

Wakulla County Schools

# Wakulla Middle School



2019-20 Schoolwide Improvement Plan

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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>16</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Wakulla Middle School

22 JEAN DR, Crawfordville, FL 32327

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

## Demographics

**Principal: Simeon Nelson**

Start Date for this Principal: 8/10/2016

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	65%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (66%) 2017-18: A (67%) 2016-17: B (60%) 2015-16: B (56%) 2014-15: B (61%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northwest
<b>Regional Executive Director</b>	<a href="#">Rachel Heide</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

This plan was approved by the Wakulla County School Board on 10/21/2019.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://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.

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## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>10</b>
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22 JEAN DR, Crawfordville, FL 32327

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

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p><b>2018-19 Title I School</b></p> <p>No</p>	<p><b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>48%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>18%</p>

## School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	A	B	B

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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. 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.**

Committed to success for all students, teachers, staff and our school system.

**Provide the school's vision statement.**

A rigorous and appropriate education that results in success for all students.

### School Leadership Team

**Membership**

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

Name	Title	Job Duties and Responsibilities
Griffin, Tolar	Principal	To provide the leadership and vision necessary to develop and administer educational programs that optimize the human and material resources available for a successful and safe school program for students, staff, parents, and community.
Bryan, Amy	Assistant Principal	To assist the principal with administrative and instructional functions and the development and implementation of the school improvement plan to meet the needs of students and to carry out the mission and goals of the school and the district.
Hillmon, Leon	Dean	To assist the Principal with providing a school atmosphere in which learning is of prime importance by implementing School Board policies designed to maintain proper student discipline.
Davis, Lara	Instructional Coach	To assist and support classroom teachers in providing balanced and effective instructional programs for all students.
Hofheinz, Amanda	Teacher, K-12	Teacher Coach
Roddenberry, Katrina	Teacher, K-12	Teacher Coach
Perez, Lindsey	Teacher, K-12	Teacher Coach
Martin , Melissa	Teacher, K-12	Teacher Coach
Harrison, Mallory	Teacher, K-12	Teacher Coach
Ferrell, Shannon	Teacher, K-12	Teacher Coach
Dissmore, Nicole	Teacher, K-12	Teacher Coach
Byars, Sandy	Instructional Media	Media Specialist
Pichard, Jessica	Dean	Associate Dean of Student Services

**Early Warning Systems**

**Current Year**

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



Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	199	153	180	0	0	0	0	532
Attendance below 90 percent	0	0	0	0	0	0	31	19	22	0	0	0	0	72
One or more suspensions	0	0	0	0	0	0	10	15	8	0	0	0	0	33
Course failure in ELA or Math	0	0	0	0	0	0	22	14	9	0	0	0	0	45
Level 1 on statewide assessment	0	0	0	0	0	0	41	38	33	0	0	0	0	112

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	21	21	10	0	0	0	0	52

**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	3	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	4	1	1	0	0	0	0	6

**FTE units allocated to school (total number of teacher units)**

28

**Date this data was collected or last updated**

Tuesday 10/8/2019

**Prior Year - 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	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 with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	18	21	31	0	0	0	0	70

**Prior Year - 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	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 with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	18	21	31	0	0	0	0	70

**Part II: Needs Assessment/Analysis**

**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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	63%	62%	54%	58%	59%	52%
ELA Learning Gains	52%	52%	54%	57%	56%	54%
ELA Lowest 25th Percentile	49%	48%	47%	43%	43%	44%
Math Achievement	74%	69%	58%	63%	64%	56%
Math Learning Gains	64%	61%	57%	63%	59%	57%
Math Lowest 25th Percentile	64%	52%	51%	54%	47%	50%
Science Achievement	69%	61%	51%	47%	50%	50%
Social Studies Achievement	85%	80%	72%	82%	76%	70%

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

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	199 (0)	153 (0)	180 (0)	532 (0)
Attendance below 90 percent	31 (43)	19 (45)	22 (54)	72 (142)
One or more suspensions	10 (6)	15 (10)	8 (13)	33 (29)
Course failure in ELA or Math	22 (11)	14 (14)	9 (9)	45 (34)
Level 1 on statewide assessment	41 (33)	38 (32)	33 (45)	112 (110)

