

Wakulla County Schools

# Wakulla Middle School



## 2021-22 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: 6/1/2021

<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>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	65%
<b>2020-21 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%)
<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>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](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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## Wakulla Middle School

22 JEAN DR, Crawfordville, FL 32327

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

### School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 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	21%

### School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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### SIP Authority

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<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.**

Wakulla Middle School is committed to success for all students, teachers, staff and our school system.

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

Wakulla Middle School is committed to providing 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	Position Title	Job Duties and Responsibilities
Tucker, Priscilla	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.
Nelson, Simeon	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.
Pichard, Jessica	Dean	To provide guidance and counseling services to students, parents, and teachers so that students are able to reach their greatest physical, emotional, psychological and behavioral potential. To provide leadership, coordination and support of student service programs that will enhance opportunities for student growth and improved student performance; including career path development; scheduling; referral to support services; development of graduation path; credit checks; liaisons with post-secondary institutions; oversight of multi-system of supports; data correction relating to attendance and academic performance; and assessment coordination.
Wells, Coleman	Dean	To implement and provide behavioral support for our students.
Jamison, Lesley	Instructional Coach	To assist and support classroom teachers in providing balanced and effective instructional programs for all students
Ferrell, Shannon	Teacher, K-12	Teacher Coach
Perez, Lindsey	Teacher, K-12	Teacher Coach
Harrison, Mallory	Teacher, K-12	Teacher Coach
Dissmore, Nicole	Teacher, K-12	Teacher Coach
Mitchum, Kelly	Teacher, K-12	Teacher Coach

## Demographic Information

### Principal start date

Tuesday 6/1/2021, 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.*

5



**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.*

2

**Total number of teacher positions allocated to the school**

36

**Total number of students enrolled at the school**

535

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

8

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

8

### Demographic Data

## Early Warning Systems

### 2021-22

**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	160	182	190	0	0	0	0	532
Attendance below 90 percent	0	0	0	0	0	0	43	53	50	0	0	0	0	146
One or more suspensions	0	0	0	0	0	0	3	0	5	0	0	0	0	8
Course failure in ELA	0	0	0	0	0	0	17	11	40	0	0	0	0	68
Course failure in Math	0	0	0	0	0	0	19	11	46	0	0	0	0	76
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	30	40	50	0	0	0	0	120
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	34	39	50	0	0	0	0	123
Number of students with a substantial reading deficiency	0	0	0	0	0	0	23	33	43	0	0	0	0	99

**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	33	27	60	0	0	0	0	120

**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	1	2	1	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	1	3	0	0	0	4

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

Monday 8/30/2021

## 2020-21 - 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	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

## 2020-21 - 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	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	

## Part II: Needs Assessment/Analysis

### School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				63%	62%	54%	68%	67%	53%
ELA Learning Gains				52%	52%	54%	64%	63%	54%
ELA Lowest 25th Percentile				49%	48%	47%	54%	50%	47%
Math Achievement				74%	69%	58%	74%	69%	58%
Math Learning Gains				64%	61%	57%	63%	59%	57%
Math Lowest 25th Percentile				64%	52%	51%	58%	56%	51%
Science Achievement				69%	61%	51%	57%	59%	52%
Social Studies Achievement				85%	80%	72%	87%	82%	72%

### Grade Level Data Review - State Assessments

**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	2021					
	2019	50%	53%	-3%	54%	-4%
Cohort Comparison						
07	2021					
	2019	63%	56%	7%	52%	11%
Cohort Comparison		-50%				
08	2021					
	2019	67%	64%	3%	56%	11%
Cohort Comparison		-63%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	61%	63%	-2%	55%	6%
Cohort Comparison						
07	2021					
	2019	68%	59%	9%	54%	14%
Cohort Comparison		-61%				
08	2021					
	2019	68%	48%	20%	46%	22%
Cohort Comparison		-68%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	69%	58%	11%	48%	21%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	84%	78%	6%	71%	13%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	93%	58%	35%	61%	32%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	72%	28%	57%	43%

### Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Wakulla Middle School will use STAR Reading, STAR Math, DSBAs, and Wakulla Writes to monitor our students' progress on Florida Standards.

