

Wakulla County Schools

Wakulla Middle School



2020-21 Schoolwide Improvement Plan

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Wakulla Middle School

22 JEAN DR, Crawfordville, FL 32327

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

Demographics

Principal: Simeon Nelson

Start Date for this Principal: 6/1/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	65%
2019-20 ESSA Subgroups Represented (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
School Grades History	2018-19: A (66%) 2017-18: A (67%) 2016-17: B (60%) 2015-16: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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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)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	68%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	22%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	B

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Purpose and Outline of the SIP

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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, position title, and job duties/responsibilities 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.
Davis, Lara	Instructional Coach	To assist and support classroom teachers in providing balanced and effective instructional programs for all students.
Rodgers, Eden	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.
Roddenberry, Katrina	Teacher, K-12	Teacher Coach
Perez, Lindsey	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
Roberts, Sierra	Teacher, K-12	Teacher Coach
Flagg, Lynn	Teacher, K-12	Teacher Coach
Medley, Joe	Dean	Dean of Discipline

Demographic Information

Principal start date

Wednesday 6/1/2016, Simeon Nelson

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

8

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

8

Total number of teacher positions allocated to the school

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
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SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
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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	170	203	149	0	0	0	0	522
Attendance below 90 percent	0	0	0	0	0	0	21	22	20	63	0	0	0	126
One or more suspensions	0	0	0	0	0	0	4	4	3	0	0	0	0	11
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	19	32	25	0	0	0	0	76
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	29	35	27	0	0	0	0	91

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	15	28	19	0	0	0	0	62

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	1	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	4	2	0	0	0	0	6

Date this data was collected or last updated

Friday 9/11/2020

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	
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	

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		
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	

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	
	(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	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		

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
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			
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%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
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%	0
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%	0
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%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	67
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	61
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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. Students tend to struggle more with the integration of knowledge portion of the FSA. This portion of the test increased from 17.3% to 26.9% of the FSA ELA.

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?

A potential area for concern when reflecting on the EWS data, there are 62 students who display two or more indicators for 6th, 7th, and 8th grade. We need to ensure that these students are identified and targeted through the RTI process for appropriate interventions. Of these students, there

are 6 students total who have been retained more than one time, 7th grade with 4 students and 8th grade with two students.

Another potential area of concern when reflecting on EWS data, is the amount of students that have scored below proficiency On the FSA Reading and FSA Math Assessments. On the FSA ELA, there are 76 students who scored a level 1 and on the FSA Mathematics, there are 91 students who scored a level 1. 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 Proficiency
4. Positive Behavior Interventions and Supports
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

To support Reading and Writing achievement target goal of 68% of students scoring proficient on the Florida Standards Assessment (FSA) - ELA.

Measurable Outcome:

The intended outcome is to achieve 68% of students mastering FSA ELA standards school-wide and to increase the learning gains of our students from 54% to 57%.

Person responsible for monitoring outcome:

Tolar Griffin (tolar.griffin@wcsb.us)

Evidence-based Strategy:

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.
2. READ180 - Blended-learning approach reading intervention program that provides individualized instruction to meet each student's reading needs.
3. Response to Intervention Process - guiding students through interventions depending on areas of weakness.
4. Pacing Guides- Ensuring Brick and Mortar/Distant Learning Students, Teachers, and Parents are all on the same standards at all times.
5. Teacher Coaches - a group of 8 teachers who facilitate collaboration at the school level.
6. KAGAN Strategies- Provides engaging strategies and incorporates student collaboration.

Rationale for Evidence-based Strategy:

1. Achieve3000 - A Computer-based online reading intervention program that will be built into the master schedule and scheduled for students who scored a level 2 on the FSA ELA test.
2. READ180 - A blended-learning approach reading intervention program that will be built into the master schedule and scheduled for all students who scored a level 1 on the FSA ELA test.
3. Response to Intervention Process - targets students who are not proficient and provides interventions tailored to their learning needs.
4. Pacing Guides- Provides the students, teachers, and parents with the expectation of standards and assignments that will be assigned throughout the school year. This also ensures that all grade level standards are taught and covered.
5. 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.
6. KAGAN Strategies- Researched based collaborative learning strategies that will provide engaging lessons to meet the needs of all students.

Action Steps to Implement

1. Student Services will schedule all Level 1 or Level 2 FSA-ELA students in a READ180 or Achieve3000 class.
2. Teacher Coaches will train teachers/faculty on 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. Our teachers and Instructional Coach will progress monitor student progress through STAR Reading diagnostics quarterly.
5. Our MTSS team will identify students in need of tiered intervention through ongoing progress monitoring and provide supports as determined by the district's Response to Intervention process.
6. Our District Curriculum Director will schedule Teacher Input Summer Training to develop pacing guides and upload assignments through CANVAS.

