<p>Wildwood Middle High School will implement the following action steps to increase the number of students who attend school 90% or more during the school year.</p> <ul style="list-style-type: none"> <li>- Implementation of a 3-Tier Attendance Plan that includes incentives for students who attend school regularly.</li> <li>- Parents and students will be provided with written and verbal attendance communication throughout the school year. Parents and students will receive notification on the fourth, fifth, seventh and tenth unexcused absence. Parents will also receive notifications regarding the importance of their child attending school regularly.</li> <li>- Schedule Parent Nights to inform parents of their child's attendance and discuss issues that could arise from not adhering to the attendance policy.</li> <li>- Child Study Team meetings will be scheduled as needed to develop individual plans to improve attendance.</li> <li>- Utilize outside agencies when possible to work with families (i.e. Youth and Family Alternative).</li> </ul>
<b>Person Responsible</b>	Laticia Crosby (laticia.crosby@sumter.k12.fl.us)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	Skyward attendance reports will be reviewed weekly by the school attendance clerk and Assistant Principal. The Assistant Principal will also participate in monthly District Attendance Meetings to discuss and monitor the effectiveness of the plan.
<b>Person Responsible</b>	Laticia Crosby (laticia.crosby@sumter.k12.fl.us)

Activity #6	
<b>Title</b>	Discipline
<b>Rationale</b>	Based on 2017-2018 data, there were 1,075 student discipline referrals. Decreasing the number of student discipline referrals will also result in a decreased number of student removals from class and increased instructional time on task for students.
<b>Intended Outcome</b>	To reduce the number of student discipline forms by at least 20% (860 discipline referrals).
<b>Point Person</b>	Jerry Graybeal (jerry.graybeal@sumter.k12.fl.us)
<b>Action Step</b>	
<b>Description</b>	<p>Wildwood Middle High School will implement the following action steps to decrease the number of discipline referrals in the 2018-2019 school year.</p> <ul style="list-style-type: none"> <li>- Tailor the PBS plan to address the social,emotional and behavioral needs of our students. The PBS plan will also include frequent incentives.</li> <li>- Establish a PBS school team that meet monthly and consist of various stakeholders</li> <li>- Utilize behavior intervention forms that provide teachers with a specific four step plan and interventions, so that discipline procedures can be consistent school wide.</li> <li>-Continue to utilize "The 5Ps" positive referrals to recognize students for appropriate behavior.</li> <li>- Students will receive character development through counseling, one on one mentoring, School Resource Officer presentations and Focused Friday.</li> </ul>
<b>Person Responsible</b>	Jerry Graybeal (jerry.graybeal@sumter.k12.fl.us)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	The PBS team will meet monthly to review the number of discipline referrals. The PBS team will also compare discipline reports from previous years to monitor effectiveness of the action steps.
<b>Person Responsible</b>	Aysegul Ugur (aysegul.ugur@sumter.k12.fl.us)

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

#### **Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

Wildwood Middle High School works at building positive relationships with families to increase involvement by hosting various parent and school activities inviting families to participate. At the start of school, orientation was conducted to allow parents to learn about the school, expectations, and meet their student's teachers.

WMHS embraces community and parent involvement in the school setting. Parents and the community are informed of school related activities through the marquee post in front of the school, backpack



reminders, updated website information, and phone call-outs when necessary. Students are provided with home-base assignments to complete with parents at home.

WMHS host three parent nights during the school year. During Parent Nights, parents are provided with a copy of their child's report card and have the opportunity to meet with teachers to discuss their child's progress and ways to increase achievement. Students receive a progress report and report card every nine weeks so parents are familiar with their student's progress. Parents also have access to Skyward gradebook to maintain information pertaining to grades and keeping in contact with their student's teacher. Also, parents have the opportunity to meet with their student's teachers for conferences and include administration if deemed necessary.

Opportunities for parents and community members are available through the volunteer program and attendance at the SAC meetings. Potential volunteers complete the volunteer application to increase involvement in the school setting. Upon approval from the school and the District Board meeting, volunteers are contacted for volunteer placement in the school setting. SAC members are involved in the decision-making process for school improvement.

#### **PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

#### **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 week, we have Focused Friday where teachers meet with students to discuss goals, behavior, attendance, and grades.

#### **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 meet with 6th grade teachers for vertical articulation. During the vertical articulation, teachers discuss student 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.

#### **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. Through weekly leadership meetings and data chats administration is able to determine student needs and the resources necessary to enhance student outcomes. The leadership team consist of administrators department and grade level chairs, middle school counselor, high school counselor, curriculum coordinator, testing coordinator and the media specialist.

#### Afterschool and Summer Programs

Sumter County School District has provided an after school program inclusive of Remediation Program/ Credit Recovery and a summer program for Credit Recovery/EOC Remediation for secondary students. There are several components included in this program to meet the needs of the targeted students in each area.

#### 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 II

Title II is Staff Development and the school provides professional development for teachers and staff inclusive of effective instructional practices.

#### Title III

Title III is ESOL, and schools work closely with their 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. All Sumter County students receive free lunch and breakfast. Students who attend afterschool academic programs also receive free snacks.

#### Career and Technical Education

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.

**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 Focused Note Taking, 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 are 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.

**Part V: Budget**

**Total:**

**\$0.00**