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	67%		
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	60%		
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	54%		
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	64%		
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	57%		
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	67%		
	Economically Disadvantaged Students With Disabilities English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

## Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	24	29	21	30	36	31	28	42			
BLK	35	36	27	33	43	59		55			
HSP	36	25		43	33						
MUL	28	39	50	41	32	25	30				
WHT	57	49	30	60	44	41	46	68	63		
FRL	39	40	27	44	39	41	31	51	50		
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		

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
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		

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	437
Total Components for the Federal Index	9
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
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
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	41
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	34
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	35
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	51
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	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### **What trends emerge across grade levels, subgroups and core content areas?**

Wakulla Middle School decreased in proficiency on the FSA ELA over the last three years in all grade levels. Since 2018, our ELA proficiency level has dropped by 18%. Our learning gains and learning gains in the lowest quartile have declined in all grade levels over the last three years by at least 10%. Our CIVICS scores have decreased each year by at least 2%.

#### **What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?**

Based on our data, our 8th grade ELA proficiency level scores were the lowest scoring area and declined from 67% proficient to 43% proficient. Our over all ELA proficiency level has declined from 63% in 2019 to 52% in 2021.

#### **What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

The contributing factors that lead to these factors were that our 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. Our school also experienced a high turnover of 8th grade teachers after the 2020-2021 school year. This led to less experienced teachers teaching in our 8th grade content area classes.

#### **What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

Our 6th grade ELA proficiency level increased by 3% from 60% to 63%.

#### **What were the contributing factors to this improvement? What new actions did your school take in this area?**

Our 6th grade ELA teacher retention rate was 100% from the 2019-2020 school year to the 2020-2021 school year. This resulted in our 6th grade ELA teachers being experienced in the ELA Florida Standards and testing best practices.

#### **What strategies will need to be implemented in order to accelerate learning?**

Wakulla Middle School will be implementing after-school math and science tutoring for level 1,2,and 3 students to improve their proficiency level on the FSA Math and Science assessments. Our teacher coaches will be providing professional development for our faculty members on evidenced-based strategies for all content areas. Our instructional coach will be meeting with our Achieve and Read180 teachers to review data on our students receiving RTI interventions. Our administrators will increase our meetings with content area teachers to review progress monitoring data from quarterly to monthly. Our students in RTI for mathematics will receive 45 minutes of i Ready interventions per week.

#### **Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Our Intensive Math teachers will need access to training in i-Ready for how to utilize the different tools and how to run reports to review student progress. Our new Read180 teachers will need training in how to use the Read180 software program and how to carryout the program within a classroom.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Administration will provide accountability to our faculty to ensure that meetings are occurring and professional development is being offered and implemented within the classrooms. All new teachers will be provided a mentor teacher to improve best practices and skills and that instruction is being carried out with fidelity.

### Part III: Planning for Improvement

#### Areas of Focus:

**#1. Instructional Practice specifically relating to ELA**

<b>Area of Focus Description and Rationale:</b>	To support Reading and Writing achievement target goal of 60% of students scoring proficient on the Florida Standards Assessment (FSA) - ELA.
<b>Measurable Outcome:</b>	The intended outcome is to achieve 60% of students mastering FSA ELA standards school-wide and to increase the learning gains of our students from 46% to 54% on the Spring 2022 assessment.
<b>Monitoring:</b>	Star Reading, District Standard Based Assessments, and Wakulla Writes will be used to monitor the progress of students on their ELA standards.
<b>Person responsible for monitoring outcome:</b>	Priscilla Tucker (priscilla.tucker@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. Response to Intervention Process - guiding students through interventions depending on areas of weakness.</li> <li>4. Pacing Guides- Ensuring Brick and Mortar/Distant Learning Students, Teachers, and Parents are all on the same standards at all times.</li> <li>5. Teacher Coaches - a group of 8 teachers who facilitate collaboration at the school level.</li> <li>6. KAGAN Strategies- Provides engaging strategies and incorporates student collaboration.</li> <li>7. Monthly Data Meetings- Administration and ELA teachers will meet to discuss progress monitoring data.</li> <li>9. AVID School Wide- Program that is proven to increase organization and productivity in students.</li> </ol>
<b>Rationale for Evidence-based Strategy:</b>	<ol style="list-style-type: none"> <li>1. Achieve3000 - Research Based Reading intervention program that will support students who scored a level 2 on the FSA ELA Assessment.</li> <li>2. READ180 - A blended-learning reading intervention program that supports students who scored a level 1 on the FSA ELA test.</li> <li>3. RTI Process - Targets students who are not proficient and provides interventions tailored to their learning needs.</li> <li>4. Pacing Guides- A Standard Based Learning Guide with assignments that will be assigned throughout the school year.</li> <li>5. Teacher Coaches - Supports teachers with creating more engaging lessons, as well as, assists with UDL across all instructional and non-instructional school contexts.</li> <li>6. KAGAN- Researched based collaborative learning strategies that meet the needs of all students.</li> <li>7. Monthly Data Meetings- Used to review school data and target specific areas that students aren't proficient.</li> <li>8. AVID School Wide- Provides specific organizational and instructional supports to increase academic capacity.</li> </ol>

**Action Steps to Implement**

1. All students who scored a level 1 or a level 2 on their ELA FSA will be placed in an intensive reading class, Read 180 or Achieve 3000. and will be given a RTI plan that will address their individual needs.