**Grade Level Data**

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

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	50%	53%	-3%	54%	-4%
	2018	56%	56%	0%	52%	4%
Same Grade Comparison		-6%				
Cohort Comparison						
07	2019	63%	56%	7%	52%	11%
	2018	70%	66%	4%	51%	19%
Same Grade Comparison		-7%				
Cohort Comparison		7%				
08	2019	67%	64%	3%	56%	11%
	2018	77%	74%	3%	58%	19%
Same Grade Comparison		-10%				
Cohort Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	61%	63%	-2%	55%	6%
	2018	63%	63%	0%	52%	11%
Same Grade Comparison		-2%				
Cohort Comparison						
07	2019	68%	59%	9%	54%	14%
	2018	69%	58%	11%	54%	15%
Same Grade Comparison		-1%				
Cohort Comparison		5%				
08	2019	68%	48%	20%	46%	22%
	2018	69%	57%	12%	45%	24%
Same Grade Comparison		-1%				
Cohort Comparison		-1%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	69%	58%	11%	48%	21%
	2018	56%	56%	0%	50%	6%
Same Grade Comparison		13%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	84%	78%	6%	71%	13%
2018	87%	79%	8%	71%	16%
Compare		-3%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	93%	58%	35%	61%	32%
2018	99%	68%	31%	62%	37%
Compare		-6%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	72%	28%	57%	43%
2018	100%	68%	32%	56%	44%
Compare		0%			

**Subgroup Data**

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	28	51	47	41	53	51	23	65	58		
BLK	33	31	40	56	64	75	69	58	75		
HSP	53	50		56	63						
MUL	63	54		75	56			75	70		
WHT	66	54	49	77	65	60	70	87	73		
FRL	53	50	42	66	67	60	63	82	65		
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			

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
BLK	59	65	58	56	54	33	44	92	69		
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		

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	592
Total Components for the Federal Index	9
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	46
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	56
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	56
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	66
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	67
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	61
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

#### Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Grade 6 ELA learning gains and grade 6 ELA lowest quartile learning gains were the two lowest scoring areas. Grade 6 ELA has been the weakest area for multiple years. The test structure changed and the school was unaware of the strand shift.

#### Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Grade 8 ELA learning gains dropped 23% from 75% to 52%. Two factors may have contributed to the drop. Changes to the grade 8 ELA staff and changes to test structure may have contributed to this drop. Students tend to struggle more with the integration of knowledge portion of the FSA. This portion of the test increased from 17.3% in 2017-2018 to 26.9% in 2018-2019.

#### Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

8th Grade Geometry Achievement at WMS is 43 points higher than the state average. We only have one section of Geometry, and those students have great foundations and are fully prepared for the course.

#### Which data component showed the most improvement? What new actions did your school take in this area?

Grade 6 Mathematics learning gains increased 15% from 50% to 65%. Changes were made to the master schedule to allow three highly effective teachers to teach all of grade 6 math. These teachers collaborated to plan highly engaging lessons that covered the standards.

#### Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

A potential area for concern when reflecting on the EWS data are the 21 students who display two or more indicators in 6th and 7th grade. There are multiple RTI behavior students that coincide with these points of data. We need to ensure that these students, three of whom are retainees, are identified and targeted for appropriate interventions. We also have multiple double-retainees, four of which are in 6th grade, one in 7th grade, and one in 8th grade.

A second concern is our amount of level 1s on the FSA. We currently have 41 in 6th grade, 38 in 7th grade, and 33 in 8th grade. We need to ensure that we are identifying these students and monitoring their progress through the intensive programs at WMS.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. 6th Grade learning gains
2. 6th Grade lowest quartile
3. 6th Grade ELA proficiency
- 4.
- 5.

## **Part III: Planning for Improvement**

**Areas of Focus:**



<b>#1</b>	
<b>Title</b>	To support Reading and Writing achievement target goal of 70% of students scoring proficient on the Florida Standards Assessment (FSA) - ELA
<b>Rationale</b>	Wakulla Middle School scored 63% proficient on the 2019 FSA ELA. Students who are not considered proficient on the FSA ELA need extra support to gain mastery. All students will receive targeted instruction on FSA ELA subject strand "Integration of Knowledge and Ideas".