Person Responsible Tolar Griffin (tolar.griffin@wcsb.us)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Wakulla Middle School scored 74% proficient on the 2019 FSA Math with 64% Learning Gains in 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".

Measurable Outcome: The intended outcome is to achieve 76% of students mastering FSA Math standards school-wide and increasing the learning gains of students from 64% to 66%.

Person responsible for monitoring outcome: Tolar Griffin (tolar.griffin@wcsb.us)

Evidence-based Strategy:

1. Freckle Math- utilization of educational technology to assist with development of math skills.
2. MobyMax Math- software program intended to close the gaps of students that are not proficient on Florida Math Standards.
3. Intensive Math Class- Academic intervention class to target students who scored a level 1 on the FSA Math.
4. GO Math- Researched based curriculum used to teach the Florida Math Standards.
5. Teacher Coaches - a group of 8 teachers who facilitate collaboration at the school level.
6. Common Planning Time - teachers in common grade levels and content areas have the same planning period scheduled in the master schedule.
7. Response to Intervention Process - guiding students through interventions depending on areas of weakness.
8. KAGAN Strategies- Researched based collaboration strategies that develop higher order thinking skills.

Rationale for Evidence-based Strategy:

1. Freckle Math- This software program will be utilized in math classes in brick and mortar and in distant learning math classes to provide support with math concepts that the students are not responding to with the core curriculum. It also provides explicit instruction, modeled instruction, guided practice, and independent practice for all students, including students with disabilities.
2. MobyMax Math- This software program will be utilized in intensive math classes to provide support and address concepts that our Level 1 students have not mastered. This intervention program will be used to identify key skills that the students need support with and will provide practice on those skills.
3. Intensive Math Class- A support class for Level 1 math students that will provide explicit instruction, modeled and guided practice on standards that the students' have not become proficient in.
4. Go Math- will provide curriculum content that utilizes 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.
5. 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.
6. Common Planning Time will be built into the master schedule to assist with collaborative efforts between grade level content areas for vertical and horizontal learning communities.
7. Response to Intervention Process - Our MTSS team will identify student 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.

8. Kagan strategies Teacher Coaches will assist in collaboration efforts and provide instruction in inquiry and organization.

Action Steps to Implement

1. Scheduling all Level 1 FSA Math students in an intensive math class which will include the use of Freckle and MobyMax.
2. Train teachers 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. Schedule common planning time in the master schedule for teachers.
5. Progress monitoring through STAR Math and Moby Max assessments quarterly.
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.

Person Responsible Tolar Griffin (tolar.griffin@wcsb.us)

#3. Other specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale: Wakulla Middle School students need more support when it comes to mental health and discipline guidance.

Measurable Outcome: Wakulla Middle School will have 90% of faculty trained in Youth Mental Health First Aid by the end of the school year.

Person responsible for monitoring outcome: Jessica Pichard (jessica.mckenzie-pichard@wcsb.us)

Evidence-based Strategy: 1. Youth Mental Health First Aid is a required professional development course for all faculty and staff employed by Wakulla County Schools.

Rationale for Evidence-based Strategy:

1. Youth Mental Health First Aid is a training that provides employees strategies to give to students that are going through a mental health crisis or disorder until appropriate professional help arrives or given.
2. Due to Instructional and Non-Instructional personnel being trained throughout the district last year, our number of Baker Act Assessments has decreased from 78 in the first nine weeks of last year to 50 in the first nine weeks of this year. If our school continues to increase the number of employees trained, we believe this number will continue to decrease.
3. Our school has 87% of our faculty that have been trained in Youth Mental Health First Aid.

Action Steps to Implement

1. New teachers will enroll in the Youth Mental Health First Aid training.
2. Student Services will use EPDC to track enrollment and attendance for the training.
3. Student Services will run quarterly reports on the number of Baker Act Assessments.

Person Responsible Eden Rodgers (eden.rodgers@wcsb.us)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

All students will know how to log in and access their assignments on CANVAS by practicing in their classes.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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 by 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 enhance learning at all levels. We believe that all the programs and practices of WMS should be based on thorough knowledge of the developmental characteristics of middle school

students and focused on meeting their needs. Wakulla Middle School should be student-centered rather than subject-centered and should provide a structured, safe 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 would attempt to enhance students' self-esteem by creating an atmosphere of positive relationships and mutual respect among and between students and staff. 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 as well as an operational role. We strongly believe that a successful school

is one in which teachers, parents, and community members share the responsibility for the students' education through the support of the school's mission. A copy of the School Improvement Plan will be posted on our school website, as well as, the district website so that all stakeholders are given the opportunity to review the plan. The school advisory council is made up of various stakeholders in the school and community to vote, implement, and progress monitor the plan throughout the year.

Parent Family and Engagement Plan (PFEP) Link

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