**Person Responsible** Priscilla Tucker (priscilla.tucker@wcsb.us)

2. Our District Curriculum Director will conduct Teacher Input Summer Training to develop pacing guides and upload assignments through CANVAS.

**Person Responsible** Lesley Jamison (lesley.jamison@wcsb.us)

3. Our teachers and Instructional Coach will progress monitor student progress through STAR Reading diagnostics quarterly and develop lessons that meet the needs of students.

**Person Responsible** Priscilla Tucker (priscilla.tucker@wcsb.us)

4. Teacher coaches will 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.

**Person Responsible** Simeon Nelson (simeon.nelson@wcsb.us)

5. Our MTSS team will identify students in need of tiered intervention through progress monitoring and provide supports through the district's MTSS process.

**Person Responsible** Lesley Jamison (lesley.jamison@wcsb.us)

**#2. Instructional Practice specifically relating to Math**

**Area of Focus Description and Rationale:** Wakulla Middle School scored 56% proficient on the 2021 FSA Math with 43% 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 61% of students mastering FSA Math standards school-wide and increasing the learning gains of students from 43% to 48%.

**Monitoring:** This area of focus will be monitored through STAR Math and i-Ready Math.

**Person responsible for monitoring outcome:** Priscilla Tucker (priscilla.tucker@wcsb.us)

**Evidence-based Strategy:**

1. Intensive Math Class- Academic intervention class to target students who scored a level 1 on the FSA Math.
2. GO Math- Researched based curriculum used to teach the Florida Math Standards.
3. Teacher Coaches - a group of 8 teachers who facilitate collaboration at the school level.
4. Common Planning Time - teachers in common grade levels and content areas have the same planning period scheduled in the master schedule.
5. Response to Intervention Process - guiding students through interventions depending on areas of weakness.
7. Math Tutoring- Afternoon tutoring sessions that occur twice a week with certified teachers.
8. i-Ready Math- software program intended to close the gaps of students that are not proficient on Florida Math Standards.
9. Afternoon Math Tutoring- Tutoring occurring twice a week after school with a certified Math Teacher.

**Rationale for Evidence-based Strategy:**

1. Intensive Math Class- Support class for Level 1 math students that provides explicit instruction, modeled and guided practice on standards that students have not mastered.
2. Go Math- Provides curriculum content that utilizes visual representations, peer-assisted learning activities, and think-aloud modeling to give all students the opportunity to verbalize decisions and solutions to math problems.
3. Teacher Coaches- Teacher Coaches will assist teachers in developing standard based lesson plans and engaging activities that will meet the needs of all students.
4. Common Planning Time- A master schedule that includes time for common grade levels and content area teachers to meet to review student progress.
5. RTI Process - Our MTSS team will identify students who are not meeting grade-level mastery and will receive targeted interventions.
7. Math Tutoring- Students will come twice a week for 2 hours with a certified teacher to focus on the students' gaps in math.

**Action Steps to Implement**

Students who scored a Level 1 on the FSA Math will be scheduled into an intensive math class which will include the use of individualized interventions and IReady Math.

**Person Responsible** Priscilla Tucker (priscilla.tucker@wcsb.us)

The Master schedule will be developed to include a common planning time for Math Teachers to meet to discuss student data.

**Person Responsible** Priscilla Tucker (priscilla.tucker@wcsb.us)

Teacher coaches will meet on a monthly basis to coordinate additional support for teachers in the form of training, modeling, and/or co-teaching.

**Person Responsible** Simeon Nelson (simeon.nelson@wcsb.us)

Our MTSS team will identify students in need of tiered intervention through progress monitoring and provide supports through the MTSS process.

**Person Responsible** Lesley Jamison (lesley.jamison@wcsb.us)

Students who are needing additional support with math concepts will be signed up afternoon math tutoring.