<b>State the measurable outcome the school plans to achieve</b>	The intended outcome is to achieve 70% of students mastering FSA ELA standards school-wide and to decrease the number of lowest quartile students from 49% to 42%.
<b>Person responsible for monitoring outcome</b>	Tolar Griffin (tolar.griffin@wcsb.us)
<b>Evidence-based Strategy</b>	<ol style="list-style-type: none"> <li>1. Achieve3000 - Computer-based online reading intervention program that provides informational text articles for students to read at their independent Lexile level and answer comprehension questions based on the text.</li> <li>2. READ180 - Blended-learning approach reading intervention program that provides individualized instruction to meet each student's reading needs.</li> <li>3. AVID WICOR/Kagan - focused note-taking, quick writes using academic language, word walls, learning logs, Socratic seminars, philosophical chairs, weekly binder checks, critical reading strategies, developing higher order thinking questions, marking the text, rally robin, quiz-quiz-trade, show-down, numbered heads together, and fan-n-pick.</li> <li>4. Teacher Coaches - a group of 8 teachers who facilitate collaboration at the school level.</li> <li>5. Common Planning Time - teachers in common grade levels and content areas have the same planning period scheduled in the master schedule.</li> <li>6. Common Board Configuration - board(s) in classroom with required visual aids for students. Learning Targets, academic vocabulary, standards/I Can statements, daily/ weekly agenda, learning scales.</li> <li>7. Response to Intervention Process - guiding students through interventions depending on areas of weakness.</li> </ol>
<b>Rationale for Evidence-based Strategy</b>	<ol style="list-style-type: none"> <li>1. Achieve3000 provides intensive, targeted Tier 2 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 for all FSA-ELA Level 2 students, and students with disabilities.</li> <li>2. READ180 provides intensive, targeted Tier 3 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 for all FSA-ELA Level 1 students, and students with disabilities.</li> <li>3. AVID WICOR/Kagan strategies assist in collaboration efforts and provide instruction in inquiry, organization, writing, and reading, for all students including students with disabilities.</li> <li>4. Teacher coaches will assist in building a collaborative community to create more engaging lessons and enrichment activities, as well as, assist with universal design for learning across all instructional and non-instructional school contexts, including students with disabilities.</li> </ol>

- 5. Common Planning Time will assist with collaborative efforts between grade level content areas for vertical and horizontal learning communities.
- 6. Common Board Configuration allows students to know exactly what they are learning and self-assess their level of understanding of the focused reading standards with a learning target scale.
- 7. Response to Intervention Process - Students identified through ongoing data review as not meeting grade-level mastery will receive targeted interventions according to the district's Response to Intervention process. This differentiated, targeted instruction will meet individualized student needs to maximize learning and growth.

**Action Step**

**Description**

- 1. Scheduling all Level 1 or Level 2 FSA-ELA students in a READ180 or Achieve3000 class
- 2. Train teachers/faculty on AVID WICOR/Kagan strategies during monthly faculty meetings
- 3. Teacher coaches meet on a monthly basis to coordinate additional support for teachers in the form of training, modeling, and/or co-teaching on the areas of Main Idea and Key Details, Integration of knowledge and Ideas, and writing using elaboration strategies.
- 4. Monitor common boards and WICOR/Kagan strategy use in classrooms via principal walkthroughs
- 5. AVID Summer Institute Training
- 6. Progress monitoring through STAR Reading diagnostics quarterly.
- 7. Identify students in need of tiered intervention through ongoing progress monitoring and provide supports as determined by the district's Response to Intervention process.

**Person Responsible**

Tolar Griffin (tolar.griffin@wcsb.us)

<b>#2</b>	
<b>Title</b>	To support Math achievement target goal of 76% of students scoring proficient on the Florida Standards Assessment (FSA) - Math
<b>Rationale</b>	Wakulla Middle School scored 74% proficient on the 2019 FSA Math. Students who are not considered proficient on the FSA Math need extra support to gain mastery. All students need specific targeted instruction for all Math subject strands with emphasis on "Geometry", "Expressions and Equations", "Ratio and Proportional Relationships", and "Functions".

<b>State the measurable outcome the school plans to achieve</b>	The intended outcome is to achieve 76% of students mastering FSA Math standards school-wide.
<b>Person responsible for monitoring outcome</b>	Tolar Griffin (tolar.griffin@wcsb.us)
<b>Evidence-based Strategy</b>	<ol style="list-style-type: none"> <li>1. Accelerated Math - utilization of educational technology to assist with development of math skills</li> <li>2. Intensive Math Instruction(class) - intensive, academic intervention instruction on math skills for level 1s on FSA Math</li> <li>3. Ready Math - books to be used as curriculum for intensive math classes, instruction for math skills and strategies.</li> <li>4. AVID WICOR/Kagan - focused note-taking, quick writes using academic language, word walls, learning logs, Socratic seminars, philosophical chairs, weekly binder checks, developing higher order thinking questions, rally robin, quiz-quiz-trade, show-down, numbered heads together, and fan-n-pick.</li> <li>5. Teacher Coaches - a group of 8 teachers who facilitate collaboration at the school level.</li> <li>6. Common Planning Time - teachers in common grade levels and content areas have the same planning period scheduled in the master schedule.</li> <li>7. Common Board Configuration - board(s) in classroom with required visual aids for students. Learning Targets, academic vocabulary, standards/I Can statements, daily/ weekly agenda, learning scales.</li> <li>8. Response to Intervention Process - guiding students through interventions depending on areas of weakness.</li> </ol>
<b>Rationale for Evidence-based Strategy</b>	<ol style="list-style-type: none"> <li>1. Accelerated Math will be used in the Intensive Math classrooms to provide support for students not responding to core instruction. The focus is determined by STAR math data and will include explicit instruction, modeled instruction, guided practice, and independent practice for all students, including students with disabilities.</li> <li>2. Ready Math books will provide visual representations, peer-assisted learning activities, think-aloud modeling, multiple examples, and gives all students the opportunity to verbalize decisions and solutions to math problems, including students with disabilities.</li> <li>3. AVID WICOR/Kagan strategies assist in collaboration efforts and provide instruction in inquiry and organization.</li> <li>4. Teacher coaches will assist in building a collaborative community to create more engaging lesson plans, as well as, assist with universal design for learning across all instructional and non-instructional school contexts, including students with disabilities.</li> <li>5. Common Planning Time will assist with collaborative efforts between grade level</li> </ol>

content areas for vertical and horizontal learning communities.

6. Common Board Configuration allows students to know exactly what they are learning and self-assess their level of understanding of the focused reading standards with a learning target scale.

7. Response to Intervention Process - Students identified through ongoing data review as not meeting grade-level mastery will received targeted interventions according to the district's Response to Intervention process. This differentiated, targeted instruction will meet individualized student needs to maximize learning and growth.

**Action Step**

1. Scheduling all Level 1 FSA Math students in an intensive math class which will include the use of Accelerated Math and Ready Math books.
2. Train teachers/faculty on AVID WICOR/Kagan strategies during monthly faculty meetings
3. Teacher coaches meet on a monthly basis to coordinate additional support for teachers in the form of training, modeling, and/or co-teaching for increasing multiplication fluency and stamina.
4. Monitor common boards and WICOR/Kagan strategy use in classrooms via principal walkthroughs
5. AVID Summer Institute Training
6. Progress monitoring through STAR Math and Accelerated Math assessments quarterly.
7. Identify students in need of tiered intervention through ongoing progress monitoring and provide supports as determined by the district's Response to Intervention process.

**Description**

**Person Responsible**

Tolar Griffin (tolar.griffin@wcsb.us)

<b>#3</b>	
<b>Title</b>	To support Science achievement target goal of 70% of students scoring at proficient on the FCAT 2.0 Science
<b>Rationale</b>	Wakulla Middle School scored 69% on the 2019 FCAT 2.0 Science. All scientific domains are tested so students need to be knowledgeable of the General Science curriculum.
<b>State the measurable outcome the school plans to achieve</b>	The intended outcome is to achieve 70% of students mastering FCAT 2.0 Science standards school-wide.
<b>Person responsible for monitoring outcome</b>	Tolar Griffin (tolar.griffin@wcsb.us)
<b>Evidence-based Strategy</b>	<ol style="list-style-type: none"> <li>1. Science curriculum - the newly selected science textbook encompasses all scientific domains tested</li> <li>2. AVID WICOR/Kagan - focused note-taking, quick writes using academic language, word walls, learning logs, Socratic seminars, philosophical chairs, weekly binder checks, critical reading strategies, developing higher order thinking questions, marking the text, rally robin, quiz-quiz-trade, show-down, numbered heads together, and fan-n-pick.</li> <li>3. Teacher Coaches - a group of 8 teachers who facilitate collaboration at the school level.</li> <li>4. Common Planning Time - teachers in common grade levels and content areas have the same planning period scheduled in the master schedule.</li> <li>5. Common Board Configuration - board(s) in classroom with required visual aids for students. Learning Targets, academic vocabulary, standards/I Can statements, daily/ weekly agenda, learning scales.</li> <li>6. Response to Intervention Process - guiding students through interventions depending on areas of weakness.</li> </ol>
<b>Rationale for Evidence-based Strategy</b>	<ol style="list-style-type: none"> <li>1. Science curriculum - use of an evidence-based curriculum/textbook will assist teachers in pacing and ensure coverage of all science standards.</li> <li>2. AVID WICOR/Kagan strategies assist in collaboration efforts and provide instruction in inquiry, organization, writing, and reading.</li> <li>3. Teacher coaches will assist in building a collaborative community to create more engaging lesson plans.</li> <li>4. Common Planning Time will assist with collaborative efforts between grade level content areas.</li> <li>5. Common Board Configuration allows students to know exactly what they are learning and self-assess their level of understanding of the focused reading standards with a learning target scale.</li> <li>6. Response to Intervention Process - Students identified through ongoing data review as not meeting grade-level mastery will received targeted interventions according to the district's Response to Intervention process. This differentiated, targeted instruction will meet individualized student needs to maximize learning and growth.</li> </ol>
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Progress monitor through classroom teacher created tests</li> <li>2. Train teachers/faculty on AVID WICOR/Kagan strategies during monthly faculty meetings</li> <li>3. Teacher coaches meet on a monthly basis to coordinate additional support for</li> </ol>