**Person Responsible** Simeon Nelson (simeon.nelson@wcsb.us)

**#3. Other specifically relating to Communication**

**Area of Focus Description and Rationale:** According to the 2020-2021 Parent Surveys, Wakulla Middle School failed to communicate with parents to the level that made them feel well informed about important decisions and information about the school. Out of the 52 parents that participated in the survey, 35 of parents stated that Wakulla Middle School needed to improve in the area of communication with parents.

**Measurable Outcome:** Wakulla Middle School will use a variety of resources to relay important information to reduce the number of parent complaints regarding communication by 50%.

**Monitoring:** 2021-2022 Parent Climate Survey.

**Person responsible for monitoring outcome:** Simeon Nelson (simeon.nelson@wcsb.us)

**Evidence-based Strategy:**

1. Bi-Weekly Parent Phone Calls- Phone calls made by teachers every other week.
2. Social Media Site- Wakulla Middle School's Facebook Page that will deliver information.
3. ROBO Calls- phone calls made to all parents by Mr. Nelson relaying important information.
4. Principal Newsletter- A monthly letter sent home that delivers information to parents.
5. Email- Mass emails sent to parents.
6. School Website- A webpage with current information about Wakulla Middle School.

**Rationale for Evidence-based Strategy:**

1. Bi-Weekly Parent Phone Calls- Teachers will reach out to parents every other week to relay information, give updates on student progress, review missing work, and review grades.
2. Social Media Site- Wakulla Middle School will make announcements and deliver information through their Facebook site.
3. ROBO Calls- An automatic phone call sent by the principal to all parents whose numbers are listed in FOCUS that delivers important information.
4. Principal Newsletter- A newsletter that describes upcoming events, deadlines, and expectations for the month
5. Email- Mass emails will be sent to parents with active emails in FOCUS to deliver information quickly.

**Action Steps to Implement**

Up-to-date information will be added to Wakulla Middle School's Social Media Facebook page once information is delivered to teachers/faculty members.

**Person Responsible:** Sandy Byars (sandyb.byars@wcsb.us)

Information regarding upcoming events, academics, or deadlines will be sent to parents through FOCUS mass email.

**Person Responsible:** Priscilla Tucker (priscilla.tucker@wcsb.us)

ROBO calls will be generated when important information needs to be delivered to parents quickly and effectively.

**Person Responsible:** Simeon Nelson (simeon.nelson@wcsb.us)

**Additional Schoolwide Improvement Priorities**



Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**Wakulla Middle School is ranked 407 out of 553 middle schools in the State of Florida. When compared to all middle schools statewide, this ranking places us in the high category for number of incidents.**

**Primary Concern - Altercations between students - Monitor through referral data, investigation completed regarding student conflict, and Restorative Discipline practices.**

**Secondary Concern - Tardies, Absenses, and students out of area - Controlled student movement, teacher representation in hallways during transition, collecting absence data, referrals, and teacher surveys.**

#### **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.**

Wakulla Middle School provides clear expectations that promote learning, safety, and wellness among our students and faculty. We have put in place Restorative Discipline circles and practices that teach students how to resolve conflict and build relationships among peers and teachers. Our students are rewarded for meeting school expectations with outdoor team time. This time is built into the school day and allows the students to participate in games and activities with their peers. Another way we are building positive school culture is by Student of the Month. Each homeroom teacher will select a student that is performing exceptionally with their academics, meeting WMS' school expectations, and supporting the teachers with building a positive learning environment. Each semester, our school holds a Spirit Week and Pep Rally to promote student extracurricular activities and engage all students in the Wakulla Middle School spirit. 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. A clinical social worker and the New Horizons Program will be on campus to provide students with additional emotional and social support. All students will participate in a 5-hour Mental Health training that will allow the students to learn strategies to deescalate situations, coping mechanisms, and how to express themselves in a positive manner.

#### **Identify the stakeholders and their role in promoting a positive culture and environment at the school.**

Coleman Wells - Associate Dean of Discipline - To provide Restorative Discipline and consequences for violations of school handbook.

James McDonald - Ensure our school is safe from external and internal threats to students.

Lt. Brown - Enforce criminal statutes to students, faculty, and staff and ensure safety of all stakeholders.

Kat Harris - Provide mental health support to students in crisis as well as guidance on being successful within the classroom.

Simeon Nelson - Oversee the operation of all student safety and education.

SAC Committee- Oversees the School Improvement Plan and brings diverse decision making that positively effect Wakulla Middle School.