teachers in the form of training, modeling, and/or co-teaching.

4. Monitor common boards and WICOR/Kagan strategy use in classrooms via principal walkthroughs

5. AVID Summer Institute Training

6. Response to Intervention process - teachers will identify students that are struggling to meet standards via teacher-created tests and implement small group re-teach and review of standards until mastery.

**Person  
Responsible**

Tolar Griffin (tolar.griffin@wcsb.us)

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<b>#4</b>	
<b>Title</b>	To provide an educational environment that ensures a safe, drug free, healthy school climate both physically and emotionally for all students
<b>Rationale</b>	Wakulla Middle School students need more support when it comes to mental health and discipline guidance.
<b>State the measurable outcome the school plans to achieve</b>	The intended outcome is to have a physically and emotionally safe environment for students to learn in. In 2019-2020, the evidence-based strategies will decrease disciplinary referrals and incidents (lunch detentions) from 3,343 to 2,343.
<b>Person responsible for monitoring outcome</b>	Leon Hillmon (leon.hillmon@wcsb.us)
<b>Evidence-based Strategy</b>	<p>Provide bullying awareness and mental health/social skills training to all students through 5-STAR. Students will receive 5 hours of Mental and Emotional Health education. Employ a full-time SRO and former law-enforcement guardian on campus throughout the school day. Restorative discipline routines during Teacher Advisory Period (individual class meetings). Zero tolerance talks by administration. Response to Intervention for Tier 2 and Tier 3 behavior intervention plans.</p> <p>5-STAR Curriculum is an evidence-based research proven method of incorporating social skills into the middle school curriculum. This will allow students to view videos and engage in classroom discussions around the social skills in the instruction.</p>
<b>Rationale for Evidence-based Strategy</b>	<p>A full-time SRO and guardian on campus will assist in the safety and security of our campus by being present inside and outside the building.</p> <p>Restorative discipline routines/circles will allow a safe environment for students to share and hold discussions around discipline and restorative justice.</p> <p>Zero tolerance talks by administration will set forth clear expectations of consequences when it comes to zero tolerance behaviors.</p> <p>Response to Intervention Process will help us to provide tiered intervention to identified students through ongoing progress monitoring and provide supports as determined by the district's Response to Intervention process.</p>
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Train teachers on 5-STAR curriculum and implement program</li> <li>2. Train teachers on restorative discipline/justice routines (pilot program)</li> <li>3. Teachers incorporate restorative justice routines during teacher advisory period (volunteer teachers for pilot program implementation)</li> <li>4. Administration will speak to each grade level and team about zero tolerance behaviors</li> <li>5. Office referrals, student absences, in/out of school suspensions will be progress monitored each quarter.</li> <li>6. Identify students in need of tiered intervention through ongoing progress monitoring and provide supports as determined by the district's Response to Intervention process.</li> </ol>
<b>Person Responsible</b>	Leon Hillmon (leon.hillmon@wcsb.us)

**Additional Schoolwide Improvement Priorities (optional)**

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

College & Career Readiness Goal (ICT certifications)  
Mental Health/Behavior